FLORIDA ATLANTIC UNIVERSITY™

Undergraduate Programs—COURSE CHANGE REQUEST[1]

DEPARTMENT: CHRISTINE E. LYNN COLLEGE OF NURSING	COLLEGE: NURSING
COURSE PREFIX AND NUMBER: NUR4716	CURRENT COURSE TITLE: Nursing Situations: Caring for Adults Experiencing Acute Alterations in Health 2
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): **SUMMER 2013**	____ TERMINATE COURSE (LIST FINAL ACTIVE TERM):

CHANGE TITLE TO: Acute Care in Nursing Situations with Adults and Aging Populations

CHANGE PREFIX FROM:　　　　TO:

CHANGE COURSE NO. FROM:　　　　TO:

CHANGE CREDITS[2] FROM: 3　　TO: 4

CHANGE GRADING FROM:　　　　TO:

CHANGE WAC/GORDON RULE STATUS[3]
　　ADD*_____　　REMOVE _____

CHANGE GENERAL EDUCATION REQUIREMENTS[4]
　　ADD*_____　　REMOVE _____

*WAC and General Education criteria must be clearly indicated in attached syllabus. For WAC Guidelines: www.fau.edu/WAC. Please attach General Education Course Approval Request:

CHANGE DESCRIPTION TO: Concepts and theories to nurture wholeness of adults and aging populations with acute alterations in health are examined. Focus is placed on co-creating caring environments with interprofessional teams supporting a culture of quality and safety. Emphasis is placed on use of best evidence to facilitate achievement of outcomes across settings.

CHANGE PREREQUISITES/MINIMUM GRADES TO*:
NUR 3145, NUR 3715, and NUR 3715L

CHANGE COREQUISITES TO*: NUR 4716L

CHANGE REGISTRATION CONTROLS TO:

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.	Please consult and list departments that might be affected by the change(s) and attach comments.[5]

Faculty contact, email and complete phone number:
Beth King bking@fau.edu 561-297-3249

Approved by:	Date:	
Department Chair: *Sharon L Doemeie*	3-1-13	1. Syllabus must be attached; syllabus checklist recommended; see guidelines and checklist www.fau.edu/academic/registrar/UUPCinfo
College Curriculum Chair: *Beth King*	3-1-13	
College Dean: *Kenneth Edwards*	3-1-13	2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf
UUPC Chair: *J E*	3/22/13	
Undergraduate Studies Dean: *Ed Pratt*	3/27/13	3. WAC approval (attach if necessary)
UFS President:		4. Gen. Ed. approval (attach if necessary)
Provost:		5. Consent from affected departments (attach if necessary)

Email this form and syllabus to mjenning@fau.edu **seven business days before** the University Undergraduate Programs Committee meeting so that materials may be viewed on the UUPC website prior to the meeting.

FAUchange—Revised September 2012

Current Catalog:

Nursing Situations: Caring for Adults Experiencing Acute Alterations in Health 2 (NUR 4716) 3 credits

Corequisite: NUR 4716L or 4219L

This course focuses on the integration of caring competencies (knowledge and skills) in nursing situations with adults experiencing acute alteration in health 2.

COURSE NUMBER: NUR 4716

COURSE TITLE: Acute Care in Nursing Situations with Adults and Aging Populations

COURSE FORMAT: Live, Web assist

CREDIT HOURS: 4 credits

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

PLACEMENT IN CURRICULUM: Required course offered in junior year
Spring semester

PREREQUISITES: NUR 3145, NUR 3715, and NUR 3715L

COREQUISITES: NUR 4716L

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

OFFICE HOURS: Day of week X-X PM

COURSE DESCRIPTION:

Concepts and theories to nurture wholeness of adults and aging populations with acute alterations in health are examined. Focus is placed on co-creating caring environments with interprofessional teams supporting a culture of quality and safety. Emphasis is placed on use of best evidence to facilitate achievement of outcomes across settings.

COURSE OBJECTIVES: Upon completion of NUR 4716, the student will be able to create caring nursing responses in:

Becoming competent

1. Integrate multiple ways of knowing to create nursing responses in acute nursing situations. (SLO 4; Essentials I, II).

2. Apply evidence-based and reflective practice to improve patient care outcomes in acute nursing situations. (SLO 2, 3, 12; Essentials III, IX).

3. Design person-centered care that reflects an understanding of human development, pathophysiology, pharmacology, interprofessional and nursing management for adults and aging populations across settings. (SLO 2, 3, 17; Essential IX).

Becoming Compassionate

4. Use knowledge of cultural, ethical, legal, and spiritual influences in co-creating care for adults and the aging in acute nursing situations. (SLO 2, 5, 7; Essentials I, VII, IX).

5. Describe the ethical use of technology and information systems to inform the delivery of acute care enhancing quality and safety in adults and older adults. (SLO 6, 9; Essentials II, IV).

Demonstrating comportment

6. Discuss the importance of cultural competence in healthcare delivery with respect to health promotion and illness prevention in adults. (Essential I, VIII, IX).

7. Describe the creation of a caring environment that honors the dignity of persons and demonstrates respect for all. (SLO 5, 8, 10; Essential I, VIII, IX).

