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Graduate Programs—NEW COURSE PROPOSAL

DEPARTMENT NAME: NURSING

COLLEGE OF: NURSING

RECOMMENDED COURSE IDENTIFICATION:

PREFIX _____ COURSE NUMBER _____ LAB CODE (L or C) ___L___

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

COMPLETE COURSE TITLE: **ADVANCED NURSING SITUATIONS IN PRACTICE: CARE OF OLDER ADULTS WITH COMPLEX, SPECIALIZED HEALTH NEEDS**

EFFECTIVE DATE

(first term course will be offered)

CREDITS: 4

TEXTBOOK INFORMATION:

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

COURSE DESCRIPTION, NO MORE THAN 3 LINES:

THE STUDY OF ADVANCED NURSING SITUATIONS IN PRACTICE WITH OLDER ADULTS WITH SPECIALIZED, COMPLEX HEALTH NEEDS ACROSS THE CONTINUUM OF CARE WITH PARTICULAR EMPHASIS ON CHRONIC ILLNESS MANAGEMENT, LONG-TERM, REHABILITATION AND PALLIATIVE CARE.

PREREQUISITES W/MINIMUM GRADE:*

NGR 6605L B

COREQUISITES:

OTHER REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL):
DP

PREREQUISITES, COREQUISITES & REGISTRATION CONTROLS SHOWN ABOVE WILL BE ENFORCED FOR ALL COURSE SECTIONS.

*DEFAULT MINIMUM GRADE IS D-.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: GRADUATE FACULTY, APRN

Other departments, colleges that might be affected by the new course must be consulted. List entities that have been consulted and attach written comments from each.

__Susan K. Chase, schase@fau.edu, 561-297-3389_____
 Faculty Contact, Email, Complete Phone Number

SIGNATURES

SUPPORTING MATERIALS

<p>Approved by:</p> <p>Department Chair: _____</p> <p>College Curriculum Chair: _____</p> <p>College Dean: _____</p> <p>UGPC Chair: _____</p> <p>Dean of the Graduate College: _____</p>	<p>Date:</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Syllabus—must include all details as shown in the UGPC Guidelines.</p> <p>Written Consent—required from all departments affected.</p> <p>Go to: http://graduate.fau.edu/gpc/ to download this form and guidelines to fill out the form.</p>
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Email this form and syllabus to sfulks@fau.edu and eqirjo@fau.edu one week **before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website by committee members prior to the meeting.

Florida Atlantic University
Christine E. Lynn College of Nursing

Course Title: Advanced Nursing Situations in Practice: Care of Older Adults with Complex, Specialized Health Needs

Course Number: NGR 6252 L

Credit Hours: 4 Credit Hours

Prerequisite: NGR 6605L

Corequisite: NGR XXXX

Faculty: Graduate Faculty

Placement in the Curriculum: Final Practice course in Gerontology Nurse Practitioner Program

Course Description:

The study of advanced nursing situations in practice with older adults with specialized, complex health needs across the continuum of care with particular emphasis on chronic illness management, long-term, rehabilitation and palliative care.

Course Objectives: Upon completion of the course, the student will be able to:

1. Explore and develop innovative images of advanced nursing practice
 - A. Discuss with members of the health team the role of the advanced practice nurse grounded in caring in coming to know the older adult with complex and specialized health needs across the continuum of care with particular emphasis on chronic illness management, long-term care, rehabilitation, and palliative care.
 - B. Demonstrate the role of the advanced practice nurse in creating advanced practice nursing responses to calls for nursing from older adults 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 older adults with specialized, complex health needs.
 - B. Identify and apply standards of geriatric and gerontological nursing care based on current research findings, evidence-based practice guidelines, and quality of care indicators.
 - C. Use comprehensive knowledge to create advanced practice nursing responses to calls for nursing with 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 older adults and their families/caregivers with specialized, complex health needs.

