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| **PROFESSOR:** | **PHONE NUMBER:** |
| **OFFICE LOCATION:** | **E-MAIL:** |
| **OFFICE HOURS:** | **SEMESTER:** |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**NUR 2244C NURSING CONCEPTS: FAMILIES IN CRISIS-COMPLEX HEALTH PROBLEMS (10 CREDITS)**

This course is designed to further develop the concepts within FSW nursing philosophy: Health, People

and nursing as a profession. Emphasis is placed on the concepts of health‐wellness‐illness, collaboration,

managing care, safety, advocacy, legal issues, policy, healthcare systems, ethics, accountability,

evidence‐based practice, and complex communication concepts. This course also provides clinical

experiences for students to explore and solidify the concepts covered in Nursing Concepts: Families in

Crisis‐Complex Health Problems. Students will progress from directly supervised clinical experiences to a

more independent and indirectly supervised clinical nurse residency experience. Assignments in this

course will immerse students into the patient/client care environment, preparing them for the transition

from student nurse to professional registered nurse. Upon completion the students will be able to

provide safe and effective care for patients/clients and families in a community context.

1. **PREREQUISITES FOR THIS COURSE:**

NUR 2033, NUR 2033L, NUR 2440, and NUR 2440L, all with a grade of “Passing” or a grade of “C” or

higher. A grade of “C” or higher in all General Education and Program Specific courses required for

the AS Nursing degree: Composition I, Humanities, Sociology or Psychology, Statistical Methods I,

Anatomy & Physiology I with Lab, Anatomy and Physiology II with Lab, Microbiology with Lab,

Human Nutrition, Human Growth and Development

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.

* Accountability
* Acid‐base balance
* Addiction
* Advocacy
* Cellular Regulation
* Clinical Decision Making
* Cognition
* Collaboration
* Comfort
* Communication
* Culture and Diversity
* Digestion
* Ethics
* Evidence‐based Practice
* Family
* Fluids and Electrolytes
* Grief and Loss
* Healthcare Systems
* Health Policy
* Immunity
* Infection
* Informatics
* Intracranial regulation
* Managing Care
* Metabolism
* Mobility
* Mood and Affect
* Oxygenation
* Perfusion
* Professional Behaviors
* Quality Improvement
* Safety
* Self
* Stress and Coping
* Teaching and Learning
* Violence
* Functions in the role of the professional nurse in a diverse population setting involving complex

health problems and crisis situations

* Incorporates nurse residency experiences in the patient/client care environment that will

prepare for the transition from student nurse to professional registered nurse

1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

General Education Competency: **Think**

Course Outcomes or Objectives Supporting the General Education Competency Selected:

• Utilizing evidence based practice, modify the patient/client plan of care with the mutual

goal of achieving the highest quality of life, in a variety of community settings.

**B.** **Other Course Objectives/Standards**

* Integrate professional behavior to provide holistic care for culturally diverse patients/clients

with complex physiological needs and their families.

* Utilize evidence‐based practice and clinical reasoning to develop appropriate methods to

provide safe, quality care to patients/clients and families in crisis situations.

* Incorporate informatics, personnel, time management, and cost in discussing strategies to

continuously improve the quality and safety of health care systems.

• Model compassionate behaviors and therapeutic communication to patients/clients,

families, and members of the healthcare team.

• Develop and evaluate a plan of care for the assessment and management of a patient/client

with complex variations in fluid and electrolyte imbalance, inflammation, intracranial

regulation and/or infection.

• Develop and evaluate a plan of care for the assessment and management of a patient/client

with complex variations in oxygenation and/or perfusion.

• Develop and evaluate a plan of care for the assessment and management of a patient/client

with complex variations in cellular regulation.

• Construct a plan of care for the assessment and management of a patient/client with

complex variations in mobility, tissue integrity, and sensory perception

• Demonstrate appropriate interdisciplinary collaboration utilizing effective communication

skills to produce optimal patient/client outcomes during a health crisis.

• Examine appropriate interventions to produce optimal patient/client outcomes in a crisis

situation for patients/clients experiencing addiction, alterations in cognition and mood

disorders, and/or violence.

• Examine collaboration between interdisciplinary and intradisciplinary teams, discuss quality

improvement strategies to improve the quality and safety of complex patient/client care in a

variety of community settings.

• Integrate strategies for prioritizing the care of patients/clients with complex health issues.

• Evaluate the relationship of previously learned concepts as they relate to patients/clients.

• Analyze the effectiveness of various communication techniques for patients/clients and

families experiencing grief and loss.

• Evaluate current health care policies and how they affect the delivery of care to

patients/clients and their families in various community settings.

• Model accountability and advocacy in the management of care for patients/clients with

complex ethical issues and their families.

• Utilize clinical decision making to evaluate the delegation and management of care for

patients/clients with complex health problems.

• Develop and evaluate a plan of care for the management of comfort for culturally diverse

patients/clients with complex health problems.

• Integrate a teaching and learning plan into the plan of care for patients/clients with complex

variations of immunity, metabolism, mobility, and thermoregulation and their families.

• Model professional nursing behaviors that represent advocacy, accountability, ethical

conduct, and cultural competence in biophysical and psychosocial crisis situations.

• Demonstrate and analyze a comprehensive assessment of the physical, psychosocial, and

environmental needs of patients/clients within a culturally diverse population in various

community settings.

• Identify and Implement an educational plan for a patient/client with complex physiologic

needs and their family.

• Model respectful and effective communication with culturally diverse patients/clients,

families, and the interdisciplinary healthcare team to promote collaboration and produce

optimal patient/client outcomes.

• Identify the use of informatics to provide evidence based care to patients/clients with

complex biophysical and psychosocial health issues.

• Initiate and implement a plan of care for the assessment and management of a

patient/client with complex variations in oxygenation and perfusion.

• Model evidence‐based nursing care for patients/clients with complex variations in safety,

consider quality improvement initiatives, to provide optimal patient/client outcomes.

• Evaluate the relationship of various concepts as they interrelate for patients with complex

psychiatric and biophysical health issues.

• Initiate a plan of care for the assessment and management of a patient/client with complex

variations in mobility, tissue integrity, and sensory perception.

• Critically analyze patient/client data and prioritize the care of patients/clients with complex

psychosocial and biophysical health issues.

• Model professionalism as a member of a healthcare team in various community settings,

portraying accountability and leadership.

* Model compassion behaviors to patients/clients with complex health problems and their families.

1. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at [equity@fsw.edu](mailto:equity@fsw.edu).  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

90 - 100 = A

80 - 89 = B

70 - 79 = C

60 - 69 = D

Below 60 = F

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)