

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: **6607** LAB CODE (L or C):

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

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

EFFECTIVE DATE

(first term course will be offered)

FALL 2012

CREDITS: 3

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

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

COURSE DESCRIPTION, NO MORE THAN 3 LINES:

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

PREREQUISITES*: NGR6605

COREQUISITES*: NGR6607L
(COMPANION CLINICAL 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>Bethky RN PhD</u> College Dean: <u>[Signature]</u> UGPC Chair: _____ Graduate College Dean: _____	Date: _____ <u>2/27/12</u> <u>2/27/12</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

COURSE TITLE: Advanced Nursing Situations: Care of Adolescents, Adults with Complex Specialized Health Needs

COURSE FORMAT: Live with Blackboard support

COURSE HOURS: 3 Credits

COURSE SCHEDULE: TBD

**PLACEMENT IN
CURRICULUM:**

This is the final course in the concentration for the nurse practitioner program that specializes in the advanced care of adolescents, adults and older adults. This course builds on knowledge gained from previous courses in the concentration.

PREREQUISITE/S: Completion of NGR 6605

COREQUISITE/S: NGR 6607L

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 in nursing situations with adolescents, adults and older adults and their families/caregivers. The course focuses on caring for persons with complex health needs across the care continuum.

COURSE OBJECTIVES:

1. Explore and develop innovative images of advanced practice nursing
 - A. Coming to know self as advance practice nurse caring for adolescents/adults/older adults

- B. Identify the role of advanced practice nurse grounded in caring in coming to know adolescents/adults/older adults with specialized and complex health needs.
 - C. Explore the role of the advanced practice nurse grounded in caring in creating advanced practice nursing responses to calls for nursing by adolescent/adults/older adults with specialized and complex health needs.
 - D. Describe the role of the advanced practice nurse responding to calls for nursing with adolescents/adults/older adults with specialized and complex health needs across the continuum of care, including identification of community resources, referrals, consultations, and establishing interprofessional collaborative relationships.
2. Advance the discipline of nursing through practice and research
- A. Discuss multiple patterns of knowing such as personal, empiric, ethical, aesthetic and others in creating advanced practice nursing responses.
 - B. Identify and apply standards of care based on current research and best available evidence
 - C. Synthesize comprehensive knowledge of advanced practice nursing responses with adolescents/adults/older adults with specialized health needs across the continuum of care such as pharmacologic, non-pharmacologic and complementary approaches based on current research and best available evidence, and including programmatic approaches to care.
3. Demonstrate synthesis of advanced practice nursing role.
- A. Analyze advanced nursing situations as the context for the discovery and integration of advanced nursing knowledge.
 - B. Integrate empiric knowledge essential to the care of adolescents/adults/older adults with specialized health needs, including the use of specialized technologies and procedures.
 - C. Examine and critique the legal, ethical, cultural, gender and political issues that impact on the living of the advanced practice nursing role in caring for adolescents/adults/older adults with specialized, complex health needs across the continuum of care.
4. Incorporate an understanding of wholeness of persons connected with others and the environment through caring.
- A. Develop an understanding of self as caring person in relation to others in vulnerable circumstances.
 - B. Develop an appreciation of adolescents/adults/older adults with specialized health needs as connected wholes within families and communities and the impact of culture on health and illness.
 - C. Understand the relevance of the local and global community in the lives of adolescents/adults/older adults with specialized health needs.
 - D. Explore aesthetic understandings, environmental issues and challenges in the care of adolescents/adults/older adults with specialized health needs.
5. Actualize advanced practice nursing as nurturing the wholeness of others and environments through caring.

