

FLORIDA ATLANTIC UNIVERSITY™

UUPC APPROVAL _____
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Undergraduate Programs—NEW COURSE PROPOSAL

DEPARTMENT NAME: NURSING

COLLEGE OF: NURSING

RECOMMENDED COURSE IDENTIFICATION:

PREFIX NGR **LEVEL:** 6XXX **COURSE NUMBER** (3 numbers) **LAB CODE** (L or C?)

COMPLETE COURSE TITLE: (30 or fewer characters inc. spaces)

Nursing Situations: Advanced Knowledge for Care of
Adults in Acute Settings

CREDITS: 3

LAB/DISCUSSION:

TEXTBOOK INFORMATION: McCance, K.L. & Huether, S.E. (2006).
Pathophysiology: The biologic basis for disease

LECTURE: X

FIELD WORK:

GRADING: (X in front of option) REGULAR X PASS/FAIL SATISFACTORY/UNSATISFACTORY

COURSE DESCRIPTION, NO MORE THAN 3 LINES:

Focuses on advanced knowledge essential to care for adults in complex nursing situations. Specific emphasis is given to assessment, physiologic, pharmacotherapeutic, and empirical concepts that when combined with multiple ways of knowing provide the foundation for creating a caring based environment.

PREREQUISITES: FACULTY APPROVAL

COREQUISITES:

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE:
GRADUATE FACULTY

GORDON RULE COURSE?

NO

Syllabus with Gordon Rule criteria (# of words or computational) clearly indicated must be attached.

WRITING ACROSS CURR. CRSE.?

____ **NO**

Syllabus with WAC criteria (# of words) clearly indicated must be attached.
____ 3000 wds. ____ 6000 wds.

Any other departments and/or colleges that might be affected by the new course must be consulted.

List entities that have been consulted and attach written comments from each.

For GR & WAC Guidelines, go to: www.fau.edu/academic/registrar/UUPCinfo/

Susan Chase

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Faculty Contact, Email, Complete Phone Number

GENERAL EDUCATION REQUIREMENT: (X in front of option)

Communications Math Social Sciences
Humanities Natural Sci. Non Applicable

SIGNATURES

SUPPORTING MATERIALS

Approved by:

Department Chair: _____

College Curriculum Chair:

Charlotte D. Barry _____

College Dean: _____

UUPC Chair: _____

Date:

1-26-09

Syllabus—must include all criteria as detailed in Guidelines. Go to: www.fau.edu/academic/registrar/UUPCinfo/ to access Guidelines and to download this form.

Written Comments—required from all departments affected.

Email this form and syllabus to erudolph@fau.edu one week **before** the University Undergraduate Programs Committee meeting so that materials may be viewed on the UUPC website by committee members prior to the meeting.

**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE OVERVIEW
Semester & Year**

<u>COURSE NUMBER:</u>	NGR 6xxx
<u>CREDIT HOURS:</u>	3 Credit Hours
<u>COURSE TITLE:</u>	Nursing Situations: Advanced Knowledge for Care of Adults in Acute Settings
<u>COURSE SCHEDULE:</u>	Selected Saturdays and Web Assisted
<u>PLACEMENT IN CURRICULUM:</u>	Graduate Course
<u>PREREQUISITES:</u>	Prior approval
<u>FACULTY:</u>	Graduate Faculty Name and credentials Title Office E-mail

COURSE DESCRIPTION: Focuses on advanced knowledge essential to care for adults in complex nursing situations. Specific emphasis is given to assessment, physiologic, pharmacotherapeutic, and empirical concepts that when combined with multiple ways of knowing provide the foundation for creating a caring based environment.

COURSE OBJECTIVES: At the completion of NGR 6xxx, the student will be able to:

1. Explore and develop innovative images of practice nursing in Adult Health
 - A. Examine the role of the nurse as an expert in evidence-based practice in the clinical environment.
 - B. Explore the image of the nurse as an expert in assessment of complex nursing situations.
 - C. Describe the role of the nurse expert in promoting continuous learning and competency assessment within the practice or educational environment.
2. Advance the discipline of nursing through practice and research.

- A. Demonstrate the ability to critically analyze and review the literature to develop evidence based decisions, policies, procedures and interventions in complex nursing situations.
 - B. Examine nursing situations as the context for nursing knowledge.
 - C. Analyze ways that expert nurses can promote theory and evidence-based nursing practice in their clinical environments.
3. Demonstrate synthesis of expert nursing practice role.
- A. Design nursing responses in complex situations integrating an understanding of pharmaco-therapeutic & physiologic concepts including multiple patterns of knowing.
 - B. Explore the role and responsibilities of an expert nurse in analyzing the quality of nursing practice.
 - C. Evaluate the implementation of professional standards of nursing practice within the acute care environment.
4. Incorporate an understanding of persons connected with others and the environment through caring.
- A. Develop an understanding of self as caring person.
 - B. Create unique expressions of caring in complex nursing situations.
 - C. Develop the role of an expert nurse as coach and mentor of other nurses.
 - D. Explore the role of the expert nurse in establishing and maintaining collaborative relationships within the interdisciplinary team.
5. Actualize nursing as nurturing the wholeness of others through caring.
- A. Examine the role of an expert nurse in promoting and establishing environments of trust and connectedness.
 - B. Explore ways that build staff satisfaction and retention with in the acute care environment.
 - C. Discuss the role of the expert nurse in the co-creation of holistic plans of care within complex nursing situations.

