

# FLORIDA ATLANTIC UNIVERSITY™

## Graduate Programs—COURSE CHANGE REQUEST<sup>1</sup>

UGPC APPROVAL \_\_\_\_\_  
 UFS APPROVAL \_\_\_\_\_  
 SCNS SUBMITTAL \_\_\_\_\_  
 CONFIRMED \_\_\_\_\_  
 BANNER POSTED \_\_\_\_\_  
 CATALOG \_\_\_\_\_

DEPARTMENT: NURSING	COLLEGE: NURSING
COURSE PREFIX AND NUMBER: NGR 6605	CURRENT COURSE TITLE: <b>Advanced Nursing Situations: Comprehensive Primary Care</b>
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SPRING 2014	TERMINATE COURSE (LIST FINAL ACTIVE TERM)
<p><b>CHANGE TITLE TO:</b> Primary Care 2: Foundations of Advanced Nursing Practice</p> <p><b>CHANGE PREFIX FROM:</b> _____ <b>TO:</b> _____</p> <p><b>CHANGE COURSE NO. FROM:</b> _____ <b>TO:</b> _____</p> <p><b>CHANGE CREDITS<sup>2</sup> FROM:</b> _____ <b>TO:</b> _____</p> <p><b>CHANGE GRADING FROM:</b> _____ <b>TO:</b> _____</p> <p><b>CHANGE DESCRIPTION TO:</b>          This course focuses on the expanding study of primary care across the lifespan using nursing situations in advanced practice grounded in caring science including health promotion, disease prevention, assessment, diagnosis, and management of more complex conditions in the primary care setting.</p>	<p><b>CHANGE PREREQUISITES/MINIMUM GRADES TO*:</b></p>  <p><b>CHANGE COREQUISITES TO*:</b></p>  <p><b>CHANGE REGISTRATION CONTROLS TO:</b></p>  <p>*Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.</p>
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. N/A	Please consult and list departments that might be affected by the change(s) and attach comments. <sup>3</sup>

Faculty contact, email and complete phone number:  
 Marguerite J. Purnell, mpurnell@fau.edu, 7-3262

<p><b>Approved by:</b></p> <p>Department Chair: <u>Shelley Brown</u></p> <p>College Curriculum Chair: <u>Paul</u></p> <p>College Dean: <u>Karoth Edwards</u></p> <p>UGPC Chair: <u>Ally</u></p> <p>Graduate College Dean: <u>Brynn</u></p> <p>UFS President: _____</p> <p>Provost: _____</p>	<p><b>Date:</b></p> <p><u>9/24/13</u></p> <p><u>9/24/2013</u></p> <p><u>9/24/2013</u></p> <p><u>10/9/13</u></p> <p><u>10/16/13</u></p>	<p><b>1. Syllabus must be attached;</b> see guidelines for requirements: <a href="http://www.fau.edu/provost/files/course_syllabus.2011.pdf">www.fau.edu/provost/files/course_syllabus.2011.pdf</a></p> <p><b>2. Review Provost Memorandum: Definition of a Credit Hour</b> <a href="http://www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf">www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf</a></p> <p><b>3. Consent from affected departments (attach if necessary)</b></p>
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**FLORIDA ATLANTIC UNIVERSITY  
CHRISTINE E. LYNN COLLEGE OF NURSING  
COURSE SYLLABUS  
FALL 2013**

**COURSE NUMBER:** NGR6605

**COURSE TITLE:** Primary Care 2: Foundations of Advanced Nursing Practice

**COURSE FORMAT:** Live

**CREDIT HOURS:** 3

**COURSE SCHEDULE**      **Scheduled Meeting Times: (Class will be live with VC and Blackboard supplementation)**  
Thursdays 4:00 - 6:50pm  
Davi Campus - LA room 139  
Boca Campus - NU room 108

**PREREQUISITES:** NGR 6200

**COREQUISITES:** NGR 6605L

**FACULTY:**            **Faculty Information:**  
  
Terri L. Schmitt PhD, APRN, FNP-C  
Assistant Professor  
Office: 344 Boca Campus  
E-mail: (preferred) schmittt@fau.edu  
Campus phone: 561-297-2321

**OFFICE HOURS:**    **Office Hours:** Mondays 9am to 1pm, Thursdays 2-4pm, by appointment on Monday or Tuesday

**COURSE DESCRIPTION**      This course focuses on the expanding study of primary care across the lifespan using nursing situations in advanced practice grounded in caring science including health promotion, disease prevention, assessment, diagnosis, and management of more complex conditions in the primary care setting.

