**FLORIDA ATLANTIC UNIVERSITY**

**Graduate Programs—COURSE CHANGE REQUEST**

<table>
<thead>
<tr>
<th>DEPARTMENT NAME:</th>
<th>NURSING</th>
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</thead>
<tbody>
<tr>
<td>COLLEGE OF:</td>
<td>NURSING</td>
</tr>
<tr>
<td>COURSE PREFIX &amp; NUMBER:</td>
<td>NGR L 6605</td>
</tr>
<tr>
<td>CURRENT COURSE TITLE:</td>
<td>ADVANCED NURSING SITUATIONS: COMPREHENSIVE PRIMARY CARE</td>
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**CHANGE(S) REQUESTED**

SHOW “X” IN FRONT OF OPTION

| XXX CHANGE CREDITS FROM 3 (THREE) TO: |
| VARIABLE CREDITS: 1 - 4 (ONE - FOUR) |
| CHANGE GRADING FROM | TO: |
| CHANGE PREREQUISITES TO: |
| CHANGE MINIMUM GRADE TO: |
| CHANGE COREQUISITES TO: |
| CHANGE OTHER REGISTRATION CONTROLS TO: |
| OTHER |

SHOW “X” IN FRONT OF OPTION

| CHANGE PREFIX FROM | TO: |
| CHANGE COURSE NO. FROM | TO: |
| CHANGE TITLE TO: |
| CHANGE DESCRIPTION TO: |

**NOTE: TOTAL CREDITS IN PROGRAM REMAIN UNCHANGED**

See details in attached Table of Proposed Course Changes - Family Nurse Practitioner Track

**CHANGES TO BE EFFECTIVE (IF FM):**

FALL 2011

Will the requested change(s) cause this course to overlap any other FAU course(s)? If yes, please list course(s).

YES XXXX NO

TERMINATE COURSE, EFFECTIVE (GIVE LAST TERM COURSE IS TO BE ACTIVE):

Faculty Contact, Email, Complete Phone Number:
Marguerite J. Purnell, PhD, RN. mpurnell@fau.edu, 7-3262

**SIGNATURES**

Approved by: ________________________________ Date: 3/31/2011
Chair, CON Committee on Programs: ________________________________
Associate Dean: ________________________________
College Dean: ________________________________
UGPC Chair: ________________________________
Dean of the Graduate College: ________________________________

SUPPORTING MATERIALS

Syllabus—must include all criteria as detailed in UGPC Guidelines.

To access Guidelines and download this form, go to:
http://www.fau.edu/graduate/facultyandstaff/programs committee/index.php

Written Consent—required from all departments affected.

Email this form and syllabus to diamond@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.
Proposed Course Changes
Family Nurse Practitioner Track

Recommended Changes:
- Change NGR 6634L Childbearing Childrearing of Family from 4 to 3 credit hours.
- Change NGRL 6605 Comprehensive Primary Care to variable credit (1-4 credits) [All FNP students will have a total of 4 credits for 240 clinical hours. The Boca and Davie students will split the clinical hours over the Fall (3 credits) and Spring (1 credit) semesters]

Rationale:
- Currently the Boca and Davie students are taking NGRL 6634 Childbearing Childrearing of Family (4 credits) in their last semester.
- Changing NGRL 6605 Comprehensive Primary Care to variable credit (1-4) allows all FNP students to have 240 hours of clinical practice in their last semester and places all FNP students in a primary care site for part of their clinical time in their last semester.
- The total number of credits and clinical hours in the FNP track do not change.
- Programs are consistent across all campuses
- These changes do not affect the ANP or GNP program.

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Fall</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>Boca/Davie</td>
<td>NGR 6002: Health Assessment</td>
<td>NGR 6200 Foundations of Primary Care</td>
<td>NGR 6605 Comprehensive Primary Care</td>
<td>NGR 6634 Childbearing Childrearing of Family</td>
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<td>NGRL 6002: Health Assessment Practicum (1 credit: 60 hrs/30 hours supervised clinical)</td>
<td>NGRL 6200 Foundations of Primary Care Practicum (3 credits: 180 hrs)</td>
<td>NGRL 6605 Comprehensive Primary Care (3 credits 180 hours)</td>
<td>NGRL 6634 Childbearing Childrearing of Family (3 credits: 180 hrs) NGRL 6605 Comprehensive Primary Care (1 credit 60 hours) Total clinical hours = 240</td>
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<tr>
<td>Treasure Coast</td>
<td>NGR 6002: Health Assessment</td>
<td>NGR 6200 Foundations of Primary Care</td>
<td>NGR 6634 Childbearing Childrearing of Family</td>
<td>NGR 6605 Comprehensive Primary Care</td>
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<tr>
<td></td>
<td>NGRL 6002: Health Assessment Practicum (1 credit: 60 hrs/30 hours supervised clinical)</td>
<td>NGRL 6200 Foundations of Primary Care Practicum (3 credits: 180 hrs)</td>
<td>NGRL 6634 Childbearing Childrearing of Family (3 credits: 180 hrs)</td>
<td>NGRL 6605 Comprehensive Primary Care [4 credits 240 hours]</td>
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Course Title: Advanced Nursing Situations in Practice: Comprehensive Primary Care

Course Number: NGR 6605L

Credit Hours: 3 credits
Variable credits: 1 – 4 (one to four). This course may be repeated for credit, up to a total of 4 (four) credits.

