UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

SUMMER/ 2016

COURSE NUMBER NUR 4944L

COURSE TITLE Transition to Professional Practice

CREDITS 5

# PLACEMENT RN to BSN Program: 5th Semester

PREREQUISITES None

COREQUISITE NUR 4829 Leadership and Management in Nursing

FACULTY Jane Gannon, DNP, CNM, CNL

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 Office: Jacksonville Campus (904) 244-5166

 Office hours: Tuesdays 10:00-12:00 pm (or by appt)

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 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.

CLINICAL SCHEDULE

The RN to BSN transition course is unique in that rather than direct patient care, students are required to spend 15 hours a week engaged in work focused on a capstone project. The project must demonstrate integration of the course objectives over the course of the semester.

CLINICAL SCHEDULE (CONTINUED)

This capstone activity is aimed at improving a care issue on a unit of care in the student’s current work environment.

E-Learning in Canvas is the course management system that you will use for this course. E-Learning in Canvas is accessed by using your Gatorlink account name and password at  [elearning.ufl.edu/](https://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.

# TEACHING METHODS

Online clinical seminars, individual clinical conferences, and written assignments

LEARNING ACTIVITIES

Supplemental readings, interprofessional group activities, unit assessments, meeting logs, participation in seminar

EVALUATION METHODS/COURSE GRADE CALCULATION

Outputs generated while engaged in the clinically focused capstone project will be evaluated on an S/U basis. 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 below at semester end will constitute a course grade of E. Regardless of the classroom grade, the student receiving an Unsatisfactory evaluation in the clinical component of the course will be assigned a course grade of E or U.

Clinical seminar participation S/U

Clinical Microsystems Inpatient Workbook based assessments S/U

Capstone project components (Presentation) S/U

*Feedback on all assignments routinely is given within 10 working days of the due date.*

# MAKE UP POLICY

Makeup assignments are only provided for excused absences. Excused absences include illness/ death in the family. Work or vacation related absences are not excused. Late assignments will be accepted but there is a 1% loss from the assignment grade for each day late. Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at: <http://gradcatalog.ufl.edu/content.php?catoid=5&navoid=1054#attendance>.

# 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>

PROFESSIONAL BEHAVIOR

The College of Nursing expects all Nursing students to be professional in their interactions with patients, colleagues, faculty, and staff and to exhibit caring and compassionate attitudes. These and other qualities will be evaluated during patient contacts and in other relevant settings by both faculty and peers. Behavior of a Nursing student reflects on the student's individual’s ability to become a competent professional Nurse. Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records (e.g., accession of patient information without valid reason); substance abuse; failure to disclose pertinent information on a criminal background check; or other unprofessional conduct can be grounds for disciplinary measures including dismissal.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>. Students are required to provide their own privacy screen for all examination’s administered to student laptops. No wireless keyboards or wireless mouse/tracking device will be permitted during examinations.

University and College of Nursing Policies:

 Please see the College of Nursing website for a full explanation of each of the following policies - <http://nursing.ufl.edu/students/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

REQUIRED TEXTBOOKS

Ogrinc et al. (2012). Fundamentals of health care improvement: a guide to improving your patient’s care. (2nd Ed.). Oakbrook Terrace, IL: Joint Commission Resources.

All prior course textbooks

WEEKLY CLASS SCHEDULE

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| --- | --- | --- |
| DATE | TOPIC/LEARNING ACTIVITIESSee course website for links, tools and further description of learning and evaluation activities | EVALUATION ACTIVITIES |
| MODULE 1: CLOSING THE GAP BETWEEN WHAT WE KNOW AND WHAT WE DO |
| Weeks 1-2 | 1. Ogrinc et al. (2012). Fundamentals of health care improvement: a guide to improving your patient’s care. (2nd Ed.). Oakbrook Terrace, IL: Joint Commission Resources. Chapter 1
2. Presentation: Syllabus Review/ Capstone Project Overview
 | 1. Online Clinical Seminar 5/10/16 2-4 pm
2. Conduct a brief assessment of a work unit using the 5-S ToolDue 5/15/16
3. Complete worksheets 6 , 7 and 9 in the Inpatient Workbook, located at <http://clinicalmicrosystem.org/workbooks>Due 5/22/16
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| MODULE 2: USING EVIDENCE TO IMPROVE HEALTH CARE OUTCOMES |
| Week 3 | Unit 1: The importance of evidence-based practice1. Ogrinc et al. (2012). Chapter 2
 | Seek out stakeholders (coworkers, ancillary staff patients) to complete the PSA worksheet on pages 10 & 11 in the Inpatient Workbook, located at <http://clinicalmicrosystem.org/workbooks>Due 5/29/16 |
| Week 4 | Unit 2: Understanding Clinical Microsystems1. Organize a focus group of staff, and/or consult with leaders on the unit (ie charge nurse, nurse manager) to complete this week’s assessment activities
 | 1. Online Clinical Seminar 5/31/162-4 pm
2. Submit the completed Microsystem Assessment Tool (MAT) to assess a unit of care for “success” characteristics

