

FLORIDA ATLANTIC UNIVERSITY™

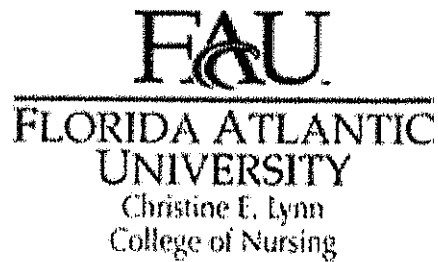
Graduate Programs—COURSE CHANGE REQUEST¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: NURSING	COLLEGE: NURSING
COURSE PREFIX AND NUMBER: NGR 6172	CURRENT COURSE TITLE: ADVANCED PHARMACOTHERAPEUTICS
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM) SPRING 2014	TERMINATE COURSE (LIST FINAL ACTIVE TERM)
CHANGE TITLE TO: CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS ² FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO: THIS COURSE BUILDS ON FOUNDATIONAL KNOWLEDGE OF THE USE OF PHARMACOTHERAPEUTIC AGENTS INCLUDING COMPLEMENTARY AND ALTERNATIVE THERAPIES. THE COURSE CONTENT WILL FOCUS ON THE MAJOR DRUG CATEGORIES FOR PHYSIOLOGICAL SYSTEMS WITH INDICATIONS, THERAPEUTIC AND ADVERSE EFFECTS, AND DRUG INTERACTIONS IN INDIVIDUALS ACROSS THE LIFESPAN IN THE PROMOTION, MAINTENANCE AND RESTORATION OF HEALTH. PERSONAL, GENETIC, AND ENVIRONMENTAL PRACTICE CONSIDERATIONS WILL BE ADDRESSED.	CHANGE PREREQUISITES/MINIMUM GRADES TO*: CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here. N/A	Please consult and list departments that might be affected by the change(s) and attach comments. ³

Faculty contact, email and complete phone number:
 Marguerite J. Purnell, mpurnell@fau.edu, 7-3262

Approved by: Department Chair: _____ College Curriculum Chair: _____ College Dean: _____ UGPC Chair: _____ Graduate College Dean: _____ UFS President: _____ Provost: _____	Date: 9/24/13 9/24/2013 9/24/2013 10/9/13 10/16/13	1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. Consent from affected departments (attach if necessary)
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**ADVANCED PHARMACOTHERAPEUTICS
Fall 2013 (Tentative)**

<u>COURSE NUMBER:</u>	NGR 6172
<u>COURSE TITLE:</u>	Advanced Pharmacotherapeutics
<u>COURSE FORMAT:</u>	Live course Blackboard Assisted Video-Cast
<u>CREDIT HOURS:</u>	3 Credit Hours
<u>COURSE SCHEDULE:</u>	Boca Campus NU 201 4:00 PM – 6:50 PM Davie Campus LA 139 4:00 PM - 6:50 PM (video cast)
<u>PLACEMENT IN CURRICULUM:</u>	Required Course for all Master's Students
<u>PREREQUISITE:</u>	Undergraduate BSN Pharmacology Course Recommended
<u>FACULTY:</u>	Lynne Palma, DNP, FNP-BC, CDE Nurse Practitioner Program Coordinator E-mail Lpalma@fau.edu (preferred) Office Phone (561) 297-3627 Fax (561) 297-2416
<u>OFFICE HOURS:</u>	Boca Campus Room NU 337 Mondays 1:00-3:00 PM Thursdays 10:00-11:00 AM or by appointment

COURSE DESCRIPTION:

This course builds on foundational knowledge of the use of pharmacotherapeutic agents including complementary and alternative therapies. The course content will focus on the major drug categories for physiological systems with indications, therapeutic and adverse effects, and drug interactions in individuals across the lifespan in the promotion maintenance and restoration of health. Personal, genetic, and environmental practice considerations will be addressed.

