

FLORIDA ATLANTIC UNIVERSITY™

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Undergraduate Programs—NEW COURSE PROPOSAL¹

DEPARTMENT: CHRISTINE E. LYNN COLLEGE OF
NURSING

COLLEGE: NURSING

RECOMMENDED COURSE IDENTIFICATION:

PREFIX NUR COURSE NUMBER 4766 LAB CODE (L or C)

(TO OBTAIN A COURSE NUMBER, CONTACT RSHIMAN@FAU.EDU)

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

EFFECTIVE DATE

(first term course will be offered)

 SUMMER 2013

CREDITS: ²
3 CREDITS

TEXTBOOK INFORMATION: 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

GRADING (SELECT ONLY ONE GRADING OPTION): REGULAR X PASS/FAIL SATISFACTORY/UNSATISFACTORY

COURSE DESCRIPTION, NO MORE THAN THREE LINES: Emphasis is placed on integrating advanced concepts, caring science and evidence-based standards to design person-centered care in complex nursing situations. This course integrates evidence-based nursing responses for adult and aging populations that nurture the wholeness of persons to maximize outcomes and improve the quality of life. Collaborative relationships with patients, families and interprofessional teams are highlighted. Legal, ethical, cultural and economic considerations associated with complex health problems are addressed.

PREREQUISITES W/MINIMUM GRADE*:

NUR4716 NUR 4716L

COREQUISITES*:

NUR4766L

REGISTRATION CONTROLS (MAJOR, COLLEGE, LEVEL)*:

*DEFAULT MINIMUM PASSING GRADE IS D-. PREREQUISITES, COREQUISITES AND REGISTRATION CONTROLS WILL BE ENFORCED FOR ALL COURSE SECTIONS.

MINIMUM QUALIFICATIONS NEEDED TO TEACH THIS COURSE: DOCTORATE OR MASTER'S DEGREE WITH A MINIMUM OF 18 GRADUATE SEMESTER HOURS IN NURSING.

WAC/GORDON RULE COURSE³

YES NO X

WAC/Gordon Rule criteria must be indicated in syllabus. Guidelines: www.fau.edu/WAC

GENERAL EDUCATION REQUIREMENT (MARK X IN FRONT OF SELECTION):⁴

 Written Communication Society/Human Behavior
 Mathematics/Quant. Reas. Global Citizenship
 Science/Natural World Creative Expression

Must attach the appropriate General Education Course Approval Request:
www.fau.edu/deanugstudies/GeneralEdCourseApprovalRequests.php

Faculty contact, email and complete phone number:

Beth King
bking@fau.edu
 561-297-3249

Please consult and list departments that might be affected by the new course and attach comments.
⁵

None, Nursing Course

Approved by:	Date:	1. Syllabus must be attached; syllabus checklist recommended; see guidelines and checklist: www.fau.edu/academic/registrar/UUPCinfo 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. WAC approval (attach if necessary) 4. Gen. Ed. approval (attach if necessary) 5. Consent of affected departments (attach if necessary)
Department Chair: <u>Sharon J. Osminic</u>	<u>3/1/13</u>	
College Curriculum Chair: <u>Beth Ky</u>	<u>3-1-13</u>	
College Dean: <u>Karen Edwards</u>	<u>3-1-13</u>	
UUPC Chair: <u>J. K. My</u>	<u>3/22/13</u>	
Undergraduate Studies Dean: <u>Elizabeth</u>	<u>3/27/13</u>	
UFS President: _____	_____	
Provost: _____	_____	

Email this form and syllabus to mianning@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.

**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE OVERVIEW
SEMESTER AND YEAR**

COURSE NUMBER: NUR 4766

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

COURSE FORMAT: Live, Web assist

CREDIT HOURS: 3 credits

COURSE SCHEDULE: Tuesdays 9-11:50AM, Boca (*****), NU 202.

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

PREREQUISITES: NUR4716, NUR4716L

COREQUISITES: NUR 4766L

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

OFFICE HOURS: Day of week X-X PM

COURSE DESCRIPTION:

Emphasis is placed on advancing clinical reasoning by integrating complex concepts, foundational nursing knowledge, caring science, and evidence-based standards to design person-centered care in complex nursing situations. Evidence-based nursing responses that nurture the wholeness of persons to maximize outcomes, prevent complications, and improve the quality of life are examined. Collaborative relationships with patients, families and interprofessional teams are highlighted. Legal, ethical, cultural and economic considerations associated with complex acute health problems are addressed.