- A. Integrate the range of knowledge necessary to identify calls and creating advanced nursing responses to adolescents/adults/older adults with specialized, complex health needs across the continuum of care, including: advanced decision-making in patients with chronic disease (s) and co-morbid conditions, , end-of-life /palliative care, geriatric syndromes, caregiver issues, specialty approaches in neurological, dermatology, , head, neck, ears, nose, and throat, respiratory, cardiovascular, gastrointestinal , urological, renal musculoskeletal , endocrine and metabolic, hematologic and immune, women’s and men’s health, mental health and psychosocial problems.
- B. Identify calls and create advanced nursing responses that nurture the wholeness of persons and environment through caring in complex, specialized advance practice nursing situations across the continuum of care such as subacute, independent living facilities, assisted living facilities, long-term care, and primary care for home bound older adults.

TEACHING LEARNING STRATEGIE: Lecture, student presentations and classroom discussions related to course content, Blackboard discussion and assignments.

GRADING AND EVALUATION METHODS:

Blackboard discussion	25%
Midterm Exam	20%
Nursing Situation Presentation	25%
Final Exam	30%

100%

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

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

REQUIRED TEXTS:

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

RECOMMENDED TEXTS:

Buttaro, T., Aznavorian, S. & Dick, K. (2005 or latest edition) *Clinical management of patients in subacute and long-term care settings*. St. Louis: Mosby

Touhy, T., Jett, K. (2012) *Ebersole & Hess toward healthy aging: Human needs & nursing response* 8th ed. St. Louis: Elsevier

Ham, R.J. Sloane, P.D., Warshaw, G.A. & Bernard, M. A. (2010) *Primary care geriatrics: A case-based approach*. St Louis: Mosby/Elsevier

Moylan, K. (Ed.) (2004 or latest edition). *The Washington manual: geriatrics Subspecialist consult*. New York: Lippincott Williams & Wilkins

Medication dosing reference book that has dosing guidelines for adolescent, adult, and older adults text of your choice

ANP/GNP certificate review text of your choice

TOPICAL OUTLINE: Each main heading contains several sub-headings which will be the main topic of readings, lectures and discussions for this class.

1. Geriatric Syndromes

a. Physical

1. Mobility, gait imbalance, falls

2. Perceptual and sensory

b. Cognitive and psychological

1. Cognitive Impairment (mild cognitive impairment and dementia)
2. Depression/anxiety
3. Delirium
- c. Nutrition and hydration
- d. Environmental
 1. Safety and security
- f. Iatrogenesis, atypical presentation of acute illness
- g. Sleep disturbances
- h. Incontinence of bowel and bladder
- i. Pressure wounds
- j. Frailty
- k. Polypharmacy (medications to avoid in elderly)
2. Spiritual Health
3. Cultural diversity transcultural responsibility and accountability
4. Advanced Practice Nurse Role in Care Coordination
 - a. Promoting continuity of care and manage transitions
 1. Across the continuum of care
 2. Within health care setting
 - b. Interprofessional collaboration
 - c. Areas of care
 1. Home based primary care
 2. Continuing care retirement community
 3. Rehabilitation
 4. Sub-acute
 5. Long-term care

6. Independent living facility
 7. Assisted living facility
 8. Models of care: Evercare, NICHE,(acute care), and other APN models of care
- d. Health care policy
5. Complementary and Alternative Medicine (CAM)
 6. End-of-life/Palliative care
 - a. End-of-life decision making/coordination and communication
 - b. Hospice care
 - c. Palliative care
 - d. Pain and symptom management
 7. Caregiver issues
 - a. Intergenerational considerations
 - b. Caring for persons with dementia
 - c. Respite care
 - d. Support for caregiver
 - e. Promoting physical and psychological health
 - f. Elder abuse
 8. Adolescent Health Issues
 - a. Common concerns adolescents and their family face
 1. High risk behavior
 2. Living with chronic illness
 3. Complementary and alternative medicine
 - b. Chronic health problems
 1. Dermatological disorders
 2. Neurological

3. Cardiovascular disorder
 4. Endocrine disorders
 5. Orthopedic disorders
- c. Psychosocial and mental health issues
1. Nutrition and weight
 2. Drug and substance use and abuse
 3. Depression and anxiety
- d. Sexual health issues
1. Women's health
 2. Men's health
 3. Adolescent's health
 2. Sexual transmitted disease

