TEXAS A&M UNIVERSITY-CORPORUS CHRISTI
College of Nursing and Health Sciences
Graduate Nursing Program
Spring, 2013

NURS: 5644 - Management of Acute and Chronic Illnesses I

<table>
<thead>
<tr>
<th>Faculty</th>
<th>David Miller MD, FCCP</th>
<th>Deborah Flournoy, RN, PhD, FNP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>Island Hall 336C</td>
<td>Island Hall 328F</td>
</tr>
<tr>
<td>Phone</td>
<td>(361) 232-9351 (cell – preferred)</td>
<td>(903) 278-0475 (cell – preferred)</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:David.Miller@tamucc.edu">David.Miller@tamucc.edu</a></td>
<td><a href="mailto:Deborah.Flournoy@tamucc.edu">Deborah.Flournoy@tamucc.edu</a></td>
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<tr>
<td>Online Office Hours</td>
<td>Available by phone or email</td>
<td>Available by phone or email</td>
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**Clinical Faculty**
[This list may be updated as the semester begins.]
Connie Barker, RN, PhD, FNP
Eva Bell, RN, DNP, FNP, Psych/Mental Health NP
Dana Buchannan, RN, MSN, FNP
Alan Dobbs, RN, MSN, FNP
Leanna Elliott, RN, MSN, FNP
Deborah Flournoy, RN, PhD, FNP
Albert Lusby, RN, MSN, FNPO
Cindy Marriner, RN, MSN, FNP
Bethany Rappaport, RN, MSN, GNP
Esmerelda Rivera, RN, MSN, FNP, WHCNP
Deborah Rossell, RN, MSN FNP

**Credits:** 6 semester hours (3:3)

**Pre- or co-requisites:** All core courses (5310, 5314, 5315, & 5316)
FNP courses: 5322, 5624, 5326, 5341, & 5323
Permission of the Faculty

**Course Description**
Study of clinical management of commonly occurring acute and chronic conditions in primary health care settings. Content includes symptom complexes, pathophysiology, epidemiology, clinical management, and prevention of complications. Emphasis is on symptom analysis, diagnostic reasoning, differential diagnosis, and prescription of therapeutic regimens. Attention is given to research-based pharmacological and non-pharmacological treatments, and integration of nursing, developmental, family and
transcultural theories to the diagnostic and management process. The clinical practice provides the opportunity for the student to perform comprehensive and episodic assessments, practice advanced skills in health assessments, diagnose commonly occurring illnesses, and suggest treatments under supervision.

**Course Objectives**

1. Demonstrates acquisition and application of research derived knowledge base required for effective primary ambulatory clinical practice of each symptom complex or diagnosis under discussion.

2. Integrate and apply selected theory and research findings with clinical practice in the implementation of the advanced nurse practitioner role.

3. Value the responsibility and demonstrate commitment to the enactment of the role of advanced nurse practitioner.

4. Analyzes the advanced nurse practitioner role in the health care delivery system.

5. Collaboratively plan for the delivery of culturally acceptable health care within the context of client social structure and worldviews.

**Textbooks**

**Required Texts:**

*All textbooks from previous classes in the FNP program, and*


**Clarification:** Other assigned readings will come from the *UpToDate* database. These readings will be listed in the weekly unit listings as separate documents.

**Recommended/Optional Texts:**


**Learning Experiences and Teaching Methods**

Course objectives may be met through individual study of required and recommended resources, formal and informal exchange of ideas with classmates, colleagues and both clinical and class faculty regarding specific topics and practicum activities, while utilizing the critical thinking skills demanded of the graduate student.

Teaching methods include online asynchronous discussion, independent study of texts, library and other professional resources, web-based activities, analysis and synthesis of clinical applications, feedback on clinical experience activities and reports, and the assignments listed in the course. While faculty provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, and demonstration of course objectives.

Students must have access to the Internet to successfully complete the web assignments. *Word 97-2003* is used as the word processor to be used in this course. If you have the newer version of Word, please save your documents as a Word 97-2003 document, to accommodate classmates who do not have access to updated software.

Students are reminded that web-based assignments take more time to complete than traditional face-to-face classroom work. The shortened length of the course during the summer semester must be noted and heeded by all students. However, time spent through independent web work and study is determined both by each student’s learning style and the tasks involved in the assignment.

