

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—NEW COURSE PROPOSAL¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: CHRISTINE E. LYNN COLLEGE OF
NURSING

COLLEGE: NURSING

RECOMMENDED COURSE IDENTIFICATION:

PREFIX _____ NGR _____ COURSE NUMBER 6301 LAB CODE (L or C) _____

(TO OBTAIN A COURSE NUMBER, CONTACT RSHIMAN@FAU.EDU)

COMPLETE COURSE TITLE: CARE OF CHILDREN: NURSING SITUATIONS IN ADVANCE PRACTICE

EFFECTIVE DATE

(first term course will be offered)

CREDITS: ²
3 THREE

TEXTBOOK INFORMATION:

Hay, W., Levin, M., Deterding, R., & Abzug, M. (2012). Current diagnosis and treatment: Pediatrics (21st ed.) McGraw-Hill. ISBN-13:9780071779708.

Collins-Bride, G., Saxe, J. (2013). Clinical guidelines for advanced practice nursing: An interdisciplinary approach (2nd ed.). Jones and Bartlett: Burlington, MA.

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR SATISFACTORY/UNSATISFACTORY _____

COURSE DESCRIPTION, NO MORE THAN THREE LINES: This course focuses on the care of children from infancy through adolescence using nursing situations in advanced practice including health promotion, disease prevention, health protection, assessment, diagnosis, and management of health in the primary care setting. The course emphasizes an appreciation of the wholeness and uniqueness of the individual and family in relation to psychosocial, cultural, spiritual, developmental, and political issues affecting the health and wellbeing of children.

PREREQUISITES*:

NGR 6141, NGR 6002, NGR and NGR 6200 and 6200L

COREQUISITES*: NONE

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*:

Specialty Course for Family Nurse Practitioner Track

* PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: INSTRUCTIONAL PERSONNEL TEACHING GRADUATE COURSES HOLD THE DOCTORATE OR APPROPRIATE TERMINAL DEGREE IN THE TEACHING DISCIPLINE OR A RELATED DISCIPLINE.

Faculty contact, email and complete phone number:

Beth King
Bking@fau.edu
561-297-3249

Please consult and list departments that might be affected by the new course and attach comments.³

None

Approved by:

Department Chair: Shirley Brown

College Curriculum Chair: Beth King

College Dean: Marlene Smith

UGPC Chair: _____

Graduate College Dean: _____

UFS President: _____

Provost: _____

Date:

2/11/13

2/11/13

2/11/13

1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf

2. Review Provost Memorandum: **Definition of a Credit Hour** www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf

3. Consent from affected departments (attach if necessary)

Email this form and syllabus to UGPC@fau.edu one week before the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE OVERVIEW
SUMMER 2013 (Tentative)**

<u>COURSE NUMBER:</u>	NGR 6301 ⁶³⁰¹
<u>COURSE TITLE:</u>	Care of Children: Nursing Situations in Advanced Practice.
<u>COURSE FORMAT</u>	Hybrid- Blackboard assisted
<u>CREDIT HOURS:</u>	3 Credits
<u>COURSE SCHEDULE:</u>	TBA, meeting every other week seated class with rotation of blackboard content.
<u>PLACEMENT IN CURRICULUM:</u>	Specialty Course for Family Nurse Practitioner Track
<u>PREREQUISITES:</u>	NGR 6141, NGR 6002, NGR and NGR 6200 and 6200L
<u>FACULTY:</u>	Terri L. Schmitt PhD, ARNP, FNP-BC Assistant Professor Office Location Boca Campus NU 344 Phone: 561-297-2123 Email: schmittt@fau.edu
<u>OFFICE HOURS:</u>	By appointment

COURSE DESCRIPTION:

This course focuses on the care of children from infancy through adolescence using nursing situations in advanced practice including health promotion, disease prevention, health protection, assessment, diagnosis, and management of health in the primary care setting. The course emphasizes an appreciation of the wholeness and uniqueness of the individual and family in relation to psychosocial, cultural, spiritual, developmental, and political issues affecting the health and wellbeing of children.

