UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

SPRING 2014

COURSE NUMBER NUR 4748 - Section 02BD

COURSE TITLE Systems of Care 4: Multi-system Care

CREDITS 3

# PLACEMENT BSN Program: 4th Semester Upper Division

PREREQUISITE NUR 4739 Systems of Care 3: Restoration of Wellness

# FACULTY

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# DEPARTMENT CHAIR

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COURSE DESCRIPTION The purpose of this course is to examine multi-system alterations in equilibrium across the lifespan. Emphasis is on identification of principles from the science of nursing used to support safe and effective management of clients with multi-system illnesses in a variety of settings. Focus is on synthesis of knowledge from multiple sources to influence client-centered outcomes.

COURSE OBJECTIVES Upon completion of this course, the student will

1. Evaluate the healthcare needs of clients with multi-system alterations in equilibrium across the lifespan.
2. Synthesize relevant knowledge from multiple sources in development of plans of care for clients with multi-system alterations.
3. Generate plans of care to facilitate individual and family transition to end of life.
4. Justify interprofessional plans of care to achieve optimal healthcare outcomes.
5. Establish priorities for interventions with clients having multi-system illness.

COURSE SCHEDULE

DAYS TIME ROOM

Wednesday 7:25 a.m.-9:20 a.m. G301(subject to change)

Thursday 12:50 p.m.-3:50 p.m. G301(subject to change)

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.

ATTENDANCE

Students are expected to be present for all scheduled classes, other learning experiences, and examinations. Students who have extraordinary circumstances preventing attendance should explain these circumstances to the course instructor **prior** to the scheduled class or as soon as possible thereafter. Instructors will then make an effort to accommodate **reasonable** requests. A grade penalty may be assigned for late assignments, including tests.

 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 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/>

TOPICAL OUTLINE

I. General Approach:

 Use of the problem solving process to develop interdisciplinary plans of care for patients with multisystem illness.

1. Synthesis of concepts and application to exemplars across settings and across the lifespan
2. Nursing interventions are actions that address nursing problems and are based on evidence based guidelines and standards of care

II. Exemplars include:

1. Older adult who is critically ill with COPD developing behavioral changes associated with dementia and delirium.
2. Older adult in long term care who develops a urinary tract infection and admitted to acute care with sepsis.
3. Older adult with history of polypharmacy falls at home and has a fractured hip and receives care across settings.
4. Young adult with HIV and care across settings.
5. Fifty year old male with cardiac failure who received transplantation.
6. Young adults with eating disorders.
7. Critically ill child with Burns .
8. Woman with breast cancer who is a victim of domestic violence.
9. Family with multi trauma from a motor vehicle accident.
10. Middle-age worker who has diabetes and substance dependence.
11. Veteran with a traumatic brain injury and post traumatic stress disorder

TEACHING METHODS

Team-based learning activities: case exemplar presentations focused on the following: nursing care concepts, assessment of multi-system alterations, synthesis of knowledge from multiple sources to develop plan of care, utilize interprofesssional resources in the plan of cre and justification of plan of care in relation to optimal outcomes.

LEARNING ACTIVITIES

Participation in class, exemplar presentations with case analysis and web-based and classroom assignments.

EVALUATION METHODS/ COURSE GRADE CALCULATION

Class Participation 11%

Exemplar –case study presentation 25%

Individual Assessments (IRAT) 30%

Team Assessments (GRAT ) 24%

Peer Evaluation 10%

 100%

GRADING SCALE/QUALITY POINTS

 A 95-100 (4.0) C 74-79\* (2.0)

 A- 93-94 (3.67) C- 72-73 (1.67)

B+ 91-92 (3.33) D+ 70-71 (1.33)

 B 84-90 (3.0) D 64-69 (1.0)

 B- 82-83 (2.67) D- 62-63 (0.67)

 C+ 80-81 (2.33) E 61 or below (0.0)

 \* 74 is the minimal passing grade

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>

An approximate turnaround grading/feedback time is 2 weeks from the time the assignment is due.

MAKE UP POLICY

There will be no make-ups for missed assessments/exams. If a student misses an individual or team assessment/exam due to extenuating circumstances as determined by the faculty, the score for that missed assessment will be an average of the other individual and team assessments.

Attendance will be taken for each class. Be prepared to show your UF identification card.

Students are expected to be present for all scheduled classes, other learning experiences, and assessments and attendance will be calculated in the final grade. Students who have extraordinary circumstances preventing attendance should explain these circumstances to the course instructor **prior** to the scheduled class or as soon as possible thereafter via ‘sakai’ and UF email. Instructors will then make an effort to accommodate reasonable requests. A grade penalty may be assigned for late assignments, missed assessments and class absences.

It is the students’ responsibility to act in a professional manner in the classroom. Students are not to use cell phones, iPads, or other electronic devices during class unless necessary for classroom assignments. Only students who are “presenting” may have their laptops open during a presentation. If a student fails to pay attention during class, engages in texting or uses electronic devices for reasons unrelated to the class activity, they will be excused from class and receive a percentage point deduction from their overall grade for each occurrence.

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

**Any required textbooks from previous courses may be used in this course as assigned readings.**

Ackley, B. & Ladwig, G. (2011). Nursing diagnosis handbook: An evidence-based guide to

 planning care (9th ed.). St. Louis: Mosby/Elsevier.