COURSE OBJECTIVES: Upon completion of NUR 4766, the student will be able to create caring nursing responses to:

Becoming competent

1. Use multiple ways of knowing and systematic inquiry to build a foundation for evidence-based reflective practice that creates a caring environment in complex nursing situations. (SLO 1, 3; Essentials I, II, III, IX).
2. Explain the influence of health/illness beliefs, values, attitudes and practices of individuals and families on nurturing the wholeness of persons in complex nursing situations. (SLO 2, 5, 7, 12; Essentials I, VII, IX).
3. Design patient and family centered care that reflects an understanding of human development, pathophysiology, pharmacology, interprofessional and nursing management for adults and the aging across complex settings. (SLO 2, 3, 6, 11; Essential IX).

Becoming Compassionate

4. Explain the cultural, ethical, legal, and spiritual factors to be considered in both designing nursing responses and evaluating patient responses to nursing interventions for adults and the aging in complex nursing situations. (SLO 6, 7; Essentials I, VII, IX).
5. Design compassionate, patient-centered and evidence-based nursing responses that respect patient and family values. (SLO 4, 5, 7, 8; Essential IX).

Demonstrating comportment

6. Justify ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy in complex care settings. (SLO 5, 6; Essential IV).
7. Collaborate with patients and the interprofessional team to provide spiritually and culturally appropriate health promotion and disease and injury prevention interventions. (SLO 7, 11, 12; Essentials VI, IX).

Attending to conscience

8. Examine one's personal beliefs and values as they relate to professional practice in complex care settings. (SLO 1, 19; Essential VIII).
9. Explain the role of the nurse as advocate for adults, aging populations and families in complex nursing situations. (SLO 14, 15; Essentials VI, VII, VIII).
10. Design strategies to promote a culture of safety and quality for complex patients and their families across healthcare settings. (SLO 13; Essential II).
11. Design patient and family centered care around resolution of end-of-life and palliative care issues, such as symptom management, support of rituals, and respect for patient and family preferences. (SLO 3, 7, 12; Essential IX).

Becoming confident

12. Recognize and value the roles, scope of practice, and contribution of the various members of the interprofessional team to patient outcomes in complex nursing situations. (SLO 16, 17, 19; Essentials I, VI, IX).

13. Evaluate the effectiveness of advanced patient care equipment and technology in improving patient care outcomes and creating a safe care environment. (SLO 9, 13; Essentials IV, IX).
14. Analyze the impact of healthcare policy on issues of access, equity, affordability, and social justice in complex care settings. (SLO 6, 15; Essential III).

Affirming commitment

15. Examine roles and responsibilities of regulatory agencies and their effect on patient care, quality, workplace safety, and the scope of nursing and other health professionals' practices. (SLO 13, 15, 17, 19; Essential V).
16. Construct a linkage between caring and technology in order to create a safe, healing environment. (SLO 3, 9 12; Essentials II, IV, IX).
17. Demonstrate an understanding of conscience and commitment while nurturing the wholeness of others using evidenced based reflective practice in complex nursing situations. (SLO 3, 9 12; Essential IX).

TEACHING LEARNING STRATEGIES:

Teaching strategies include lecture, discussion, reading, films, nursing situations/responses, health literacy, health messages, group presentations.

GRADING AND EVALUATION METHODS:

	Percent of total grade	Date due/given
Class Preparation/Participation	10%	
Exam I	20%	
Exam II	20%	
Exam III	20%	
Exam IV	20%	
Class Paper	<u>10%</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:

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 in complex nursing situations requiring knowledge of:

1. Best Practices for Elder Care in Intensive Care Unit (ICU)
2. Care of persons in death and dying stages in the ICU and upon discharge to other setting
3. Linkage between Caring and technology/technological competence

American Heart Assoc. ACLS and cardiac care standards & Interprofessional Team in complex cardiac arrhythmia management and electrocardiographic monitoring in home via telemedicine.