COURSE OBJECTIVES: Upon completion of the course, the student will demonstrate evidence of:

Becoming competent

1. Review the general principles of pharmacotherapeutics, pharmacokinetics, pharmacodynamics, and pharmacogenetics/genomics building on previous skills from anatomy, physiology, pathophysiology, chemistry, mathematics, microbiology, genetics, and health assessment for safe and effective advanced nursing practice (Essentials I, III, IX).
2. Examine the mechanism of action, indications, contraindications, pre-administration assessment, adverse reactions, drug-drug interactions drug- food/supplement interactions, dosage, time frame, monitoring, response to therapy and assessment of compliance for the use of drugs and herbal remedies. (Essential I, IX)
3. Identify the pharmacokinetic differences and precautions across the lifespan with special attention to vulnerable groups (care of infants, children, pregnant women, adults, and older adults. (Essential I, III, VIII)
4. Distinguish between the differences in drugs among the classes and make a selection based on patient characteristics such as, genetics, race, gender, age, co-morbidities, cost, cultural beliefs, social considerations, and patient preference. (Essential I, IV, VIII, IX)
5. Assess for health literacy, and employ patient education to promote medication adherence and safety. (Essentials III, IV, VI, VIII).

Becoming compassionate

1. Develop plans of care for pharmacologic and non- pharmacologic treatments incorporating education, advocacy, authentic presence, a relationship of mutual trust, and patient centered care. (Essential I-IX)
2. Evaluate the economic implications of drug therapy on individuals and families when considering drug selection (Essentials I, II, III, V, VI, VIII).
3. Recognize the implications of cultural health beliefs and practices on drug therapy and adherence. (Essentials I, VII, VIII).

Demonstrating comportment

1. Exhibit responsible interprofessional behavior related to the use of pharmacotherapeutic agents (Essential II, III, VII, IX)

Becoming confident

1. Select drugs in collaboration with other professionals and experts based on best evidence and clinical guidelines utilizing drug databases and informatics to achieve safe and effective prescribing practices (Essential III, IV, V, VII).

Attending to conscience

1. Analyze the fundamental causes of medical errors and discuss preventive measures to reduce medical errors (Essential II, III, VII)
2. Explain the regulatory and approval process imposed by the FDA as well as prescribing parameters, legalities, ethics, proper prescription writing, and scope of practice for advanced nursing practice (Essential II,III, VI, VII)
3. Compare and contrast the regulatory process of herbal or complementary alternative medicines (CAM), and over-the counter medications to FDA approved prescription drugs. (Essential I, III, VI, VII)
4. Consider and advocate for non-pharmacologic treatments such as therapeutic lifestyle changes and health promotion to prevent disease and improve health. (Essential I, III, VIII)

Affirming commitment

1. Employ lifelong learning strategies to improve safety and maintain competency in pharmacotherapeutics. (Essential III, IX)
2. Explain strategies for maximizing therapeutic effects of drug therapy and minimizing adverse effects in drug therapy. (Essentials I, III).

TEACHING LEARNING METHODS: Learning Modules according to drug classes with assigned readings, narrated presentations posted on Blackboard, case study analysis, review questions, Study Mate Flash Cards, activities, quizzes, discussions, weekly Blackboard Collaborate synchronous sessions, and selected Internet sites.

EVALUATION METHODS:

In Class Quizzes	30	points (approximately)
Case Studies of Nursing Situations	30	points
Exam # 1	60	points
Exam # 2	86	points
Exam # 3	50	points
Exam # 4	50	points
Comprehensive Final Exam	<u>129</u>	<u>points</u>
Total	435	points

The number of exam or quiz questions are approximated. There is no “weighting” of exams-one point is worth one point. The grade book in Blackboard converts points to percentage automatically. Students are advised to check the grade book after each assignment or exam.

GRADING SCALE:

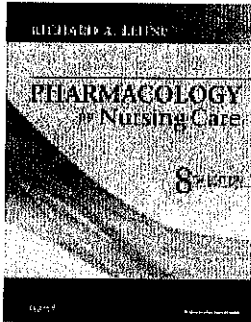
Grade below C is not passing in the Graduate Program.

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

***Students must meet course objectives, course requirements, and achieve a C (73 %) or greater for successful completion of this course, *however*, students must also achieve an average mean minimum score of 80% on all exams or they will receive an “F” in the course. Grades will be not be rounded. A grade of 92.7% is recorded as 92%.**

REQUIRED TEXTS: Visit the bookstore online at <http://www.fau.edu/business-services/bookstore/>

1) Lehne, R. (2012). *Pharmacology for nursing care, 8th edition*. St. Louis, Missouri: W.B. Saunders Company. ISBN 9781437735826



Please purchase the 8th edition. The 7 edition is outdated.

2) Gilbert, D., Moellering, R., Eliopoulos, G., & Sande, M. (2012). *The Sanford guide to antimicrobial therapy 2012* (42nd edition). Order the spiral-bound edition (**5 x 8 in**) from www.sanfordguide.com or call 540-987-9480.

