

UNIVERSITY OF FLORIDA
COLLEGE OF NURSING
COURSE SYLLABUS
SUMMER 2021

<u>COURSE NUMBER</u>	NGR 6612
<u>COURSE TITLE</u>	Family Nurse Practitioner: Complex Family Health Care
<u>CREDITS</u>	3
<u>PLACEMENT</u>	DNP Program: Family Nurse Practitioner Track
<u>PREREQUISITE</u>	NGR 6350 Family Nurse Practitioner: Women, Adolescents, and Children NGR 6350L Family Nurse Practitioner: Adults, Women, Adolescents, and Children Clinical
<u>CO-REQUISITE</u>	NGR 6612L Family Nurse Practitioner: Complex Family Health Care Clinical

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COURSE DESCRIPTION

This course provides the student with the knowledge base for the management of adults with age-related changes and complex health comorbidities. Students consider relevant theories, resources, client preferences, evidence-based treatment recommendations, and potential drug synergies and interactions in the development of comprehensive treatment approaches for adults with complex, chronic and unstable health problems. Strategies for optimizing specialist collaboration and client transitions between home, acute care, and chronic care facilities are developed. Clinical implications of the aging process and end-of-life care are also included in this course.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

1. Integrate functional assessment and knowledge of normal physiologic and psychologic age-related changes into the development of comprehensive assessment plans of adults with complex health comorbidities.
2. Utilize appropriate theoretical and evidence-based approaches to develop and evaluate comprehensive health care plans for adults with complex health comorbidities.
3. Analyze the primary care provider role for the client who requires multiple specialists

- and/or who transitions between health care settings.
4. Develop pharmacologic treatment approaches that consider cost, altered drug metabolism in aging persons, adverse drug interactions, and drug synergism for adults with selected complex health comorbidities.
 5. Analyze communication and ethical issues in complex client care situations with clients from diverse backgrounds, including levels of education, and varying views of illness and treatments.
 6. Develop strategies to facilitate family and client quality of life at the end of life.
 7. Analyze the impact of legal, political, economic and sociocultural factors on access and utilization of health care services for clients and families.

COURSE SCHEUDLE

This is a web-based course with synchronous and asynchronous components.

e-Learning in Canvas is the course management system that you will use for this course. Access [e-Learning in Canvas](#) using your GatorLink account name and password. There are several tutorials and student help links on the E-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send an email to helpdesk@ufl.edu.

The internet browser, Google Chrome, works best with e-Learning and it is often helpful to access the course using the VPN connection.

It is important that you regularly check your GatorLink account email for College and University wide information and the course e-Learning site for announcements and notifications. Course websites are generally made available on the Friday before the first day of classes.

All feedback including direct emails, announcements, comments and grades will be given on the web via Canvas. As much as possible, please communicate with me via Canvas.

TOPICAL OUTLINE

1. Clinical implications of the aging process
2. Assessing and enhancing functional status in older adults
3. End of life/palliative care approaches
4. Management of clients with complex and unstable health conditions such as acute coronary syndrome, pulmonary embolus, acute dyspnea, acute abdominal pain and transient ischemic attacks (TIAs)
5. Management of clients with comorbid and complex health problems such as chronic obstructive pulmonary disease, renal failure, congestive heart failure, atrial fibrillation, psychotic disorders, substance abuse, chronic pain, HIV, diabetes, auto-immune disorders, and dementia
6. Management of clients who require complex pharmacologic regimens
7. Evidence-based treatment recommendations and alterations required by client choice or client resources
8. Care coordination for primary care clients who are hospitalized or require long-term

- care
- Impact of environmental factors and ethical factors on access, utilization, and provision of health care

TEACHING METHODS

Lectures, discussion, case studies

LEARNING ACTIVITIES

Readings, case study assignments, quizzes

EVALUATION METHODS/COURSE GRADE CALCULATION

Each student is expected to:

- Comprehensively read and critically analyze materials assigned for each class topic
- Successfully complete all assignments
- Cite all sources in their case studies using APA format, 7th edition

Evaluation will be based on the achievement of these criteria. Assignments and their relative weights are as listed below. Details of each assignment will be posted on Canvas.

Assignments: All due weekly on Fridays by 5pm. Refer to Canvas for specific weekly due dates. Quizzes open on Monday at 8am and close Fri at 5pm	% of Final Grade
Case Study Assignments (6)	60%
Quizzes (6)	30%
IPLH Requirement	10%

Feedback on assignments will be returned within two weeks of due date.

MAKE UP POLICY

Assignments are due on the dates and times posted in Canvas. If lateness is unavoidable, please communicate with your instructor in advance of the deadline. Unexcused late submission may result in a grade reduction; generally, one point per day up to one week. After one week, assignments may not be accepted. Make-up quizzes may not be available or may be in an alternate form.