Caring for persons in complex nursing situations requiring knowledge of oxygenation/perfusion concepts:

1. Complex care in low perfusion states/shock
2. Use of information systems to track risk for SIRS/Sepsis
3. Care of persons experiencing coagulopathies
4. Persons requiring long term ventilator support
5. Core measures-ventilator acquired pneumonia (VAP)
6. Conscious sedation
7. Acute Adult Respiratory Syndrome (ARDS)/arterial blood gas data
8. Venousthromboembolism (VTE)/Pulmonary Embolism & transitioning to home environment
9. Use of information systems to track risk for VTE, VAP
10. chest tubes, airway management

Caring for persons in complex nursing situations requiring knowledge in acute metabolic nursing concepts:

1. Acute thyroid & adrenal crisis,
2. DKA, HHNK.
3. Core measures for glucose
4. Interprofessional Team approach
5. Patient teaching/Discharge planning

Caring for persons in complex nursing situations requiring knowledge of Disaster/Trauma nursing concepts:

1. Care of persons experiencing a natural disaster
2. Care of persons experiencing traumatic injury (head injury, spinal cord injury)
3. Spinal cord injury (complete and incomplete fx),
4. Rehabilitation transition & an interprofessional team approach to care
5. Patient teaching/Discharge planning

COURSE ASSIGNMENTS:

Investigate 2 practice protocols associated with NUR 4257 content. Write a 1-2 page summary of how you have seen these practices implemented in the complex care setting. Discuss how these standards will shape discharge teaching and transitioning the patient to the community.

BIBLIOGRAPHY:

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

AACN Practice Alerts on Family Presence During Resuscitation and Invasive Procedures
www.aacn.org/wd/practice/content/family-presence-practice-alert .

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?](http://nursing.fau.edu/index.php?main=3&nav=526)

[main=3&nav=526](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.



CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

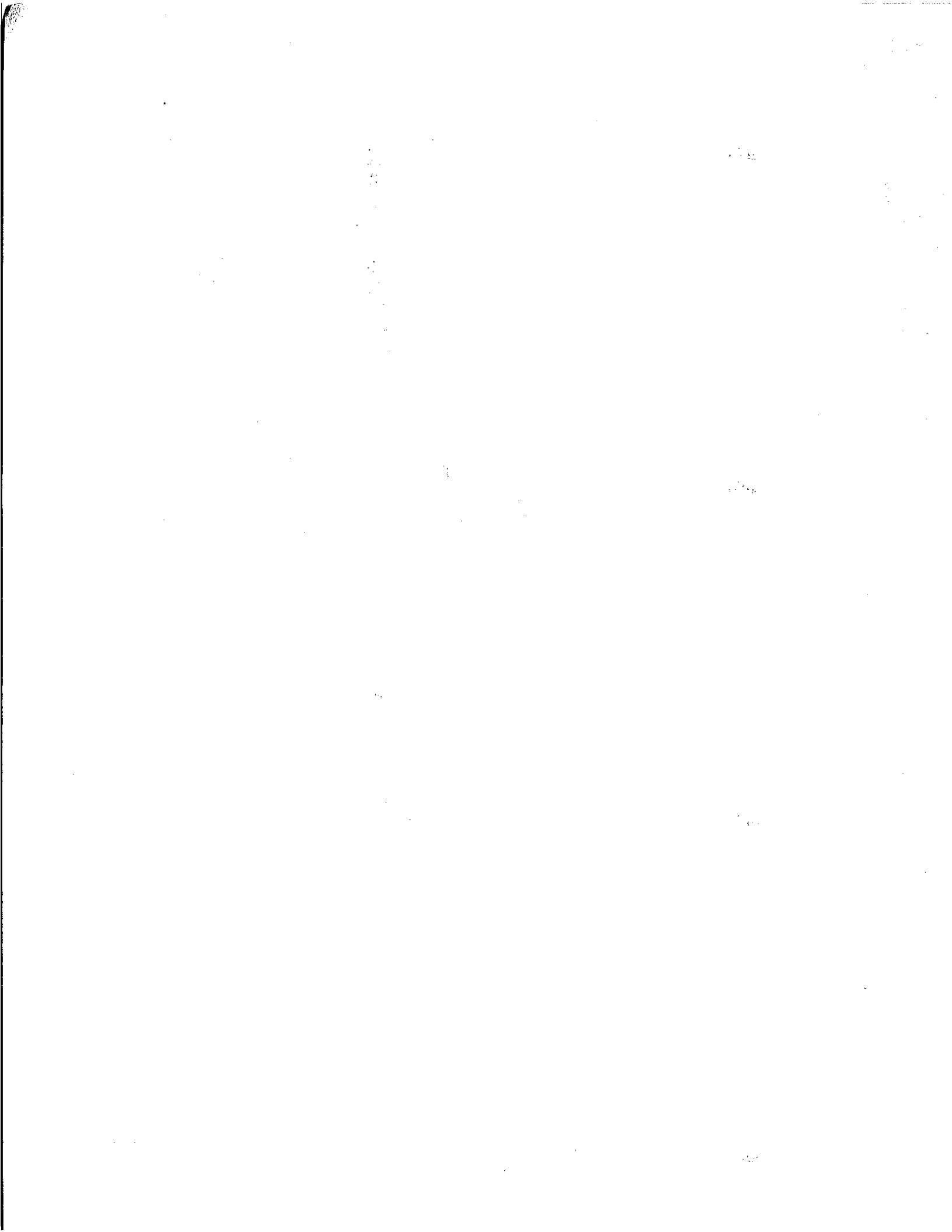
Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic 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