Students with limited experience using Blackboard software are expected to seek assistance from the support services at the university Helpdesk to insure satisfactory completion of the required work. Students are encouraged to explore course content available at the beginning of the semester to see how the Blackboard interface for the summer is organized.
Learning Expectations Related to the Clinical Experience

1. Regular attendance and participation at the clinical site throughout the semester
2. Timely maintenance of a clinical log using Typhon software documenting each patient encounter and procedure within one week of the encounter
3. Selected readings from current literature both in preparation for and as follow-up to learning associated with patient encounters
4. On-going self-evaluation of clinical progress
5. On-going evaluation by preceptor
6. Daily informal planning with preceptor for appropriate goals and activities to meet learning needs
7. Scheduled conferences and communication with clinical instructor
8. On-site observation and evaluation by clinical faculty.
9. Weekly (minimum) participation in the clinical group discussion board
10. Questions regarding the organization of the clinical component and requirements will be directed to Dr. Barker as soon as the questions arise.

Course Requirements and Grading

- **Syllabus:** Students are expected to review the syllabus along with guidelines for assignments and related grading criteria throughout the semester to insure that class assignments are completed correctly. Students should acknowledge careful review of the syllabus by completing a quiz found under the quiz ICON no later than Monday, June 6th at 5 pm. The quiz should be taken as many times as necessary to receive a 100%. However, the grade on the syllabus quiz does not count in the course grade. Important university dates can be found at the end of the syllabus.

- **Schedule:** The course schedule contains the topic(s) for each week, the scheduled course chat dates and times covering material to be covered for each course test, and the dates and times for each of the four scheduled tests. The graded group case study due date will be provided in early July. It is suggested that these dates and times be entered into your personal calendar at the beginning of the semester.

- **Course communication:** Communication should be conducted online, using the course specific Blackboard software.
  1. Faculty will respond to email or discussion messages within 48 hours during the week and 72 hours over the weekend. If you need assistance faster, please call the cell phone of the appropriate faculty member
  2. Blackboard email should be used for private communication concerning the course.
  3. At present, Blackboard 9.1 does not alert course participants to the presence of new email or discussion postings. Therefore, email and discussions should be checked daily for new communication and messages.
4. Blackboard discussions should be used for Weekly Discussion posts. Participation in the weekly discussions is expected for successful completion of the course. Scholarly, professional posts are essential and test questions can come from the weekly discussions. See “Discussion Posting Guidelines” under the Information icon on the Homepage for more details.

As with most graduate courses, superior performance on assignments can only be achieved through independent efforts. Required readings provide a general framework for understanding topics relevant to this course. However, required readings are sometimes insufficient to establish expertise on any one topic. Therefore, students are expected to read additional material, as needed, before completing most assignments.

Course content sometimes promotes exchange of differing or alternative information during class discussion. Because it is assumed students are prepared for discussions, any student contributions will be considered “knowledgeable” ones on a given subject by demonstrating a breadth of reading as the foundation for ideas and opinions.

- **Student evaluation of others**: Students are expected to complete course, class faculty, clinical faculty and preceptor evaluations at the end of the course.

- **Grading and evaluation of students**: The course is designed with evaluation as an ongoing process to provide feedback regarding the meeting of course objectives. However, the average of four scheduled exams must be > 75% to pass this course, regardless of any other grades resulting from other required assignments. Therefore, less than a 75% average on these four exams will result in a course failure. Further, an evaluation of “unsatisfactory” in the clinical portion of the course will supersede any class grade and result in a failing grade for NURS 5644.

**Grading Scale**

- A: 90 -100  
- B: 83 - 89  
- C: 75 - 82  
- D: 67 - 74  
- F: <67

**Course Grade is based on the following:**

**Class Course Grade Components**

<table>
<thead>
<tr>
<th>Graded Activity</th>
<th>Due Dates (from course schedule)</th>
<th>Course Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus – Quiz</td>
<td>1/29</td>
<td>0% S/U</td>
</tr>
<tr>
<td>*4Tests (15% each)</td>
<td>2/19, 3/9, 4/9, and 4/30</td>
<td>*70%</td>
</tr>
<tr>
<td>Graded Group Case Study</td>
<td>4/16</td>
<td>20%</td>
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</table>
1. **Computer-based testing:** Four exams are scheduled for this course. See the course schedule for the content areas for each exam. Exams are NOT comprehensive and will be closed-book and timed. All material tested is identified on the “Topical Outline” found under the “Weekly Units” icon on the course Homepage. Exam material comes from the textbooks, any required assignments, and class discussions.

