UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

SUMMER 2017

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| COURSE NUMBER | NUR 3138 C |
| COURSE TITLE | Clinical Practice 1: Wellness Promotion and Illness Prevention |
| CREDITS | 4 (1 credit didactic; 3 credits laboratory/clinical )  |
| PLACEMENT | BSN Program: 1st Semester Upper Division |
| PREREQUISITES | Admission to Upper Division BSN Program |
| COREQUISITES | NUR 3069C Health Assessment and CommunicationNUR 3138 Systems of Care 1: Wellness Promotion and Illness Prevention |
| FACULTY

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| Jane Gannon, DNP, CNM, CNLClinical Assistant ProfessorCourse Coordinator/Simulation | Jacksonville, LRC, 3rd FloorOffice Hours: Mondays 1-3pm | (O) 904-244-5166Email: jmgannon@ufl.edu |
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| Patsy Love, DNP, RN, CNOR Clinical Assistant Professor Skills lab/ Adult Clinical  | Jacksonville, LRC, 3rd FloorOffice Hours: By Appointment | (O) 904-244-5171 (C) 386-451-2174 Email: plove@ ufl.edu  |
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| Kay Leary, PhD, WHNPClinical Assistant ProfessorCommunity Clinical | Jacksonville, LRC, 3rd FloorOffice Hours: By Appointment | (O) 904-244-3913(C) 904-703-3322Email: kmhood@ufl.edu |

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| COURSE DESCRIPTION The purpose of this course is to provide the student with clinical experience in the promotion of wellness and prevention of illness for diverse individual clients across the lifespan. Emphasis is on risk appraisal, environmental assessment, and the context of family in wellness promotion and risk reduction. Focus is on use of health education and counseling with clients in selected settings. |
| COURSE OBJECTIVES Upon completion of this course, the student will be able to:1. Apply concepts of wellness promotion and disease, injury, and disability prevention with selected individuals.
2. Utilize therapeutic communication techniques.
3. Apply primary, secondary, and tertiary prevention strategies.
4. Utilize principles of privacy and confidentiality in interactions with clients.
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.

COURSE OBJECTIVES (CONTINUED)1. Utilize scientific principles in the demonstration of selected psychomotor skills.

8. Recognizes accountability for personal and professional behaviors. |
| CLINICAL/LABORATORY SCHEDULEE-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 <http://elearning.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.**DIDACTIC**Web based content Weeks 1-6 (May 8 through June 12, 2017)**LAB**Monday/Tuesday as assigned: * Group (1) Monday 8:00 am-12:00 pm
* Group (2) Monday 1:00 pm-5:00 pm
* Group (3) Tuesday 8:00 am-12:00 pm
* Group (4) Tuesday 1:00 pm-5:00 pm

Community: as assignedSimulation: as assignedHospital: The hospital based clinical experiences for all students will occur during the second half of the semester on July 10-11, 17-18 and 24-25 |
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TOPICAL OUTLINE

1. Safety
2. Asepsis
3. Standard precautions
4. Isolation techniques
5. Hygiene
6. Nutrition
7. Hydration
8. Intake and output
9. Mobility
10. Positioning
11. Transfer
12. Ambulation
13. Elimination
14. Regulation – Glucose Monitoring
15. Oxygenation

TOPICAL OUTLINE (CONTINUED)

1. Delivery systems

TEACHING METHODS

 Online presentations, audiovisual materials, written materials, demonstrations, supervised laboratory time and clinical experiences.

LEARNING ACTIVITIES

 Readings, videos, participation in laboratory skills practice, community and acute care clinical experiences.

EVALUATION METHODS/CLINICAL EVALUATION

The first six weeks of the course include online content to both prepare students for the clinical skills labs and provide foundational knowledge related to nursing care concepts. Students are expected to score 100% on all assigned Clinical Essentials quizzes before arriving to the related lab session.

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.

Clinical 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 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.

The faculty member will hold evaluation conferences with the student and clinical preceptor, if applicable, at each site visit. 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 the faculty member are mandatory** and will be held during the last week of each course. A student may request additional conferences at any time by contacting the faculty member.