COURSE OBJECTIVES: Upon completion of the course the student will demonstrate evidence of:

1. Becoming competent:

- Integrate knowledge from nursing and related disciplines to assess, diagnose, and treat common conditions affecting infant, children, adolescents, and family units in diverse settings. (Essential I)
- Analyze and apply selected theories and concepts from caring, biological, behavioral, health promotion, and nursing sciences in relation to the primary care of the infant, child, adolescent, and family unit. (Essential I, VIII)
- Integrate patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions related to the primary care of infants, children, adolescents, and family units. (Essential VIII)

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- Analyze research findings, identify clinical guidelines from national organizations, and apply evidence-based practice to improve healthcare for the primary care of infant, child, adolescent, and family unit. (Essential IV)
 - Utilize informatics and health technologies to evaluate, integrate, coordinate, and improve the primary care of the infant, child, adolescent, and family unit. (Essential V)
2. Becoming compassionate:
- Appraise the value of various nursing theories in the design of compassionate care of the infant, child, adolescent, and family unit. (Essential VIII)
 - Demonstrates compassion in the collection of subjective and objective data, patient education, and professional communication in the primary care of infants, children, adolescents, and their family units. (Essential VIII)
 - Develop caring strategies for infants, children, and adolescents in advanced nursing situations which reflect appreciation of their cultural and spiritual beliefs. (Essential VIII)
 - Demonstrates an understanding on the impact of family dynamics on nursing situations involving the health of infants, children, and adolescents. (Essential VIII)
3. Demonstrating comportment:
- Develop effective communication strategies to foster interprofessional partnerships to improve the health of infants, children, and adolescents. (Essential VII)
 - Appraise the impact of ethical, legal, political, cultural, global, and socioeconomic issues impacting the care of the infant, child, adolescent, and family unit. (Essential II)
4. Becoming confident:
- Integrate knowledge of self, an understanding of wholeness of persons, and connectivity with the environment to provide holistic care. for infants, children, adolescents and family units. (Essential VIII)
5. Attending to conscience
- Identify health policy issues that impact infants, children, or adolescents and explore measures to improve care through advocacy at a global, national, state or local level. (Essential VI)
 - Identify morally sensitive issues affecting the care of the infant, child, adolescent, and family unit. (Essential VI, VIII)
6. Affirming commitment:
- Delineate the role and scope of practice of the nurse practitioner in providing safe, ethical, efficient, cost effective, quality care for infants, children, adolescents, and family units. (Essential III)
 - Disseminate patient and family centered information in anticipatory guidance, based in an understanding of child developmental theory and current evidence based practice. (Essential I, III)
 - Explain the importance of becoming professionally active in national organizations concerned with the health or welfare of infants, children, adolescents, and/or family units such as NAPNAP, AAP, etc. (Essential VI, VIII)

TEACHING LEARNING STRATEGIES: This course is a hybrid course meeting both face-to-face and through Blackboard LMS. Teaching learning strategies include discussions, lecture, audiovisual aids, online resources, quizzes, exams, demonstrations, and up-to-date resources.

GRADING AND EVALUATION METHODS:

Quiz # 1

25 points

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Midterm	50 points
Quiz # 2	25 points
Anticipatory guidance in nursing situations	20 points
Nursing situation analysis	20 points
Issues in Care discussion board (2 – 10 points each)	20 points
Developmental grid	5 points
Pop quizzes, group/class assignments	20 points
Final	100 points
TOTAL Points	285 points

GRADING SCALE:

93-100 = A
90-92 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C
70-72 = C-
67-69 = D+
63-66 = D
60-62 = D-
0-59 = F

The student must meet course objectives, course requirements, clinical competencies, and achieve a C (73 %) or greater for successful completion of this course.

