TEXAS A&M UNIVERSITY-CORPUS CHRISTI  
College of Nursing and Health Sciences  
Graduate Nursing Program  
Fall 2012

NURS: 5645 - Management of Acute and Chronic Illnesses II

SYLLABUS

Faculty

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Office</th>
<th>Phone</th>
<th>Email</th>
<th>Online Office Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Connie Barker, RN, PhD, FNP</td>
<td>Island Hall</td>
<td>915-274-3534 (cell – preferred)</td>
<td><a href="mailto:connie.barker@tamucc.edu">connie.barker@tamucc.edu</a></td>
<td>Available by phone or email</td>
</tr>
<tr>
<td>Deborah Flournoy RN, PhD, FNP</td>
<td>Island Hall 350A</td>
<td>903-278-0475 (cell-preferred)</td>
<td><a href="mailto:deborah.flournoy@tamucc.edu">deborah.flournoy@tamucc.edu</a></td>
<td>Available by phone or email</td>
</tr>
<tr>
<td>David Miller, MD, FCCP</td>
<td>Island Hall 336C</td>
<td>361-232-9351 (cell preferred)</td>
<td><a href="mailto:david.miller@tamucc.edu">david.miller@tamucc.edu</a></td>
<td>Available by phone or email</td>
</tr>
<tr>
<td>Patricia Olenick, PhD, RNC, CNM</td>
<td>Island Hall 338</td>
<td>361-779-4722 (cell-preferred)</td>
<td><a href="mailto:patricia.olenick@tamucc.edu">patricia.olenick@tamucc.edu</a></td>
<td>Available by phone or email</td>
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Clinical Faculty

Suzanne Alton, RN, MSN, FNP  
Connie Barker, RN, PhD, FNP-C  
Christell Bray, RN, PhD, FNP-BC  
Danna Buchanan, RN, MSN, FNP  
Leanna Elliott, RN, FNP-C  
Lauren Gaudette, RN, FNP  
Jean Herzog, RN, DNP, FNP – BC  
Heather Kostoff, RN, MSN, FNP-C  
Shelley Leitch, RN, MSN, CPNP  
Cindy Marriner, RNC, MSN, CFNP  
Trey Pirkey, RN, FNP-C  
Bethany Rappaport, RN, MSN, GNP  
Esmeralda Rivera RNC, MSN, APN, Womens/Adult/Family NP-BC  
Nancy Rogers, RN, PhD, CNS, FNP-BC  
Debra Rossell RN, FNP - C  
Barbara Schwertner, RN, FNP - C  
Leslie Smith RN, MSN, FNP-BC  
Rebecca Sullivan, RN, MSN, FNP  
Amy Thornberry, RN, MSN, FNP-C
Credits

6 semester hours (3:3)

Pre or co-requisites

All core courses: 5310, 5314, 5315, & 5316
FNP courses: 5322, 5624, 5326, 5341, 5323, & 5644

Course Description

Continued study of clinical management of commonly occurring acute and chronic conditions in primary health care settings. Emphasis is on symptom analysis, diagnostic reasoning, differential diagnosis, and prescription of therapeutic regimens. 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.

Focus areas include: Mental health & special populations, endocrine & metabolic disorders, neurologic disorders, geriatric care, musculoskeletal male & female urologic disorders, gynecologic disorders (including STIs and family planning), pregnancy and minor emergencies.

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.

Required Texts

All textbooks from previous classes in the FNP program


Recommended Texts:


*The pocket guide runs ~$10.00; however there is a free pdf download at [http://www.managingcontraception.com/shopping/mcpocket.pdf](http://www.managingcontraception.com/shopping/mcpocket.pdf)*

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 or synchronous 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, chats 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* is used as the word processor for the clinical paper assignment and all documents sent by attachment must be in WORD .doc or docx format. No other formats will be accepted. Students are reminded that web-based assignments take more time to complete than traditional face-to-face classroom work. However, time spent through independent web work 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 to insure satisfactory completion of the required work.

Learning Expectations Related to the Clinical Experience

- Regular attendance and participation at the clinical site throughout the semester
- Timely maintenance of a clinical log using Typhon software.
- Selected readings from current literature both in preparation for and as follow-up to learning associated with patient encounters
• On-going self-evaluation of clinical progress
• On-going evaluation by preceptor
• Daily informal planning with preceptor for appropriate goals and activities (ie, patient visits) to meet mutually agreed upon learning needs
• Scheduled conferences and communication with clinical instructor
• On-site observation and evaluation by clinical faculty.
• Weekly (minimum) participation in the assigned clinical group discussion board within Blackboard

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 August 26th. The quiz should be taken as many times as necessary to receive a 100%. The Syllabus quiz is REQUIRED however the grade on the quiz is NOT included in the calculation of the final course grade.