TEACHING METHODS:

Selected Saturday class meetings supported by Web assisted learning activities via Blackboard, Lecture, Readings, Use of Nursing Situations, Guided Reflection, Discussions, and Projects

EVALUATION METHODS

- Weekly activities/Course participation** – 500 points
- Evidence Based Practice Presentation – 250 points
- Final Examination – 250 points

1000 points total

COURSE ASSIGNMENTS

Course Participation**

The student will complete weekly assigned activities on Blackboard, explained in your posted course overview, which range from 50 to a 100 points for a total of 500 points towards the final grade. Student must bring to each class specific requirements as listed in course overview/schedule. Online activities will be graded individually. Students must actively participate in class discussion.

Evidence Based Best Practice Presentation Guidelines:

This presentation should be on a clinical practice topic that is of interest to you. It should include the following:

1. Include and discuss pertinent nursing research that support and inform this area of clinical practice. **75 points**
2. Discuss where your standards and guidelines were obtained from. **50 points**
3. Demonstrate the importance of why these evidence based guidelines should be implemented into nursing practice. **100 points**
4. What tools do nurses need to appropriately implement this standard. **25 points**

In class examination which assesses knowledge gained in entire course.

GRADING SCALE:

930-1000 points	=	A
900-929 points	=	A-
870-899 points	=	B+
830-869 points	=	B
800-829 points	=	B-
770-799 points	=	C+
730-769 points	=	C
700-729 points	=	C-
670-699 points	=	D+
630-669 points	=	D
600-629 points	=	D-
590 points & below	=	F

- Grades below a B are not considered passing in graduate nursing courses.

Criteria Used in Grading Written Work

- Use of APA format when required in assignments
- Quality of Professional Work (Research, Analysis & Creativity)
- Professional Writing Style (Grammar, Sentence Structure & Spelling)
- Quality of Resource Materials used to prepare work

Grading Policies

- Attendance at all classes is expected.
- Each assignment has specific guidelines.
- Feel free to e-mail me with any questions that you have about the course.

REQUIRED TEXTS:

McCance, K.L. & Huether, S.E. (2006). *Pathophysiology: The biologic basis for disease in adults and children (5th ed.)*. St. Louis: Elsevier Mosby.

Students are encouraged to develop resources in their area of specialization.

RECOMMENDED TEXTS:

Koloroutis, M. (2004) *Relationship-Based Care: A model for transforming practice*.

Minneapolis: Creative Health Care Management.

COURSE SPECIFIC LITERATURE:

Boykin, A. Schoenhofer, S.; Smith, N., St. Jean, J., Aleman, D. (2003). Transforming practice using a caring-based model. *Nursing Administration Quarterly*, 27(3), pp. 223-250.

Boykin, A., Bulfin, S., Baldwin, J., Southern, R., (2004). Transforming care in the emergency department. *Topics in Emergency Medicine*, 26(4), pp. 331-36.

Eggenberger, S., Nelms, T. (2007). Being family: the family experience when an adult member is hospitalized with a critical illness. *Journal of Clinical Nursing* 16(9): pp. 1618 -28

Eggenberger, T., L., & Keller, K., B. (2008). Grounding nursing simulation in caring: An innovative approach. *International Journal for Human Caring*, 12(2), 42-46.

Finch, L. (2006). Patients' communication with nurses: Relational communication

through preferred nurse behaviors. *International Journal for Human Caring*, 10(4), pp. 14.

JCAHO (2008). Behaviors that Undermine a Culture of Safety. Retrieved on

Wednesday October 15,2008 from:

[http://www.jointcommission.org/Sentinel Events/Sentinel Events Alert/sea-](http://www.jointcommission.org/Sentinel%20Events/Sentinel%20Events%20Alert/sea-)

Locsin, R., Purnell, M. (2007). Rapture and suffering with technology in nursing. *International Journal for Human Caring*, 11(1), pp. 38.

Purnell, M., Mead, L. (2007). When nurses mourn: Layered suffering. *International Journal for Human Caring*, 11(2), pp. 48.

Shirey, M., & Fisher, M. (2008). Leadership agenda for change toward healthy work environments in acute and critical care, *Critical Care Nurse*, 28(5), 66-77.

