

Cover Sheet: Request 12324

NUR3XXC Clinical Reasoning and Personalized Nursing Care: Mental Health

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Cecile Kiley ckiley@ufl.edu
Created	2/19/2018 11:56:12 AM
Updated	2/19/2018 5:24:57 PM
Description of request	This is an upper division second semester course in the nursing undergraduate program. This new course is part of the redevelopment of our undergraduate program.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	NUR - Nursing 313101000	Anna McDaniel		2/19/2018
Current Clinical Evaluation Tool - Sample.docx					2/19/2018
Case Study Description - NUR 3XXX.docx					2/19/2018
College	Approved	NUR - College of Nursing	Anna McDaniel		2/19/2018
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/19/2018
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

Course|New for request 12324

Info

Request: NUR3XXXC Clinical Reasoning and Personalized Nursing Care: Mental Health
Description of request: This is an upper division second semester course in the nursing undergraduate program. This new course is part of the redevelopment of our undergraduate program.
Submitter: Cecile Kiley ckiley@ufl.edu
Created: 2/19/2018 11:49:50 AM
Form version: 1

Responses

Recommended Prefix NUR
Course Level 3
Number XXX
Category of Instruction Intermediate
Lab Code C
Course Title Clinical Reasoning and Personalized Nursing Care: Mental Health
Transcript Title CLNCL RSN&CARE MN HTH
Degree Type Baccalaureate

Delivery Method(s) On-Campus
Co-Listing No
Co-Listing Explanation Not applicable
Effective Term Spring
Effective Year 2019
Rotating Topic? No
Repeatable Credit? No

Amount of Credit 4

S/U Only? No
Contact Type Regularly Scheduled
Weekly Contact Hours 4

Course Description This course provides foundational knowledge and principles of personalized nursing care in prevention, treatment, and recovery of mental illness and substance misuse disorders across the life span. Emphasis is on using biobehavioral theories to design personalized nursing care for promoting mental health and recovery.

Prerequisites NUR 3106 Lead and Inspire 1: Professional Nursing Practice
NUR 3066C Clinical Reasoning Health Assessment
NUR 3XXX Pathophysiology/Pharmacology in Nursing 1
NUR 3737C Principles of Personalized Nursing Care 1

Co-requisites None

Rationale and Placement in Curriculum This is an upper division second semester course in the nursing undergraduate program. This new course is part of the redevelopment of our undergraduate program.

Course Objectives

1. Explain how use of therapeutic communication in the nurse-patient relationship enhances the well-being of individuals living with mental illness.
2. Provide mental health focused personalized nursing care that integrates cultural humility and cultural competency.
3. Demonstrate core professional values and legal/ethical principles to the provision of mental health focused personalized nursing care.
4. Integrate evidence-based approaches to enhance patient outcomes, including quality of life for individuals with mental illnesses across the lifespan.
5. Demonstrate interprofessional collaboration and care coordination strategies to advocate for the mental health of individuals and families.
6. Evaluate approaches to managing selected mental illnesses and substance misuse disorders using

personalized nursing care.

Course Textbook(s) and/or Other Assigned Reading Potter, M. & Moller, M. (2016). Psychiatric-Mental Health Nursing: From Suffering to Hope. Boston, MA: Pearson Education Inc.

Weekly Schedule of Topics WEEKS TOPIC/EVALUATION

Weeks 1-4 Mental health concepts

Cultural, spiritual concepts, therapeutic communication, nurse-client interpersonal relationships

Mental health promotion

Theories/Approaches in mental health (behavioral, cognitive therapies)

Interprofessional collaboration, care collaboration, legal and ethical principles

Weeks 5-8 Assessment strategies

Crisis intervention, assisting clients in mastering mental illnesses

Mental health interventions:

Psycho pharmacy, group therapy

Complimentary therapies

Community related services/resources

Weeks 9-12 Designing personalized nursing care for clients with:

Anxiety, stress and trauma

Depression, Bipolar & eating disorders.

Schizophrenia & psychosis

Aggression & personality disorder

Weeks 13-15 Care transitions across settings

Biological basis & care of patients with substance misuse disorders

Designing personalized nursing care for clients with:

Substance misuse disorders, Alzheimer's disease and other forms of dementia,

Children and adolescents with mental illness

Links and Policies Please see the College of Nursing website for student policies (<http://students.nursing.ufl.edu/currently-enrolled/student-policies-and-handbooks/>) and a full explanation of each of the university policies - <http://nursing.ufl.edu/students-2/student-policies-and-handbooks/course-policies/>

Attendance

UF Grading Policy

Accommodations due to Disability

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Faculty Evaluations

Student Use of Social Media

Grading Scheme Paper 25%

Case study 20%

Quizzes 30%

Cumulative final Exam 25%

100%

Instructor(s) To Be Determined

NUR 3XXX: Pathophysiology/Pharmacology in Nursing 2

1. Please provide a description of the case studies grade and what is required for the course. Is this individual or group work, how are grades assessed, etc.