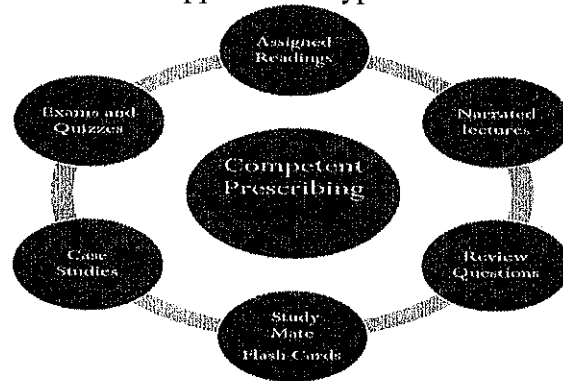
3) Edmunds, M. W. & Mayhew, M. S. (2013). *Pharmacology for the primary care provider, 4th edition*. St. Louis, Missouri: Elsevier ISBN 978-0-323-08790-2

REQUIRED RESOURCE:

- 1) Hand held device (phone or PDA) with Epocrates software.
<http://www.epocrates.com/products/rx/>. The free download is adequate for this course. The Essentials or Essential Delux is recommended for clinical practice.
- 2) Noise cancelling headset for Blackboard Collaborate sessions.

COURSE OVERVIEW:

This hybrid class will be Web assisted via Blackboard with weekly meetings that are required. Students are expected to complete the learning modules assigned each week in preparation for the class. Each learning module has a narrated presentation, notes, review questions, Study Mate Flash Cards, activities and a quiz. Evaluation of learning mastery will be done with weekly quizzes, and 5 proctored computerized multiple choice exams and selected case study analyses. Students will need to spend a minimum of 12 hours a week to master the content in this course. The learning experience provided in this course should appeal to all types of learners and is summarized below.



COMPUTER REQUIREMENTS AND TECHNICAL SKILLS:

Students are required to bring a laptop to every class and for exams.

Operating System: A computer that can run Mac OSX or Win XP or higher

Peripherals: Speakers and microphone or headset with microphone servers. A noise cancelling microphone headset is recommended.

Software: Lockdown Browser (LDB) is used in class for all exams and can be downloaded to your computer from the main Blackboard sign in page. Most recent Java download required to listen to narrated lectures- <http://java.com/en/>

Technical Skills: Using and learning the Blackboard platform, checking grades, posting assignments, taking quizzes and exams, using Google Docs and Wikis to collaborate in groups, using email with attachments, and using the discussion board. Instruction will be provided during the face-to-face class on the use of Blackboard Collaborate.

LEARNING MODULES

REQUIRED READING:

The chapters assigned in the textbooks are required and should be completed for each learning module. Students will need to spend a minimum of 12 hours a week to master the content in this course and the readings are a must. The Lehne text has information in small print that need not be read. The Summary of Major Nursing Implications and Key Points in the Lehne text are essential. Most of the Web sites are posted for additional and optional reference.

COURSE DOCUMENTS:

There are lecture notes in each of the learning modules. The Power Point presentations have been converted to PDF files. Activities and reviews are also provided. Optional and additional reference documents and selected Web sites will be posted in each of the Learning Modules.

NARRATED LECTURES:

There are narrated Power Point Lectures that should be viewed each week prior to class. The narrated lectures are posted in the learning modules. You may need to scroll down to see the slides. Make sure your speakers are on so that you can hear the narrations. You have controls on the slides to go forward or backwards. Most of the presentations are under one hour in duration. There are no special computer requirements to hear the lectures. *The lectures are "Flash" based and unfortunately this technology is not compatible with iPhone or iPad devices.*

REVIEW QUESTIONS AND STUDY MATE FLASH CARDS:

Each learning module has review questions posted with the answers. These critical thinking questions will help you prepare for the exams. Some of the content for the review questions reflects basic pharmacologic knowledge that is a prerequisite for this course. The review questions have been formatted into the Study Mate Flash Cards to help you review the information and test your knowledge. The link for the flash cards is located under the Study Mate Flash Cards tab on the control panel. This link takes you to the Nursing Administration Blackboard site which will give you access after this course is over. I will be entering students to the Nursing Administration site the first week of class. The Study Mate Application from iTunes will also provide access on a portable device. The instructions for viewing the flash cards are provided on the link.