TOPICAL OUTLINE:

***Note that each topic will include a discussion of problems as they relate to the pediatric patient and family, from a paradigm of caring.**

- I. Introduction to child health with a foundation in science:
 - a. Socioeconomic, psychosocial, physical, legal, and ethical issues affecting child health.
 - b. Critical decision making and diagnostic reasoning required for the treatment, prevention, and health promotion relating to the health children and family units, that builds upon previous knowledge in related sciences such as anatomy, physiology, chemistry, microbiology, and genetics and integrates advanced knowledge of pharmacology, pathophysiology, health assessment, research, and theory.
 - c. Developmental, family, and caring science applied specifically to populations of children and their families.
 - d. Health assessment and health promotion from infancy through adolescence.
- II. Developmentally Appropriate Assessment and Intervention of Infants, Children, and Adolescents.
 - a. Developmental and family theories
 - b. Family dynamics
 - c. Physical, psychosocial, and spiritual development.

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- d. Assessment, diagnosis, health promotion, and planning based on specific periods in childhood development including the newborn, infant, toddler, preschooler, school aged, and adolescent.
- III. Application of learning regarding health promotion, health protection, disease prevention and treatment for children, and families, which includes: (Essential VIII)
 - a. Age-and gender specific guidelines of health and disease from NAPNAP, Institute of Pediatric Nursing, AAP, ACOG, HRSA, Healthy People 2020, AHRQ, APA, AAD, ADA, AWHONN.
 - b. Illness prevention health promotion and wellness in specialized populations
 - c. Environmental and population based health
 - d. Genetic and age related causes of common diseases and screening
 - e. Patient counseling – including genetic counseling, individual and family counseling.
 - f. Epidemiology - Age based incidence and prevalence of common disorders
 - g. Standards of Screening in childhood
 - h. Sensitivity and specificity – of specific testing related to children
- IV. Care of the child in health, acute, and chronic illness:
 - a. The well child exam
 - b. Anticipatory guidance in pediatrics
 - c. Systems acute illness: HEENT, cardiopulmonary, dermatologic, gastrointestinal, urologic, neurologic, and musculoskeletal
 - d. Systems chronic illness: HEENT, cardiopulmonary, dermatologic, gastrointestinal, urologic, neurologic, and musculoskeletal
 - e. Care of specialized populations, disabled children, athletes, etc.
 - f. Health promotion: safety, immunizations, home and school environments.
 - g. Congenital illnesses
 - h. Referral of patients with specific conditions
 - i. Safety of children and mandated reporting
- V. Quality improvement and clinical practice inquiry in:
 - a. Implementation of evidenced based practice
 - b. Use of informatics to gather, document, and analyze outcomes
 - c. Standards and guidelines to improve practice and assure safety
 - d. Implementation of evidenced based practice
 - e. Population based information
 - f. Cost effective care
 - g. Dissemination of evidence from inquiry
- VI. Technology and information literacy in clinical practice:
 - a. Use of informatics to gather, document, analyze, and evaluate outcomes
 - b. Application of research to the clinical setting
 - c. Critique of databases
 - d. ICD-9 (10) coding

REQUIRED TEXTS:

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Hay, W., Levin, M., Deterding, R., & Abzug, M. (2012). *Current diagnosis and treatment: Pediatrics* (21st ed.) McGraw-Hill. ISBN-13:9780071779708.

Collins-Bride, G., Saxe, J. (2013). *Clinical guidelines for advanced practice nursing: An interdisciplinary approach* (2nd ed.). Jones and Bartlett: Burlington, MA.

RECOMMENDED TEXTS & RESOURCES:

Hand held device (phone or PDA) with Epocrates software.
<http://www.epocrates.com/products/rx/>. The free download is adequate for this course. The Essentials or Essential Delux is recommended for clinical practice.

Electronic Preventive Services Selector <http://epss.ahrq.gov/PDA/index.jsp>

Johns Hopkins Hospital, Arcara, K., & Tschundy, M. (2012). *The Harriet Lane handbook* (19th ed. or most recent). St. Louis; Mosby. ISBN - 978-0-323-07942-6

Fitzgerald Health Education Associates <http://fhea.com>. (Newsletter is free).

Fitzgerald, M. A. (2010). *Nurse practitioner certification examination and practice preparation*. FA Davis Company: Philadelphia.

Prescribers Guide: <http://Prescribersletter.com> (\$88 fee for one year subscription).

