UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Summer 2014

COURSE NUMBER NUR 4944 L - Section 4E98

COURSE TITLE Transition to Professional Practice

CREDITS 5

# PLACEMENT BSN Program: 4th Semester Upper Division

PREREQUISITE NUR 4748 Systems of Care 4: Multi-system Care

 NUR 4748 L Clinical Practice 4: Multi-system Care

 Passage of Pre-licensure Assessment Test

COREQUISITE NUR 4829 Leadership and Management in Nursing

 NUR 4837 Healthcare Policy, Finance, and Regulatory Environments

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COURSE DESCRIPTION The purpose of this course is to provide the student with opportunities to translate, integrate, and apply available evidence to the care of clients. Emphasis is on application of leadership and management principles in selected clinical settings. Focus is on the transition from student role to entry level professional nursing practice.

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

1. Integrate knowledge, skills, and values derived from a solid base in liberal education to deliver quality care to clients.
2. Provide leadership in the coordination of safe, high quality nursing care.
3. Utilize current evidence to improve healthcare outcomes for groups of clients.
4. Utilize information management and healthcare technology to improve quality of care in selected settings.
5. Analyze processes through which agency policies are developed and changed to influence professional nursing practice and care systems.
6. Communicate and collaborate as members of interprofessional teams to deliver safe, high quality client-centered healthcare.
7. Utilize wellness promotion and illness prevention strategies with clients to improve health outcomes.
8. Integrate professional values in the delivery of safe, culturally-sensitive care clients.

CLINICAL/LABORATORY SCHEDULE

Orientation to the course will be scheduled between faculty and their student groups. Student will complete **225 clinical hours** with an assigned preceptor over the seven week period, **beginning June 30 continuing until August 8, 2014.**

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 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.

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, clinical seminars, individual clinical conferences, and written assignments.

LEARNING ACTIVITIES

Clinical experiences as assigned, completion of weekly reflection, and participation in seminar 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.

# MAKE UP POLICY

Students are required to complete 225 clinical hours prior to the end of the course. The student, preceptor, and faculty will arrange alternate clinical hours to ensure completion of the course.

# 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

**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.

Jarvis, C. (2012). Physical examination and health assessment (6th ed.). St. Louis: Saunders/Elsevier.

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

Potter, P. A. & Perry, A.G. (2013). Fundamentals of nursing (8th ed.). St. Louis: Mosby/Elsevier

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.

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

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

Townsend, M.C. (2011). Essentials of psychiatric mental health nursing: Concepts of care in evidence-based practice (5th ed.). Philadelphia: FA Davis.

RECOMMENDED TEXTBOOKS AND REOURCES

Agency for Healthcare Research and Quality. (n.d.). <http://www.ahrq.gov/>

Centers for Medicaid and Medicare Services. (n.d.). <http://www.cms.gov/>

National Guideline Clearinghouse. (n.d.). http://www.guideline.gov/

PubMed.gov. (n.d.). <http://www.ncbi.nlm.nih.gov/pubmed/>

ADDITIONAL INFORMATION ABOUT PRECEPTORSHIP

* **Student Responsibilities:**

The student is expected to spend 225 hours during the course in a one to one relationship with the professional nurse preceptor and work at the same times as the preceptor. The student is accountable for own actions and must be aware of own capabilities and limitations. The student may not independently assume responsibilities for which the student is not prepared but should use the preceptor as a resource person and seek supervision in the performance of new skills and in problem solving in new clinical situations.

At the beginning of the preceptorship experience, the student will:

1. Discuss with the professional nurse preceptor the nature and scope of learning activities within the Transition experience.
2. Develop individual specific objectives as per assigned faculty guidelines.
3. Contract, mutually with the assigned professional nurse preceptor, and the faculty member, the ways in which the course objectives are to be achieved in the experience.

During the preceptorship experience the student will:

1. Accompany the professional nurse preceptor on all shifts and assignments as relevant to learning experiences.
2. Notify faculty member of any change in preceptor schedule that would change a student's time in a clinical area. Please refer to the specific faculty contact information.
3. Provide comprehensive client care by integrating previous knowledge and skills into practice and upgrading knowledge in areas specific to the clinical experience.
4. Continue to apply principles of leadership and management within a health care setting.
5. Evaluate own performance and seek validation from professional nurse preceptor and faculty member on a regular basis.

