

## Cover Sheet: Request 12322

### NUR3XXC Principles of Personalized Nursing Care 2

#### Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Cecile Kiley ckiley@ufl.edu
Created	2/19/2018 11:40:30 AM
Updated	2/19/2018 5:29:28 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
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 12322

### Info

**Request:** NUR3XXXC Principles of Personalized Nursing Care 2

**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 11:33:41 AM

**Form version:** 1

### Responses

**Recommended Prefix** NUR

**Course Level** 3

**Number** XXX

**Category of Instruction** Intermediate

**Lab Code** C

**Course Title** Principles of Personalized Nursing Care 2

**Transcript Title** PNCPL PSNL NSG CARE 2

**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** 2

**S/U Only?** No

**Contact Type** Regularly Scheduled

**Weekly Contact Hours** 2

**Course Description** This is the second of a two-semester sequence of Principles of Personalized Nursing Care. Emphasis is on integration and application of personalized nursing care across the lifespan and health care settings. Focus is on interprofessional collaboration and clinical reasoning in the delivery of evidence based, safe, cost effective quality care.

**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. Synthesize dimensions of biobehavioral factors and selected concepts to provide personalized nursing care across the lifespan.

2. Integrate assessment data to identify potential and actual risks in designing and delivering personalized nursing care for achieving optimal health outcomes.

3. Explain how quality, safe and compassionate nursing care can be improved through interprofessional collaboration and involvement of patients and families in designing personalized nursing care.

4. Demonstrate safe and effective clinical skills for the delivery of personalized nursing care.

5. Differentiate nursing roles and responsibilities in care of patients across health care settings (i.e. transitional care, rehabilitation, perioperative, homecare, long-term care, palliative care).

**Course Textbook(s) and/or Other Assigned Reading** Ignatavicius, D, Workman, M.L., Rebar, C.(2017). Medical-Surgical Nursing Concepts for Interprofessional Collaborative Care (9th ed.).St. Louis: Elsevier/Mosby.

Ackley, B., Ladwig, G., & Makic, M.B.F. (2016). Nursing Diagnosis Handbook (11th ed.). St. Louis: Elsevier/Mosby.

**Weekly Schedule of Topics** WEEKS TOPIC

Weeks 1-5 Nurse sensitive indicators and quality metrics in acute care  
Nursing procedures to support quality outcomes  
Medication administration  
Infusion therapy  
Point of care testing  
Measures to prevent complications (e.g., CAUTI, CLABSI)

Weeks 6-10 Interprofessional collaboration for perioperative patients  
Nursing procedures associated with perioperative care  
Preoperative care  
Intraoperative care and safety  
Postoperative care – maintenance of hemodynamic and respiratory status  
Blood component therapy  
Complex wound care and drainage systems

Weeks 11-13 Transitional care concepts, chronic care model, home care  
Nursing procedures for chronic and disabling conditions  
Oxygen therapy  
Nutritional support (intravenous, feeding tubes)

Weeks 14-15 Palliative care concepts and related nursing procedures  
Pain management  
Non-pharmacological comfort measures  
End of life care

**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

<b>Grading Scheme</b>	Exams	45%
	Comprehensive final exam	30%
	Quizzes	25%

100%  
Clinical Practice/Simulation

S/U  
Satisfactory clinical/simulation performance according to the clinical evaluation tool.

Must demonstrate satisfactory achievement on all individual evaluation components to receive a passing grade in the course.

**Instructor(s)** To Be Determined

**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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	<b>Areas of Evaluation</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
<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><b>THEORY</b></p> <ul style="list-style-type: none"> <li>▪ Relate knowledge base to client care across the lifespan                             <ul style="list-style-type: none"> <li>✓ Anatomy &amp; physiology</li> <li>✓ Microbiology</li> <li>✓ Human growth &amp; development</li> <li>✓ Nutrition</li> <li>✓ Statistics</li> <li>✓ Social or behavioral science</li> <li>✓ Physical or biological science</li> <li>✓ Genetics</li> </ul> </li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