Dunphy, L., Winland-Brown, J., Porter, E., Thomas, D. (2011). *Primary care. The art and science of advanced practice nursing*. Third Edition. F.A. Davis Company, Philadelphia.

Kliegman, R. et al. (2011). *Nelson Textbook of Pediatrics* (19th ed.). Saunders: Philadelphia, PA.

Periodicals: *Journal of Pediatric Healthcare, Pediatrics, Pediatric Annuals, JOGN, Pediatric Health Care, Contemporary Pediatrics*

American Academy of Pediatrics website, continuing education, and phone ap. AAP on the web at <http://www.aap.org>

National Association of Pediatric Nurse Practitioners (NAPNAP) – Sign up for a free account and take part in their CE at <http://www.napnapce.org>

Additional Resources: Websites, links, and lectures provided in the course on Blackboard. *
 As provided in each module section and as assignments relate.

BIBLIOGRAPHY OF CARING SCIENCE:

Forsner, M., Janson, L., & Sorlie, V. (2005). The experience of being ill as narrated by hospitalized children aged 7-10 years with short-term illness. *Journal of Child Health Care, 9: 153-165*, doi: 10.1177/1367493505051406

Meiers, S. & Brauer, J. (2008). Existential caring in the family health experience: a proposed conceptualization. *Scandinavian Journal of Caring Sciences, 22(1)*, 110-117.
 DOI: 10.1111/j.1471-6712.2007.00586.x

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Runeson, Il, Enskar, K., Elander, G., & Goran, H. (2001) Professionals' perceptions of children's participation in decision making in healthcare. *Journal of Clinical Nursing*, 10(1), 70-78.
DOI: 10.1046/j.1365-2702.2001.00433.x

Content throughout the course will emphasize the application of current evidence in the area of pediatrics, caring science, nurse practitioner practice, epidemiology of diseases, and standards of practice set by national organizations and bodies of authority and will be grounded in caring theory and nursing situations involving the family unit as it relates to health of the individual from infancy through adolescence. The application of genomics, pathophysiology, pharmacology, assessment, nursing informatics, and technology, will be integrated throughout each specific topic and students are should be well versed in basic foundational nurse practitioner coursework and caring science.

COURSE ASSIGNMENTS:

TESTS: There will be a series of exams in this course to serve two purposes, quizzes to evaluate knowledge mastery in a content area, and mid-term and final exams to evaluate retention and application of course content.

1.) **Exams** - All students will be required to complete two course exams when they are scheduled to be given. **No late exams will be given.** If a student has an emergency the evening of the exam, the faculty must be notified **by phone and e-mail prior** to the exam. Exam blueprints will be **provided 1 week prior** to the exam date. Exams will call upon knowledge built throughout the program and previous courses. Students are responsible for course content in previous courses. Exams will either be given in class via blackboard, where students will be responsible for bringing their own computer to class and being able to access the exams, OR will be provided via the testing center on the Boca and Davie campus. Students will be notified of which method will be used the first two weeks of the course.

2.) **Quizzes** - Quizzes are designed to assist you in interactively retaining material and in test taking skills for your certification exam. Quizzes will be given within the Blackboard course and will be 25 question, 25 point exams that utilize true/false, short answer, multiple choice, and essay formats. **YOU WILL ONLY HAVE ONE ATTEMPT AT EACH QUIZ AND MAY NOT AT ANYTIME SIGN OUT OF THE QUIZ AFTER YOU BEGIN IT, YOUR GRADE AT THE TIME OF SIGNING OUT WILL BE THE GRADE FOR YOUR EXAM. DO NOT CLICK ON THE EXAM AT ALL UNTIL YOU ARE READY TO BEGIN.**

Quizzes are randomized and no two course quizzes alike. Quizzes and exams will be individually hand graded by the faculty member once all students have completed them and a review of the exams, as well as any alterations to scoring and answers will be posted in the course announcements. Quizzes are to be individual student work. Quizzes are always DUE by SUNDAY EVENING at 11:59 pm on the week they are assigned.

