



UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 ONLINE \_\_\_\_\_  
 MISC \_\_\_\_\_

## 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: CARE OF OLDER ADULTS WITH COMPLEX, SPECIALIZED HEALTH NEEDS**

**EFFECTIVE DATE**

(first term course will be offered)

CREDITS: 3

TEXTBOOK INFORMATION:

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

**COURSE DESCRIPTION, NO MORE THAN 3 LINES:**

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

PREREQUISITES W/MINIMUM GRADE:\*

NGR 6605 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](mailto:schase@fau.edu), 561-297-3389\_\_\_\_\_  
 Faculty Contact, Email, Complete Phone Number

**SIGNATURES**

**SUPPORTING MATERIALS**

<p><b>Approved by:</b></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><b>Date:</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p><b>Syllabus</b>—must include all details as shown in the UGPC Guidelines.</p> <p><b>Written Consent</b>—required from all departments affected.</p> <p>Go to: <a href="http://graduate.fau.edu/gpc/">http://graduate.fau.edu/gpc/</a> to download this form and guidelines to fill out the form.</p>
---	--	---

Email this form and syllabus to [sfulks@fau.edu](mailto:sfulks@fau.edu) and [eqirjo@fau.edu](mailto: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**  
**Term**

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

**Course Number:** NGR 6252

**Credit Hours:** 3 Credits

**Prerequisites:** NGR 6605 –

**Faculty:** Graduate Faculty

**Placement in Curriculum:** Final Gerontological Nurse Practitioner course

---

**COURSE DESCRIPTION:**

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

**COURSE OBJECTIVES:** Upon completion of this course the student will be able to:

1. Explore and develop innovative images of advanced nursing practice in care of older adults
  - A. Identify the role of advanced practice gerontological nurse grounded in caring in coming to know older adults with complex specialized health needs.
  - B. Explore the role of the advanced practice gerontological nurse grounded in caring in creating advanced practice nursing responses to calls for nursing from older adults with complex specialized health needs.
  - C. Describe the role of the advanced practice gerontological nurse in responding to calls from older adults with specialized and complex health needs across the continuum of care, with particular emphasis on chronic illness management, long-term care, rehabilitation, and palliative care
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 geriatric and gerontological nursing care based on current research findings, evidence based practice guidelines, and quality of care indicators.
  - C. Synthesize comprehensive knowledge of advanced practice nursing responses with older adults with specialized health needs across the continuum of care such as pharmacologic, non-pharmacologic, and complementary approaches based on current research, 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 the range of knowledges essential to the caring based advance practice with older adults experiencing specialized complex health needs with particular emphasis on chronic illness prevention and management, long-term and palliative care.
  - C. Examine and critique the legal, ethical, cultural, gender and political issues that impact on the advanced practice nursing role in caring for older adults across the continuum of care with special emphasis on chronic, long-term and palliative 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 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 older adults with complex specialized health needs.
  - D. Explore aesthetic understandings, environmental issues and challenges in the care of older adults with specialized complex health needs.
  
5. Actualize advanced practice nursing as nurturing the wholeness of others through caring.
  - A. Integrate the range of knowledge necessary to identify calls and create advanced nursing responses to older adults with specialized complex health needs including: geriatric syndromes, chronic illness prevention and management, end-of-life care, long-term care, polypharmacy, safety, functional ability, and quality of life.
  - B. Identify calls and create advanced nursing responses that nurture the wholeness of persons and environment through caring for older adults and their families who are experiencing specialized complex health needs.

### **TOPICAL OUTLINE**

Discussion of advanced practice nursing situations and nursing responses grounded in caring that synthesize these topics:

- Establishing Caring Relationships
- Diagnostic reasoning for specialized complex health needs of older adults
- Standards of Care and National Protocols
- Quality of care indicators for vulnerable elderly
- Patient and family/caregiver education
- Cultural diversity and aging
- Adequacy and availability of community resources to support older adults and their families experiencing long-term, chronic, and palliative care health concerns
- Management of geriatric syndromes: incontinence, falls, iatrogenesis, polypharmacy, dementia, delirium, pressure ulcers, functional decline, frailty, malnutrition and under-nutrition
  - The concept of frailty
  - Pain management for cognitively intact and cognitively impaired older adults
  - End of life care and decision making
  - Mental health and wellness in late life

Documentation and federal requirements for practice in skilled nursing facilities  
Caregiver health

**TEACHING STRATEGIES:** Lectures, demonstrations, hands-on lab practice, discussions of advanced nursing situations in person & discussion groups on Blackboard, student presentations

**REQUIRED TEXTS:**

**Required:**

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* (3<sup>rd</sup> 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* (6<sup>th</sup> ed.). New York: McGraw-Hill.

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

**Recommended:**

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.
- Cho, Y., Lee, S., Arozullah, A., & Crittenden, K. (2008) Effects of health literacy on health status and health service utilization amongst the elderly. *Social Science and Medicine* 66, 1809-1816.
- 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.
- Holroyd-Leduc, J.M., Lyder, C., & Tannebaum, C. (2006). Practical management of urinary incontinence in the long-term care setting. *Annals of Long-Term Care*, 14(2), 30-37.
- Inouye, S., Studenski, S., Tinetti, M., & Kuchel, G. (2007). Geriatric syndromes: clinical, research, and policy implications of a core geriatric concept. *Journal of the*

*American Geriatrics Society*, 55(5), 780-791.

Kovach, C.R., Noonan, P.E., Schlidt, A.M., Reynolds, S., & Wells, T. (2006). The Serial Trial Intervention: An Innovative approach to meeting needs of individuals with dementia. *Journal of Gerontological Nursing*, 32(4), 18-25.

Kwak, J., & Haley, W. (2005). Current research findings on end-of-life decision making among racially or ethnically diverse groups. *Gerontologist* 45(5), 634-641.

Livingston G., Johnston K., & Katona C. (2005). Systematic review of psychological approaches to the management of neuropsychiatric symptoms of dementia, *American Journal of Psychiatry*, 162, 1996-2021.

Mezey, M. et al. (2005). Experts recommend strategies for strengthening the use of advanced practice nurses in nursing homes. *Journal of American Geriatrics Society* 53, 1790-1797.

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.

Pinquart, M., & Sorensen, S. (2005). Ethnic differences in stressors, resources, and psychological outcomes of family caregiving: a meta-analysis, *Gerontologist* 45(1), 90-106.

RAND Health: Developing quality of care indicators for the vulnerable elderly. Available at [www.rand.org](http://www.rand.org)

RAND Health: The Quality of health care received by older adults. Available at [www.rand.org](http://www.rand.org)

Reuben, D. et al. (2003). Restructuring primary care practices to manage geriatric syndromes: The ALCOVE-2 intervention, *Journal of American Geriatrics Society*, 51(12), 1787-1793.

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](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.

**EVALUATION CRITERIA**

Midterm Exam	30%
Weekly participation in nursing situation analysis/reflective questions	20%
Nursing Situation Presentation	15%
Final Exam	35%



**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.