

**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE OVERVIEW
Fall 2014**

COURSE NUMBER: NUR 3262

COURSE TITLE: Chronic Care in Nursing Situations for Adults and Aging Populations

COURSE FORMAT: Live, Web assist

CREDIT HOURS: 3 credits

COURSE SCHEDULE: *****, Boca (****), NU 202.

PLACEMENT IN CURRICULUM: Required course offered in junior year

PREREQUISITES: NUR 4125, NUR 3065, NUR 3065L, NUR 3145, NUR 3119C;

COREQUISITES: NUR 3262L

FACULTY: Name and credentials:
Title:
Office Location:
Phone:
E-mail

OFFICE HOURS: Day of week X-X PM

COURSE DESCRIPTION:

The theoretical foundations of wellness and nurturing wholeness are examined for adults and aging populations with chronic health conditions; emphasis is placed on the concepts of health promotion, disease prevention, and maintenance of function throughout the life course. Best evidence is used to create caring environments that ensure quality and safety across settings. The nurse's role as a member of the interprofessional team in providing culturally appropriate health teaching, screening, and care transitions is explored.

COURSE OBJECTIVES: Upon completion of NUR 3262, the student will be able to create caring nursing responses in:

Becoming competent

1. Integrate multiple ways of knowing to create nursing responses in relation to health promotion and illness prevention across the life course for those with chronic alterations in health. (PO 2, 3, 4, 5, 8, 9; Essentials I, II, VII, IX).
2. Recognize how the integrated principles of information management and communication are essential to the successful delivery of care in the adults with chronic alterations in health. (PO 2, 3, 4, 5, 7, 8, 9; Essential IV, VI, VII, IX).
3. Integrate health promotion and illness prevention best practice guidelines for persons with chronic alterations in health. (PO 2-9; Essentials II, III, VII, IX).

Becoming Compassionate

4. Recognize cultural, ethical, legal, and spiritual influences that may affect wellbeing of adults and older adults with chronic alteration in health. (PO 1, 2, 3, 4, 5, 8, 9; Essentials I, VII, IX).
5. Describe the ethical use of technology and information systems to inform the delivery of care in adults and older adults with chronic alternations in health. (PO 2, 3, 4, 5, 7, 8, 9; Essentials I, II, IV, VI, IX).

Demonstrating comportment

6. Discuss the significance of cultural competence in healthcare delivery with respect to health promotion and illness prevention in the adults and older adults with chronic alternations in health. (PO 2, 3, 4, 5, 8, 9; Essential I, VIII, IX).

Becoming confident

7. Describe the nurse's role in collaborating with the healthcare team. (PO 1-9, 11; Essential I, II, III, VI, IX).
8. Demonstrate effective use of teaching-learning principles in promoting the wellness of adults experiencing chronic alterations in health. (PO 1-9; Essentials I, III, VI, VIII, IX)

Attending to conscience

9. Promote a culture of safety and quality across healthcare settings for adults and older adults with chronic health conditions. (PO 2-10; Essential I-IX).
10. Evaluate the comprehensive healthcare needs of adults with chronic conditions to ensure a safe environment. (PO 2-9; Essential I, II, IV, VI, VII, IX).

Affirming commitment

11. Create a caring environment by promoting person-centered care. (PO 1-9; Essential I-IX)
12. Examine evidence-based practices relevant to adults and older adults. (PO 1, 2, 3, 4, 5, 6, 8; Essential I, III, VIII, IX).

13. Demonstrate an understanding of nursing as nurturing the wholeness of others using evidence-based and reflective practice in identifying calls and designing responses for and with adults and older adults with chronic health nursing situations. (PO 1-9, 12; Essential I-IX).

TEACHING LEARNING STRATEGIES:

Teaching strategies include lecture, analysis of nursing situations/responses, discussion, readings, films, guest lectures and independent study.

GRADING AND EVALUATION METHODS:

Assignment:	Percent of total grade	Date due/given
Class Preparation/Participation	5%	
Exam I	25%	
Exam II	25%	
Quizzes	10%	
Group Presentation	20%	
Class Paper	<u>15%</u>	
	100%	

GRADING SCALE: A grade below C is not passing in the Undergraduate program.

93-100 = A	73-76 = C
90-92 = A-	70-72 = C-
87-89 = B+	67-69 = D+
83-86 = B	63-66 = D
80-82 = B-	60-62 = D-
77-79 = C+	0 – 59 = F

REQUIRED TEXTS:

Albom, M. (1997). *Tuesdays with Morrie*. New Your: Doubleday.