GRADING SCALE/QUALITY POINTS

A	95-100 (4.0)	C	74-79* (2.0)
A-	93-94 (3.67)	C-	72-73 (1.67)
B+	91- 92 (3.33)	D+	70-71 (1.33)
B	84-90 (3.0)	D	64-69 (1.0)
B-	82-83 (2.67)	D-	62-63 (0.67)
C+	80-81 (2.33)	E	61 or below (0.0)

* 74 is the minimal passing grade

For more information on grades and grading policies, please refer to University's grading policies: <https://catalog.ufl.edu/graduate/regulations/>

COURSE EVALUATION

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

ACCOMMODATIONS DUE TO DISABILITY

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, <https://disability.ufl.edu/>) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

PROFESSIONAL BEHAVIOR

The College of Nursing expects all Nursing students to be professional in their interactions with patients, colleagues, faculty, and staff and to exhibit caring and compassionate attitudes. These and other qualities will be evaluated during patient contacts and in other relevant settings by both faculty and peers. Behavior of a Nursing student reflects on the student's individual's ability to become a competent professional Nurse. Attitudes or behaviors inconsistent with compassionate care; refusal by, or inability of, the student to participate constructively in learning or patient care; derogatory attitudes or inappropriate behaviors directed at patients, peers, faculty or staff; misuse of written or electronic patient records (e.g., accession of patient information without valid reason); substance abuse; failure to disclose pertinent information on a criminal background check; or other unprofessional conduct can be grounds for disciplinary measures including dismissal.

As students in the health professions at UF Health, you are expected to promote safety and a culture of care and concern for each other and for patients. Across our academic health center's missions of research, teaching and patient care, nursing students must lead by example and take individual responsibility for modeling healthy habits and behaviors to minimize the spread of COVID-19. Failure to comply with the established public health measures, both on and off campus, is considered a serious breach of professional conduct.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/> . Students are required to provide their own privacy screen for all examination's administered to student laptops. No wireless keyboards or wireless mouse/tracking device will be permitted during examinations.

UNIVERSITY AND COLLEGE OF NURSING POLICIES

Please see the College of Nursing website for student policies (<http://students.nursing.ufl.edu/currently-enrolled/student-policies-and-handbooks/>) and a full explanation of each of the university policies – (<http://students.nursing.ufl.edu/currently-enrolled/course-syllabi/course-policies>)

UF Grading Policy

Religious Holidays

Counseling and Mental Health Services

Student Handbook

Faculty Evaluations

Student Use of Social Media

REQUIRED TEXTBOOK

Chang, A., & Walter, L.C. (Eds.). (2021). *Current diagnosis & treatment: Geriatrics* (3rd ed.).

New York, NY: McGraw Hill. ISBN: 9781260457087 (**Available as ebook online through UF library**)

RECOMMENDED TEXTBOOKS

McPhee, S.J., Papadakis, M.A., & Rabow, M.W. (Eds.). (2021). *Current medical diagnosis &*

treatment (60th ed.). New York, NY: McGraw Hill. (**Available as ebook online through UF library**)

WEEKLY CLASS SCHEDULE

DATE/ MODULE	TOPIC/EVALUATION	READINGS/ASSIGNMENT	PROGRAM OUTCOMES *
5/10-5/14 Module 1	Welcome and Course Introduction Principles of Geriatric Assessment and Care	Syllabus Chang & Walter chapters 1-4 Quiz #1	1,2,3,5,6
5/15-5/21 Module 2	Geriatric Assessment Medical Annual Wellness Exam Preventative and Screening Services	C&W 5-9,20 Case Study #1	1,2,3,5,6
5/22-5/28 Module 3	Cardiovascular Health Conditions	C&W 29, 39-45, 67 Case Study #2	1,2,5,6
5/29-6/4 Memorial Day 5/31 Module 4	Respiratory and Sleep Disorders	C&W 46, 59 Quiz #2	1,2,5,6
6/5-6/11 Module 5	Anemia, Cancer and Common Infections	C&W 52-54 Quiz #3	1,2,5,6
6/12-6/18 Module 6	Rheumatology and Mental Health	C&W 12, 34-36, 58 Case Study #3	1,2,5,6
<i>Summer Break 6/21-6/25</i>			
6/25-7/2 Module 7	Neurological Conditions	C&W 37-38, 64, 69 Quiz #4	1,2,5,6

7/3-7/9 Independence Day 7/5 Module 8	Endocrine Conditions	C&W 50-51 Case Study #4	1,2,5,6
7/10-7/16 Module 9	Gastrointestinal Conditions	C&W 47-48, 61 Case Study #5	1,2,5,6
7/17-7/23 Module 10	Genitourinary Conditions and Chronic Kidney Disease	C&W 10-11, 49, 62 Case Study #6	1,2,5,6
7/24-7/30 Module 11	Managing Pain Unhealthy Alcohol Use	C&W 63, 70, 72 Quiz #5	1,2,5,6
7/31-8/6 Module 12	Social Context of Older Adults Transitions in Care: Hospitalization and Long-Term Care Palliative and End-of-Life Care	C&W 18, 22, 28, 30-32 Quiz #6 IPLH Requirement	1,2,3,5,6

*The corresponding week will allow students to achieve the following program outcomes:

1. Evaluate scientific bases from existent and emerging areas of knowledge for advanced nursing practice.
2. Evaluate decision support systems to solve clinical problems for individuals, aggregates and systems.
3. Develop advanced leadership and collaborative skills to mobilize interdisciplinary teams to solve highly complex clinical problems.
4. Develop expertise to formulate health policy and provide leadership in establishing clinical excellence and creating new models of cost-effective health care delivery.
5. Critically assess, plan, intervene and evaluate the health experiences of individuals, aggregates and systems to provide safe, evidence-based care.
6. Synthesize knowledge of cultural diversity and global perspectives in delivering health care and in critiquing nursing systems.

Approved:	Academic Affairs Committee:	01/08
	Faculty:	07/08
	UF Curriculum:	10/08