COURSE ASSIGNMENTS:

Blackboard discussion (25% of grade)

Students are expected to engage in dialogue with their peers as assigned (units where Blackboard discussion is assigned). The first posting is due by the Monday of each unit (units go from Friday to Saturday) and each student should respond at least twice to other students' postings. The discussion should be related to the content of that unit, based on current evidence (articles relating to topic) and clinical experience while considering the role of ANP/GNP in caring for adolescents, adults, and older adults. Ethical and legal issues should be addressed as appropriate.

Presentation of Nursing Situation (25% of grade)

Students will be asked to share a nursing situation from their clinical practicum to be presented at specified date.

PURPOSE:

The purpose of the assignment is to:

1. Provide an opportunity for the student to reflect upon the clinical experience as an advanced practice nurse and to synthesize the experience utilizing all ways of knowing
2. Demonstrate understanding and implementation of the range of knowledges necessary to identify calls and design nursing responses in a safe and effective manner

3. Provide an opportunity for the student to share the nursing situation with peers as they dialogue about the nursing situation

GUIDELINES

1. Describe the nursing situation – this can be in the form of a story and must include how you came to know the client as a person
2. What was your personal knowing in this situation - thoughts, feelings, values?
3. What were the calls for caring?
4. What ways of knowing did you utilize in identifying and responding to calls, understanding the client's response, and coming to understand the situation. What empirical knowledges did you use to identify calls, design responses(consider the strength of the evidence)? Include diagnoses, pathophysiology, etiology, meds, labs, care needs and concerns as appropriate. Include 2 relevant citations to a scholarly article and one of these references must be research article.
5. What responses did you formulate that affirmed, supported and strengthened the caring other(s) in their hopes and dreams of living and growing in caring? Discuss your responses and/or what you would do in the future. This may include revision of the plan of care or generation of a plan of care based on patient response that also includes interprofessional collaboration.
6. Describe the growth that ensued as a result of this nursing situation - both nurse and nursed.
7. Are there any ethical issues raised by this nursing situation?

Midterm (20% of grade) and Final (30% of grade)

The midterm exam will be 40 questions (½ point for each question) will be given on specified dates. Questions will relate to course content covered up to this point.

The final exam will be 60 questions (½ point for each question) and will be given on specified date. Questions will relate to course content covered from midterm to date of final exam.

BIBLIOGRAPHY (including caring literature):

Touhy, T.A., Strews, W., & Brown, C. (3005). Expressions of caring by nursing home staff residents and families, *Journal of International Caring*, 9(2), 31-37

Touhy, T.A., Brown, C., & Smith, C.T., (2005) Spiritual Caring: End of life in a nursing home. *Journal of Gerontological Nursing*, 27-35

USEFUL WEBSITES:

The American Geriatrics Society www.americangeriatrics.org

Gerontological Advanced Practice Nursing Association www.gapna.org

The American Academy of Nurse Practitioners www.aanp.org

Hartford Institute for Geriatric Nursing www.consultgeriRn.org

Portal of Geriatric Online Education <http://www.pogoe.org>

American Academy of Nursing Geropsychiatric Nursing Collaboration www.aannet.org

COURSE POLICIES AND GUIDELINES

1. Attendance:

Students are expected to attend scheduled classes unless prior arrangements have been made. (See attendance policy below)

2. Exams

Students are expected to complete the exams as scheduled. . Students will receive a grade of zero for missed exams unless prior arrangements with the faculty member have been made to take a makeup, alternative exam. The student will not be given the same exam as the original exam given as specified.

3. Assignments

Assignments must be completed by the specified date unless prior arrangements have been made. One point will be deducted for each day that the assignment is late and no assignments will be accepted after seven days.

All course requirements and objectives must be met in order to earn a passing grade of B.

COLLEGE OF NURSING GUIDELINES:

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.

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.