Description of the case studies:

The clinical cases will supplement the didactic material. The students would work in teams of 3-5 participants. With the case study, the students will get an exemplar and use this as a basis for a presentation. Evaluation will be standardized, see rubric below, and will be based on the presentation and content of the case study. Multi-modal presentations will be expected, i.e. PowerPoint, Video, and in-person presentation, integrating the methods to produce one, fluid demonstration.

Case studies will follow the topical outline noted in the NUR 3XXX syllabi and will be based on the Case Study Guidelines. Two case studies per semester will be expected for each student group.

Case Study Guidelines:

1. Describe the case presentation
2. Brief video of patient/patient experience with disease/disorder
 - a. Option 1: Student may use an online video link, with a patient with the disease reviewed, this will allow a 'real face' to the disease
 - b. Option 2: 1 student can play the patient, the others can be an interviewing Nurse
 - c. Goal is to have the Nursing student get to know the lived experience of the patient, for a more personalized patient/nursing experience
3. Brief pathophysiology
4. Brief video of pathophysiology
5. Assessment findings expected
6. Clinical manifestations, signs and symptoms expected
7. Usual Lab and diagnostic tests and expected (abnormal or normal) findings
8. Developmental considerations
9. Genetic considerations
10. Psychological considerations
11. Nursing Process: Assessment, priority nursing problem/diagnosis, goals, nursing interventions, collaborative interventions, evaluation methods
12. Pharmacological considerations
 - a. Gross medication classes, possible specific medications
 - b. Medication indications, therapeutic effects, mechanism of action, side effects, potential pitfalls
 - c. Medication pricing, with references from current sources
 - d. Desired medication outcomes
13. 5 NCLEX questions

Example of Patient/Case Scenario Exemplar:

Polycythemia: The patient presented in May 2013 at age 42 with a two-year history of fatigue and pruritus of his legs. He smoked one pack of cigarettes per day as he had for 25 years and had about five to six alcoholic drinks daily. Physical exam was unremarkable with no rash or palpable splenomegaly. Height was 74 inches and weight 189 pounds. Complete blood count: hemoglobin 21.9 g/dL (14.0–18.0); RBC $6.96 \times 10^6/\mu\text{L}$ (4.50–6.00); MCV fL 90.1 (80.0–99.0); WBC $10.1 \times 10^3/\mu\text{L}$ (4.5–10.8) with 71 percent neutrophils, 18 percent lymphocytes, eight percent monocytes, two percent eosinophils, and one percent basophils; platelets $154 \times 10^3/\mu\text{L}$. No significant poikilocytosis was reported. Ferritin was 9 mg/mL (26–388), iron 55 $\mu\text{g/dL}$ (65–175), total iron binding capacity 431 $\mu\text{g/dL}$ (250–450), iron saturation 13 percent (22–55), and reticulocytes 1.12 percent (0.20–2.44).

Taken From: <http://www.captodayonline.com/case-report-brief-review-diagnosing-polycythemia-vera-conventional-tools-amid-molecular-options/>

Example of Grading Rubric:

Criteria	Rating - Poor	Rating - Fair	Rating - Good	Rating - Excellent	Max. Points	Points Received
Describe the case presentation, introduce problem, group members	0	1	2	2.5	2.5	
Brief video of patient experience with disease/ disorder, engaging, informative, accurate	0	1	2	2.5	2.5	
Brief pathophysiology, accurate, descriptive	0	12	15	20	20	
Brief video of pathophysiology, engaging, informative, accurate	0	1	2	2.5	2.5	
Assessment findings expected (with this disorder)	0	7	8	10	10	
Clinical manifestations, signs and symptoms expected (with this disorder)	0	7	8	10	10	
Usual Lab and diagnostic tests and expected (abnormal or normal) findings (with this disorder)	0	5	4	5	5	
Developmental considerations (age, children, adolescent, adult, elderly)	0	2	3	5	5	
Genetic considerations (counselling, reproductive, genetic tests)	0	2	3	5	5	
Psychopathological considerations	0	12	15	20	20	
Nursing Process: Assessment, priority nursing problem/diagnosis, goals, nursing interventions, collaborative interventions, evaluation methods	0	7	8	10	10	
Pharmacological considerations: Gross medication classes, possible specific medications; Medication indications, therapeutic effects, mechanism of action, side effects, potential pitfalls; Medication pricing; Desired medication outcomes	0	2	4	5	5	
5 NCLEX questions (you can use textbooks, online resources)	0	1	2	2.5	2.5	
Total	0			100	100	

