UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

SPRING 2014

COURSE NUMBER NUR 4739L – Sections 0116, 1G40, 1G41, 012B, 1G46, 1C65, 1G55, 13CG

COURSE TITLE Clinical Practice 3: Restoration of Wellness

CREDITS 4

PLACEMENT BSN Program: 3rd Semester Upper Division

PREREQUISITES NUR 3738C Clinical Practice 2: Restoration of Wellness

COREQUISITES NUR 4739 Systems of Care 3: Restoration of Wellness

NUR 3826 Legal and Ethical Issues in Nursing

NUR 3638 Population Focused Care

FACULTY

David Derrico, MSN, RN HPNP 352-273-6341 Tuesday 0800-1000

Clinical Assistant Professor 3202 (cell) 352-562-6305

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Course Coordinator

Sally M. Bethart HPNP 352-273-6372 Friday 1100-1300

MSN, ARNP, APHN-BC 4203 (cell) 352-494-3548

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Bonnie Carlin, MSN, RN-BC HPNP 352-273-6322 Wednesday 1500-1700

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Joan Castleman, MS, RN HPNP 352-273-6362 Monday 0830-1030

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Stacia Hays, MSN, ARNP, CPNP HPNP 352-273-6317 Monday 1600-1700

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Debbie Ingram, PhD, ARNP VAMC 352-871-4084 By Appointment

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Dorie Lever, MSN, ARNP HPNP 352-273-6393 Thursday 1100-1300

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Clinical Assistant Professor

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Sheri Mangueira, HPNP 352-273-6344 Monday 0830-1030

MSN, RN, APHN-BC 4208

Adjunct Clinical Assistant Professor

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Anita Stephen, MSN, RN, CNL HPNP 352-273-6328 Friday 1230-1430

Clinical Assistant Professor 3240

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Maryann H. Walker PhD, ARNP VAMC 352-376-1611, x 5281

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Bryan Weber, PhD, ARNP HPNP 352-273-6327 Friday 1000-1200

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Saunjoo Yoon, PhD, RN HPNP 352-273-6418 Friday 1030-1230

Associate Professor 3223

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Nancy G. Young HPNP 352-273-6403 Friday 1200-1400

MSN, ARNP, CPNP 2218

Clinical Assistant Professor

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DEPARTMENT CHAIR

Joyce Stechmiller, PhD, HPNP 352-273-6394 By Appointment

ACNP-BC, FAAN 3230

Associate Professor

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COURSE DESCRIPTION The purpose of this course is to provide the student with clinical experiences in the provision of healthcare for diverse clients with complicated acute and chronic illnesses and the application of population focused care principles. Emphasis is on the delivery of holistic, safe, and evidence based healthcare for clients with complicated disease, injury, and disability in a variety of settings. Focus is on the evaluation of healthcare outcomes in individuals and groups with varied levels of acuity across the lifespan.

COURSE OBJECTIVES Upon completion of this course, the student will be able to:

1. Implement evidence-based collaborative interventions in the care of clients with complicated illnesses.
2. Apply legal and ethical principles in the care of clients with complicated disease, injury, and disability.

3. Utilize principles of population focused care in the healthcare management of individuals and groups.

4. Formulate recommendations for revision of interprofessional plans of care.

5. Examine professional behaviors and boundaries in the provision of holistic care of clients.

CLINICAL/LABORATORY SCHEDULE

E-Learning in Sakai is the course management system that you will use for this course. E-Learning in Sakai is accessed by using your Gatorlink account name and password at <http://lss.at.ufl.edu>. There are several tutorials and student help links on the E-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send email to helpdesk@ufl.edu.

It is important that you regularly check your Gatorlink account email for College and University wide information and the course E-Learning site for announcements and notifications.

Course websites are generally made available on the Friday before the first day of classes.

CLINICAL HOURS = Total 180/semester

Orientation Activities – 2 hours

 Group Orientation: Monday January 6, 2014 0935 in NRC

 Other Orientation – Per Calendar

Clinical Assignments: Wednesday or Thursday (hours based upon clinical site)

 Adult Health - 90 hours

 Child or Mental Health - 32 hours

Simulation Lab - 8 hours

 Community Health - 48 hours (includes some variable time hours)

ATTENDANCE

Students are expected to be present for all scheduled clinical practice experiences and seminars. Students who have extraordinary circumstances preventing attendance should explain these circumstances to the course instructor **prior** to the scheduled clinical practice experience or seminar. Instructors will then make an effort to accommodate **reasonable** requests. A grade penalty may be assigned for unexcused seminar or clinical absences. The faculty member will advise the method of notification for absences to the clinical site e.g. phone, email, and notification of facility.

Uniform – required for clinical and simulation, consists of white pants and a navy top made of scrub or uniform material. Socks and stockings are required to all be white. Shoes must be closed heel and toe, nonporous, and primarily white. Overall appearance must convey a professional image. Personal hygiene and grooming should be of a standard that insures the safety and comfort of clients

 ACCOMMODATIONS DUE TO DISABILITY

Each semester, students are responsible for requesting memorandum from the Disability Resource Center (<http://www.dso.ufl.edu/index.php/drc/>) to notify faculty of their requested individual accommodations. This should be done at the start of the semester.