ONLINE AND IN CLASS QUIZZES:

There will be Blackboard quizzes on each of the drug categories. Each drug category has a folder with learning materials and a self -assessment that is in the form of a multiple choice quiz. The quizzes are not timed and can only be entered various times. You will be given your score as well as the answers. *The open book quizzes are not counted towards your grade.* Go to the learning modules tab to find the learning materials and quiz for each drug category. You must complete all of the quizzes according to the Course Schedule before taking the proctored exams. There are also in class quizzes each week on the assigned readings that will count towards your grade. The quizzes will be taken online in class using the Lockdown Browser.

ASSIGNMENTS AND EXAMS

CASE STUDIES of NURSING SITUATIONS:

There are case studies involving nursing situations for some of the learning modules that will help students apply content information and make critical decisions in advanced practice. The case studies will be assigned in groups and discussed during the live class. Students will be divided into groups and have the opportunity to collaborate via a wiki. Instructions for the use of the collaborative tools will be provided on the first day of class. Instructions and an example for the case studies are provided. Instructor feedback will be provided in class. The grading rubric is provided:

Grading Rubric for Case Studies

Criteria	Fair 0 points	Good .5 points	Excellent 1 point
Drug choice or intervention is based on an understanding of pharmacokinetics and pharmacodynamics and considers ethnicity, genetics, culture, social situation, age, comorbidities, interactions, evidence based practice, collaboration, scope of practice and cost			

All existing problems are identified and addressed if evident in the subjective or objective information even if they are unrelated to the chief complaint of HPI			
Health promotion appropriate for age and gender are included in the plan according to the USPSTF http://www.ahrq.gov/clinic/uspstfix.htm			
ICD-9 diagnosis code, status of the problem (new, resolving, poorly controlled, etc.) CPT level of visit code, and return to clinic are provided			
Prescriptions are written properly for new drugs and existing drugs and include the date in textual and numerical format, proper dosage of drug, indications for the use, and refills permitted			
Total			/5

EXAMS:

There are 5 proctored computerized exams for this course that will be completed in class. **STUDENTS ARE REQUIRED TO BRING A LAPTOP TO CLASS FOR THE EXAMS.** Students will log into LDB to take the exams. You must finish all of the learning module quizzes before taking the exams. The exams will have approximately 50-75 multiple choice questions with a 100-130 question comprehensive exam at the end. No notes or resources will be allowed during the exams. A non-programmable calculator may be used. **Students must meet course objectives, course requirements, and achieve a C (73 %) or greater for successful completion of this course, *however*, students must also achieve an average mean minimum score of 80% on all exams or they will receive an “F” in the course. Grades will be not be rounded. A grade of 92.7% is recorded as 92%.**

MAKE-UP POLICY:

Students must contact the instructor in advance if they are unable to take the exams during the designated time period.

COURSE POLICIES

ATTENDANCE:

Although this course is a hybrid, you are expected to login at least three times per week to ensure that you do not miss pertinent postings, content, messages, or announcements. Attendance during class is required. If you are experiencing major illnesses, absences due to academic duties, or other large-scale issues, contact me immediately to formulate a resolution.

ASSIGNMENTS:

Assignments must be completed by the due dates on the Course Schedule.

USE OF ELECTRONICS:

Cell phones and hand held devices are not allowed during the exam.

E-MAIL COMMUNICATION AND ETIQUETTE:

Students are required to use their FAU e-mail and are advised to check it frequently for important announcements. I am not on campus every day and email is the best way to contact me. All email communication should be via the "Contact Professor" tab on the Blackboard tool bar. Select the "Create Message" bar and follow the prompts. I will only be communicating with students via the Contact Professor tab which I will check daily and respond within 24-48 hours. I need the convenience of being logged into the course while checking the messages from students. In addition, all of the messages are archived within the course for future reference. I will not respond to emails outside the course. Please use "netiquette" with your written words. Think before you send. Narrative language without the visual effects of a smile or the auditory effects of the tone of your voice can be interpreted as harsh. Please be courteous and always do a spell check on all of your postings and emails. Visit <http://www.albion.com/netiquette/corerules.html> for more information.

COURSE BLOG:

Students are invited to use the course "Blog" located on the control panel for sharing information or providing commentary.