- B. Respond to calls for nursing with older adults and their families/caregivers with specialized, complex health needs across the continuum of care with particular emphasis on chronic illness management, long-term care, rehabilitation, and palliative care.
 - C. Demonstrates technological competence in advanced nursing situations in practice with older adults in complex and specialized situations.
 - D. Demonstrates the role of the advanced practice nurse grounded in caring in education, patient advocacy, social support, spirituality, and facilitating use of community resources in various cultural contexts across the continuum of care.
4. Incorporate an understanding of wholeness of person as connected with the others and the environment through caring
- A. Demonstrate an understanding of self as caring person in relation to others in vulnerable circumstances.
 - B. Demonstrates appreciation of older adults in complex and specialized situations as connected wholes within families and communities
 - C. Demonstrate understandings of the impact of culture on health.
 - D. Integrate aesthetic understandings in responding to calls for nursing with older adults and their families/caregivers with specialized complex health needs across the continuum of care.
 - E. Create advanced practice nursing responses to calls for nursing from older adults with complex, specialized health needs that incorporate knowing of community, including the global community.
5. Actualize advanced practice nursing as nurturing the wholeness of others through caring
- A. Demonstration of the range of knowledge necessary to identify calls for nursing and design advanced practice nursing responses in nursing situations with older adults with specialized complex health needs including geriatric syndromes, frailty, chronic illness prevention and management, dementia, end-of-life care and decision making, long-term care availability and adequacy, 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 older adults and their family/caregivers that nurture the wholeness of persons and environment through caring in complex and specialized situations.

Topical Outline:

- Specialized health care of older adults with complex specialized needs with a focus on chronic illness prevention and management, long-term care, rehabilitation, palliative care
- Role of advanced practice nurse in specialty practice with older adults and federal requirements for practice in skilled nursing facilities
- Care management across the continuum of care and management of transitions
- Community-based approaches in responding to health disparities
- Availability and adequacy of community resources to support older adults and their families experiencing long-term, chronic, and end-of-life situations

REQUIRED TEXTS

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

Buttaro, T., Aznavorian, S., & Dick, K. (2005 or latest edition). *Clinical Management of Patients in Subacute and Long-Term Care Settings*. St. Louis: Mosby

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

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

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

McPhee, S.J., & Papadakis, M.A. (2009). *Current medical diagnosis and treatment*. McGraw-Hill.

Stern, S.D.C., Cifu, A.S., Altkorn, D. (2006). *Symptom to diagnosis: An evidence-based guide*. New York: Lange.

RECOMMENDED TEXTS:

Moylan, K. (Ed.). (2004 or newest edition). *The Washington Manual: Geriatrics Subspecialty Consult*. NY: Lippincott Williams & Wilkins

Medication dosing reference book, such as: Semia, T., Beizer, J., & Higbee, M. (2001 or latest edition). *Geriatric dosage handbook*. Hudson, OH: Lexi-Comp. OR PDA PROGRAM

GNP Certification Review Text of your choice – recommend using the one published by ANCC or The American Geriatrics Society *Geriatric Nursing Review Syllabus* (2007)

Tierney & Henderson. (2005). *The patient history: Evidence-based approach*. Mc-Graw Hill.

REFERENCES:

Bergman, H. et al. (2007). Frailty: an emerging research and clinical paradigm – issues and controversies. *Journal of Gerontology*, 62A(7), 731-737.

Callahan C., Boustani M., Unverzagt F., et al. (2006). Effectiveness of collaborative care for older adults with Alzheimer's disease in primary care: a randomized clinical trial. *JAMA* 295(18), 2148-2157.

- Coleman, E. et al (2006). The Care Transitions Intervention: results of a randomized controlled trial. *Archives of Internal Medicine*, 166(17), 1822-1928.
- Coleman, M., & Newton, K. (2005). Supporting self-management in patients with chronic illness. *American Family Physician*, 72, 1503-1510. Available at: <http://www.aafp.org/afp/20051015/1503.html>
- Crececius, C. (2008). Dehydration: myth and reality, *Journal of the American Medical Directors Association*, 9(5), 287-288.
- Fick, D., Kolanowski, A., Woller, J., & Inouye, S. (2005). Delirium superimposed on dementia in a community-dwelling managed care population: A 3-year retrospective study of occurrence, costs, and utilization. *Journal of Gerontology: Series A, Biological Science and Medical Science*, 60(6), 748-753.
- Hargrave, R. (2006). Caregivers of African American elderly with dementia: A review and analysis. *Annals of Long Term Care*, 14(10), 36. Retrieved from <http://www.annalsoflongtermcare.com/article/6317>.
- Herr, K., Decker, S. (2004). Assessment of pain in older adults with severe cognitive impairment. *Annals of Long-Term Care* 12(4), 46-52.
- Naylor, M.D. (2006). Transitional care: a critical dimension of the home healthcare quality agenda. *Journal for Healthcare Quality*, 28(1), 48-54.
- Neary, S.R. & Mahoney, D.F. (2005). Dementia caregiving: Experience of Hispanic and Latino Caregivers. *Journal Transcultural Nursing*, 16(2), 163-170.
- RAND Health: Developing quality of care indicators for the vulnerable elderly. Available at www.rand.org
- RAND Health: The Quality of health care received by older adults. Available at www.rand.org
- Schneider, L.S., Tariot, P.N., Dageman, K.S., & Davis, S.M., et al. (2006). Effectiveness of atypical antipsychotics drugs in patients with Alzheimer's disease. *New England Journal of Medicine*, 355(15), 1525.
- Stolie, P., Hillier, L., et al. (2006). Examining the nurse practitioner in long-term care. *Journal of Gerontological Nursing*, 32 (10), 28-36.