PARTICIPATION: Students will be required to attend and interact in class and also to work in the adjunct environment in Blackboard. Participation points will be awarded throughout the course for the following areas: ATTENDANCE OF CLASS AND BLACKBOARD, POP QUIZZES, In-CLASS and online material assignments, ASSIGNMENT COMPLETION IN A TIMELY MANNER, GROUP PARTICIPATION

DEVELOPMENTAL GRID:

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Please create a complete table/grid of infant, child, and adolescent development by the below age ranges. The table **must include the following information** for each age range as major findings/brief bullet points: *Reflexes, Physical, Fine motor skills, gross motor skills, cognitive development, psychosocial development, and language.* (**If this sounds a great deal like an assignment you once had in family theory class, then good! Use that as a basis for this assignment.)

The table must be thorough, but brief in wording, typed, and include references (in-text citations for each age group/area and an attached reference page.

*You may not cut and paste, nor will you work in groups on this assignment. If you have completed a previous developmental grid for other courses you may use that as a foundation for this project and add to it, from the perspective of the advanced practice nurse working within a context of caring and family.

THIS IS WORTH 5 POINTS AND IS DUE THE FIRST CLASS. These will be collected and returned and will serve as a basis for learning and application throughout the course and clinical. The student will receive 2 points for completion, 1 point for references, 1 point for having each topic above, 1 point for neatness/legibility/spelling/grammar.

ANTICIPATORY GUIDANCE IN NURSING SITUATIONS DISCUSSION FORUM

POST: The purpose of this assignment is for the student to actively engage in learning about important anticipatory guidance of the pediatric person and their family unit, through creating an anticipatory guidance educational plan specific to a topic or age group. The student is to choose one of the topic areas presented in the PEDIATRIC assignment area and choose one or request their own topic suggestion by e-mailing the course faculty. ***STUDENTS MAY NOT DUPLICATE TOPICS OR INFORMATION, IF this happens and someone else has already posted.** The student is **NOT TO** e-mail the instructor asking what to do or for permission to post. The student is to choose another topic, research and post on it.

Students are expected to read all of the other student's anticipatory guidance work to help build their knowledge on anticipatory guidance. All postings can be testable material.

The anticipatory guidance should include the following:

- Topic & Definition –
- Brief epidemiology (i.e. rates/incidence of drowning, burns, obesity, pacifier use, etc. specific to your topic)
- Target age group of person/family for education
- Anticipatory guidance
- In-text citations where appropriate and an ending reference list appropriately in APA format.
- Students post by date noted in course schedule to the appropriate area of the course. These postings will be available for all students to see and utilize and will be testable material for the course.

*All work must be the student's own work.

GRADING RUBRIC ANTICIPATORY GUIDANCE DB Posting.

Criteria	Excellent	Satisfactory	Unsatisfactory
Content of Entries: -Includes all criteria	8-10 points Entries are thoughtful, coherent, complete, and include all criteria	6-8 points Entries are complete, contain all criteria, but may have 1-3 small	0-5 points Entries demonstrate no or limited understanding of

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	with advanced demonstration of understanding.	errors in content and are above basic demonstration of understanding.	content or lack criteria.
Anticipatory guidance is sound, utilizes appropriate national guidelines, and is current	4-5 points Entry is perfect with sound guidance, use of national guidelines/standards and current and correct citations.	3-4 points Entry has sound advice, uses at least one national guideline/standard, and has current citations.	0-2 points Entry has one or more incorrect guidance, or some unsound advice, national guidelines not appropriately used, limited citations or incorrect use/notation.
APA & grammar: In text citations present, reference list visible and appropriate, grammar, spelling, and writing/organization clear and correct.	4-5 points Correct spelling, grammar, punctuation, and language use. Follows APA guidelines for format.	3-4 points Some spelling errors and grammar problems	0-2 points Poor spelling and grammar

DISCUSSION BOARDS:

Discussion boards serve as a mechanism for deeper exploration of course topics and allow the student to display a greater depth and application of course knowledge. They also serve as a mechanism by which students can be exposed to new ideas and information through community. In this course there will be two discussion boards, one concerning ethical issues in caring for children and one concerning a current issue. Students will be divided into smaller groups to more thoroughly discuss topics.