NUR 4766 COURSE SCHEDULE

Date	Topic	Readings	Assignment/Activity
Week 1	<p>Introduction to course.</p> <p>American Heart Assoc. ACLS and cardiac care standards & Interprofessional Team in complex cardiac arrhythmia management and electrocardiographic monitoring in home via telemedicine.</p> <p>Linkage between Caring and technology/technological competence</p>	<p>Basic Arrhythmias</p> <p>Dubin, p. 90-110, 122-131, 134-139, 144-170, & 176.</p> <p>Dubin, p. 259-294.</p> <p>ACLS Protocols/Code Skills/ Interprofessional Team/Family Presence</p> <p>http://circ.ahajournals.org/content Read Part 8.2 and 8.3. Print out enlarged, colored algorithms and bring to class.</p>	<p>Theory blasts (mini-lectures)</p> <p>Group work</p> <p>Nursing Situations</p>
Week 2	<p><u>Caring for persons in complex nursing situations requiring knowledge of oxygenation/perfusion concepts:</u></p> <ol style="list-style-type: none"> 11. Complex care in low perfusion states/shock 12. Use of information systems to track risk for SIRS/Sepsis 13. Care of persons experiencing coagulopathies 14. Venous thromboembolism (VTE)/Pulmonary Embolism & transitioning to home environment 15. Use of information systems to track risk for VTE, VAP 16. Arterial blood gas data 	<p>Ig&Wk –Chapter 39, p. 523, 526-7.</p> <p>Ig&Wk p. 708-710, pp. 798-803.</p>	<p>Theory blasts (mini-lectures)</p> <p>Group work</p>
Week 3	<ol style="list-style-type: none"> 7 Chest tube & airway management 8 Persons requiring long term ventilator support/ transition to long term care 9 Core measures-ventilator acquired pneumonia (VAP) 10. Conscious sedation 11. Acute Adult Respiratory Syndrome (ARDS) 	<p>Ig & Wk-Chapter 34</p>	<p>Theory blasts (mini-lectures)</p> <p>Group work</p> <p>Nursing Situations</p>

Week 4	Midterm Exam <u>Caring for persons in complex nursing situations requiring knowledge in acute metabolic nursing concepts:</u> <ol style="list-style-type: none"> 1 Acute thyroid & adrenal crisis, DKA, HHNK. 2 Core measures for glucose 3 Interprofessional Team approach 4 Patient teaching/Discharge planning 5 Transition to home environment. 	Thyroid/Adrenal Crises Ig&Wk pp. 1380-84 & 1393-1404 DKA/HNNK Ig & Wk Chapter 67 Articles on BB/ Cypress, M. & Handerhan, B. Lehne's Chapter on Insulins	Theory blasts (mini-lectures) Group work Nursing Situations
Week 5	<u>Caring for persons in complex nursing situations requiring knowledge of Disaster/Trauma nursing concepts:</u> <ol style="list-style-type: none"> 1 Care of persons experiencing a natural disaster 2 Care of persons experiencing traumatic injury (head injury, spinal cord injury) 3 Spinal cord injury (complete and incomplete fx), 4 Rehabilitation transition & an interprofessional team approach to care 5 Patient teaching/Discharge planning 	Ig&Wk Chapter 10, 54 & 967-976.	Theory blasts (mini-lectures) Group work Nursing Situations
Week 6	<u>Caring for persons in complex nursing situations requiring knowledge of:</u> <ol style="list-style-type: none"> 1 Best Practices for Elder Care in Intensive Care Unit (ICU) 2 Care of persons in death and dying stages in the ICU and upon discharge to other setting 	Chapter 3	Theory blasts (mini-lectures) Group work Nursing Situations
Week 7	Pulling it all together Student Final Exam		Final Exam