Ignatavicius, D. & Workman, L. (2012). *Medical-Surgical Nursing: Patient-Centered Collaborative Care* (7th Ed.). St. Louis: Saunders Elsevier. ISBN (single volume) 978-1-4377-2801-9 or ISBN (2 volume set) 978- 1-4377-2799-9

Touhy, T., & Jett, K. (2012). *Toward Healthy Aging: Human Needs & Nursing Response* (8th Ed.). St. Louis, MO: Elsevier.

RECOMMENDED TEXTS:

Lehne, R. A. *Pharmacology for Nursing Care* (7th ed). Philadelphia: Saunders. ISBN-978-1-4160-6249-3.

Smith, S.F., Duell, D.J., Martin, B.C. (2012). *Clinical Nursing Skills* (8th ed.). Prentice Hall Co. ISBN-13:978-0-13-511473-5.

Zerwekh, J. (2006). *Nursing care at the end of life*. Philadelphia: FA Davis.

TOPICAL OUTLINE:

Care across the continuum

Wellness and Chronic Illness

Foundations of healthy aging

Gerontological nursing and an aging society

Polypharmacy in adult and older adult

Culture, gender, and aging

Promoting wellness in aging and chronic illness

Theories of aging

Physiological changes in older adults

Atypical presentation of illness in older adults

Caring for persons with dementia nursing situations

Cognitive impairment

Communicating with dementia adult and older adult

Caring for persons with mobility changes nursing situations

Environmental safety and security

Pain and comfort

Fall risk reduction

Parkinson's

Arthritis, osteoporosis, MS

Caring for persons in pulmonary/oxygenation nursing situations

Basic oxygenation

Asthma

COPD

Caring for persons in nutrition and hydration nursing situations

Caring for persons in sleep disorder nursing situations

Caring for persons in urinary incontinence nursing situations

Caring for persons in pressure ulcer nursing situations

Caring for persons in sexuality nursing situations

Intimacy and sexuality

Healthy aging for elders and their families.

Economic, legal, and ethical issues

Caregiver issues

Elder abuse

Family relationships, roles, and transitions

Caring for persons in end-of-life nursing situations

Loss, death, and palliative care

Self-actualization, spirituality, and transcendence

COURSE ASSIGNMENTS:

1. EXAMS (50 points)

Exams will be administered at the time noted on the course schedule. Exams will be multiple choice and short answers in format, similar to those found on the NCLEX exam. If cheating is discovered during the exam, a grade of "0" will be given for the exam and a failing grade will be given in the course (See Academic Integrity Policy). Other than pencil and test, no books, course materials, cell phones, extra paper, notebooks, food and drink will be allowed at your desk during the exam.

Exam 1 is worth 25 points toward your course grade.

Exam 2 is worth 25 points toward your course grade. Exam not cumulative

2. TUESDAYS WITH MORRIE JOURNAL PAPER (15 points)

This paper is to be completed when you have finished reading Tuesdays with Morrie. It can be turned in at any time during the course but must be completed by week 12 to the Digital Drop Box in BB. The paper is to be in the form of a journal entry that is two pages in length and should address the following questions.

As you reflect on the book you have read, answer the following questions.

Grading Criteria	Points
I. Caring Concepts Identify the major concepts and ideas presented in the book as they relate to caring.	6
II. Nursing Implications How does the story of this journey assist you as nurse when caring for people and their families and significant others during chronic situation and end of life? Please discuss specific nursing implications.	7
Title page, within 2-page limit, grammar and spelling.	2
TOTAL	15

3. QUIZZES (10 points)

Five quizzes will be taken on BB prior to the respective class. Quizzes will be brief (4-5 questions) on the content for that week. The quiz must be completed by 11:59 pm of the day prior to the class on that content.

4. NURSING SITUATION GROUP DISCUSSION AND REFLECTION (20 points)

Purposes:

- 1) To enhance knowledge about calls and responses for nursing with adults and older adults through preparation, dialogue, and reflection on nursing situations.
- 2) To provide opportunities for students to share their knowledge and experiences as we study nursing together.

NURSING SITUATION DISCUSSION AND REFLECTION: Now that we are beginning the content on specific care concerns of adults and older adults, we will be working in groups and using nursing situations to discuss calls and responses in class. There will be limited lecture but PPT slides with key learning points posted on BB. Your textbook reading will further enhance your preparation to discuss nursing situations and identify salient information. To be adequately prepared for discussion, you will need to review the required readings and the nursing situations before class. All nursing situations are posted in the assignment section of BB. Each nursing situation will ask you to reflect on similar elements that include assessment, interventions and caring ingredients. They will also include appropriate assessment tools for the specific concern.