Discussion board questions will be posted in the Discussion board section on Blackboard AND in each module to which they pertain, by the dates listed in the Course Calendar. The student must log-on to each discussion thread for the topic posted and make at least **one meaningful entry and two responses** by the due dates in the course calendar. The student is required to log on at *least* twice, *on two different days* and post, to the Discussion board during the period in which it is active. Initial postings are DUE by Sunday of WEEK 1 of the module in which they are active and response postings are DUE by Sunday of WEEK 2 in the module to which they are active by 11:59pm. Points will be awarded for participation based on the grading rubric and amount of meaningful activity (See the grading rubric below). Points will be assigned on the basis of depth and completeness of response for the Discussion board.

FOR THIS COURSE, ONE INITIAL POSTING IS REQUIRED along with subsequent discussion responses, at least two, which have depth, critical thinking and display learning done with in the course.

- ▶ **Discussion Board:** You need to make at least one meaningful entry and two meaningful responses. (Not all on the same day! ☺) – it is a *discussion* after all...

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- ▶ “meaningful” entry = *at least* 200 words, with proper grammar, punctuation, spelling, and content with APA citations where necessary. Uses good netiquette and professional tone.
- ▶ “meaningful” response = *at least* 100 words, with proper grammar, spelling, punctuation, content, and sparks meaningful discussion and uses good netiquette. Some RESPONSES MUST BE ON SEPARATE DAYS FROM ORIGINAL ENTRY, but can occur prior. Responses must include questions, additional thoughts, additional information, and citations where appropriate.
- ▶ Points will be awarded for participation based on the grading rubric and amount of meaningful activity. The requirements met do not ensure full points, but only minimal points.
- ▶ Points will be assigned on the basis of depth and completeness of response for the Discussion board.

Discussion Board Grading Rubric

Initial Posting

Points	Criteria Initial Post
7	Clear and logical statements; explanation and/or examples provided to support ideas; shows insight; citation of sources. Critical thinking and application demonstrated. Use of sources to support assignment. No spelling, punctuation, or grammar errors. Proper citations and depth. At least 200 words.
6	Clear statements with appropriate explanations or examples; citation of sources. Use of sources to support assignment. No spelling or grammar errors.
4-5	clear statements with limited explanation or examples
3	some unclear statements or incorrect explanations or examples
1-2	confusing, lacks explanation of reasoning, limited posting
0	not submitted on time or unreadable

Response Criteria

Points	Criteria
3	includes positive statements, questions, and suggestions to stimulate thinking and discussion. No spelling, punctuation, or grammar errors. Proper citations and depth. At least 100 words.
1-2	includes some, but not all required elements.
0	not submitted on time or unreadable

NURSING SITUATION ANALYSIS: (Group work) In this course you will complete an assigned nursing situation (See the course calendar for dates), presented as group work on posted power points and also turned into the instructor in noted areas. *The objective of the nursing situation analysis is to explore the meaning of health, disease, and nursing science within the nurse-patient situation as it relates to advanced practice care of the child.* Specific situations will be outlined in modules where they are assigned, and will include the following requirements:

- *Students will work in an assigned group, with each member contributing at least one and more likely 2 to 3 of the following areas:*

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- Acting editor and organizer (this person will turn in the assignment in both the assigned discussion forum and to the faculty and include all elements.)
 - Title slide listing all participants names and slide numbers that participant contributed.
 - Review of the situation
 - Psychosocial analysis of situation if appropriate and tips/best practices for an NP in this situation
 - Review of the H&P for the patient, information present and information that is further needed
 - Lab results obtained and desired along with reasoning for
 - Differential diagnosis list
 - Probable diagnosis (include underlying pathology of the disease/condition if appropriate, epidemiology)
 - Treatment
 - Prevention
 - Education of family/patient
 - Ethical/legal issues in this situation if any
 - Important pearls for every NP to know
 - References (in-text citations where appropriate)
- Beginning with the review of the case/disease above each area noted should have no more than 3 slides. Slides should have appropriate presentation/wording, be professional and yet creative, in-text citations and references must be included. The power point can/should include speakers notes (the area below each slide where the creator can type.)
 - Power Point format, without grammatical/spelling errors. Appropriate font size, professional wording, and good presentation skills should be utilized.
 - Inclusion of all of the elements requested in the assignment, showing critical thinking, creativity, application of current evidence, and application of one theory of cultural development.
 - Use of at least four cited and appropriate references beyond the student's course text.
 - *Groups will be assigned randomly and students will have to work together using technology to communicate. Each group will have a wiki page within the course and can e-mail each other. *Group leader/editors will be responsible for communicating with the course faculty if some members are not doing work or turning in work at least 48 hours prior to due date.*