**COURSE OBJECTIVES:** Upon completion of the course, the student will demonstrate evidence of:

Becoming competent:

- 1) Analyze foundational knowledge from nursing and related disciplines to assess, diagnose, and treat common conditions. (Essential I)
- 2) Appraise selected caring and developmental theories and concepts from biological, behavioral, health promotion, and nursing sciences to enhance the health and well-being of persons across the lifespan. (Essential I, VIII)
- 3) Develop patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions related to the primary care of persons. (Essential VIII)
- 4) Routinely apply research findings, identify clinical guidelines from national organizations, and apply evidence-based practice to improve the health and well-being of persons in the primary care setting. (Essential IV)
- 5) Routinely utilize informatics and health technologies to evaluate, integrate, coordinate, and improve healthcare for persons. (Essential V)
- 6) Develop a more comprehensive understanding of the advanced practice nursing profession based on reflective practices and continue to develop their own plans for lifelong learning and professional development. (Essential IX)

Becoming compassionate:

- 1) Employ appropriate nursing theories and complex patterns of knowing in the design of compassionate care. (Essential IX)
- 2) Compose caring strategies in advanced nursing situations which reflect appreciation of the persons' and families' cultural and spiritual beliefs. (Essential IX)

Demonstrating comportment:

- 1) Integrate effective communication strategies to foster interprofessional partnerships to improve health outcomes for persons. (Essential VII)
- 2) Examine the impact of ethical, legal, political, cultural, global, and socioeconomic issues in providing safe and accountable primary care for common conditions. (Essential II)

Becoming confident:

- 1) Demonstrate a beginning sense of self as a caring person in relation to others within advanced practice. (Essential IX)
- 2) Demonstrate increasing clinical confidence, through critical thinking by applying advanced nursing knowledge.

Attending to conscience

- 1) Analyze how health policy impacts the care of persons in diverse situations. (Essential VI)
- 2) Explore measures to improve care through advocacy at state and local levels. (Essential VI)
- 3) Analyze morally sensitive issues affecting advanced practice. (Essential VI)

Affirming commitment:

- 1) Delineate the role and scope of practice of the nurse practitioner in providing safe, ethical, efficient, cost effective, quality care. (Essential II, III)
- 2) Routinely integrate anticipatory guidance, based in an understanding of developmental theory and current evidence. (Essential I, IV)
- 3) Explain the importance of becoming professionally active in national organizations improving health of persons. (Essential III and VI)

**TEACHING LEARNING STRATEGIES:**

**Teaching/Learning Strategies:** This course will be a hybrid utilizing Blackboard and ITV for supplemental learning, across two campuses. The focus of this course is on acute and chronic interruptions in health throughout the lifespan. Teaching techniques for the student to take advantage of to assist achieving mastery of course content include lecture, interactive activities, audio/visual supplements, nursing situations, evidence based investigation, quizzes, exams, course discussions, and library research. This course will provide information that will be built upon through clinical experiences in corresponding clinical course work.

\* This course requires a coinciding clinical component. All students should be registered for a dual section of NGR 6605L

**GRADING AND EVALUATION METHODS:**

**Evaluation Methods:** Students in this course are required to complete the following assignments and exams to evaluate your knowledge and mastery of content:

- Pharmacology Competency Exam - Students must pass this exam with a score of 80% or higher.
  - Three course exams - 100 points each                      300 points
  - Course quizzes (4) - 10 points each                      40 points
  - Participation     20 points
- (class attendance, contribution, online activity and work)

Total Course Points - 360

**GRADING SCALE:** Grades will be not be rounded. A grade of 92.7% is a 92%.

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

**Students must achieve an average minimum score of 80% on all exams or they will receive an “F” in the course.**

**\*Students must meet course objectives, course requirements, clinical competencies, and achieve a C (73 %) or greater for successful completion of this course.**

**REQUIRED TEXTS:**

Dunphy, L. & Winland-Brown, J. (2011). *Primary care: The art and science of advanced practice nursing (3<sup>rd</sup> Ed.)*. Philadelphia, PA: F.A. Davis. ISBN - 9780803622555