   In the week prior each exam, on Thursday night, an on-line chat session will be held. The chat sessions are optional and transcripts of the session will be posted for all class members to review.

   All tests will be administered according to the CONHS Secure Site Testing Policy, a copy of which may be found under the course INFORMATION link. Students are responsible for complying with the policy, and each student is expected to begin making arrangements with his/her selected site for tests at the beginning of the semester.

   All exams will be on a Tuesday, beginning at 11am and ending at 5pm, with a 2-hour window to complete 50 objective test questions in 85 minutes from the student’s beginning test logon time. Students are encouraged to verify their testing times a few days prior to each test.

   Exams will be given in a multiple choice format and are automatically graded in Blackboard after each student completes the exam. This question format is similar to that used in the certification exams. Students receive an equal number of questions from each content area randomly chosen from a test question pool. Questions and answers will be presented to students in random order resulting in each student receiving a unique exam. Initial grade will be released at a designated time after the end of the testing period. Several days following each exam, course faculty evaluate individual questions for psychometric soundness and grades sometimes improve as a result. Faculty will endeavor to provide global class feedback for “best answer” rationales to individual questions of concern; this feedback will be posted to the discussion area of the course.

   Make-up tests will **NOT** be permitted. Tests will only be given on the scheduled date and at the scheduled time. In the event that a student has a valid reason for missing a test, as determined by University policy **AND** with proper faculty notification **PRIOR** to the exam, faculty will follow official guidelines.

2. **Group Case Study:** This assignment is a formal paper, based on a case study approach, prepared by each discussion group. The purpose of this paper is to guide the student’s approach to medical management focusing on
nationally accepted clinical guidelines, while incorporating knowledge of the patient’s unique medical and psycho/social presentation. Emphasis is on symptom analysis, diagnostic reasoning, differential diagnosis, and prescription of therapeutic regimens, including research-based pharmacological and non-pharmacological treatments. Attention is given to the integration of the advanced practice nursing role and scope of practice, as well as applying developmental, family, and/or transcultural theories to the management plan. Specific information and grading criteria is provided within the assignment/information section of the course web site. The case study information, including the due date, will be announced in early July.

3. **Weekly discussion participation:** Students are assigned to two discussion groups during the semester, a didactic discussion group (that will respond to the required summary material to be in tabular format based upon the Topical Outline(s) for each week) and a clinical discussion group. The clinical discussion group is discussed in the Clinical Grade Components.

**Didactic discussion groups:** Faculty will review the postings individually and will respond as needed. The participation component of the final course grade for a student will be based upon the average weekly participation by that student. A rubric for assessing the weekly participation of a student may be found under the course’s INFORMATION link. Each week, one member of each discussion group will summarize the material/disease tables from the topical outlines and post to the weekly discussion area **no later than 11 pm** the following Monday. This will allow class members from all of the groups to comment, question, and/or add material to the tables. Each group should establish working guidelines that would include the required timeframe for responding to elements in the assigned materials (both the tabular disease/disorder information, any study questions, and the case study).

**Students are expected to review the therapeutic efficacy of current guidelines related to the unit topic.**

4. **Weekly study question assignment participation:** Students will individually post an original posting or a substantive response to one of the assigned study questions three (3) times each week. **Substantive** means new information that is evidence-based and referenced. Personal experiential comments are accepted when they are referenced by current understanding of the problem as evidenced in the current literature, with appropriate references.

**Group Discussion Netiquette**

- Recognize that everyone’s contribution is important.
- Respect a group member’s confidentiality if requested.
o When disagreeing with other student(s), do so without judgment or blame.
o Be open to new paths and new ways of thinking.
o If a group leader emerges, that person should identify him/herself as such and communicate with the faculty periodically about the group progress when necessary; if a group leader does not emerge, chose one.
o Feel free to develop group dynamic working guidelines, but make them guidelines (not rules) that everyone can live with; if a guideline does not fit the group any more, then negotiate to change or eliminate it.
o If there is a conflict between group members, consider whether discussion and problem solving is better handled privately (by email or phone calls) or “publicly” within the on-line group discussion.
o Members should stay in touch and communicate with group members. If a personal situation develops preventing an individual from meeting a group assignment deadline, please notify group members and course faculty as soon as possible.
o Remember that satisfactorily working within groups is a learned skill that is important in the FNP’s career.
o If you are unable to resolve conflicts within the group, it is important to let the course faculty know as soon as possible, so that the faculty can help mediate the situation.

