### Bridge to Professional Nursing Practice

**NUR 3081L**

**Fall 2014**

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<tr>
<th><strong>Beginning Date:</strong></th>
<th>August 25, 2014</th>
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<tbody>
<tr>
<td><strong>End Date:</strong></td>
<td>December 12, 2014</td>
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<tr>
<td><strong>Pre-requisites:</strong></td>
<td>Admission to the Nursing Program-V-CARE Sequence</td>
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<tr>
<td><strong>Co-requisite:</strong></td>
<td>NUR 3XXX</td>
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<tr>
<td><strong>Clinical Sites/Lab times:</strong></td>
<td>TBA</td>
</tr>
<tr>
<td><strong>Credit Hours:</strong></td>
<td>2 credit hours = 60 clock hours clinical/lab activities</td>
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**Faculty Contact Information:**

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<tr>
<th><strong>Faculty Name:</strong></th>
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<tr>
<td><strong>Office Location:</strong></td>
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<tr>
<td><strong>Virtual Office:</strong></td>
<td>Provide link to virtual office if applicable.</td>
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<td><strong>Phone:</strong></td>
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<tr>
<td><strong>Fax:</strong></td>
<td>Click here to enter text.</td>
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<tr>
<td><strong>Email Address:</strong></td>
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**Faculty will be available by email, telephone and by appointment in the Tampa office. Email will be considered the communication method of choice. Please email with suggested dates and times for Tampa in-office appointments – confirmation will be sent. Phone appointments may also be arranged using the same email method. Emails will be reviewed daily Monday through Friday.**

A general discussion board will be used to facilitate communication with and among faculty and students. This discussion board will also be reviewed Monday through Friday unless student notified otherwise.

**Reply Guidelines:**

If an email message requires a response, the student should receive that response within 48 hours. If the student has not received that response within the 48 hour time frame, please email again.

**Technical Problems:**

For technical assistance, i.e. accessing course, course materials, links, video presentations, documents, assignment submission, email: conect@health.usf.edu

**Other:**

Click here to enter text.

### Course Description/Objectives

**Course Description:**

Facilitates transition from military medic/corpsman to clinical nursing practice using nursing process. Provides opportunities to apply clinical reasoning and therapeutic communication skills in meeting nursing needs of individuals and families.
Objectives: At the conclusion of this course students will be able to:
1. Apply theories and concepts from liberal education in relationship to current nursing practice.
3. Utilize the nursing process as the foundation of clinical decision making.
4. Incorporate concepts of health promotion, health restoration, and disease prevention/early detection in plans of care for selected health problems.
5. Evaluate ability of individuals and families to participate in health maintenance and restoration within the clinical setting.
6. Explore individual and family coping, adaptation, and problem-solving related to illnesses or stressful events.
7. Utilize critical thinking and therapeutic communication skills to provide age-appropriate and culturally and ethnically sensitive care.
8. Discuss the transformation of professional identity as a military medic/corpman to the Registered Nurse.
9. Differentiate between the role of the military medic/corpsman and the professional nurse within the changing healthcare system.

Student Learning Outcomes: Upon Completion of this course learners will be able to:
1. Apply theories and concepts from liberal education in relationship to current nursing practice.
3. Utilize the nursing process as the foundation of clinical decision making.
4. Incorporate concepts of health promotion, health restoration, and disease prevention/early detection in plans of care for selected health problems.
5. Evaluate ability of individuals and families to participate in health maintenance and restoration within the clinical setting.
6. Explore individual and family coping, adaptation, and problem-solving related to illnesses or stressful events.
7. Utilize critical thinking and therapeutic communication skills to provide age-appropriate and culturally and ethnically sensitive care.
8. Discuss the transformation of professional identity as a military medic/corpman to the Registered Nurse.
9. Differentiate between the role of the military medic/corpsman and the professional nurse within the changing healthcare system.