Due 6/5/16 |
| Week 5 | Unit 3: Clarifying the problem1. Hospital Compare Website <http://www.hospitalcompare.hhs.gov>
2. The Joint Commission (TJC) Quality Check <http://qualitycheck.org>
3. Consult with provider groups (RNs, MDs and ARNPs) to complete this week’s assessment tools
 | 1. Assess selected care processes and care delivery activities in acute care settings Inpatient WorkbookP. 12, 13, 14 See full description onlineDue 6/12/16
2. Meet with hospital database managers to review unit based outcome data collection processes and data utilization
 |
| DATE | TOPIC/LEARNING ACTIVITIES | EVALUATION ACTIVITIES |
| MODULE 3: WORKING IN INTERPROFESSIONAL TEAMS TO IMPROVE CARE |
| Week 6  | Unit 1: The role of Teams in Healthcare Improvement1. Ogrinc et al. (2012). Chapter 3
2. Form a 4 to 6 member, inter-professional project group whose purpose is to address an outcome of need on a unit of care
 | 1. Construct a table with the following headings:
	1. Team Member (name)
	2. Professional Role
	3. Work Duties
	4. Describe why you selected that individual for the project team

Due 6/171. Initiate Group processes (Storming and Norming) to target an outcome for improvement
2. Lead your interprofessional group to develop a response to answer the question, “What are we trying to accomplish?” Create a Global Aim Statement, p. 22 of the Inpatient WorkbookDue 6/17/16
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| Week 7 | SUMMER BREAK |  |
| Week 8 | Unit 2: Overcoming communication gaps and barriersComplete Module 4 Unit 1 as well. See below | 1. Online Clinical Seminar 6/28/162-4 pm
2. Lead your group in developing a specific Aim Statement

Due 7/3/16 |
| MODULE 4: DESIGNING & IMPLEMENTING AN OUTCOME IMPROVEMENT PROJECT |
| Week 8 | Unit 1: Improving Patient Safety with Structure and Process Changes1. Online Resources:
	1. The Role of Leadership in Technology Safety<https://mediasite.video.ufl.edu/Mediasite/Play/d617193bf73c4b558333a71794d1029f1d>
	2. Mini-lecture: Targeting SPO Elements for Improvement
 | 1. Paper: Identify a targeted outcome for improvement, finalize AIM statement and identify 2 evidence-based change tests aimed at improving the outcome

(Full instructions on website) |
| Week 9 | Unit 2: The Model for Improvement1. Ogrinc et al. (2012). Chapter 5
2. Online resources (Mini lectures)
	1. P of PDSA
 | 1. Implement change test #1
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| DATE | TOPIC/LEARNING ACTIVITIES | EVALUATION ACTIVITIES |
| Week 10 | Unit 2 Model for Improvement (Continued)1. Ogrinc et al. (2012). Chapter 6
2. Online resource (Mini-Lecture)
	1. D of PDSA
 | 1. Online Clinical Conference 7/12/162-4 pm
2. Continue Change test #1 implementation
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| Week 11 | Unit 2 Model for Improvement (Continued)1. Ogrinc et al. (2012). Chapter 7 & 8
2. Online resources (Mini-Lecture)
	1. S of PDSA
 | 1. Assess impact of Change test #1 implementation
 |
| Week 12 | Unit 2 Model for Improvement (Continued)1. Online resources (Mini-Lecture)
	1. A of PDSA
 | 1. Eliminate, revise or continue change test #1
2. Implement change test #2 if indicated
 |
| Week 13 | Capstone Project Presentations via Voicethread10 slide ppt | Presentation due 8/1. See guidelines on website) |

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| Approved: | Academic Affairs Committee:General Faculty:UF Curriculum Committee: | 09/09; 02/1210/09; 03/1211/09; 04/12  |