

FLORIDA ATLANTIC UNIVERSITY™

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Graduate Programs—NEW COURSE PROPOSAL

DEPARTMENT: NURSING

COLLEGE: CHRISTINE E LYNN COLLEGE OF NURSING

RECOMMENDED COURSE IDENTIFICATION:

PREFIX NGR COURSE NUMBER: **6607L** LAB CODE (L or C): L

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

COMPLETE COURSE TITLE: Advanced Nursing Situations in Practice: Care of Adolescents, Adults, and Older Adults with Complex, Specialized Needs

EFFECTIVE DATE

(first term course will be offered)

FALL 2012

CREDITS: 4

TEXTBOOK INFORMATION:

Kane, R, Ouslander, J., Abrass, I. & Resnick, B. (2008). *Essentials of Clinical Geriatrics* (6th ed.) New York: McGraw-Hill.

White, B. & Truax, D. (2007) *The nurse practitioner in long-term care: Guidelines for clinical practice.* Sudbary Ma: Jones & Bartlett

Capezuti, E Zwicker, D. Mezey, M. & Fulmer, T Eds. (2008 or newest edition). *Evidence- based geriatric nursing protocols for best practice* (3rd ed) . New York: Springer

Neinstein, L.S., Gordon, C.M., Katzman, D. K., Rosen, D.S., & Woods, E.R. (2009) *Adolescent Health Care.* Philadelphia: Wolters Kluwer Lippincott Williams & Wilkins

American Geriatrics Society. *Geriatrics at your fingertips.* Available on line or PDA format or print. www.americangeriatrics.org

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

COURSE DESCRIPTION, NO MORE THAN 3 LINES:

The study of advanced practice nursing situations in practice with adolescents, adults, and older adults and their families/caregivers. The course focuses on patients with complex health needs across the care continuum.

PREREQUISITES*: NGR 6605L

COREQUISITES*:
 NGR6607(COMPANION
 DIDACTIC COURSE)

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*:
 DEPARTMENTAL APPROVAL

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

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: EARNED DOCTORATE AND NATIONAL CERTIFICATION AS NURSE PRACTITIONER

Faculty contact, email and complete phone number:

Beth King, PhD, RN
 561-297-3249 bking@fau.edu

Deborah Hain, PhD, APRN, GNP-BC
 Email: dhain@fau.edu
 Phone: 561-297-4301

Departments and/or colleges that might be affected by the new course must be consulted and listed here. Please attach comments from each.
 None

Approved by: Department Chair: <u>NA</u> College Curriculum Chair: <u>Beth King RNPMD</u> College Dean: <u>Shelby Gads</u> UGPC Chair: _____ Graduate College Dean: _____	Date: _____ <u>2/27/12</u> <u>2/29/12</u> _____ _____	ATTACHMENT CHECKLIST ♦Syllabus (see guidelines for requirements: http://www.fau.edu/graduate/facultyandstaff/programscommittee/index.php) ♦Written consent from all departments affected by new course
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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 -SYLLABUS
SEMESTER AND YEAR**

- COURSE NUMBER:** NGR 6607 L
- COURSE TITLE:** Advanced Nursing Situations in Practice: Care of Adolescents, Adults, and Older Adults with Complex, Specialized Needs
- COURSE FORMAT:** Practice Course
- CREDIT HOURS:** 4 credits
- COURSE SCHEDULE:** Clinical course
- PLACEMENT IN CURRICULUM:** This the third clinical course in the concentration courses of the adult/gerontological nurse practitioner program
- PREREQUISITE/S:** NGR 6605L
- COREQUISITE/S:** NGR 6607

FACULTY: Debra J Hain, PhD, APRN, GNP-BC
Assistant Professor
Office Location: NU 333
Phone: 561 297 4301
E-mail: dhain@fau.edu

OFFICE HOURS: Tuesdays and Thursdays: 9 AM to 2 PM and by appointment

COURSE DESCRIPTION: The study of advanced practice nursing situations in practice with adolescents, adults, and older adults and their families/caregivers. The course focuses on care of persons with complex health needs across the care continuum.