Grading Criteria – Group NS Presentation

Criteria	Points	Comments
1. Brief introduction to topic and significance	2	
2. Quality of content presented: accurately reflects reading in textbook, scholarly journal articles, evidence based protocols. Answers all questions posed in NS adequately. Utilize www.consultgerirn.org and text for appropriate protocols and assessment tools.	6	
3. Presentation reflects an understanding of nursing as nurturing the wholeness of others through caring (evidence of reflection on caring ingredients or Carper's 6Cs or ways of knowing	4	
4. Includes appropriate assessment tools	2	
5. Evidence of advanced planning and rehearsal; contribution of all members evident Presentation is clear and organized and adheres to time frame.	2	
6. Handout: Provides salient information in concise format. Includes textbook reference and	4	

evidence based protocols and 1 scholarly nursing article in APA format. Should be 2 pages maximum for easy reading and reference on the topic.		
TOTAL	20	

5. CLASS PARTICIPATION (5 points)

BIBLIOGRAPHY:

AACN Practice Alerts on Family Presence During Resuscitation and Invasive Procedures

www.aacn.org/wd/practice/content/family-presence-practice-alert .

Johns, C. (2005). Reflections on the relationship between technology and caring. *Nursing in Critical Care, 10*(3), 150-155.

Pavilish, C. Brown-Saltzman, K., Hersh, M., Shirk, M., & Roukle, A. (2011). Nursing priorities, Actions, and regrets for ethical situations in clinical practice. *Journal of Nursing Scholarship, 43*(4), 385-5.

COLLEGE OF NURSING 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 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.

COURSE SCHEDULE

Date	Topic	Readings
Week 1 8/28/2013	Quality and Safety in Nursing Critical Thinking, Communication, and Collaboration Healthy People 2020 Utilizing Evidence in Care Being with Another Care Across the Continuum	Ignatavicius, D. & Workman, L. (2012) Chapter 1 Intro medical-surgical nursing, Chapter 7 Evidence Based Practice in Medical-Surgical Nursing Cronenwett, L. et al (2007). Quality and safety education for nurses. <i>Nursing Outlook</i> , 55(3), 122-131. http://www.allforoteachsmari.com/handouts.html http://www.healthypeople.gov/2020/default.aspx http://teamstepps.nlm.gov/ Gaut & Leininger (1991). <i>Caring: The Compassionate Healer</i> , pp. 37-49 Quinn, J.F. (1992). Holding sacred space: The nurse as healing environment. <i>Holistic Nursing Practice</i> , 6 (4), 26-36. Touhy & Jett (2012). <i>Toward Healthy Aging: Chapter 16, Care Across the Continuum.</i> Aging Under the Microscope
Week 2 9/4/2013 QUIZ	An Aging Society Culture, Gender, and Aging Health & Wellness Living With Chronic Illness	Touhy & Jett (2012) <i>Toward Healthy Aging: Chapters 1, 2, & 5</i> Touhy & Jett (2012). Ignatavicius, D. & Workman, L. (2012) Chapter 4 Cultural Aspects of Health and Illness Living Well with Chronic Illness, pp. 27-49. http://www.nap.edu/download.php?record_id=13272
Week 3 9/11/2013 QUIZ	The People Who Live With Chronic Illness Theories of aging Physiological changes in older adults Atypical presentation of illness in older adults Communicating With Older Adults	Living Well with Chronic Illness, pp. 51-117. http://www.nap.edu/download.php?record_id=13272 Touhy & Jett. (2012). <i>Toward Healthy Aging: Chapters 3,4, & 6</i> Ignatavicius, D. & Workman, L. (2012) Chapter 3 Common Health Problems of Older Adults
Week 4 9/18/2013 QUIZ	Geropharmacology Complementary and Alternative Therapies	Touhy & Jett (2012). <i>Toward Healthy Aging: Chapters 9 & 10.</i> Ignatavicius, D. & Workman, L. (2012) Chapter 2 Introduction to Complementary and Alternative Therapies Medication Management in Older Adults, Polypharmacy, Adverse events, Beer's Criteria http://consultgerim.org/topics/medication/want_to_know_more Beers Criteria pocket card

