**DEPARTMENT NAME:** NURSING  
**COLLEGE OF:** NURSING

**RECOMMENDED COURSE IDENTIFICATION:**

<table>
<thead>
<tr>
<th>PREFIX</th>
<th>COURSE NUMBER</th>
<th>LAB CODE (L or C)</th>
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*(TO OBTAIN A COURSE NUMBER, CONTACT ERUDOLPH@FAU.EDU)*

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

**CREDITS:** 3

**TEXTBOOK INFORMATION:**

**GRADING (SELECT ONLY ONE GRADING OPTION):** REGULAR __X____ 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.

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**SIGNATURES**

*Approved by:*

Department Chair: ____________________________

College Curriculum Chair: __________________

College Dean: ________________________________

UGPC Chair: ____________________________

Dean of the Graduate College: __________________

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**SUPPORTING MATERIALS**

**Date:**

**Syllabus**—must include all details as shown in the UGPC Guidelines.

**Written Consent**—required from all departments affected.

Go to: [http://graduate.fau.edu/gpc/](http://graduate.fau.edu/gpc/) to download this form and guidelines to fill out the form.
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.
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
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


Recommended:


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

REFERENCES:


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)


Taxis, J. (2006). Attitudes, values and questions of African Americans regarding


**EVALUATION CRITERIA**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Midterm Exam</td>
<td>30%</td>
</tr>
<tr>
<td>Weekly participation in nursing</td>
<td>20%</td>
</tr>
<tr>
<td>situation analysis/reflective</td>
<td></td>
</tr>
<tr>
<td>questions</td>
<td></td>
</tr>
<tr>
<td>Nursing Situation Presentation</td>
<td>15%</td>
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<tr>
<td>Final Exam</td>
<td>35%</td>
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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.