Major Course Topics:
- Professional nursing role
- The Nursing Process
- Strategies for Comprehensive and Focused Patient Assessment
- Health promotion/restoration and disease prevention across the lifespan
- Individual and family coping, adaptation and problem solving
- Therapeutic communication
• Developing culturally competent nursing practice

**Delivery / Materials**

**Delivery Format:** This course will be delivered through face-to-face teaching, web-based lectures, interactive technology using the i:Clicker and Case scenarios

**Required Materials:**
- eDose Software access
- iClicker
- MyNursingLab with Pearson eText access (for Medical-Surgical Nursing text)
- Project Nurse Skill Tracker
- Real Nursing Skills 2.0 (*Access Card for RN Online Version*)

**Other Required Clinical Resources & Supplies:**
- PDA
- Lab-Pak Supplies

**Additional References:**
- Florida Nurse Practice Act.

**Optional Materials:**

**Grading Criteria**

**Grading System:** Satisfactory/ Unsatisfactory

**Types of assessments:** Clinical Performance

Clinical faculty will review the *Student Expectations and Responsibilities* form prior to the beginning of clinical. Students will be evaluated on a continuous basis during their clinical rotation. Specific evaluation criteria are defined in the *Undergraduate Clinical Performance Evaluation Form*. Anecdotal notes must be completed daily by clinical preceptors and as needed by clinical faculty to document individual student’s clinical performance. Feedback and notations in the anecdotal notes will be used by the faculty member to assist in determining the student’s grade for the rotation. Students are encouraged to review these records throughout the semester and to schedule conferences as needed in addition to the pre-determined midterm and end-of-semester evaluation conferences. The clinical faculty will schedule the midterm and the end-of-semester evaluation conferences with each student. The student is expected to prepare a thoughtful self-evaluation noting strengths and
areas for improvement prior to the evaluation conferences. Preceptor/lab instructor/teaching assistant evaluations will be considered however faculty of record will assign final grade. Grading will consist of a satisfactory or unsatisfactory (S/U) score. An unsatisfactory score in the student’s clinical site performance will result in a final grade of “U” in the course regardless of satisfactory performance in the other components of the course. Students are responsible for sharing weekly objectives with their preceptor.

NOTE: Patient safety and welfare are the most critical component of student clinical rotation. If at any time during the clinical rotation, the student, in the opinion of appropriate College of Nursing or on-site personnel, places the patient in an actual or potential hazardous or unsafe situation, it may be the determination of the College of Nursing that the student will fail the course regardless of previous clinical performance in that course or other nursing courses. Appropriate College of Nursing personnel, including faculty, have the responsibility to determine what constitutes safe practice in the clinical setting at all times.

S/U Nursing Process Worksheets (NPW)
NPW notes will be completed daily during clinical throughout the semester. Your faculty will introduce the NPW concept in clinical, this exercise is meant to build clinical astuteness and decision making. It is a process.

S/U Patient Assessment Tools (PATs)
Students will be required to complete two histories and one complete PAT; History I & II are essentially the building blocks of a PAT. A score of 85% or above is satisfactory.

History I: consists of demographics, HPI, CC, PMH, PSH, FMH, Medications, Allergies, Pathophysiology, smoking and chemical sections (as found on traditional PAT)

History II: includes of all history I and nutrition, spirituality, sexual assessment, developmental assessment, ROS, VS and entire section related thereof, behavior, mood, affect, integumentary, HEENT and ONE nursing diagnosis (as found on traditional PAT).

History I & II will be graded in a formative fashion.

Complete PAT: All of the above, plus 1 careplan, and 2 nsg diagnosis. Students should refer to the “Guidelines for PAT Completion”.

S/U Evidenced-Based Practice Case Study Paper
The case study is a written paper based on a patient from clinical rotation. This paper will discuss the pathophysiology of a clinically relevant disease and discuss the medical/nursing interventions and guidelines from the research (2 peer-reviewed articles must be used). Students must then apply the research to a patient case scenario and discuss how the specific interventions and guidelines apply to that specific patient. Please refer to the “Evidenced-Based Practice Paper Guidelines” for further detail. It will be graded according to the case presentation rubric. 75% is a satisfactory score for the paper.

* Case study papers count as clinical time.
S/U Skills competency check-off
Students will be required to demonstrate competency in performing selected fundamental clinical skills during a simulated clinical experience in the learning laboratory. Skills competency check-off may take place outside of regular lab time. The schedule of skills check-off will be determined by the Laboratory and Clinical faculty. Grading for skills check-off is a Satisfactory or Unsatisfactory.