COURSE OBJECTIVES:

Upon completion of NGR 6607 L, the student will be able to:

1. Explore and develop innovative images of advanced nursing practice

- A. Discuss with members of the health care team regarding the role of the advanced practice nurse grounded in caring in coming to know the adolescent/adult/older adult with complex and specialized health needs across the continuum of care with particular emphasis chronic disease management, long-term care, continuing care retirement community, independent and assisted living facilities rehabilitation, hospice and palliative care and .
 - B. Demonstrate the role of the advanced practice nurse in creating advanced practice nursing responses to calls for nursing from adolescent/adult/older adult with specialized, complex health needs in collaboration with preceptor/faculty
2. Advance the discipline of nursing through practice and research.
 - A. Demonstrate integration of multiple patterns of knowing such as personal, empiric, aesthetic, ethical, and other in creating advanced practice nursing responses with adolescent/adult/older adult with specialized, complex health needs
 - B. Identify and apply standards of adult and gerontological nursing care based on current research findings, evidence-based practice guidelines, and quality care indicators
 - C. Use comprehensive knowledge to create advanced practice nursing responses to calls for nursing with adolescent/adult/ older adult populations with complex, specialized health needs.
 3. Demonstrate synthesis of advanced practice nursing role.
 - A. Demonstrate caring in responding to calls for nursing with adolescent/adult/ older adult with specialized complex health needs and their families/caregivers
 - B. Respond to calls for nursing with adolescent/adult/older adult with specialized, complex health needs across the continuum of care
 - C. Demonstrates technological competence in advanced nursing situations in practice with adolescent/adult/older adult in complex and specialized situations
 - D. Demonstrates the role of the advanced practice nurse grounded in caring in education, patient advocacy, social support, spirituality, care coordination, interprofessional collaboration and facilitation of community resources in various cultural/ethnic contexts across the continuum of care
 4. Incorporate an understanding of wholeness of persons connected with others and the environment through caring.
 - A. Demonstrates an understanding of self as caring person in relation to others in vulnerable circumstances
 - B. Demonstrates appreciation of adolescent/adult/ older adult in complex and specialized situations as connected wholes within families and communities
 - C. Demonstrates understandings of the impact of culture on health
 - D. Integrate aesthetic understandings in responding to calls for nursing with Adolescent/, adult/ older adult with specialized complex health needs and their families/caregivers across the continuum of care
 - E. Create advanced practice nursing responses to calls for nursing from adolescent/ adult/older adult with complex, specialized health needs that incorporate

knowing of community, including the global community

5. Actualize advanced nursing practice as nurturing the wholeness of others through caring.

- A. Demonstration of the range of knowledge necessary to identify calls for nursing design advanced practice nursing responses in nursing situations with adolescent/adult/older adult with specialized, complex health needs including common adolescent and adult chronic disease, geriatric syndromes, frailty chronic illness prevention and management, dementia, end-of-life care, and decision making, long-term care, polypharmacy safety, functional ability mental health and wellness, and quality of life
- B. Advocate for patient/family rights regarding decision-making as appropriate regarding durable power of attorney, advance directives, and other related issues
- C. Demonstrate an understanding of state and federal regulations that impact health and regulate practice and quality of care
- D. Facilitate the transition between health care settings for those in specialized situations
- E. Demonstrate strategies that facilitate collaboration with others in monitoring and ensuring the quality of health care
- F. Identify calls and create advanced practice nursing responses with adolescent/adult/older adult and their family/caregiver that nurture the wholeness of persons and environment through caring in complex and specialized situations

TEACHING LEARNING STRATEGIES:

Guided practice experiences with faculty/preceptor; role discussion of advanced practice nursing experiences from various settings as well as related uses such as coaching, modeling, and confirmations. Clinical conferences with discussion of advanced practice nursing situations in practice and related issues. Enrichment opportunities as offered by faculty.

GRADING AND EVALUATION METHODS:

Knowledge, management skills & role development **60%**

- Preceptor Evaluation 25%
- Self Evaluation 10%
- Faculty Evaluation 25%

SOAP Notes **15%**

Participation in Clinical Conferences **10%**

Clinical logs and evaluation forms **10%**

- Clinical arrangements form (via email) prior to onset of clinical experience
- Clinical logs, each sheet signed by preceptor
- Mid-term and final preceptor evaluations signed by preceptor
- Mid-term and final self-evaluation
- Student evaluation of preceptor and site

- Summary of clinical hours
Reflective journaling 5%

GRADING SCALE: . *A grade below B is not passing in the Graduate Program.