	<b>Areas of Evaluation</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
	<b>Analyze</b> <ul style="list-style-type: none"> <li>▪ Cluster data into identifying categories</li> <li>▪ Examine data relationships and patterns</li> <li>▪ Identify realistic nursing problems</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Plan</b> <ul style="list-style-type: none"> <li>▪ State realistic short and long term goals for client</li> <li>▪ Relate goals to identified nursing problems</li> <li>▪ Plan client-centered nursing interventions</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Implement</b> <ul style="list-style-type: none"> <li>▪ Provide safe client-centered care across the lifespan</li> <li>▪ Promotes wellness and risk reduction</li> <li>▪ Perform basic nursing assessment and care</li> <li>▪ Adheres to infection control and standard precautions</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<b>Evaluate</b> <ul style="list-style-type: none"> <li>▪ Monitor client outcomes</li> <li>▪ Use evaluative criteria for measurement of progress in each client subsystem</li> <li>▪ Suggest changes to plan of care and revise according to functional health pattern</li> </ul>	<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.	<b>WELLNESS PROMOTION &amp; ILLNESS PREVENTION</b> <ul style="list-style-type: none"> <li>• Identify risk factors for specific diseases</li> <li>• Assess the physical and social environments influence on wellness and access to healthcare</li> <li>• Apply wellness promotion and disease prevention strategies in selected settings-primary prevention</li> <li>• Participate in screening activities in selected settings-secondary prevention</li> <li>• Provide health teaching and counseling in selected settings-primary, secondary and tertiary prevention</li> <li>• Successfully demonstrate selected psychomotor skills</li> <li>• Identify scientific principles that relate to selected psychomotor skills</li> </ul>	<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.					

	<b>Areas of Evaluation</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
<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><b>COMMUNICATION &amp; COLLABORATION</b></p> <ul style="list-style-type: none"> <li>▪ Address clients and families in a respectful manner</li> <li>▪ Adapt communication to the needs of clients and families</li> <li>▪ Validate communication with client and team members</li> <li>▪ Engages as a team member in               <ul style="list-style-type: none"> <li>✓ Laboratory, clinical, and community settings</li> <li>✓ Interdisciplinary Family Health (IFH)</li> </ul> </li> <li>▪ Communicates effectively with staff and other community resource individuals</li> <li>▪ Prepare for and participate in seminar</li> </ul>	<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><b>DIVERSITY</b></p> <ul style="list-style-type: none"> <li>• Provide culturally-sensitive care</li> <li>• Provide non-judgmental care in a variety of settings</li> <li>• Collaborates for Windshield Assessment</li> <li>• Completes IFH assessments</li> </ul>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<b>Areas of Evaluation</b>	<b>S</b>	<b>U</b>	<b>S</b>	<b>U</b>
<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><b>SAFETY</b></p> <ul style="list-style-type: none"> <li>• Identify potential hazards for clients across the lifespan</li> <li>• Recognize and correct safety errors when noted</li> <li>• Complete required safety modules for IFH</li> <li>• Maintains HIPAA Privacy Rule standards</li> </ul>	<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><b>EVIDENCE-BASED PRACTICE</b></p> <ul style="list-style-type: none"> <li>▪ Anticipate consequences of basic nursing interventions</li> <li>▪ Adapt nursing care as client's health condition changes with guidance</li> <li>▪ Relate content from nursing curriculum to various clinical settings</li> <li>▪ Anticipate factors that impede effectiveness of treatment plan across the lifespan</li> </ul>	<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><b>PROFESSIONALISM</b></p> <ul style="list-style-type: none"> <li>▪ Accountable for own actions</li> <li>▪ Accountable for attendance and punctuality</li> <li>▪ Accountable for professional appearance and conduct</li> <li>▪ Responsible for integration of previous learning</li> <li>▪ Initiate the seeking of new information when needed</li> <li>▪ Critique behavior to identify strengths and areas requiring more learning goals</li> <li>▪ Accept constructive criticism and modify behavior accordingly</li> <li>▪ Develop personal goals for professional role</li> <li>▪ Differentiates personal values from professional values</li> </ul>	<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 \_\_\_\_\_

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**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