TECHNICAL RESOLUTION POLICY:

POLICY FOR LATE ASSIGNMENTS:

All assignments must be submitted by the due date. Quizzes must be completed prior to taking the exams. *All course requirements and objectives must be met in order to earn a passing grade.*

ACADEMIC INTEGRITY:

Student work is done independently or in groups if assigned in that manner. Sharing course work or assignments with other students is a breach of academic integrity.

CHANGES IN COURSE FORMAT OR SCHEDULE

At times it may be necessary to change the course format, schedule or assignments. The professor has the ability to make these changes for the benefit of student learning.

CONCEPTUAL TOPICAL OUTLINE

1. Fundamentals of drug therapy across drug classes for safe and effective advanced nursing practice.
 - a. Builds on previous skills from anatomy, physiology, chemistry, mathematics, microbiology, genetics, and health assessment. Pathophysiology is systematically reviewed as it is paramount to the understanding of drug therapy.
 - b. Information on therapeutic effects, indications for use, selection of appropriate drug, pre-administration assessments, drug interactions, adverse effects and evaluation of drug responses is discussed.
2. Pharmacokinetic differences and precautions across the lifespan (care of infants, children, pregnant women, adults, and older adults) including:
 - a. Incidence and prevalence of diseases in age based specialty populations
 - b. Differences in disease presentation and drug administration among older adults

- c. Safety concerns and appropriate drugs for vulnerable age groups (infants, children, pregnant women, & older adults)
 - d. Health literacy, culture and ethnicity based considerations in specialty populations
 - e. Genetic determinates of drug responses, pharmacogenomics and testing for specific drugs
 - f. Planning for comorbidities, using one drug to help with multiple conditions
3. Role of the advanced practice nurse including:
- a. Role transition and responsibility
 - b. Integration of knowledge from nursing and biopsychosocial fields
 - c. Clinical judgement and safety in medication selection
 - d. Evidenced based practice, interpreting research, use of clinical guidelines and expert opinions for pharmacologic treatment
 - e. Collaboration with other providers and interdisciplinary teams

COURSE SCHEDULE FALL 2013

Date	LEARNING MODULES Topic and Chapter Readings in Lehne	Topic and Chapter Readings in Edmunds and Mayhew
August 29	<p>INTRODUCTION TO COURSE INTRODUCTION TO PHARMACOLOGY Orientation to Pharmacology-1 Application of Pharmacology-2 Drug Regulation, Development and Technology-3</p> <p>BASIC PRINCIPLES OF PHARMACOLOGY Pharmacokinetics-4 Pharmacodynamics-5 Drug Interactions-6 Adverse Drug Reactions and Medication Errors-7 Individual Variations in Drug Responses and Pharmacogenomics-8</p>	<p>Foundations of Prescriptive Practice- 1 Historical Review of Prescriptive Authority 2 Establishing the Therapeutic Relationship 9 Practical Tips on Writing Prescriptions 10 Evidence-Based Decision Making and Treatment Guidelines 11 Design and Implementation of Patient Education 12</p>
September 5 th	<p>DRUG THERAPY ACROSS THE LIFESPAN Drug Therapy During Pregnancy-9 Drug Therapy in Pediatric Patients-10 Drug Therapy in Geriatric Patients-11</p> <p>PERIPHERAL NERVOUS SYSTEM DRUGS Neuropharmacology-12 Physiology of the Peripheral Nervous System-13 Muscarinic Agonists and Antagonists-14 Cholinesterase Inhibitors for Myasthenia-15 Neuromuscular Blocking Agents-16</p>	<p>Pharmacokinetics and Pharmacodynamics 3-8</p>
September 12 th	Exam 1	
September 19 th	<p>PERIPHERAL NERVOUS SYSTEM DRUGS (continued) Adrenergic Agonists-17 Adrenergic Antagonists-18 Indirect-Acting Antiadrenergic Agents-19</p> <p>DRUGS THAT AFFECT FLUID AND ELECTROLYTES Diuretics-41</p> <p>DRUGS FOR HEART AND BLOOD</p>	<p>Cardiovascular Agents 17-25</p> <p>Diuretics 32</p>