Evaluation Form
 University of Florida
 College of Nursing
 Bachelor of Science in Nursing (BSN)

Student _____
Faculty _____
Semester _____

NUR 3138C: Clinical Practice 1: Wellness Promotion and Illness Prevention

<p><u>Evaluation:</u> A student must receive a rating of satisfactory (S) performance in each of the categories by completion of the semester in order to receive a passing grade for the course. A rating of less than satisfactory in any of the categories will constitute an unsatisfactory grade (U) for the course.</p>	<p>Progression Date: _____ Initial: _____</p>	<p>Final Date: _____ Initial: _____</p>
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	Areas of Evaluation		S	U	S	U
<p><u>Program Objective:</u> 1. Integrate knowledge, skills, and values derived from a solid base in liberal education to deliver quality care to individuals and groups across the life span and across healthcare environments.</p> <p><u>Course Objective:</u> 1. Apply concepts of wellness promotion and disease, injury, and disability prevention with selected individuals.</p>	<p>THEORY</p> <ul style="list-style-type: none"> ▪ Relate knowledge base to client care across the lifespan <ul style="list-style-type: none"> ✓ Anatomy & physiology ✓ Microbiology ✓ Human growth & development ✓ Nutrition ✓ Statistics ✓ Social or behavioral science ✓ Physical or biological science ✓ Genetics 	□	□	□	□	

	Areas of Evaluation	S	U	S	U
<p><u>Program Objective:</u></p> <ol style="list-style-type: none"> 1. Integrate knowledge, skills, and values derived from a solid base in liberal education to deliver quality care to individuals and groups across the life span and across healthcare environments. 2. Provide leadership in the delivery of safe, high quality healthcare to diverse individuals and groups across the lifespan and across healthcare environments. <p><u>Course Objective:</u></p> <ol style="list-style-type: none"> 1. Apply concepts of wellness promotion and disease, injury, and disability prevention with selected individuals. 5. Assess environmental factors that influence the healthcare needs and preferences of individuals as members of families. 	<p style="text-align: center;">CLIENT-CENTERED CARE</p> <p>Assess</p> <ul style="list-style-type: none"> ▪ Collect relevant subjective and objective data ▪ Assess each subsystem <ul style="list-style-type: none"> ✓ Affective ✓ Biological ✓ Cognitive ▪ Assess environment and safety ▪ Assess fluid balance ▪ Organize data using the functional health patterns (FHP) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Areas of Evaluation	S	U	S	U
	Analyze <ul style="list-style-type: none"> ▪ Cluster data into identifying categories ▪ Examine data relationships and patterns ▪ Identify realistic nursing problems 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Plan <ul style="list-style-type: none"> ▪ State realistic short and long term goals for client ▪ Relate goals to identified nursing problems ▪ Plan client-centered nursing interventions 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Implement <ul style="list-style-type: none"> ▪ Provide safe client-centered care across the lifespan ▪ Promotes wellness and risk reduction ▪ Perform basic nursing assessment and care ▪ Adheres to infection control and standard precautions 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Evaluate <ul style="list-style-type: none"> ▪ Monitor client outcomes ▪ Use evaluative criteria for measurement of progress in each client subsystem ▪ Suggest changes to plan of care and revise according to functional health pattern 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Program Objective:</u> 7. Utilize wellness promotion and illness prevention strategies with individuals and groups to improve population health outcomes across the lifespan.	WELLNESS PROMOTION & ILLNESS PREVENTION <ul style="list-style-type: none"> • Identify risk factors for specific diseases • Assess the physical and social environments influence on wellness and access to healthcare • Apply wellness promotion and disease prevention strategies in selected settings-primary prevention • Participate in screening activities in selected settings-secondary prevention • Provide health teaching and counseling in selected settings-primary, secondary and tertiary prevention • Successfully demonstrate selected psychomotor skills • Identify scientific principles that relate to selected psychomotor skills 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Course Objective:</u> 1. Apply concepts of wellness promotion and disease, injury, and disability prevention with selected individuals. 3. Apply primary, secondary, and tertiary preventions strategies. 5. Assess environmental factors that influence the healthcare needs and preferences of individuals as members of families. 6. Utilize principles of health teaching and counseling with clients. 7. Utilize scientific principles in the demonstration of selected psychomotor skills.					