Collins-Bride, G. & Saxe, A. (2012). *Clinical guidelines for advanced practice nursing: An interdisciplinary approach (2<sup>nd</sup> Ed.)*. Burlington, MA: Jones & Bartlett Learning. ISBN - 978076377414

**RECOMMENDED TEXTS:**

Fitzgerald, M. (2010). *Nurse practitioner certification examination and practice preparation (3<sup>rd</sup> Ed.)*. Philadelphia, PA: F.A. Davis. ISBN - 9780803621329

American Psychological Association (2010). *Publication Manual of the American Psychological Association (6<sup>th</sup> Ed.)* Washington, DC

Stedman's Medical Spellchecker – Can be found online and purchased at <http://www.stedmans.com/>

**Additional Resources: Websites, links, and lectures provided in the course on Blackboard.**

**TOPICAL OUTLINE:**

- I. Expanding study of primary care utilizing foundational concepts introduced in Primary Care 1 including evidenced based practice, diagnostic reasoning, NP-patient relationship grounded in caring, health promotion, professional role, leadership, interprofessional communication, health policy, quality improvement, practice inquiry, technology and information literacy to assess, diagnosis, and treat common and complex conditions including:
- a. Neurological problems
  - b. Hematology and the immune system
  - c. Abdominal problems
  - d. Renal and urological problems
  - e. Male health and reproductive Issues
  - f. Musculoskeletal problems
  - g. Psychological problems

LECTURE SCHEDULE – This course is on two campuses and so we will use both Video Conference (VC) and Blackboard to allow the faculty to join both campuses. Students will alternate lecture weeks every other week to allow the faculty to be on campus in person, on the weeks when they do not come to lecture the students will work on designated learning through Blackboard.

**Lecture Schedule** - 8/23 (orientation and pharmacology exam this evening), 8/30, 9/6, 9/13, 9/20+, 9/27, 10/4, 10/11, 10/18, 10/25+, 11/1, 11/8, 11/15, FALL BREAK, 11/29+, FINALS WEEK+ (This course final is scheduled for Thursday November 29<sup>th</sup> at 4pm)

**+Denotes exam night\* See Course Schedule at the end of this Syllabus**

#### **COURSE ASSIGNMENTS:**

**Pharmacology Competency Exam** - All students must pass a 25 question pharmacology competency exam on the first day of class with a minimum score of 80%. Students that are not successful on the exam will need to meet with their advisor for a plan to review pharmacology content.

**Exams** - All students will be required to complete all three course exams on the night that they are scheduled to be given. No late exams will be given. If a student has an emergency the evening of the exam, the faculty must be notified by phone and e-mail prior to the exam. Exam blueprints will be provided 1 week prior to the exam date. Exams will call upon knowledge built throughout the program and previous courses. Students are responsible for course content in previous courses.

**Quizzes** - Quizzes are designed to assist you in interactively retaining material and in test taking skills for your certification exam. You will have two attempts, but only 30 minutes on each attempt to complete a quiz. Quizzes are randomized and no two course quizzes alike. Quizzes and exams will be individually hand graded by the faculty member once all students have completed them and a review of the exams, as well as any alterations to scoring and answers will be posted in the course announcements. Quizzes are to be individual student work. Quizzes are always DUE by SUNDAY EVENING at 11:59 pm on the week they are assigned.

**Participation** – Students will be required to attend and interact in class and also to work in the adjunct environment in Blackboard. Participation in the introduction Discussion Board, online supplemental activities, class discussions and nursing case presentations will be considered in course participation.

**Clinical Credentialing and Clinical Log Requirements** - Student credentials must be up to date in order to practice in the clinical setting. The college of nursing now uses the Magnus system to track all background checks and health requirements. Please see the following link for complete instructions including a flow chart. <http://nursing.fau.edu/index.php?main=3&nav=713>. Students must make a copy of the **Magnus face sheet** and hand it into the *clinical faculty by the first week of clinical.*

Clinical Logs will be progressing to an electronic format. Students will be advised when this occurs. See the clinical syllabus for specific instruction on clinical logs.

#### **BIBLIOGRAPHY & COURSE SPECIFIC LITERATURE:**

**Additional Resources: Websites, links, and lectures provided in the course on Blackboard.** \* As provided in each module section and as assignments relate.