**Hospital Clinical** & **Pavilion (LAB) Uniform** – required for hospital

clinical, laboratory and simulation, consists of navy pants and a navy top made of scrub or

uniform material. Socks, stockings, and belts are required to all be white.  Shoes must be white.

**Required Community Uniform** –UF CON polo with khaki pants. Shoes should be comfortable enough to participate in physical activities. Students should wear their UF Gator

EVALUATION METHODS/CLINICAL EVALUATION (CONTINUED)

One badge while in the community setting unless otherwise specified. Overall appearance (personal hygiene and grooming) must convey a professional image.

Activated cell phones and pagers must be turned off in the lab and classroom and are not to be used unless otherwise directed.

Preparation for clinical skills laboratory experiences include: viewing weekly assigned videos and presentations, being prepared for scheduled laboratory sessions by arriving on time with pre-lab preparation completed as assigned, and participating in laboratory experiences as scheduled.

MAKE UP POLICY

Students will be required to make up time missed in lab and 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

Evaluation of the clinical lab/nursing skills will be based on the satisfactory completion of all assignments, which includes participation. Six (6) quizzes via Canvas will be administered. Students must achieve an average grade of 74 or higher in order to achieve a satisfactory course grade. An Unsatisfactory grade may be assigned for late or missing quizzes. Make-up opportunities are at the discretion of faculty.

For more information on grades and grading policies, please refer to University’s grading policy:

<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

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT (CONTINUED)

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

Elsevier. (2015). Clinical Skills: Essentials Collection, 1st Edition. Access this

Perry, A.G. Potter, P.A. & Ostendorf, W.  (2017). *Clinical nursing skills & techniques* (9th ed.).  St. Louis: Mosby/Elsevier.

Perry, S., Hockenberry, M., Lowdermilk, D., & Wilson, D.  (2014). *Maternal child nursing care* (5th ed.). Maryland Heights, MO: Mosby.

Potter, P. A. & Perry, A.G.  (2016). *Fundamentals of nursing* (9th ed.).  St. Louis: Mosby/Elsevier.

Silvestri, L.A. (2016). *Saunders comprehensive review for the NCLEX-RN examination* (7th ed.). St. Louis, MO: Saunders.

RECOMMENDED TEXTBOOK

Books utilized from NUR 3138; NUR 3069C

WEEKLY CLASS SCHEDULE

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| DATE | TOPIC/ EVALUATION | ASSIGNMENTS/READINGSSee website for full description of learning and evaluation activities | FACULTY |
| 5/8-5/9 | IntroductionCommunicationSafetyInfection Control & Prevention | **Potter & Perry Fundamentals of Nursing Textbook**Chapter 1: p. 8 (Table 1-1) Chapter 24: CommunicationChapter 29: Infection Prevention & Control pp. 442-464, 471-473**Perry & Potter Clinical Nursing Skills & Techniques**Chapter 9: Medical Asepsis Chapter 3: CommunicationReview Essentials content and complete quiz with 100% before labPerforming Hand HygieneUsing Personal Protective EquipmentVideo Taping interviews for communication activity | Dr. Love |
| 5/15-5/16 | Hygiene ComfortSafety(Under your clinical uniform - please wear a bathing suit, sports bra, clothing that will make it easy for you to take part in some partial bed bathing activities)Bring your own toothbrush and toothpaste Towel and washcloth | **Potter & Perry Fundamentals of Nursing Textbook**Chapter 40: Hygiene**Perry & Potter Clinical Nursing Skills & Techniques**Chapter 18: Personal Hygiene & Bed-making**Clinical Skills Essentials Edition***(Review Quick Start, Supplies, Demos)** Making an Unoccupied Bed
* Making a Surgical Bed
* Performing a Complete/Partial Bed Bath
* Performing Perineal Care-Male/Female
* Assisting with a Gown Change
* Making an Occupied Bed
* Cleaning Dentures
* Performing Oral Hygiene - Unconscious
* Assisting with a Tub Bath or Shower
* Performing Hair Care/Shampooing
* Performing Nail & Foot Care
* Shaving a Male Patient
* Performing Back Massage