Clinical Course Grade Components

<table>
<thead>
<tr>
<th>Completion of minimum number of 135 clinical hours spread throughout the semester (Last clinical day for the semester is 8/3/12)</th>
<th>S/U</th>
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<tbody>
<tr>
<td>Typhon documentation: Electronic clinical log documentation of patient encounters must be posted within a one-week period from date of patient visit; procedure documentation</td>
<td>S/U</td>
</tr>
<tr>
<td>Clinical SOAP notes as required by clinical instructor</td>
<td>S/U</td>
</tr>
<tr>
<td>Preceptor &amp; Self-Evaluation (found in the “Preceptor Guide”)</td>
<td>S/U</td>
</tr>
<tr>
<td>Faculty Observation and Evaluation</td>
<td>S/U</td>
</tr>
<tr>
<td>Regular communication with clinical instructor &amp; clinical discussion group. Discussions include weekly informal sharing of clinical pearls &amp;/or interesting patient encounters</td>
<td>S/U</td>
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1. **Safe and satisfactory clinical practice:** Safe and satisfactory clinical practice is mandatory for successful completion of the course. In the unusual circumstance that a student is unable to provide safe and satisfactory care to patients, based on the clinical instructor’s professional judgment, and if this deficit cannot be remedied in the remaining clinical time and within the limits of available faculty or preceptor supervision, the student may be removed from the clinical setting at any time. This would result in a grade of “F” in the course.

2. **Clinical practice prerequisites:** Clinical hours may **NOT** begin until the following requirements are met-
3. Clinical hours:

One hundred thirty five (135) hours of clinical experience related to course content are required. Clinical evaluation is graded as either satisfactory or unsatisfactory (S/U). There will be a minimum of two evaluative clinical site visits with at least one at the student’s clinical site, made by the clinical faculty member with additional visits dependent on individual student progress observed in the clinical area.

Students are responsible for working with their clinical faculty member to plan experiences that meet the course objectives and take into consideration student skills and learning needs. Clinical learning experiences should reflect the course’s didactic content and also be flexible to meet the needs of the clinical setting. In order to meet the course requirements and assignments, students should organize their clinical hours/days, so that they span across the entire semester. This allows for continuing development of skills and affords clinical faculty ample time to schedule visits and evaluate students during the semester.

4. Typhon documentation: Electronic clinical log documentation of each patient encounter must be posted using the Typhon software within a one-week period from date of the patient visit in order for the clinical time to count toward the minimum 135 hours. Participation in clinical procedures must also be documented in Typhon. Typhon entries are also subject to clinical faculty review and approval, Visits do not count towards clinical hours unless approved by clinical faculty.

5. SOAP notes: Beginning the first week of clinical experience, one SOAP note is due each week, no later than the particular day and time specified by each student’s clinical instructor. This SOAP note will relate to one patient seen by the student each week for a minimum of the first five weeks of the clinical experience. SOAP notes after the fifth clinical week will be required at the discretion of the clinical faculty member for individual students.

SOAP notes should be sent in an attachment via Blackboard email to the clinical faculty member. In the “subject” line of this email, each student should write his/her own last name, first name, and clinical week #. An example of the subject line of student, Bill Smith’s first SOAP email to his clinical faculty member would
look like: Smith, Bill #1. Each succeeding clinical record number will increase by one digit.

Use Microsoft Word to compose the SOAP note attachment using the template provided for students in NURS 5624 and posted also in this course, available under the Clinical Information icon from the Information link on the course Homepage. Do not use the patient’s name in the SOAP note or include any information that could directly identify the patient. SOAP notes will contribute to the clinical course grade.

6. **Clinical group discussion posts:** A weekly informal discussion and sharing of clinical pearls &/or interesting patient encounter is required for each week the student participates in the clinical area.

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**Policies**

**Expectations for Student Behavior:**

1. Evidence of preparation for class discussion is determined by participation. Because every student’s discussion grade will be based in part on the ability to engage classmates in discussion, it is imperative that a student prepare for the course according to the course schedule.
2. Students are expected to have access to a computer that can support BlackBoard applications.
3. Students must review the course introduction to learn how communication will occur and how assignments will be managed during the course.
4. All email communication should occur through the BlackBoard structure and should be conducted in a respectful and professional manner. Students should review course email at least every 48 hours. Students are also advised to review their Islander (University) email accounts on a regular bases as well.
5. All assignments are due on the scheduled date indicated in the course schedule unless other arrangements have been made with the course instructor ahead of the due date. Students should review the syllabus and schedule throughout the semester to insure that class assignments are completed correctly and by the due date. Print a copy of the syllabus and schedule as a reference.
6. All information disclosed through course discussions is confidential and should not be shared with others outside the context of this course. Passwords should not be shared with anyone including classmates or family members.
7. Students should notify the faculty if they withdraw from the course and should not attempt to access course materials once they have withdrawn.
8. The nature of the content of this course often promotes extensive debate during course discussions. Since students are assumed to be prepared for the discussions, everyone’s contributions will be considered a knowledgeable
contribution. Contributions should be made in a respectful manner and the discussion should be an orderly sharing of ideas. No disrespect to classmates will be tolerated.

