TEXAS A&M UNIVERSITY-CORPUS CHRISTI  
College of Nursing and Health Sciences  
Graduate Nursing Program  
Family Nurse Practitioner Track  
Spring 2013

NURS: 5746 Integrated Clinical Practice  
Sections W01-W03

Credits:  
7 semester hours (1:6)

Course Faculty:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Patricia Olenick, PhD, RNC, CNM</th>
<th>Christell O. Bray, RN, PhD, FNP-BC, FAANP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>Island Hall 338</td>
<td>Island Hall 346</td>
</tr>
<tr>
<td>Telephone</td>
<td>361-779-4722 (cell)-preferred;</td>
<td>(936) 615-5635 (Cell)-preferred;</td>
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<tr>
<td></td>
<td>361-729-1495 (home)</td>
<td>(936) 462-7662 (home)</td>
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<tr>
<td></td>
<td>361-825-2270 (office)</td>
<td>361-825-2798 (office)</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:patricia.olenick@tamucc.edu">patricia.olenick@tamucc.edu</a></td>
<td><a href="mailto:chris.bray@tamucc.edu">chris.bray@tamucc.edu</a></td>
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<tr>
<td>Office Hours</td>
<td>By Appointment</td>
<td>By Appointment</td>
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</tbody>
</table>

Clinical Faculty:

Angela Adams, RN, MSN, FNP  
Chris Bray RN, PhD, FNP-BC  
Chris Earles, RN, MSN, FNP  
Leana Elliott, RN, MSN, FNP  
Lauren Gaudette RN, FNP-BC  
Heather Kostoff RN, MSN, FNP  
Cindy Marriner, RNC, MSN, CFNP  
Patricia Meadows, RN, MSN, FNP  
Trey Pirkey, RN, FNP  
Bethany Rappaport, RN, MSN, GNP  
Esmeralda Rivera RNC, MSN, APN, Womens/Adult/Family NP - BC  
Nancy Rogers, RN, Phd, FNP – BC  
Deborah Rossell, RN, MSN, FNP  
James Sall, RN, MSN, FNP  
Barbara Schwertner, RN, MSN, FNP  
Rebecca Sullivan, RN, MSN, FNP  
Leslie Smith RN, MSN, FNP-BC  
Amy Thornberry, RN, MSN, FNP-BC
**Course Description**: Continued study of assessment and clinical management of selected health problems frequently seen in primary health care. The clinical portion provides for the development of clinical competence as the student integrates previously acquired knowledge into the enactment of the multiple roles of the nurse practitioner, and allows for a greater degree of interdependent practice based on the student's abilities and progress. Student works with a preceptor in multicultural and rural communities.

**Course Objectives with Learning Outcomes**

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

1. Demonstrate acquisition and application of knowledge necessary to provide primary care to individuals from culturally diverse populations.
2. Demonstrate acquisition and application of knowledge, based on current research findings, scientific foundations and clinical experience, which is required for the provision of effective primary care on each of the symptom complexes or diagnosis under discussion.
3. Accept responsibility to contribute to the enactment/establishment of the family nurse practitioner role.
4. Appreciate the legal, historical, social, political and ethical aspects of the nurse practitioner role.

**Recommended Texts**:

A Guide for APN Practice in Texas, 3rd edition (Most Current) (available at the Texas Nurse Practitioner web site; www.texasnp.org)

**Recommended Reading**


**Learning Experiences and Teaching Methods**

Course objectives may be met through individual study of required and recommended readings, and additional study of symptom complexes and diagnoses encountered in clinical practice while using the following: suggested resources and literature review, active and sustained participation in classroom, seminar and preceptorship activities, formal and informal discussions of selected, pertinent topics with faculty, classmates and other colleagues, and the utilization of 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. Microsoft *Word* is the format required for any electronically submitted assignments. Work submitted in any other format will NOT be accepted nor graded. 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 university Helpdesk supportive services to insure satisfactory completion of the required work.

**General Requirements-**

1. **Syllabus:** Students are expected to review the syllabus along with any guidelines for assignments and related grading criteria throughout the semester to insure that class assignments are completed correctly and submitted in a timely fashion.

2. **Course Communication:** Communication should be conducted online, using Blackboard.
   - Blackboard email should be used for private communication concerning the course.
   - Blackboard discussions should be used for posting seminar assignments.