- Taxis, J. (2006). Attitudes, values and questions of African Americans regarding participation in hospice programs. *Journal of Hospice and Palliative Care Nursing*, 8(2), 77-85. Available at http://www.medscape.com/viewarticle/530363_print.
- Teno, J., Mor, V., DeSilva, D., et al. (2002). Use of feeding tubes in nursing home residents with severe cognitive impairment. *JAMA*, 287(24), 3211-3212.
- Thomas, D. (2000). Nutritional management in long-term care: Development of a clinical guideline. *Journal of Gerontology: Series A, Biological Science and Medical Science*, 55(12), 725, 2000.
- Touhy, T., Brown, C., & Smith, C. (2005). Spiritual caring: End of life in a nursing home. *Journal of Gerontological Nursing*, 31(9), 35.
- Touhy, T. (2004). Dementia, personhood, and nursing: Learning from a nursing situation. *Nursing Science Quarterly*, 17(1), 43-49.
- Unutzer, J., Katon, W., Callahan, C., et al. (2008). Long-term cost effects of collaborative care for late-life depression. *American Journal of Managed Care*, 14, 95-100.
- Williams, C. et al. (2005). Development of nurse competencies to improve dementia care. *Geriatric Nursing*, 26(2), 98-105.
- Watson, J., & Foster, R. (2003). The Attending Nurse Caring Model(R): integrating theory, evidence and advanced caring-healing therapeutics for transforming professional practice. *Journal of Clinical Nursing*, 12(3), 360-365.
- White, G., O'Rourke, F., Ong, B. et al (2008). Dysphagia: causes, assessment, treatment, and management, *Geriatrics*, 63(5):15-20.

TEACHING STRATEGIES: Seminar participation that incorporates annotated bibs on assigned readings as well as readings that support advanced practice nursing responses; guided practice experiences with faculty/preceptors: role discussion of advanced practice nursing experiences from various settings as well as related issues such as coaching, modeling, and confirmations. Discussions of advanced practice nursing situations. SOAP notes.

EVALUATION	Clinical Performance : NOTE: less than 240 hours will result in a failing grade for this course. Performance must earn a passing grade to pass the course.
	Clinical Performance 70%
	SOAP Notes (two) 20%
	Case Presentation 10%

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-

60-69 = 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 as plagiarism.

COLLEGE OF NURSING POLICIES:

1. The University policy regarding academic integrity is enforced in this course. For further information, refer to the Graduate Student Handbook, Florida Administrative Code, Section 6C5-4.001 Honor Code, Academic Irregularities, and Students' Academic Grievances <http://www.fau.edu/gr-cat/acadpolicies.pdf>. Adherence to the Honor Code is a professional competency and an expectation of all students. ANY act of dishonesty that violates the honor code and misrepresents your efforts or ability is grounds for immediate failure of the course.
2. The incomplete grade policy is also enforced. For further information refer to the Graduate Student Handbook, Academic Policies & Regulations, Incomplete Grades <http://www.fau.edu/gr-cat/acadpolicies.pdf>
3. The Americans with Disabilities Act (ADA) requires the provision of reasonable accommodations to any individual who advises faculty and the University of a documented physical or mental disability. If you require special accommodations due to such a disability to properly execute course work, you must register with the FAU Office of Students with Disabilities (OSD) located in the Boca Raton campus library, room 175, phone 561-297-3880 or in Davie, MODI, phone 954-236-1222. Please arrange a meeting with your course faculty. All OSD procedures must be followed for you to receive the special accommodations.
4. 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, the materials will be used within the college and university.

5. In order to enhance and maintain a productive atmosphere for education, personal communication devices such as pagers, beepers and cellular telephones are to be disabled in class sessions.