

Cover Sheet: Request 12333

NUR4XXC Clinical Reasoning and Personalized Nursing Care: Population Health

Info

Process	Course New Ugrad/Pro
Status	Pending at PV - University Curriculum Committee (UCC)
Submitter	Cecile Kiley ckiley@ufl.edu
Created	2/20/2018 10:14:13 AM
Updated	2/20/2018 2:06:10 PM
Description of request	This is an upper division fourth 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		2/20/2018
Current Clinical Evaluation Tool - Sample.docx					2/20/2018
College	Approved	NUR - College of Nursing	Anna McDaniel		2/20/2018
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			2/20/2018
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 12333

Info

Request: NUR4XXXC Clinical Reasoning and Personalized Nursing Care: Population Health

Description of request: This is an upper division fourth 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: 2/20/2018 10:07:08 AM

Form version: 1

Responses

Recommended Prefix NUR

Course Level 4

Number XXX

Category of Instruction Advanced

Lab Code C

Course Title Clinical Reasoning and Personalized Nursing Care: Population Health

Transcript Title CLNCL RSN/CARE POP

Degree Type Baccalaureate

Delivery Method(s) On-Campus

Co-Listing No

Co-Listing Explanation Not applicable

Effective Term Spring

Effective Year 2020

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 knowledge and principles of personalized nursing care required for community/public health nursing practice. Emphasis is on integrating community-based, community-oriented, and population-focused concepts. The focus is on health maintenance and promotion, risk reduction, and disease prevention within individuals, communities, and populations to achieve optimal health outcomes.

Prerequisites NUR 4XXX Lead and Inspire 3: Policy and Change in Nursing Practice

NUR 4XXXC Clinical Reasoning and Personalized Nursing Care: Women, Children and Families

NUR 4XXXC Clinical Reasoning and Personalized Nursing Care: Adult Chronic Conditions

Co-requisites None

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

Course Objectives 1. Demonstrate an understanding of the role, standards of practice and context of community/public health nursing

2. Integrate community-based, community-oriented and population-focused concepts to deliver personalized nursing care.

3. Analyze health determinant-based outcome data to improve health at the individual, community, and population levels.

4. Utilize effective communication and interprofessional collaboration to design personalized nursing care that meets health education/literacy needs of communities

5. Utilize a holistic approach in the application of advocacy and social justice to meet the needs of vulnerable populations.

6. Examine the health care beliefs, traditions, and practices that influence health behaviors among populations in community and non-traditional settings

7. Evaluate the impact of population-focused personalized nursing care in meeting the needs of individuals and communities.

Course Textbook(s) and/or Other Assigned Reading Nies, M.A. & McEwenm, M. (2015). Community/Public Health Nursing 6th edition. Elsevier

Weekly Schedule of Topics WEEK TOPIC/EVALUATION

Weeks 1-4 Introduction to community health nursing

Health: a community view

Historical factors

Population focused nursing practice

Health promotion and risk reduction

Core functions of public health

Weeks 5-8 Roles and function in community health nursing

Levels of prevention/ levels of practice

Community focused practice

Systems focused practice

Individual/ family focused practice

Weeks 9-10 The art and science of community/public health nursing

Levels of care delivery (community, individuals and families, systems)

Strategies to assess community priorities and needs (surveillance, outbreak investigation, outreach, screening, case finding)

Using determinants of health data to prioritize community needs

Promoting community health using strategies driven by epidemiological data

Weeks 10-12 Interventions to impact communities, individuals and families

Case management, referral, follow-up

Health teaching, counseling, consultation

Collaboration, coalition building, community organizing

Advocacy, social justice, policy development

Weeks 13-15 Community oriented issues

Populations of interest

Populations at risk

Aggregates in the Community & vulnerable populations

Specific issues- disaster planning and management, outbreaks, environmental contamination

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 Exams 60%

Comprehensive final 25%

Case study

10%

Class presentation 5%

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>	Progression Date: _____ Initial: _____	Final Date: _____ Initial: _____
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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