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 B or greater for successful completion of this course. All clinical hours are to be verified by the preceptor. Falsified clinical hours are considered plagiarism.

REQUIRED TEXTS:

Same textbooks as companion course

American Geriatrics Society. *Geriatrics at your fingertips*. Available on line or PDA format or print. www.americangeriatrics.org

TOPICAL OUTLINE:

- Specialized health care of adolescent/adult/older adult with complex specialized needs with a focus on chronic illness prevention and management, long-term care, rehabilitation, and palliative care; response to geriatric syndromes and acute changes in adolescent/adult/older adult in various health care settings
- Role of advanced practice nurse in specialty practice with adolescent/adult/older adult and federal requirements for practice in various health care settings, including skilled nursing facilities,
- Care management across the continuum of care, care coordination, and management of transitions within and across health care settings
- Community-based approaches in responding to health disparities
- Availability and adequacy of community resources to support adolescent/adult/older adult and their families/caregivers experiencing long-term, chronic, and end-of-life situations

- Pharmacologic and non-pharmacologic advanced practice nursing responses in nursing situations

COURSE ASSIGNMENTS:

Knowledge, Management Skills, and Role Development (60% of grade)

- Students are responsible to make arrangements for clinical experience with preceptors **Students may ONLY have two (2) clinical sites during this clinical experience.** The faculty may offer enrichment opportunities (e.g. Memory and Wellness Center, NICHE unit, home visits, etc) during the course
- **Prior to beginning any clinical experiences,** students must submit a completed Clinical Arrangements form for **EACH** clinical site to the clinical faculty via email with the following information:
 - Student name, address, phone numbers (home, cell, etc), fax, and email address
 - Each preceptor's name, credentials, address, phone number, and fax number; name and setting of practice; type of practice with precise **DIRECTIONS**
 - Days, times and number of hours at each clinical site per week
- Complete one **Clinical Practicum Log form** for each clinical experience or day. **All original Clinical Practicum Logs are to be submitted as indicated on the Schedule of Assignments.** Please keep a copy for yourself. Original forms will be filed in the Graduate Office
- Faculty will make visit(s) to your clinical sites. These clinical site visits need to be arranged early in the semester. During a clinical site visit, the faculty will observe and discuss your clinical assessments and management plans for one or more clients in the practice area. It is the student's responsibility to advise the clinical preceptor of the date and purpose of these visits. Faculty will discuss your progress with the preceptor during the visit.
- Preceptor evaluations of students must be completed at midterm and at the end of the term. These must be submitted by the XXXX and XXXX and signed by preceptors
- Student self-evaluation must be completed by mid-term and at the end of the term. On the mid-term self-evaluation list your goals or plans to increase your knowledge and management skills by the completion of the course.
- **Keep the original and submit a copy** of the mid-term evaluations (preceptor and self) to the faculty. **Save the original so that it may be used for your final course evaluations. Evaluations provide an opportunity for self-reflection and planning**
- When all clinical hours are completed each student must submit a Summary of Clinical Hours
- Upon completion of the course, you must complete and submit an evaluation of the preceptor and clinical site
- All required forms are available on the Christine E Lynn College of Nursing website; under Graduate Student information

- Final submission of all forms is due by XXXX

SOAP NOTES (15%)

- Each student must submit a minimum of three (3) SOAP notes during the course. These can be submitted by email or presented at clinical meetings on XXXX. Each SOAP is worth 100 points (5% of total grade). Please type the notes and the faculty may request additional notes or redo a note if necessary
- Each SOAP note should be clear, concise, complete, and submitted by email by or presented at clinical meetings.