• 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 students need assistance sooner, please call the preferred phone number of the appropriate faculty member before calling the other contact number.
  2. Blackboard email should be used for private communication concerning the course.
  3. Blackboard discussions should be used for Weekly Discussion posts relative to the course content for that week. When possible, all discussions should be posted in the body of dialogue box versus using attachments. Although weekly discussions posts are not graded, participation IS expected, just as class attendance and participation is required in face to face classes. Students will find there are rich learning opportunities in the discussions which facilitate mastery of the assigned content at the application level and retention of the content. Most students cannot achieve this by merely reading the assigned readings.

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 insufficient to establish expertise on any one topic. Therefore, students are expected to read additional material 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.

Class Course Components
1. **Grading and evaluation** are part of an ongoing process that provides students with feedback regarding their performance in meeting course objectives. Regardless of the class grade derived from the class grade components, an unsatisfactory in the clinical portion of the course will supersede that grade and result in a failure in NURS 5645.

- **Student evaluation of others:** Students are REQUIRED 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. Faculty will provide feedback through multiple means such as overall feedback on exams, comments on discussion posting, and chats. If there is a content area that needs further clarification, it is the student’s responsibility to let the faculty know.

- **Extra Credit:** As a course policy, there will not be any opportunities for extra credit.

### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100</td>
</tr>
<tr>
<td>B</td>
<td>83 - 89</td>
</tr>
<tr>
<td>C</td>
<td>75 - 82</td>
</tr>
<tr>
<td>D</td>
<td>67 - 74</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 67</td>
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### Class Course Grade Components

<table>
<thead>
<tr>
<th>Graded Activity</th>
<th>Due Dates</th>
<th>Course Weight</th>
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<tbody>
<tr>
<td>Syllabus – Quiz</td>
<td>8/27</td>
<td>0% S/U</td>
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<tr>
<td><strong>4 Tests (20% each)</strong></td>
<td>9/18; 10/16; 11/06; 12/04</td>
<td><strong>80%</strong></td>
</tr>
<tr>
<td>Evidence-Based Clinical Practice Paper (Individual)</td>
<td>11/12</td>
<td>20%</td>
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<tr>
<td><strong>Total Course Grade</strong></td>
<td></td>
<td><strong>100%</strong></td>
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- **Computer-based testing:** Four exams are scheduled for this course. See the course schedule for the content areas for each exam. Exams will be administered using secure testing sites only. Additional information on these sites is located under the INFORMATION link. They are “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. Exams are not comprehensive (over the entire course) in scope; they each cover the week’s preceding the exam as identified on the course schedule.

All exams will be on Tuesdays at the secure testing centers. All times for the tests to be scheduled remain between the student and the testing center; early setting of appointment times is encouraged. Students have 85 minutes beginning with the test logon time to complete 50 objective test questions.
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. Each student receives an equal number of questions randomly chosen from a larger item bank. Questions and answers will be presented to students in random order resulting in each student receiving a unique exam. Within 2-3 days following each exam, course faculty evaluate individual questions for psychometric soundness and grades sometimes improve as a result. Because evaluation of each exam and each item (question) is based on statistical analysis, individual student challenges to specific exam questions will NOT result in any further grade changes. Faculty will provide global class feedback for “best answer” rationales.

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. Please notify faculty as immediately as practical if there is some true emergency that interferes with the scheduled exam. Documentation of “emergencies” will be required.

**The average of the four (4) exams must be \( \geq 75\% \) to pass this course, regardless of any other grades resulting from assignments required for this course. Less than a 75% average on the four exams will result in course failure and prevent progression to the next course.

2. **Weekly Discussion Participation:** Students are assigned to two discussion groups during the semester, a class discussion group and a clinical discussion group. The Clinical Discussion group is discussed in the Clinical Grade Components.

Students will be randomly divided into discussion groups for discussion of the weekly units and unit study questions, and completion of assigned topics for tables of diseases and disorders (See INFORMATION link for table template and information). Faculty will randomly review the postings within the group’s web site and will respond as needed to clarify and expand on any information. Students are expected to participate in the discussion of the study questions within the discussion group. Study questions emphasize and clarify critical information from the unit.