**Expectations for Course Faculty Behavior:**

1. The course faculty will monitor BlackBoard email and discussion comments regularly and will communicate in a respectful and professional manner. Students can expect a response to email messages or to students’ discussion questions within 48 hours of the posting unless messages are sent late at night. The instructor will check for new messages periodically during weekends.
2. Students will receive feedback on assignments within 10 days of assignment due dates unless notified by the course faculty.
3. The course faculty is available for meetings with individual students through email, telephone, or face-to-face encounters. Students are encouraged to make appointments for these meetings.
4. Clinical faculty have the responsibility and authority to delineate their expectations for student behaviors in the clinical laboratory component of this course. These expectations will be provided in writing to students through the course email.

**Academic Honesty:**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.)

[http://conhs.tamucc.edu/nursingstuhandbook/007/AcademicHonesty.pdf](http://conhs.tamucc.edu/nursingstuhandbook/007/AcademicHonesty.pdf)

**Statement on Sharing of Test Content:**
Testing by examination is an essential component of the FNP Program because it aids in assessing the student’s knowledge level within a format similar to the national certification examinations (required for advanced nursing practice in Texas). Sharing of test question information violates security for online courses. The practice of sharing test question information is not only a breach in ethics, but it also impedes faculty form identifying and subsequently assisting students who might be at risk for failure. Therefore, the following policy and consequences of the graduate program regarding test security will be enforced.

1. Exams are **NOT** to be printed or copied in any format for any reason. If students have a concern about a particular test question, then they can record the number of the question and their focus of concern related to the content. They can forward this information to the faculty for review.
2. Sharing content from exams is viewed as unethical and a form of cheating.
Questions related to sharing of information about test content should be addressed to the faculty at the beginning of the course.

**Plagiarism:**
The highest standards of academic honesty are expected from students. Faculty adhere to the University policy regarding academic honesty as published in the University Catalog. Refer to APA manual, p. 95-98 for the proper way to use and cite quoted material. Plagiarism means to steal and pass off the work of another as one’s own work. It usually results from bad paraphrasing or improper referencing. The substitution of a few changes from those of the original author and forgetting to use quotation marks, and reference citation are technically considered plagiarism. The only safe way to paraphrase is to read the original several times and then write your conception of what you have read without looking at the original. In other words, when paraphrasing, keep the source book closed! (Wilson, p. 523)


**Dropping a Class:** We hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with faculty before you decide to drop to be sure it is the best thing to do. Should dropping a course be the best course of action, you must initiate the process to drop through the Student Services Center, filling out a course drop form, and informing the graduate academic advisor, Barton Bailey, barton.bailey@tamucc.edu. Just stopping course attendance and participation WILL NOT automatically result in you being dropped from the class. April 12, 2013, is the last day to drop a class with an automatic “W” this term.

**Grade Appeal Process:**
As stated in the College of Nursing and Health Sciences (CONHS) Handbook under section VII Policies and Procedures, a student that believes they have an academic grade appeal is encouraged to go through the CONHS academic review process prior to pursuing University Grade Appeal. See the handbook for the process.

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.
Statement on Disability:
The Americans with Disability Act (ADA) is a federal anti-discrimination statue that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring an accommodation, please contact the Disability Services Office at 361-825-5816, email (disability.services@tamucc.edu), or visit the office in Corpus Christi Hall, 116.

Academic Advising:
The College of Nursing and Health Sciences requires that students consult with an Academic Advisor regarding their degree plan and/or changes to their degree plan. The Academic Advisor will set up a degree plan and indicate that the plan is active by signing it. Once the plan is completed it will be filed in the student's record. The College's Academic Advising Center is located in Island Hall room 322, and the graduate advisor, Barton Bailey can be reached at 1-361-825-5839 or by email, barton.bailey@tamucc.edu.