Prerequisite: NGR 6703, NGR 6811, NGR 6744, NGR 6812, NGR 6141, NGR 6199, NGR L6002, NGR 6233L

Corequisite: NGR 6605

Faculty: Susan Folden, PhD., ARNP, FNP-C, CS
Associate Professor of Nursing &
Director of the Center for Neurological Disabilities
Office (561) 297-4406, Fax (561) 297-4405
Office Hours: Thursdays 8:30-12:00
sfolden@fau.edu

Schedule: Conferences (to be determined on first class day)
8am-9am
Room (TBA)

Course Description:
The study of advanced practice nursing situations in practice with adolescents/adults/older adults and families with comprehensive health problems in primary care. Integration of multiple patterns of knowing in creating advanced practice nursing responses in diverse advanced practice nursing settings.

Course Objectives: Upon completion of the course the student will:

1. Explore and develop innovative images of advanced nursing practice in the primary care
   A. Actualize the role of advanced practice nurse grounded in caring in coming to knowadol/adults/older adults and families with comprehensive health problems in primary care
   B. Collaborate with others on the health care team through demonstration of advanced practice nursing grounded in caring in responding to calls for nursing with adolescents/adults/older adults and families with comprehensive health needs.
   C. Demonstrate advanced practice nursing responses to calls for nursing with older adults and patients/families in end-of-life situations.
   D. Envision and discuss role of advanced practice nurse grounded in caring after program completion.

2. Advance the discipline of nursing through practice and research
A. Demonstrate comprehensive knowledge of advanced practice nursing responses to calls for nursing with adolescents/adults/older adults and families with comprehensive health problems in primary care with minimal collaboration with preceptor/faculty.

B. Demonstrate integration of multiple patterns of knowing such as empiric, personal, ethical, aesthetic and others in creating advanced practice nursing responses for adolescents/adults/older adults and families with complex health problems including: neurological, immunological, musculoskeletal, pulmonary, renal/urological, gastrointestinal, and endocrine, such as pharmacologic, non-pharmaceutical and complementary approaches, including community-based approaches based on current research findings.

C. Identify and apply standards of care based on current research findings.

D. Support advanced practice nursing responses with research both during oral and written presentations.

3. Demonstrate synthesis of advanced practice nursing role

A. Creates a broad-range of advanced practice nursing responses to calls for nursing with adolescents/adults/older adults and families with multi-system health concerns in primary care integrating multiple patterns of knowing.

B. Demonstrates critical thinking and diagnostic reasoning skills in clinical decision-making based on standards of care.

C. Creates advanced practice nursing responses with minimal preceptor/faculty input

D. Prioritizes health problems and initiates effective emergency measures in complex, urgent situations

E. Demonstrates knowledge of reimbursement, legal issues related to prescribing & other malpractice issues.

G. Exhibits ability to negotiate related to employment opportunities & initiates a collaborative protocol

4. Incorporate an understanding of wholeness of person as connected with the others and the environment through caring

A. Demonstrates an understanding of self as caring person in relation to others within vulnerable populations and communities.

B. Demonstrate an appreciation of culturally-diverse, underserved, and vulnerable adolescents/adults/older adults and families in complex health situations as connected wholes within community.

C. Explore environmental issues and challenges in providing culturally-diverse primary care, including work-related risks, environmental exposures, & disaster care

D. Demonstrates competence and leadership in various role dimensions such as direct care provider, consultant, collaborator, educator, advocate, researcher

E. Understand the relevance of community in the lives of persons and the leadership role of advanced practice nursing in influencing health care environment as well as other environmental issues on the micro and macro level, including developing a global perspective of health

5. Actualize advanced practice nursing as nurturing the wholeness of others through caring

A. Demonstrates pharmacological, non-pharmaceutical and complementary responses to adol/adults/older adults with comprehensive health problems in primary care including emergency situations

B. Considers cost, access, efficacy and quality when making health care decisions

C. Identify strategies that facilitate collaboration with others in monitoring and ensuring the quality of health care

E. Accepts responsibility for own practice and continued professional development, including monitoring research to improve quality care; strives to attain the highest standards of practice

F. Acts ethically to meet the needs of patients

Required Text:

Topical Outline:
- Health care of persons across the lifespan, including management of complex health problems in neurological, immunological, musculoskeletal, pulmonary, renal/urological, gastrointestinal and endocrine problems
- Cultural and ethnic implications of care
- Pharmacologic and non-pharmacologic advanced practice nursing responses in nursing situations
- Collaboration & referral; community resources
- Negotiating a contract, employment opportunities, drafting a protocol, work on resume, professional presentation of self, as well as written and oral communications
- Legal and ethical issues, including privacy and confidentiality
- Health care policy, finance and leadership are stressed

**Bibliography:**


National standards and guidelines from National Clearinghouse

**LEARNING METHODS:** Guided practice experiences with faculty/preceptors: role discussion of practice experiences and related issues including modeling, coaching, and confirmation. Clinical conferences with discussion of advanced practice nursing situations in practice and related issues.

**EVALUATION METHODS:**
- Clinical Performance 80%
- Reflective Journals 10%
- Presentation of nursing situation 10%
A midterm evaluation will be given

**GRADING SCALE:** The following grade scale will apply to this course:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
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<tbody>
<tr>
<td>A</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<tr>
<td>C+</td>
<td>77-79</td>
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<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
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<td>D+</td>
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<tr>
<td>D</td>
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<td>D-</td>
<td>60-62</td>
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<tr>
<td>F</td>
<td>59 and below</td>
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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 plagiarism.

**FAU Policies and Guidelines:**

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 I (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.

*Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, 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. Academic 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_Honor_Code.pdf](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf).*
Authority:
John Pritchett, University Provost and
   Chief Academic Officer

Eric Shaw, President
   University Faculty Senate

Anita Pritchard, President
   United Faculty of Florida