Becoming confident

8. Describe personal accountability in collaborating with the interprofessional team to enhance outcomes of care in acute adult nursing situations. (Essential VI, IX).

9. Apply professional nursing judgment to acute care nursing situations evidencing the use of standards of care, clinical reasoning, prioritization, and delegation skills. (Essential IX).

Attending to conscience

10. Promote a culture of safety and quality outcomes for adults, older adults, and families across acute healthcare settings. (SLO 13; Essential II, IV, V, VI).

11. Evaluate the healthcare needs of the adult during acute illness to ensure a safe environment in variety of settings. (SLO 4; Essential II, IV, VI, VII).

Affirming commitment

12. Develop evidence-based nursing responses relevant to the care of adults and older adults in acute care nursing situations. (SLO 8, 11; Essential III, VIII, IX).

13. Demonstrate commitment to nurturing the wholeness of others using reflective, evidence-based practice in acute care nursing situations. (SLO 12; Essential 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	10%	
Exam I	20%	
Exam II	20%	
Exam III	20%	
Exam IV	20%	
Practice protocol reviews	10%	
	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:

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

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.

TOPICAL OUTLINE:

Caring for persons requiring technological competence
Caring for persons in acute oxygenation nursing situations
Care of persons in acute decreased perfusion nursing situations
Caring for persons in acute oncological nursing situations
Caring for persons with renal nursing situations
Caring for persons with acute metabolic/biliary nursing situations
Caring for persons with acute neurological nursing situations
Caring for the older adult: Best practices for elder care

COURSE ASSIGNMENTS:

Research 2 practice protocols associated with NUR 4617 content. Write a 1-2 page overview of how you have seen these practices implemented in the acute care setting. Discuss how these standards will shape discharge teaching and transitioning the patient to the community. An example could be telemetry monitoring in the hospital and upon discharge or protocols for VTE, pain management, nutrition, or monitoring critical laboratory data.

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.

FAU
FLORIDA ATLANTIC 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 patters 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

COURSE SCHEDULE NUR ~~4617~~ 4716

Date	Topic	Readings	Assignment/Activity
Week 1	Caring for persons requiring informatics & technological competence	Ignatavicius, D. & Workman, L. (2012). Referred to as Ig. & W. Chapters 1, 6, & 7	Lecture, group work, discussion
Week 2	Caring for persons in nursing situations requiring knowledge of acute oxygenation concepts.	Ig&Wk-Chapt 29, 30 & 34	Lecture, group work, discussion
Week 3	Caring for persons with acute asthma, pneumonia, pleural effusions, upper & lower respiratory infections. *Interprofessional approach to discharge and transition to home care Continuation of week 2 with Nursing Situations reflecting course content and person-centered care scenarios.	Articles TBA Ig&Wk-Chapter 33	Lecture, group work, discussion
Week 4	Caring for persons in nursing situations requiring knowledge of acute decreased perfusion concepts	Chapter on Heart Failure in Ig & W	Lecture, group work, discussion
Week 5	Continuation of week 4 with Nursing Situations reflecting course content and person-centered care scenarios.	Chapter 35	Lecture, group work, discussion
Week 6	Nursing situations requiring knowledge of acute endocrine/biliary nursing concepts. Caring for persons with Diabetes, Cushings, Addisons, SIADH, acute liver failure, cholecystitis, pancreatitis, post-op care of ostomies	Ig&Wk Chapter 67 Articles on BB: Cypress, M. & Handerhan, B. Lehne Chapter on Insulins Thyroid/Adrenal Ig&Wk Chapters 65 & 66	Lecture, group work, discussion
Week 7	Nursing Situations reflecting course content and person-centered care scenarios. *Interprofessional approach to discharge and transition to home care	Wk-Chapters 61 & 62	Lecture, group work, discussion
Week 8	**Midterm Exam**		
Week 9	Caring for persons in nursing situations requiring knowledge of acute oncological nursing concepts Caring for persons with breast, lung, colon and pancreatic cancers *Interprofessional approach to	Ig&Wk Chapter 23 & 24 Chapter 73	Lecture, group work, discussion

Date	Topic	Readings	Assignment/Activity
	discharge and transition to home care Nursing Situations.		
Week 10	Caring for persons in nursing situations requiring knowledge of acute neurological nursing concepts	Ig&Wk. Chapter 47 & pgs. 932-37	Lecture, group work, discussion
Week 11	Caring for persons with acute cerebral vascular accident, myasthenia gravis, seizures * Interprofessional approach to discharge and transition to home care	Chapter 47	Lecture, group work, discussion
Week 12	Caring for persons in nursing situations requiring knowledge of renal nursing concepts	Chapter 68	Lecture, group work, discussion
Week 13	Caring for persons with Acute Kidney Injury that requires dialysis *Interprofessional approach to discharge and transition to home care Associated Heart Failure Nursing Situations	Chapter 71	Lecture, group work, discussion
Week 14	Caring for the older adult: Best practices for elder care *Care of person with hip fracture *Interprofessional approach to discharge and transition to home care	Chapter 3	Lecture, group work, discussion
Week 15	Pulling it all together: A review of course concepts	Review of notes and previous readings	Game type review session as well as question and answer session Lecture, group work, discussion
Week 16	Final Exam		