COUNSELING AND MENTAL HEALTH SERVICES

Students may occasionally have personal issues that arise on the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling and Wellness Center, 352-392-1575, visit their web site for more information: <http://www.counseling.ufl.edu/cwc/>.

STUDENT HANDBOOK

Students are to refer to the College of Nursing Student Handbook for information about College of Nursing policies, honor code, class demeanor and professional behavior. <http://nursing.ufl.edu/students/student-policies-and-handbooks/>

ACADEMIC HONESTY

The University of Florida Student Conduct and Honor Code may be found at http://www.dso.ufl.edu/index.php/sccr/process/student-conduct-honor-code/

TEACHING METHODS

Supervised clinical practice experiences

LEARNING ACTIVITIES

Planned clinical practice activities, seminar, community home, written analysis of care, and assigned activities

EVALUATION METHODS/ COURSE GRADE CALCULATION

Clinical courses are evaluated using the Clinical Evaluation form. Clinical evaluation will be based on faculty observation, verbal communication with the student, written work, and agency staff reports using a College of Nursing Clinical Evaluation Form. Faculty reserve the right to alter clinical experiences, including removal from client care areas, of any student to maintain patient safety and to provide instructional experiences to support student learning.

Evaluation will be based on achievement of course and program objectives using a College of Nursing Clinical Evaluation Form. All areas are to be rated. A rating of Satisfactory represents satisfactory performance and a rating of Unsatisfactory represents unsatisfactory performance. **The student must achieve a rating of Satisfactory in each area by completion of the semester in order to achieve a passing grade for the course.** A rating of less than satisfactory in any of the areas at semester end will constitute an Unsatisfactory course grade.

The faculty member will hold evaluation conferences with the student and clinical preceptor, if applicable. The faculty member will document or summarize each conference on the Clinical Evaluation Form or Advisement Record. This summary will be signed by the faculty member and student. Mid-rotation evaluation conferences will be made available to each student. Final evaluation conferences with faculty members are mandatory and will be held during the last week of each clinical rotation. A student may request additional conferences at any time by contacting the faculty member.

\*An approximate turnaround/feedback time is 2 weeks from the time an assignment is due.

MAKE UP POLICY

Students will be required to make up time missed in clinical based upon the faculty’s assessment of whether the individual student is meeting the clinical objectives and the frequency of absences.

GRADING SCALE

S Satisfactory

 U Unsatisfactory

For more information on grades and grading policies, please refer to University’s grading policies: <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

FACULTY EVALUATION

Students are expected to provide feedback on the quality of instruction in this course based on ten criteria.  These evaluations are conducted online at <https://evaluations.ufl.edu>.  Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open.  Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

REQUIRED TEXTBOOKS

Evolve RN Practice Tests:  HESI RN Practice Test, Version 3.0

HESI.  (2011).  *Comprehensive review for the NCLEX-RN examination* (3rd ed.).  St. Louis,

     Missouri: Elsevier.

Lewis, S.L., Dirksen, R.F., Heitkemper, M.M., Bucher, l., & Camera, I.M.  (2011).

     *Medical-Surgical nursing:  Assessment and management of clinical problems* (8th ed.).

     St. Louis, Mo:  Mosby

Perry, S., Hockenberry, M., Lowdermilk, D., & Wilson, D.  (2010). *Maternal child nursing*

*care* (4th ed.).  Maryland Heights, MO: Mosby.

Silvestri, L.A.  (2011).  Saunders comprenhensive review for the NCLEX-RN examination

      (5th ed.). St. Louis, MO: Saunders.

Townsend, M.C. (2011). *Essentials of psychiatric mental health nursing: Concepts of care in*

*evidence-based practice* (5th ed.). Philadelphia: FA Davis.

RECOMMENDED TEXTS AND REFERENCES

Academy of Medical-Surgical Nurses: <http://www.amsn.org/>

The American Heart Association

<http://www.heart.org/HEARTORG/HealthcareResearch/Healthcare-Research_UCM_001093_SubHomePage.jsp>

Center for Disease and Prevention: <http://www.cdc.gov/>

Evidence-based articles appropriate to the students’ clinical experiences. May be obtained from sources such as CINAHL and Pubmed.

Deglin, J. H., Vallerand, A. H., & Sanoski, C. A. (Eds.). (2011). *Davis's drug guide for nurses*

 (13th ed.). Philadelphia, PA: F. A. Davis Co

Ohman, K. A.  (2010).  *Davis’s Q&A for the NCLEX-RN examination*. Philadelphia:  F.A. Davis.

Online sources. The Internet has a wealth of sites that contain evidence-based information. Examples:

Quality and Safety Education for Nurses (QSEN): <http://www.qsen.org/>

While using non-professional search engines and resources such as Google and Wikipedia are permitted, caution must be exercised to ensure material obtained from any source is supported by evidence-based information.

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| Approved: | Academic Affairs Committee:General Faculty:UF Curriculum Committee: | 09/09; 02/1209/09; 03/1210/09; 04/12 |