3. **Evidence-Based Clinical Practice Paper (Case Study):** Each student is expected to develop a scholarly paper that could be submitted for publication. The paper demonstrates an ability to integrate knowledge from prior graduate coursework and can be considered as capstone evidence of scholarly work.

The paper should be a case study of a patient presenting in the student’s clinical area, who has one of the common primary care problems related to this semester’s content. The paper is to be turned into the course faculty through the assignment toolbox by the due date listed on the clinical schedule. Papers submitted after the due date will have an automatic 5 point reduction from the total grade for each day late. Short extensions may be permitted ONLY through consultation with the course faculty member before the assignment is due, when extenuating circumstances interfere with a student’s ability to meet scheduled deadlines.
See the Information link which can be accessed from the Homepage for more details regarding this assignment. Unless otherwise instructed, students should use the APA Publication Manual, 6th edition as a reference for formatting and organizing written assignments.

**Class Course Components**

<table>
<thead>
<tr>
<th>Clinical Course Grade Components</th>
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<tr>
<td>Completion of minimum number of 135 clinical hours spread throughout the semester. The last clinical day for the semester is 12/02/11.</td>
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<tr>
<td>Typhon documentation: Electronic clinical log documentation of patient encounters.</td>
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<tr>
<td>Clinical SOAP notes as required by clinical instructor</td>
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<tr>
<td>Preceptor &amp; Self-Evaluation (found in the “Preceptor Guide”)</td>
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<tr>
<td>Faculty Observation and Evaluation</td>
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<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>
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1. **Safe and Satisfactory Clinical Practice**: Safe and satisfactory clinical practice is mandatory for successful completion of this 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. This would result in a failing grade in the course.

2. **Clinical Practice Prerequisites**: Clinical hours may **NOT** begin until the following requirements are met:
   - Current information on file with Magnus Health Technologies: BLS for Healthcare Providers, TB test results, immunization record, and verification of Texas RN license.
   - Clinical site and preceptor approval by the clinical faculty member: A signed and approved Preceptor Agreement must be sent to the clinical faculty member for approval. Following approval, a “Student Clinical Information Form” must be emailed to the clinical faculty member. This form is found by going to the Information link on the Homepage and clicking on the Clinical Information link.

3. **Clinical Hours**: A minimum of 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 made by the clinical faculty member with additional visits dependent on individual student progress observed or reported in the clinical area.

Students are responsible for working with their clinical faculty member and preceptor 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, application of didactic course content and affords clinical faculty ample time to schedule both required visits and evaluate student’s progress during the semester.

4. **Typhon Documentation:** Electronic clinical log documentation of EVERY patient encounter must be posted using the Typhon software within a one-week (7 calendar days) 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.

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 may 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 personal unique identifiers (such as date of birth or chart numbers) that could directly identify the patient. Satisfactory 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. Note that these groups are formed according to the assigned clinical faculty member (which may be geographically based) and therefore are usually different in composition than the class discussion groups.

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**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://falcon.tamucc.edu/~students/JAffairs/ja_code_of_conduct_article3.htm](http://falcon.tamucc.edu/~students/JAffairs/ja_code_of_conduct_article3.htm)
**Statement on Sharing Test Questions:**
Possession and/or sharing of test question are violations of security for online courses. The practice of sharing test questions, even verbally, is not only a breach in ethics, but it also impedes faculty from identifying and subsequently assisting students that might be at risk for failure. Furthermore, the essential validity of the item statistics is compromised, which hurts all students because faculty cannot identify a poorly written or confusing question for adjustment. Even though students might pass an exam or course with the assistance of previous test questions, the ability to pass a certification exam or assure a baseline of knowledge for safe competent practice is greatly hindered. More importantly, an opportunity to identify learning needs and provide remediation within the program is missed.

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). The use of secure test sites and proctors for exams is intended to protect exam security for the students’ best interests. Post-test sharing of exam content that is recalled is also a form of cheating that can compromise exam integrity. Therefore, if you have questions about exam content or particular test items, please share those directly with faculty via EMAIL, not in the course discussion groups nor with other students individually. The most difficult or problematic content will be reviewed by faculty once ALL students have completed their exams, for general feedback and learning purposes.

**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 over 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:** I 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 me 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 the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class.
**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 one of the advisors can be reached at 361-825-589.

**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 Website 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 American’s 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 or visit the office in Driftwood 101.