Format and EVALUATION OF EXPANDED SOAP NOTES

SECTION	CONTENT (Pt initials, gender, age, race, insurance information, and informant reliability must be on each note)	Points Possible	Points Earned
SUBJECTIVE (S)	<i>CHIEF COMPLAINT</i> – what, specifically, is the call for care? Is it written in the person’s own language, or that of the caregiver if the person cannot communicate his or her needs?	2.5	
	<i>HPI / symptom analysis</i> – are all components are included that allow the HCP to begin to formulate a hypothesis or conduct an assessment of the c/c?	15	
	<i>ROS</i> – has the practitioner asked the patient about possible symptoms or relevant systems, related to the problem?	10	
	<i>PAST SOCIAL, FAMILY HISTORY</i> – is all information that is pertinent both to the complaint, the other health problems and what may influence are included?	5	
	<i>PAST MEDICAL / SURGICAL HISTORY</i> – is there a list of current diagnoses and relevant surgeries	2.5	
OBJECTIVE (O)	<i>MEDICATIONS and ALLERGIES</i> – are all included that person is currently taking?	2.5	

	<i>HEALTH BELIEFS / CULTURAL IMPLICATIONS</i> – What are the person’s beliefs related to the problem and the treatment? Is there anyone else who is involved in health-related decisions? Are there any cultural or religious restrictions of physical contact, eye contact etc?	2.5	
	<i>EXAM</i> – does the exam begin with general observations showing uniqueness of the individual? Are the systems of the exam and the elements of the exam appropriate to the situation and need? Is any relevant lab data included? If appropriate include functional assessment and cognitive assessment?	20	
	<i>PREVENTION / HEALTH PROMOTION</i> – Is there information about key aspect of prevention and promotion for this individual (e.g. if the person has diabetes is the A1C and the status of foot and eye care) noted?	5	
ASSESSMENT (A)	<i>ASSESSMENT / IMPRESSION / DIAGNOSIS</i> – Are the diagnoses provided responsive to the calls for care? Are the diagnoses prioritized? For each diagnosis is there a status notations (e.g. stable, compromised, etc.)? Do the diagnoses flow from the data? Are differentials provided when appropriate?	15	
PLAN (P)	<i>TREATMENT PLAN</i> – Is there a treatment plan for each of the diagnoses? Does the treatment plan include herbal, non-pharmacological and cultural practices as appropriate? Does the plan include culturally and educational appropriate teaching?	15	
FORMAT	<i>ICD-9</i> – is there an ICD-9 code for at least the top three dx? <i>CPT</i> – does it match the level of exam and the degree of medical complexity required?	2	
	Organization of note – easy to follow?	1	

Additional information	Is information about advanced directives, DPOA	2	
	Total Points can obtain/ Grade for this note	100	

Add here at least two evidence-based references related to your treatment plan*:

- 1.
- 2.

Comments:

PARTICIPATION IN CLINICAL CONFERENCES (10%)

Clinical conferences will be held on XXXX for one hour; 1:00 PM to 2:00 PM. Attendance is mandatory unless prior arrangements have been made with faculty. Active participation in the clinical conferences constitutes 10% of your grade.

CLINICAL LOGS AND EVALUATION (10%)

All clinical logs, evaluation forms and summary of clinical hours are due as previously stated. Students should bring their logs to the clinical conferences for review by faculty.

REFLECTIVE JOURNALING (5%)

Students are expected to post one reflective journal entry every other week on the Blackboard site. These entries should revolve around a nursing situation encountered during your clinical experience. This is an opportunity for you to reflect on your experience of becoming an advanced practice nurse caring for older adults.

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 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 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 a field of professional practice grounded in caring. Scholarship and practice in nursing require creative integration of multiple ways of knowing. Nursing makes a unique contribution because of its special focus: nurturing the wholeness of persons through caring. Caring in nursing is a mutual human process in which the nurse artistically responds with authentic presence to calls from clients.

The experience of nursing takes place in nursing situations: lived experiences in which the caring between nurse and client fosters well-being within a co-creative experience. Nurses participate with members of other disciplines to advance human understanding to enhance personal and societal living within a global environment.

Person is viewed as a unique individual dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values, culturally derived, which give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. The well-being and wholeness of persons, families, groups, communities, and societies are nurtured through caring relationships.

Beliefs about learning and environments which foster learning are derived from an understanding of person, the nature of nursing and nursing knowledge, and from the mission of the University. Learning involves the 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 human person are respected, nurtured, and celebrated. The learning environment emphasizes collegial relationships with faculty and students.

Graduate Course Template
Approved F/A 11/22/2010

The above fundamental beliefs concerning Person, Nursing, and Learning express our values and guide the endeavors of the Faculty. The Faculty of the Christine E. Lynn College of Nursing believe in the values and goals of higher learning and support the Florida Atlantic University mission of education, scholarship, and service.

April, 2002.