#### **COURSE POLICIES & GUIDELINES**

**Policies** - Students are responsible for compliance with the policies stated in the University and College of Nursing handbooks.

**Clinical Credentialing and Clinical Log Requirements** - Student credentials must be up to date in order to practice in the clinical setting. The college of nursing now uses the Magnus system to track all background checks and health requirements. Please see the following link for complete instructions including a flow chart. The instructions are campus specific. <http://nursing.fau.edu/index.php?main=3&nav=713>. Students must make a copy of the **Magnus face sheet** and

hand it into the *clinical faculty by the second week of clinical.*

Clinical Logs are now electronic through - <http://www.elogs.org/> An orientation in class and in Blackboard will be provided.

**HIPAA** - The student is responsible to know and follow all HIPAA guidelines both in class, clinical, and outside of these environments. Case review material relating to clinical or practice that is discussed should be devoid of patient identifiers and not discussed outside of the class or clinical setting.

**Computer Requirements** – The student must have access to a private or university computer that can run Mac OSX or WIN XP or higher. Back up options, such as cloud storage, an external hard drive, or flash drives. All written work will be turned in electronically in a Word (.doc or .docx) format. Other formats will *not* be accepted. The student must be familiar with blackboard, FAU e-mail, and announcements, check e-mail and course announcements in Blackboard every 3 days.

**Green Environment** – At the College of Nursing, we promote a caring environment FOR our environment. Only re-usable beverage containers WITH A LID will be allowed in class. So please do not bring ANY disposable coffee cups, water bottles, soda bottles, etc. into the classroom. Also, we will use as little paper as possible, so most assignments will be online. There will be no food in the classroom.

**OWL Card** – Students will need an OWL card to access the library through EZProxy when you are off campus.

**Participation** - Students are expected to come to and engage in class sessions. Students are expected to come and participate in all course assignments, discussion boards, and in any interactivities that may also may be the online environment. Each unit's readings and assignments should be completed by class each Thursday. Any course-related questions may be posted the course Q&A board in blackboard or sent via e-mail to the faculty.

**Netiquette** - All communication should be appropriate and professional, just as you would expect in a face-to-face class format.

**Late Work** - It is the policy of this faculty not to accept late papers or assignments. Each day the assignment is late will result in an automatic 5% deduction in points to a max of 48 hours, then the assignment will only be worth 50% if it is accepted and if prior arrangements have been made with the faculty member. The student must let the instructor know well in advance if a paper or assignment will be late to make arrangements. This will only be done in extenuating circumstances. EXAMS will not be taken late.

**Exams/Quizzes**- Students must be present for each exam and complete them within the timeframe provided. If there is a true emergency, students are required to notify your professor prior to the exam by e-mail or phone.

**Assignments** - All written assignments will be submitted online. Points will be deducted for late submissions (See above). All written assignments must be written using the APA 6<sup>th</sup> edition guidelines for spacing, margins, fonts, citations, and references.

**Plagiarism** - Plagiarizing will result in an automatic "0" for all papers, exams, and assignments. Plagiarism includes definitions in University handbooks and the APA 6<sup>th</sup> edition manual (this includes turning in work that belongs to someone else, working on assignments that are not group work in groups and turning this in as individual work, and turning in the same work/assignment in more than one course.)

**Email** - All students are required to have an FAU email address. You will need to check your email at least every other day. All assignments and information, including syllabus and schedule, will be posted on Blackboard. When e-mailing the instructor, make sure you type, "NGR6605" + the topic of your e-mail, in the subject line. **Please allow 24 hours, 48 hours over weekends and holidays, for response to student e-mails by faculty.**

**Schedule Changes** - Faculty reserves the right to make changes in the class schedule, as deemed necessary to facilitate the learning process.

**Evaluation of the Course and Faculty** - Students will have the opportunity to evaluate the course and the faculty at the end of the course. (Please do, this provides the faculty with excellent feedback and ideas for future courses! Take advantage of helping other future students. J)

**Student Course Assistance** - Students may take advantage of tete-a-tete and virtual office hours, course Q&A area, e-mail, or make appointments for individual or small group assistance with course work with the instructor as needed.

## **COURSE SCHEDULE**

\* See attached course Schedule



## **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](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 student's 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