Nursing Situation Grading Rubric

Excellent Contains all criteria	Satisfactory Contains most of the criteria, only missing 1 to 2 elements per criteria area	Unsatisfactory Several issues in each noted area, missing greater than two elements per area or > 2 mistakes.	Criteria
10 Points	7-9 points	0-6 points	ASSIGNMENT: Assignment is thorough, includes all criteria listed, displays critical reflection and consideration of the topic. Direct application of reading, theory, and current evidence is applied.
5 points	3-4 points	0-2 points	PRESENTATION/WRITING: Correct grammar, spelling,

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			and punctuation are used throughout.
5 points	3-4 points	0-2 points	FORMATTING/ REFERENCES: Professional in tone. Citations are made properly and appropriate credit is given to external contributors or sources.

COURSE POLICIES AND GUIDELINES

ATTENDANCE:

1. Attendance at every class is required unless arrangements have been made.
2. Students are responsible for missed content.
3. Students are expected to arrive on time and prepared for each class

EXAMS/QUIZZES:

1. Unless prior arrangements have been made with the instructor, failure to be present for an exam will result in a grade of zero.
2. There will be 2 quizzes and 2 exams for this course. Each will be 25-100 multiple choice, true false, and short answer questions and will be administered through blackboard and the testing center. Mid-term and final testing center requirements and instructions will be provided to students in blackboard.
3. All students will be required to complete the two course exams through the testing center by the date they are due. No late exams will be given or accepted. If a student has an emergency, the faculty must be notified by phone and e-mail prior to the exam. Exam blueprints will be provided 1 week prior to the exam date. Exams will call upon knowledge built throughout the program and previous courses. Students are responsible for course content in previous courses.
4. Quizzes are designed to assist you in interactively retaining material and in test taking skills for your certification exam. They will only be open for a 24 hour period on the date they are assigned and should take no longer than 40 minutes to complete (See the course calendar for exam dates.) The student will have a single attempt on each of the two quizzes. Quizzes are randomized and no two course quizzes alike. Quizzes and exams will be individually hand graded by the faculty member once all students have completed them and a review of the exams, as well as any alterations to scoring and answers will be posted in the course announcements. Quizzes are to be individual student work.

ASSIGNMENTS: Assignments must be completed by the due dates on the Course Schedule. All assignments will be turned in electronically via blackboard and will not be accepted late. All written assignments must be written using the APA 6th edition guidelines for spacing, margins, fonts, citations, and references. Specific assignment instructions for the course assignments can be found on blackboard in the "Course Assignments" folder and include the following: creation of a developmental grid, analysis and plan of care for a presented pediatric nursing situation, and presentation of an anticipatory guidance education project. **NO LATE ASSIGNMENTS WILL BE ACCEPTED.** If the student fails to submit an assignment on-time, through the proper and directed mechanisms, the student will receive a score of ZERO for that assignment.

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USE OF ELECTRONICS: Cell phones should be on vibrate during class, but students are encouraged to bring laptops and electronic devices for reference material and note taking during class.

BLACKBOARD: This course will be delivered via a hybrid format through both seated and Blackboard mediums. Lecture notes, weekly review questions, internet sites, grades and other items will be posted on the course Blackboard.