At the completion of the preceptorship experience, the student will:

1. Submit a self-evaluation using the College of Nursing Clinical Evaluation Form in advance of the final evaluation conference.
2. Complete the University of Florida online Course and Teacher Evaluation as scheduled.
3. Participate in an evaluation conference to assess achievement of course objectives.
4. Submit a written evaluation of the preceptorship experience (Form G) to the faculty preceptor.
* **Faculty Member Responsibilities:**

The faculty member retains final responsibility for planning, supervising and evaluating each student's Transition experience. The faculty member will assist the student in identifying the behaviors that support achievement of course objectives in a particular area, and will be available for consultation, clarification and assistance to the professional nurse preceptor and the agency at all times. The faculty member reserves the right to alter clinical experiences, including removal from the client care areas, to improve instructional experiences to support student learning.

**To Student:**

1. Assignments: The faculty member may require a report of readings pertinent to the student's experiences and/or a weekly journal/log in which the student describes experiences in general terms and/or assesses progress toward course objectives. One evidence-based research application report related to clinical practice area will be completed. Refer to specific faculty guidelines for due date. Additional work may be assigned to support student's learning.

1. Observations for Local Sites: The faculty member will meet weekly or periodically with each student and the preceptor in the clinical area and review practice issues. If a student is not performing at an acceptable level, observations will be increased accordingly. Faculty member will arrange opportunities to assess the student's data gathering ability, critical thinking skills, communication skills, and student's collaboration with the preceptor and health care team.
2. Performance Evaluation: The faculty member will communicate weekly with the preceptor regarding the student's performance and progress in meeting course objectives. Data derived from the preceptor and from the student are reviewed weekly and communicated to the student using the clinical evaluation tool.
3. Time Schedule: The faculty member will oversee the clinical schedule in conjunction with the preceptor and the student to ensure a total of 225 hours, including seminar. The student's schedule is to be compatible with that of the professional nurse preceptor. Students are expected to provide the faculty member with their schedule in advance. Students are expected to attend each scheduled shift. Schedule changes must be approved by the faculty member in advance.
4. Attire in the Clinical Setting: Students are expected to maintain an appearance that conveys a professional image in all clinical settings. Any faculty member has the right to remove any student from a clinical area if, in the faculty member's judgment, the student presents an unprofessional appearance or in any way is a threat to patient safety or comfort.
* Clean, pressed, scrub uniforms (no capris. skorts, shorts, overalls).
* CON Health Science Center ID and/or institution provided badge on outermost garment & visible.
* White, closed toe, nonporous shoes
* White socks/stockings/hose
* Personal hygiene and grooming are of a standard that insures the safety and comfort of clients.
* Students arrive in clinical areas with all the required equipment (e.g., stethoscope, black pens, “Sharpie”, watch with second hand) necessary for client care.
* Jewelry may include only: one plain ring/band, one pair of stud-type earrings in the ear lobes (one per ear). Other facial/mouth jewelry may not be worn.
* Hair must be neatly away from face and neck; controlled in the back (unable to fall forward during activities, such as in a bun, braid, or ponytail). Modest hair adornments only (neutral colored, covered elastic bands, barrettes, etc.). Facial hair on men must be neatly groomed (clean shaven or beards trimmed neatly, no longer than 1-2 inches).
* Fingernails should be kept clean with smooth edges and maintained at a length that is not visible from the palmar aspect of the hand. Per institution policy, NO nail polish and NO artificial/ acrylic nails are acceptable.
* Body art/tattoos should not be visible; may be covered by uniform clothing, socks, and band-aids, etc.
* For patient comfort purposes, perfumes, colognes, aftershaves, scented lotions, etc. should not be worn in the clinical setting.
* Gum chewing is not allowed in the clinical setting.
* Eating and drinking are not allowed in the clinical setting. Eating and drinking may be permitted during scheduled break periods, and only in designated areas (such as the staff lounge, break room, etc.).
* Activated cell phones are allowed in the clinical setting for reference (e.g. drug reference, diagnostic data) and emergency purposes only. They are to be kept on the vibrate setting.
1. Student Jeopardy: By the end of the third week, the faculty member should provide written notice to students in academic jeopardy. The notification will include specific direction regarding remediation. Copies should be directed to the Transition Coordinator, Department Chair, the Assistant Dean for Student Affairs, and the student's file. The faculty member should meet with the student to plan remediation.
2. Group Seminars: Each faculty member may schedule periodic seminars with assigned students. The purpose of the seminar is to provide a forum for presentation and analysis of issues that arise during the Transition experience. In lieu of seminars, the faculty member may determine other assignments that meet the course objectives and student learning.
3. Final Evaluation: The final evaluation process includes a conference attended by the preceptor, the faculty member, and the student. The clinical evaluation tool is completed and reviewed together. A second conference with the student and faculty member may be held for final assessment of course objectives and assignment of a course grade.