3. **Grading and Evaluation:**

   Grading and evaluation are part of an ongoing process that provides students with feedback regarding their performance in meeting course objectives. The majority of the credit for this course is based on meeting the clinical components of the course. Safe clinical practice is mandatory for successful and satisfactory completion of the course. In the unusual circumstance, based on the clinical instructor's professional judgment that a student is unable to provide safe care to patients, and that this deficit cannot be remedied in the given clinical time and within the limits of available faculty or preceptor supervision, the student will be removed from the clinical setting and will receive a grade of “F” in the course.

   **Regardless of the grades derived from the class grade components, an unsatisfactory/failure in the clinical portion of the course will supersede that grade and result in a failure in NURS 5746.**

   **A course grade of “B” must be obtained for successful completion of this course, considered the capstone course in the program. Therefore a course grade of “C” will require the course to be repeated prior to being able to meet the requirements for graduation.**
4. Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</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>
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<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>Test 1</td>
<td>February 26th</td>
<td>30%</td>
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<tr>
<td>Test 2</td>
<td>April 2nd</td>
<td>30%</td>
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<tr>
<td>Test 3</td>
<td>April 30th</td>
<td>15%</td>
</tr>
<tr>
<td>Preparation and Participation in Legislative Day and Summary</td>
<td>February 11th, February 19th</td>
<td>5%</td>
</tr>
<tr>
<td>Seminar I - Preparation for Practice</td>
<td>February 27th – March 8th</td>
<td>10%</td>
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<tr>
<td>Seminar II - Regulation</td>
<td>April 3rd – April 16th</td>
<td>10%</td>
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Total Course Grade 100%

Clinical Course Grade Components

- Completion of minimum number of 270 clinical hours: Hours and documentation completed by April 30th  
- Development of a study plan based on APEA exam feedback. Due to clinical faculty by February 5th  
- Clinical log documentation of patient encounters posted in Typhon within a one-week period from date of patient visit; clinical SOAP notes as required by clinical instructor  
- Preceptor Evaluation (found in the “Preceptor Guide for MSN Clinical Courses”)  
- Self-Evaluation (final FNP evaluation found in Preceptor Guide) due at mid-term and final  
- Faculty Observation and Evaluation  
- Regular communication with clinical instructor/group via Discussions, which includes informal sharing of clinical pearls & interesting patient encounters  
- Completion of Professional Portfolio in TYPHON Due by Apr. 23rd.

5. Student Evaluations:

- Students are expected to complete the following evaluations at the end of the semester: Self, course, class faculty, clinical faculty and preceptor evaluations.
- Students are also required to complete the report if clinical hours for the preceptor and submit a copy for the records.
- At the end of the program, students are expected to participate in a full program evaluation

**Class Requirements:**

1. **Faculty Developed Exams:** Two exams are scheduled during the course. Both of these exams will be Tuesdays, between 11am and 5 pm in a secure testing site. Please see the Course Schedule found under the menu on the left side of the course homepage for the dates, time and content of each exam.

Exams are closed-book and timed. All material that is tested is identified on the course schedule. Exam material comes from the textbooks, any assigned readings and class discussions from current and/or prior course content. Please study daily to learn the material and read all assignments.

*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 notification prior to the exam, faculty will follow official guidelines.*

Exams will be given in a multiple choice format and are automatically graded in Blackboard after each student completes the exam. Exam results will be available to students following the test period. This question format is similar to that used in the certification exams. Following each exam, course faculty will evaluate individual questions for psychometric soundness and grades sometimes improve as a result. Global feedback will be given to students in the week following the exam.

2. **Advanced Practice Education Associates (APEA) exams.** Students are required to take two comprehensive family nurse practitioner mock certification exams at significant expense to the College. These exams will assess your standing in relation to hundreds of other NP students across the nation and provide your score and standing (reported as a percentile or “ranking”) in relation to this large group.
   a. The exams are a required component of the course, however, the grade on the first exam will not count toward the final grade of the course.
   b. The first exam will be open for you to take during the first week of class. Students who make a score of 65 or above, will receive 5 extra points added to the score of the student’s first exam.
c. The second exam will be given on April 30th. The results of this exam is one of the three exams that count toward your total course grade. The actual score or the percentile (which ever is higher) will count as an exam grade.

d. Students will receive a score and a detailed summary of exam results on both exams. This is priceless feedback to help you prepare for your certification exam and develop a solid foundation for practice.

e. Based on this first exam, you will develop a study plan related to areas of weakness and share with your clinical faculty. The study plan is due to the clinical faculty on February 5th.