E-MAIL: Students are required to use their FAU e-mail and are advised to check it frequently for important announcements. You will need to check your email at least every other day. All assignments and information, including syllabus and schedule, will be posted on Blackboard. When e-mailing the instructor, make sure you type the course number, for example "NGR6605" + the topic of your e-mail, in the subject line. **Please allow 24 hours, 48 hours over weekends and holidays, for response to student e-mails by faculty.**

Policies: Students are responsible for compliance with the policies stated in the University and College of Nursing handbooks.

HIPAA - The student is responsible to know and follow all HIPAA guidelines both in class, clinical, and outside of these environments. Case review material relating to clinical or practice that is discussed should be devoid of patient identifiers and not discussed outside of the class or clinical setting.

Computer Requirements – The student must have access to a private or university computer that can run Mac OSX or WIN XP or higher. Back up options, such as cloud storage, an external hard drive, or flash drives. All written work will be turned in electronically in a Word (.doc or .docx) format. Other formats will *not* be accepted. The student must be familiar with blackboard, FAU e-mail, and announcements, check e-mail and course announcements in Blackboard every 3 days.

Green Environment – At the College of Nursing, we promote a caring environment FOR our environment. Only re-usable beverage containers WITH A LID will be allowed in class. So please do not bring ANY disposable coffee cups, water bottles, soda bottles, etc. into the classroom. Also, we will use as little paper as possible, so most assignments will be online. There will be no food in the classroom.

OWL Card – Students will need an OWL card to access the library through EZProxy when you are off campus.

Participation - Students are expected to come to and engage in class sessions. Students are expected to come and participate in all course assignments, discussion boards, and in any interactivities that may also may be the online environment. Each unit's readings and assignments should be completed by class each Thursday. Any course-related questions may be posted the course Q&A board in blackboard or sent via e-mail to the faculty.

Netiquette - All communication online, via e-mail, and tete-a-tete should be appropriate and professional in grammar and format.

Late Work - It is the policy of this faculty not to accept late papers or assignments. Each day the assignment is late will result in an automatic 5% deduction in points to a max of 48 hours, then

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the assignment will only be worth 50% if it is accepted and if prior arrangements have been made with the faculty member. The student must let the instructor know well in advance if a paper or assignment will be late to make arrangements. This will only be done in extenuating circumstances. EXAMS will not be taken late.

Plagiarism - Plagiarizing will result in an automatic "0" for all papers, exams, and assignments. Plagiarism includes definitions in University handbooks and the APA 6th edition manual (this includes turning in work that belongs to someone else, working on assignments that are not group work in groups and turning this in as individual work, and turning in the same work/assignment in more than one course.)

Schedule Changes - Faculty reserves the right to make changes in the class schedule, as deemed necessary to facilitate the learning process.

Evaluation of the Course and Faculty - Students will have the opportunity to evaluate the course and the faculty at the end of the course. (Please do, this provides the faculty with excellent feedback and ideas for future courses! Take advantage of helping other future students. J)

Student Course Assistance - Students may take advantage of tete-a-tete and virtual office hours, course Q&A area, e-mail, or make appointments for individual or small group assistance with course work with the instructor as needed.

All course requirements and objectives must be met in order to earn a passing grade. Students must pass this course with no lower than a B grade of 83% overall.

COLLEGE OF NURSING AND UNIVERSITY POLICIES:

Policies below may be found in:

- a). The Christine E. Lynn College of Nursing Graduate Handbook located at:
<http://nursing.fau.edu/index.php?main=3&nav=457>
- b). Florida Atlantic University's Academic Policies and Regulations
<http://www.fau.edu/academic/registrar/catalogRevs/academics.php>
and <http://www.fau.edu/regulations>

CODE OF ACADEMIC INTEGRITY

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:
http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. ANY act of dishonesty that violates the code of

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academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton – SU 133 (561-297-3880), in Davie – MOD 1 (954-236-1222), in Jupiter – SR 117 (561-799-8585) or at the Treasure Coast – CO 128 (772-873-3305), and follow all OSD procedures.

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of "F" from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of "I" (incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATION

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments.

Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

USE OF STUDENT COURSE MATERIAL

The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board

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of nursing review process, etc. In such cases, materials will be used within the college and university.



CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.

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