 **Berman, A.J., Snyder, S., Kozier, B.J., Erb, G., (2012).** Kozier & Erb's Fundamentals of Nursing (9th ed.), Upper Saddle River, New Jersey**:** Pearson**/Prentice Hall**

Jarvis, C. (2012). Physical examination and health assessment (6th ed.)

 St. Louis: Saunders/Elsevier.

Jarvis, C. (2012). Pocket companion for physical examination and health assessment (6th ed.).

St. Louis: Saunders/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

McCance, K.L., & Huether, S. E. (2010). Pathophysiology: The biologic basis for disease in adults and children*.* (6th ed.). St. Louis: Mosby/Elsevier.

Mosby’s Nursing Video Skills. (2007). Physical examination and health assessment. St. Louis: Mosby/Elsevier

Perry, S., Hockenberry, M., Lowdermilk, D., & Wilson, D. (2010). Maternal child nursing care (4th ed.). Maryland Heights, MO: Mosby.

 Schuster, P. & Nykolyn, L. (2010). Communication for nurses: How to prevent harmful events and

 promote patient safety. Philadelphia: F.A. Davis

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.

WEEKLY CLASS SCHEDULE

**Students will examine multiple alterations in equilibrium across the lifespan. Each class period will focus on the health care needs and safe and effective nursing and interprofessional care of clients with multi-system problems. Class presentations and discussion will include the application of principles and theory learned in previous classes and from the examination of current evidence in the literature as it is related to case study exemplar(s). Students will demonstrate the ability to apply the case exemplar to other clients with similar alterations and in a variety of settings in order to provide safe and effective care.**

**Students are expected to review content on the topics in their textbooks and from other resources in preparation for class. Students will select appropriate evidence-based current research journal articles for discussion of the case exemplars; the students will provide the evidence rating for each article cited in a presentation or discussion. Presentation guidelines and other course documents are posted on Sakai. Case exemplars, suggested readings, and class objectives will be posted for each class date on Sakai.**

**Exemplars/class objectives will be opened one week in advance through e-learning Sakai.**

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| DATE | TOPIC/EVALUATION | FACULTY |
| Class#1 Jan 8 | Orientation to course:In-class review of expectation for team-based learning, presentations, individual and group assessments, peer evaluation. | Ballantyne |
|  Class #2 Jan 9 | Class focus: Care of clients with chronic multisystem illnesses and disabilities across the lifespan including a need for organ transplant.Case study exemplar: Children and adults with multisystem alterations in equilibrium related to heart failure. | Ballantyne |
| Class #3 Jan 15 | Class focus: Care of clients (across lifespan) with alterations in fluid volume.***Team Presentation***Case study exemplar: Children and adults with decreased circulating fluid volume due to hospital acquired infections, risk of sepsis. | Ballantyne |
|  Class #4 Jan 16 | Class focus: Care of clients with chronic multisystem illnesses and disabilities across the lifespan. Case study exemplar: An individual with multisystem alterations related to traumatic brain injury. Implications for other family members, including PTSD. ***Team Presentation*** | Ballantyne |
| Class #5 Jan 22 | **IRAT #1 and GRAT #1 (Examination 1)** |  |
|  Class #6 Jan 23 | Class focus: Caring for clients across the lifespan who have multisystem alterations related to domestic violence.Case study exemplar: Woman with breast cancer in abusive relationship. Discussion includes adults and children in abusive relationships.***Team Presentation*** | Ballantyne |
| Class #7 Jan 29 | Class focus: Caring for clients across the lifespan with multisystem alterations related to tissue integrity.Case study exemplar: Children and adults with thermal (burn) injury. ***Team Presentation*** | Ballantyne Guest: Gena Roberts |
|  Class #8 Jan 30 | Class focus: Care of clients with diabetes and substance abuse. Case study: Diabetes in children and adults. Adult with diabetes and substance abuse problem.***Team Presentation*** | BallantyneGuest: Albanese-O’Neill |
| Class #9 Feb 5 | Class focus: Caring for clients across settings with multisystem illnesses related to alterations in immunity. ***Team Presentation***Case study exemplar: Adult woman with acquired immune deficiency syndrome. Discussion to include comparison to a younger adult with HIV.  | Ballantyne |
|  Class #10 Feb 6 | Class focus: Caring for clients with acute or chronic illness across settings.Case study exemplar: Older adult with history of dementia and polypharmacy falls at home and sustains fractured hip and receives care across settings (hospital to nursing home to home care).***Team Presentation*** | Ballantyne |
| Class #11 Feb 12 | **IRAT #2 and GRAT # 2 (Examination)**  |  |
|  Class #12 Feb 13 | Class focus: Care of clients with altered tissue integrity. ***Team Presentation***Case Exemplar: An older adult at risk or experiencing decreased tissue perfusion and development of pressure ulcer.  | BallantyneGuest:Stechmiller |
|   Class # 13 Feb 19 | Class focus: Care of clients with multiple trauma injuries.***Team Presentation***Case Exemplar: Family with multi trauma from a motor vehicle accident.  | BallantyneGuest:Levor |
|  Class # 14 Feb 20 | Care of patients with multisystem alterations related to anxiety disorders.***Team #9 Presentation***Case study: Young adult woman with an eating disorder.  | BallantyneGuest:Curley |
|  Class #15 Feb 26 | Pervasive developmental disorders. Exemplar: Children with autism.***Team # 10 Presentation*** | BallantyneGuest:Elder |
|  Class # 16 Feb 27 | **IRAT #3 and GRAT # 3 (Examination)** |  |

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