Shirey, M. R. (2006). Authentic leaders creating healthy work environments for nursing practice. *American Journal of Critical Care*, 15(3), 256-267

Tavernier S. (2006). An evidence –based Conceptual analysis of presence. *Holistic Nursing Practice*, 20(3): pp. 152 – 6.

Touhy T., & Boykin, A. (2008). Caring as the central domain in nursing. *International Journal for Human Caring*, 12(2), 8-15.

Turkel, M. , Ray, M. (2000). Relational complexity: A theory of the nurse-patient relationship within an economic context. *Nursing Science Quarterly*, 13, pp. 307-313.

Watson J., Foster R. (2003) The attending nurse caring model: integrating theory, evidence and advanced caring-healing therapeutics for transforming professional practice. *Journal of Clinical Nursing* 12(3): pp. 360-5.

Recommended Nursing and Health Care Journals:

AACN Clinical Issues: Advanced Practice in Acute & Critical Care

Advances in Nursing Science

American Journal of Nursing

American Journal of Critical Care

Applied Nursing Research

Clinical Nurse Specialist: The Journal for Advanced Nursing Practice

Geriatric Nursing

Holistic Nursing Practice

International Journal for Human Caring

Journal of Advanced Nursing
Journal of Nursing Scholarship
Lippincott's Case Management
Nursing Management
Outcomes Management
Quality Management in Healthcare
Quarterly Journal of Nursing Administration

Internet Sites of Interest – see blackboard course site.

UNIVERSITY POLICIES

- All students must have an e-mail address and regular access to a computer.
- The University Honor Code is provided in the 2005-2006 Graduate Catalog or refer to <http://fau.edu/gr-cat/catalog.htm> . The University's policy regarding academic integrity is enforced in this course.
- The Americans with Disabilities Act (ADA) of 1990 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 disability to properly execute course work, you must register with the FAU Office for Students with Disabilities (OSD) located on the Boca Raton campus in the Library Room 175. The telephone number is (561) 297-3880 or in Davie (954) 236-1222. If you need special assistance, please let me know as soon as possible.
- 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.
- Refer to Christine E. Lynn College of Nursing Website for current student polices.

TOPICAL OUTLINE

I. Application of Evidence Based Practice (EBP) to Nursing Situations

- A. Definition
- B. Linking theory to practice
- C. Student resource sharing
- D. Review Caring Responses in the evidence-based literature
- E. Student led discussion

II. Designing Evidence Based Guidelines

- A. Submit a brief statement or topic for your evidence-based practice presentation

- III. Nursing Situations Involving Persons Experiencing Pre-Code/RapidAssessment Teams
 - A. Regulatory Environment (Joint Commission)
 - B. Who staffs these teams?
 - C. What training or education do these team members have?
 - D. What was the purpose intended for these teams starting in 2007?
 - E. Coming to know and care for patient, family & team members.
 - F. Use of Authentic Presence

- IV. Nursing Situations Involving Persons Experiencing Hemodynamic Changes: Assessment and Management
 - A. Types of Shock
 - B. Focus on Septic Shock, often more subtle than other forms
 - C. Student led reflections of Nursing Situations

- V. Nursing Situations Involving Persons Experiencing Arrhythmias
 - A. Knowledge of basic arrhythmias and associated clinical interventions
 - B. ECG lead placement and 12-lead ECG Concepts
 - C. Self Assessment
 - D. Nursing Situations
 - E. Mentoring others in gaining skill with Arrhythmia recognition and management

- VI. Nursing Situations Involving Persons Experiencing Chest Pain
 - A. Initial encounter and responses
 - B. Rapid Assessment Protocols

- VII Nursing Situations Involving Persons Experiencing Deep Vein Thrombosis/ Pulmonary Embolus
 - A. Systems approaches for prevention
 - B. Rapid Assessment Protocols

- VIII. Nursing Situations Involving Assessment and Management of Respiratory System Problems
 - A. Acid Bases Balance and Imbalance
 - B. Arterial Blood Gas Interpretation
 - C. Rapid Assessment Protocols

- IX. Nursing Situations Involving Persons Experiencing Neurological Concepts
 - A. Subarachnoid Hemorrhage
 - B. Traumatic Brain Injury
 - C. Rapid Assessment Protocols

- X. Healthy Work Environments
 - A. Caring Practices

- XI. Patient-Centured & Family Centered Care

- XII. Nursing Situations Involving Person's Experiencing Diabetes Mellitus in Acute Care settings
 - A. Glucose level patterns
 - B. Novel approaches to management
 - C. Implications of lack of glycemic control as a hospital acquired condition

- XIII. Simulation Exercises
 - A. Integration of Ways of Knowing
 - B. Thinking Out Loud/Clinical Decision Making
 - C. Focus on Safety

- XIV. Student Led Evidence Based Practice Presentations

- XV. Final Examination