	VESSELS Review of Hemodynamics-43 Drugs Acting on RAAS-44	
Date	LEARNING MODULES Topic and Chapter Readings in Lehne	Topic and Chapter Readings in Edmunds and Mayhew
September 26 th	Calcium Channel Blockers-45 Vasodilators-46 Drugs for Hypertension-47 Drugs for Heart Failure-48 Antidysrhythmic Drugs-49	
October 3 rd	Drugs to Treat Dyslipidemia-50 Drugs to Treat Angina-51 Anticoagulants, Antiplatelets, Thrombolytics-52 Management of STEMI-53 HEMATOLOGIC DISORDERS Drugs for Deficiency Anemias-55 Hematopoietic Growth Factors-56	Agents that Act on Blood 25
October 10th	EXAM # 2	
October 17 th	CENTRAL NERVOUS SYSTEM DRUGS Introduction to CNS Pharmacology-20 Drugs for Parkinson's Disease-21 Drugs for Alzheimer's Disease-22 Drugs for Epilepsy-24 Drugs for Muscle Spasm and Spasticity-25 Opioid and Other Analgesics-28 Drugs for Headache-30 Antipsychotics-31 Antidepressants-32 Drugs for Bipolar Disorder-33 Sedative-Hypnotic Drugs-34 Management of Anxiety-35 Drugs for ADHD-36 Drugs for Obesity-82	Central Nervous System Agents 41-46 Psychotropic Agents 47-50 Weight Management 71
October 24 th	EXAM # 3	
October 31 st	ENDOCRINE DISORDERS Drugs for Diabetes Mellitus-57 Drugs for Thyroid Disorders-58 Drugs for Hypothalamic and Pituitary Disorders-59 Drugs for Disorders of the Adrenal Cortex-60 ANTIINFLAMMATORY ANTIALLERGIC/IMMUNOGENIC Childhood Immunizations-68	Endocrine Agents 51-53 The Immune System and Immunizations

	COX Inhibitors, NSAIDs, Acetaminophen-71 Glucocorticoids-72	70
	LEARNING MODULES Topic and Chapter Readings in Lehne	Topic and Chapter Readings in Edmunds and Mayhew
October 31 st (continued)	DRUGS FOR JOINT DISORDERS Drug Therapy for Rheumatoid Arthritis-73 Drug Therapy for Gout-74 Drugs for Osteoporosis-75	Musculoskeletal Agents 35-40
November 7th	EXAM # 4	
November 14 th	RESPIRATORY TRACT DRUGS Antihistamines-70 Drugs for Asthma-76 Drugs for Allergic Rhinitis, Cough, and Colds-77 Smoking Cessation-39 Dietary Supplements-108 GASTROINTESTINAL DRUGS Drugs for Peptic Ulcer Disease-78 Laxatives-79 Other Gastrointestinal Drugs-80 Vitamins-81	Respiratory Agents 15-16 Smoking Cessation 72 Vitamins and Minerals 73 Gastrointestinal Agents 26-31
November 21 st	INFECTIOUS DISEASES Chapters 83-92, 94-95 DRUGS AFFECTING THE GENITOURINARY SYSTEM Estrogens and Progestins-61 Birth Control-62 Androgens-65 Drugs for Erectile Dysfunction and BPH-66	Antiinfectives 57-69 Reproductive Systems Medications 54-55 Male Genitourinary Agents 32 Agents for Urinary Incontinence 34
November 28 th	Thanksgiving Holiday (no class)	
December 5th	COMPREHENSIVE FINAL EXAM	

BIBLIOGRAPHY

Amend, G.D., Golden, A. (2011). Evidence-based practice at the point of care. *The Journal of the Nurse Practitioner*. 7(4), 303-307.

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- Ferguson, L. A. & Pawlak, R. (2011). Health literacy: the road to improved health outcomes. *Journal of Nurse Practitioner*, 7(2), 123-129.
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- Shrank, W. H., K., Choudhry, Fischer, M. A., Avorn, J., Powell, M., & Schneeweiss, S. (2010). The epidemiology, of prescriptions abandoned at the pharmacy. *Annals of Internal Medicine*. 153 (10), 633-640.

COLLEGE OF NURSING AND UNIVERSITY POLICIES:

Policies below may be found in:

- a). The faculty reserves the right to make changes in course content and requirements.
- b). The Christine E. Lynn College of Nursing Undergraduate Handbook located at:
<http://nursing.fau.edu/index.php?main=3&nav=526>
- c). 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 professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong 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 person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

The above fundamental beliefs concerning Nursing, Person and Learning express our values and guides the actions of Faculty as they pursue the missions of teaching, research/scholarship and service shared by the Christine E. Lynn College of Nursing and Florida Atlantic University.
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