### To Professional Nurse Preceptor

1. Preceptor Information: The faculty member will review the Course Syllabus, Clinical Evaluation Form, as well as the CON Policy C-04 Clinical Site/Preceptor Assessment By Students, and Form G, with the preceptor. The information will also be sent to the preceptor by e-mail.
2. Access: The faculty member should provide phone numbers for access to a College of Nursing faculty member at all times.
3. The faculty member should meet with preceptor at least weekly to review student's progress toward meeting course objectives and consult on client care and care delivery issues.

####  To Transition Coordinator per CON Policy C-04

1. The faculty members complete the *Clinical Site/Preceptor Assessment By Faculty Form A* from each clinical site electronically by the end of the semester. Faculty members will notify the Transition Coordinator that Form As for all preceptors have been submitted.
2. Students are responsible for completing and submitting the *Clinical Site/Preceptor Assessment By Students Form G* electronically by the end of the semester. Each faculty member will track the submission of Form G by his/her own students and notify the Transition Coordinator that they are complete.
* **Professional Nurse Preceptor Responsibilities:**

The professional nurse preceptor is an expert clinician with a firm understanding of the philosophy of baccalaureate education and the policies and procedures of the agency. The willingness of the professional nurse preceptor to participate in the experience is of prime importance. The preceptor will provide onsite supervision of the student's performance, as well as act as a student's resource and mentor. The preceptor, the student and the faculty member will jointly evaluate the experience and determine whether the course objectives have been achieved.

During the experience, the professional nurse preceptor will:

1. Retain responsibility to the employing agency for client care.
2. Assist in establishing selective experiences to meet course objectives.
3. Arrange orientation to the unit and staff.
4. Review the relevant agency's policies and procedures.
5. Provide formative and summative feedback to the student regarding competencies in meeting course objectives.
6. Consult with the faculty member weekly on student's progress in meeting course objectives and immediately on any problems that arise.
7. Work collaboratively with the student and foster the student's independence so that the student can gradually assume increasing responsibility for client care, including the management of care for multiple clients.
8. Supervise the student's practice whenever new competencies are required.
* **Preceptor and Student Responsibilities**
	+ All medications and charting MUST be co-signed by your preceptor either in writing or digitally.
	+ Medications must be checked PRIOR to administration with two patient identifiers.
	+ No procedures involving IV’s (new tubing and fluids, piggyback nor push medications) should be given without visual supervision.
	+ Students may NOT administer nor co-sign chemotherapy, blood transfusions, or medications requiring telemetry certification.
	+ Students may NOT take verbal orders or sign off orders, even with preceptor co-signature.
* **Agency Responsibilities:**

The nursing administration of the agency will collaborate with faculty to select the participating professional nurse preceptor(s) based on the expertise and willingness of individual nurses. Preceptors for baccalaureate nursing students are generally required to hold a minimum of a baccalaureate degree. In the event that a non BSN educated RN with special qualifications is a preceptor, another RN in the same area, with a BSN, will be identified as a BSN mentor. The student may practice at multiple sites if approved by the preceptor and the facilities, but may not practice unless the single designated preceptor (and, if relevant, the BSN prepared mentor) is available. The preceptor may have two assigned students for any preceptorship experience, but a student may have only one preceptor. (SBON 59s 2.008 Clinical Teaching).

 The preceptorship experience should be advantageous to both the agency and the student. The following are possible benefits of participation:

1. Agencies increase access to College of Nursing continuing education programs.
2. Students transition to the graduate role with greater ease with prior experience in the agency.
3. The preceptor may gain recognition and personal satisfaction as a result of developing and mentoring a future colleague.
4. Students who receive preceptorship experience in an agency may seek employment in a familiar area/agency.

WEEKLY CLASS SCHEDULE

Will be announced at beginning of the term on course website. The schedule for this clinical experience is variable, depending upon the preceptor and student schedule.

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| Approved: | Academic Affairs Committee:General Faculty:UF Curriculum Committee: | 09/0909/0910/09 |