	Areas of Evaluation	S	U	S	U
<p><u>Program Objective:</u> 6. Communicate and collaborate as members of interprofessional teams to deliver safe, high quality healthcare</p> <p><u>Course Objective:</u> 2. Utilize therapeutic communication techniques.</p>	<p>COMMUNICATION & COLLABORATION</p> <ul style="list-style-type: none"> ▪ Address clients and families in a respectful manner ▪ Adapt communication to the needs of clients and families ▪ Validate communication with client and team members ▪ Engages as a team member in <ul style="list-style-type: none"> ✓ Laboratory, clinical, and community settings ✓ Interdisciplinary Family Health (IFH) ▪ Communicates effectively with staff and other community resource individuals ▪ Prepare for and participate in seminar 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><u>Program Objective:</u> 1. Integrate knowledge, skills, and values derived from a solid base in liberal education to deliver quality care to individuals and groups across the life span and across healthcare environments. 8. Integrate professional values in the delivery of safe, culturally-sensitive care to clients across the lifespan.</p> <p><u>Course Objective:</u> 5. Assess environmental factors that influence the healthcare needs and preferences of individuals as members of families.</p>	<p>DIVERSITY</p> <ul style="list-style-type: none"> • Provide culturally-sensitive care • Provide non-judgmental care in a variety of settings • Collaborates for Windshield Assessment • Completes IFH assessments 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Areas of Evaluation	S	U	S	U
<p><u>Program Objective:</u> 2. Provide leadership in the delivery of safe, high quality healthcare to diverse individuals and groups across the lifespan and across healthcare environments. 8. Integrate professional values in the delivery of safe, culturally-sensitive care to clients across the lifespan.</p> <p><u>Course Objective:</u> 4. Utilize principles of privacy and confidentiality in the interaction with clients.</p>	<p>SAFETY</p> <ul style="list-style-type: none"> • Identify potential hazards for clients across the lifespan • Recognize and correct safety errors when noted • Complete required safety modules for IFH • Maintains HIPAA Privacy Rule standards 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><u>Program Objective:</u> 3. Utilize current evidence to improve healthcare outcomes for clients.</p> <p><u>Course Objective:</u> 6. Utilize principles of health teaching and counseling with clients.</p>	<p>EVIDENCE-BASED PRACTICE</p> <ul style="list-style-type: none"> ▪ Anticipate consequences of basic nursing interventions ▪ Adapt nursing care as client's health condition changes with guidance ▪ Relate content from nursing curriculum to various clinical settings ▪ Anticipate factors that impede effectiveness of treatment plan across the lifespan 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><u>Program Objective:</u> 8. Integrate professional values in the delivery of safe, culturally-sensitive care to clients across the lifespan.</p>	<p>PROFESSIONALISM</p> <ul style="list-style-type: none"> ▪ Accountable for own actions ▪ Accountable for attendance and punctuality ▪ Accountable for professional appearance and conduct ▪ Responsible for integration of previous learning ▪ Initiate the seeking of new information when needed ▪ Critique behavior to identify strengths and areas requiring more learning goals ▪ Accept constructive criticism and modify behavior accordingly ▪ Develop personal goals for professional role ▪ Differentiates personal values from professional values 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Progress Evaluation by Faculty

COMMUNITY SETTING

Faculty: _____

Date/Comments:

- Meets Expectations
- Needs Improvement

Signatures:

Faculty _____

Student _____

Date _____

ACUTE CARE SETTING

Faculty: _____

Date/Comments:

- Meets Expectations
- Needs Improvement

Signatures:

Faculty _____

Student _____

Date _____

LABORATORY SETTING

- Meets Expectations
- Needs Improvement

SEMINAR SETTING

- Meets Expectations
- Needs Improvement

INTERDISCIPLINARY FAMILY HEALTH (IFH)

- Meets Expectations
- Needs Improvement
- Not Applicable

ATTAC-IT

- Meets Expectations
- Needs Improvement
- Not Applicable

DIDACTIC

- Average 74% or Above
- Average Unsatisfactory

Mid-term Evaluation:

Mid-term Progress Satisfactory? Yes No

Identified Strengths: _____

Specific Areas needing Improvement: _____

How this will be accomplished: _____

Comments:

Signatures:

Faculty _____
Student _____

Date _____
Date _____

Final Evaluation:

Final Grade: SATISFACTORY UNSATISFACTORY

Comments:

Signatures:

Faculty _____
Student _____

Date _____
Date _____

AAC: reviewed & approved 6/12, reviewed 8/10, editorial changes reviewed 10/11