 *Complete the competency test for each video prior to lab* | Dr. Love |
| DATE | TOPIC/ EVALUATION | ASSIGNMENTS/ READINGS | FACULTY |
| 5/22-5/23 | Nutrition, EliminationMeasuring & Recording I&O | **Potter & Perry Fundamentals of Nursing Textbook**Chapter 45: Nutrition pp. 1053-1084Chapter 46: Urinary Elimination pp. 1110-1122**Perry & Potter Clinical Nursing Skills & Techniques**Chapter 31: Oral NutritionChapter 34: Urinary Elimination Chapter 35: Bowel Elimination: **Clinical Skills Essentials Edition***(Review Quick Start, Supplies, Demos)** Assisting with Meals
* Taking Aspiration Precautions
* Measuring Intake and Output
* Assisting with a Urinal
* Collecting a Midstream Urine Specimen
* Applying a Condom Catheter
* Assisting with a Bedpan
* Fecal Occult Blood Testing
* Administering a Cleansing Enema

*Complete the competency test for each video prior to lab* | Dr. Love |
| 5/29  | Memorial Day | **No Class** |  |
| 5/30 | MobilitySafetyTissue IntegrityPerfusion | **Potter & Perry Fundamentals of Nursing Textbook**Chapter 28: Mobility & Immobility & pp.407-413, 415-416**Perry & Potter Clinical Nursing Skills & Techniques**Unit IV: Activity & Mobility – Chapters 12 & 14: Safety & Quality Improvement **Clinical Skills Essentials Edition***(Review Quick Start, Supplies, Demos)** Assisting Positioning Patient in Bed
* Assisting Moving Patient in Bed
* Assisting with Ambulation – Gait Belt
* Transferring from Bed to Stretcher
* Transferring Bed to WC – Transfer belt
* Using a Hydraulic Lift
* Using Restraint Alternatives
* Applying Restraints
* Performing Passive Range of Motion
* Applying Elastic Stockings
* Using a Sequential Compression Device*Complete the competency test for each video prior to Tuesday Lab*
 | Dr. Love |
| DATE | TOPIC/ EVALUATION | ASSIGNMENTS/ READINGS | FACULTY |
| 6/8/-6/6 | SafetyPerfusionTissue IntegritySurgical Asepsis | **Potter & Perry Fundamentals of Nursing Textbook**Chapter 29: Infection Prevention & Control pp.442-449, 461-482**Perry & Potter Clinical Nursing Skills & Techniques**Chapter 10: Sterile TechniqueChapter 14: Safety & Quality Improvement *Review Quick Start, Supplies, Demos)** Assessing Wounds
* Performing Sterile Gloving
* Pouring a sterile solution
* Establishing/Maintaining Sterile Field
* Adding Items to a Sterile Field
* Changing a Dressing
* Collecting Specimen for Wound Culture
* Assessing wounds
* Changing IV Dressing
* Performing Dressing Care for a Central Venous Access Device*Complete the competency test for each video prior to lab*
 | Dr. Love |
| 6/12-6/13 | Oxygenation **-** Oxygen administrationRegulation **–** Blood Glucose monitoring (done with faculty in clinical) | **Potter & Perry Fundamentals of Nursing Textbook**Chapter 41 Oxygenation: pp. 871-888, 891-926Chapter 45 Pain Management : pp1053-1063, 1072-1076, Box 45-7**Perry & Potter Clinical Nursing Skills & Techniques**Chapter 23: Oxygen TherapyChapter 24 Performing Chest PTChapter 7: (Blood Glucose Monitoring)**Clinical Skills Essentials Edition***(Review Quick Start, Supplies, Demos)** Ensuring Oxygen Safety
* Applying a Nasal Cannula or Face Mask
* Setting Oxygen Flow Rates
* Performing Blood Glucose Testing
* Measuring O2 saturation with a pulse Oximetry
* Maintain an Airway
* Performing Nasotracheal and Nasopharyngeal suctioning
* Performing Oral pharyngeal suctioning
* Assessing Pain*Complete the competency test for each video prior to Lab*
 | Dr. Love |

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| Approved: | Academic Affairs Committee:General Faculty:UF Curriculum Committee: | 09/09; 02/12; 02/1409/09; 03/12; 02/1410/09; 04/12 |