After skills have been completed students will document in Cerner AES.

Students who are unsuccessful on the first try of the randomly drawn skill must repeat the original skill, plus demonstrate a second different skill. Repeat skills check-off may be done another day. Rescheduling is by permission of the lab faculty.

Only a total of two (2) attempts will be allowed: the original skill and the repeat one. If the student fails the repeat skills check-off, the student will receive a “U” for this course.

S/U Cerner AES
Students will be required to complete specified documentation assignments in the electronic format in Cerner, assignments will correspond with specific systems covered in the assessment portion of lab.

S/U Project Nurse
This software will track your clinical experiences and skills. You must have access to this software on your smartphone in lab and in clinical. You will be responsible for entering your patient encounters and skills performed. Your clinical or lab instructor will verify those skills. You may be asked to produce a report that documents your successful completion of skills in the lab setting prior to performing them in the clinical setting.

S/U Ten Minute Assessment and Focused Physical Exam
This will be introduced during Frontloading and built upon during the semester. It will be an expectation during assessment of skills and head-to-toe. Students will be tested on the Ten Minute Assessment and competency in completing a focused patient assessment on a standardized patient at the end of the semester. You will be presented with a patient scenario for both assessments, and you will determine what systems to assess and then perform the assessment. There will also be a random organ system you will be asked to assess during the testing.

NOTE: Students must bring skills checklist with them to each clinical and laboratory experience.

Instructor Guidelines
Academic Integrity: The USF College of Nursing expects students to maintain academic honesty in all courses. By virtue of being registered in a nursing course, students agree to refrain from cheating. If cheating in any form (academic dishonesty) is detected, appropriate action will be taken. (Refer to USF Academic Dishonesty Policy).

http://generalcounsel.usf.edu/regulations/pdfs/regulation-usf3.027.pdf

College of Nursing Grading Standards:

- A = 93-100%
- B = 84-92%
- C = 75-83%
- D = 67-74%
- F = 66% and below

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<tr>
<th>‘Incomplete’ Guidelines:</th>
<th>Incomplete (I)</th>
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<tr>
<td>Definition: An Incomplete grade (‘I’) is exceptional and granted at the instructor’s discretion only when students are unable to complete course requirements due to illness or other circumstances beyond their control.</td>
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<tr>
<td>This applies to all gradable courses, including pass/fail (S/U).</td>
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<tr>
<td>Students may only be eligible for an “I” when:</td>
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<tr>
<td>• majority of the student’s work for a course has been completed before the end of the semester</td>
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<tr>
<td>• the work that has been completed must be qualitatively satisfactory</td>
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<td>• the student has requested consideration for an “I” grade as soon as possible but no later than the last day of finals week.</td>
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Withdrawal Guidelines:

Withdrawal Policy (approved by CON Faculty Council 12/15/06; revised 1/19/07): Withdrawals are limited to 1 per course, with a limit of 2 per undergraduate or graduate program. Withdrawals are defined as officially withdrawing from any class after the Drop/Add period and before the final Withdrawal date as outlined in the Academic Calendar. Any student withdrawing in excess of stated policy may be dismissed from the College of Nursing unless the College of Nursing has pre-approved a documented Medical and/or Emergency situation.

See Withdrawal Deadlines at http://www.registrar.usf.edu/enroll/regist/calendt.php

Schedule Change Guidelines: Indicate how you will communicate changes to the course schedule, content.

Institutional Guidelines:

General Nursing Student Nursing Academic Policies and Procedures: http://health.usf.edu/nocms/nursing/
Information: USF Undergraduate Catalog 2012-2013: [http://www.ugs.usf.edu/catalogs/catdl.htm](http://www.ugs.usf.edu/catalogs/catdl.htm)

Student Rights & Responsibilities, and Code of Conduct:

Review USF Student Rights & Responsibilities at: [http://www.sa.usf.edu/srr/page.asp?id=81](http://www.sa.usf.edu/srr/page.asp?id=81)


Disruption of Academic Process/Academic Integrity of Students:

Disruption of the academic process and violations of the policies regarding academic integrity will not be tolerated. Review USF policies on Disruption of the Academic Process and the Academic Integrity of Students at:

[http://www.ugs.usf.edu/ugs_adr.htm](http://www.ugs.usf.edu/ugs_adr.htm)

[http://www.ugs.usf.edu/Acad_Disruption_Incident_Report_Form.pdf](http://www.ugs.usf.edu/Acad_Disruption_Incident_Report_Form.pdf)


Academic Dishonesty/Plagiarism:

Plagiarism will not be tolerated and is grounds for failure. Review USF Academic Dishonesty and Disruption of Academic Process Policy at:

Undergraduate: [http://www.ugs.usf.edu/pdf/cat1213/08ACADEMICPOL.pdf](http://www.ugs.usf.edu/pdf/cat1213/08ACADEMICPOL.pdf)

The University of South Florida has an account with an automated plagiarism detection service (SafeAssign), which allows instructors and students to submit student assignments to be checked for plagiarism. I (the instructor) reserve the right to 1) request that assignments be submitted as electronic files and 2) submit students’ assignments to SafeAssign, or 3) request students to submit their assignments to SafeAssign through myUSF. Assignments are compared automatically with a database of journal articles, web articles, the internet and previously submitted papers. The instructor receives a report showing exactly how a student’s paper was plagiarized. For more information about Plagiarism and SafeAssign, visit:


Student Grievance Procedure:

Review USF Academic Grievance Policy at:


Review USF Academic Grievance Procedure at:

Undergraduate:


Special Accommodation:

Visit the Students with Disabilities Services (SDS) website at:

[http://www.sds.usf.edu/index.htm](http://www.sds.usf.edu/index.htm)

Campus Closure Policy:

Emergency Preparedness for Academic Continuity

[http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-6-010.pdf](http://generalcounsel.usf.edu/policies-and-procedures/pdfs/policy-6-010.pdf)
Holidays and Religious Observances: Students who anticipate the necessity of missing any exam due to the observation of a major religious observance should provide notice of the date(s) to the instructor, in writing, by the second class meeting.


Resources for Students

Library Resources: USF Library Resources and Services: http://www.lib.usf.edu
Shimberg Health Sciences Library: http://library.hsc.usf.edu/
Shimberg Health Sciences Library Tutorials: http://library.hsc.usf.edu/ (follow links under ‘Instructional Services’ section)


Writing Resources and APA 6th Edition References:
The Writing Center: http://www.lib.usf.edu/writing/
**Writing assistance is available in person on the USF Tampa campus or by telephone appointments.

USF Tampa Library APA citation references: http://www.lib.usf.edu/citing-sources/apa/

The Owl at Purdue APA guidelines: http://owl.english.purdue.edu/owl/section/2/10/

Sample paper: http://owl.english.purdue.edu/media/pdf/20090212013008_560.pdf

Welcome to the University of South Florida, College of Nursing  
Center for Virtual Simulation and Clinical Excellence  
Undergraduate Guidelines

1. All students will be expected to arrive promptly, be prepared and actively engaged, these experiences are considered clinical experiences and failure to adhere to the expectations may result in a grade of “U”.
2. Dress code for the lab consists of complete uniform, stethoscope, watch with a second hand, and PDA.
3. Cell phones are to be turned off
4. All students are expected to come prepared with their supplies to the lab, practice will be done on STUDENT PURCHASED EQUIPMENT, check off equipment will be provided for you.
5. It is the responsibility of each team to CLEAN up after every lab. All used non-reusable products such as dressings etc. need to go in the BIOHAZARD cans (red), Syringes, needles and angiocatheters need to go in the SHARPS BOXES provided. All other trash can go in the trash cans located near each bed.
6. Beds are to be left in a low position when not in use, mannequins are to be dressed and covered before leaving.
7. Bedside tables should be at the foot of the beds.
8. If there is a specific supply that is needed for a particular lab, please ask Mr. Buettell and or Mr. Hambrick. There are to be NO students in the supply closet unsupervised.
9. It is prohibited for students to practice phlebotomy or IV insertion, on themselves, colleagues or faculty.

We are committed to the teaching of nursing skills in an atmosphere that is inviting and conducive to learning.