<p>Week 5</p> <p>9/25/2013</p> <p>QUIZ</p>	<p>Caring for Persons with Mental Health Issues: Nursing situations</p>	<p>Touhy & Jett (2012): Chapter 18</p> <p>Depression: http://consultgerim.org/topics/depression/want to know more</p> <p>Substance Abuse: http://consultgerim.org/topics/substance_abuse/want to know more</p>
<p>Week 6</p> <p>10/2/2013</p>	<p>EXAMI</p>	
<p>Week 7</p> <p>10/9/2013</p>	<p>Caring for Persons with Cognitive Impairment: Nursing situations</p>	<p>Touhy & Jett (2012): Chapters 19.</p> <p>Ignatavicius, D. & Workman, L. (2012) Chapter 44 (pp. 946-955) Alzheimers</p> <p>Dementia:</p> <p>http://consultgerim.org/topics/dementia/want to know more</p> <p>http://consultgerim.org/resources/#issues on dementia</p>
<p>Week 8</p> <p>10/16/2013</p> <p>QUIZ</p> <p>10/18/2013</p> <p>Last date to drop</p>	<p>Caring for persons with mobility changes: Nursing situations</p> <p>Environmental safety and security</p> <p>Pain and comfort</p> <p>Fall risk reduction</p> <p>Parkinson's, Arthritis, osteoporosis, MS</p>	<p>Touhy & Jett (2012). Chapters 12, 13 & 17</p> <p>Ignatavicius, D. & Workman, L. (2012) Chapter 5 Pain</p> <p>Chapter 44(pp. 941-946) Parkinson's</p> <p>Chapter 20(pp. 319-343) Arthritis</p> <p>Chapter 53(pp. 1120-1127) Osteoporosis</p> <p>Chapter 45(pp. 978-983) MS</p> <p>Evidence based protocols/assessment tools:</p> <p>Falls: http://consultgerim.org/topics/falls/want to know more</p> <p>http://consultgerim.org/uploads/File/trythis/try this 29.pdf</p> <p>Restraints: http://consultgerim.org/topics/physical restraints/want to know more</p> <p>Restraints in dementia: http://consultgerim.org/uploads/File/trythis/try this d1.pdf</p> <p>Evidence based protocols: Pain</p> <p>http://consultgerim.org/topics/pain/want to know more</p>
<p>Week 9</p>	<p>Caring for persons with nutrition and hydration alterations: nursing situations</p>	<p>Touhy & Jett (2012): Chapter 14.</p> <p>Ignatavicius, D. & Workman, L. (2012) Chapter 63 (pp.1349-1357) Obesity</p> <p>Chapter 67(pp. 1410-1462) Diabetes</p> <p>Evidence based protocols: Dehydration:</p> <p>http://rpp.toronto.on.ca/torontobestpractice/Dehydrationriskappraisalchecklist.pdf</p> <p>Hydration:</p>

Week 13	Caring for persons experiencing changes in sexuality and intimacy: Nursing situations	Touhy & Jett (2012). Chapter 21
11/20/2013	Sexually Transmitted Diseases, HIV and Aging	Ignatavicius, D. & Workman, L. (2012) Chapter 21 (pp.357-380) HIV
QUIZ	BOOK REVIEW DUE by 11/24/2013.	
Week 14	Healthy aging for elders and their families.	Touhy & Jett (2012). Chapters 20 & 22
11/27/2013	Economic, legal, and ethical issues	Evidence based protocols caregiving/elder abuse: Caregiving: http://consultgerim.org/topics/family_caregiving/want_to_know_more
QUIZ	Caregiver issues	http://consultgerim.org/uploads/File/trythis/try_this_28.pdf
	Elder abuse Family relationships, roles, and transitions	Abuse assessment tools/protocols http://consultgerim.org/topics/elder_mistreatment_and_abuse/want_to_know_more
		Elder Justice Act http://www.ncoa.org/news-ncoa-publications/aging-news/whats-in-the-elder-justice.html
		http://www.celaw.com/files/Legal%20Lines.Mar08.2011.pdf
Week 15	Caring for persons in end-of-life nursing situations	Touhy & Jett (2012). Chapters 23, 24
12/4/2013	Loss, death, and palliative care	Ignatavicius, D. & Workman, L. (2012) Chapter 9 End of Life Care
QUIZ	Self-actualization, spirituality, and transcendence	Evidence based practice palliative care and advanced directives: http://consultgerim.org/topics/palliative_care/want_to_know_more
		http://consultgerim.org/topics/advance_directives/want_to_know_more
		See National Consensus Project Guidelines for Palliative Care http://www.nationalconsensusproject.org/
Week 16	EXAM 3	



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.

April 2012