***The average of the three (3) weighted exams must be > 75% to pass this course, regardless of any other grades resulting from assignments required for this course. Less than a 75% average on the three exams will result in a course failure.

****Evaluation of each exam will be based on statistical analysis only and as such, individual student challenges to specific exam questions will not involve any grade changes. Faculty will endeavor to provide global class feedback for “best answer” rationales and response to individual student questions when emailed to either of the faculty within 24 hours of global feedback.

3. Seminars and Discussions

Clinical seminars will be conducted at the Blackboard course site. Students will be randomly divided into teams of approximately 8 students. Discussion questions will be posted on Wednesday of the seminar week and each student is expected to use the team discussion site to answer the question and respond to other student's postings. The seminars will be conducted from Wednesday to Monday night at midnight over a two week period; at least three critical postings (one initiation and two responses) are required for full credit on Seminars 1 & 3. Appropriate citations from the current clinical or professional readings or web sites are encouraged. APA format is expected.

Seminar I - (January 18th – January 30th) The first seminar will deal with the processes that are related to graduation, certification and credentialing. Students will be expected to explore related websites, download appropriate forms and discuss issues related to credentialing and certification.

Seminar II - Legislative Day in Austin - (February 13th) In order to register for Legislative Day in Austin visit: www.cnaptexas.org and fill out the
registration. Preparation for the visits to the legislators is required. The Coalition of Nurses in Advanced Practice website provides helpful information about the current issues with supporting evidence based literature.

Seminar III - (March 21st – April 2nd). The final seminar will focus on a discussion about the issues related to scope of practice. The postings will focus on the state board and the National Council of State Boards of Nursing concerns about scope of practice. How practitioners can expand their defined scope of practice will also be considered.

Group Discussion Netiquette

- Recognize that everyone’s contribution is important.
- Respect a group member’s confidentiality if requested.
- When disagreeing with other student(s), do so respectfully without judgment or blame.
- Be open to new paths and new ways of thinking.
- 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.
- 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.
- 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.
- Remember that satisfactorily working within groups is a learned skill that is important in the FNP’s career.

Clinical Requirements-

1. **Safe and satisfactory clinical practice**: Academic credit for this course is contingent upon meeting the clinical performance components of the course. 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-

- Current information on file with the Magnus Portal: 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. Following approval, a “Student Clinical Information Form” must be submitted to the clinical faculty member.

3. **Clinical Hours:** A minimum of two hundred and seventy 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 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.

The clinical performance passing grade will be determined by the faculty member with input from the clinical faculty, preceptor and student. Students are responsible for apprising assigned clinical faculty of their progress. Failure to do so or failure to respond to faculty queries will result in a grade of unsatisfactory for the course.

4. **Study plan:** During the first week of the semester, students will take a comprehensive, mock certification exam. Following completion of the exam, students will receive feedback showing areas of weakness and strengths in the foundational knowledge base. Students are expected to develop a study plan to strengthen those areas of weakness. The study plan is due to your clinical faculty member by January 24th.

5. **Clinical Log:** Electronic clinical log documentation of each patient encounters 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 270 hours. The Clinical Log will provide additional evidence of achievement of course objectives. This documentation should be continuous and be in the format provided within the tracking software. The Clinical Log will contribute to the clinical course grade.

6. **Clinical Group Discussion Posts:** Each week one student will present an interesting patient and the discussion group will work as a team to develop an appropriate teaching plan.
7. **Professional Portfolio:** A professional portfolio contains materials that document an individual’s competencies and experiences. The materials placed in a portfolio illustrate the background, skills and expertise of the person. Completion of a professional portfolio is an expected outcome of clinical. Detailed information can be found under the menu item, clinical information. The portfolio is completed within the TYPHON software and when complete the clinical faculty member should be notified so that the portfolio can be reviewed.

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### Policies

**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 Copying/Printing Test Questions:**
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). Possession and/or sharing of test question printouts are violations of security for online courses. The practice of printing and possibly sharing test questions is not only a breach in ethics, but it also impedes faculty form identifying and subsequently assisting students that might be at risk for failure. Even though students might pass a 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.

Therefore, the following policy and consequences of the graduate program regarding test security will be enforced.

1. Exams and exam questions 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 copies of exams or content from exams is viewed as unethical and a form of cheating.
3. Students having the opportunity to take exams online at home or a setting of their choice is seen as a privilege. Potential consequences of a breach in test security would mean that all students might be required to go to a designated testing site (Temple or Corpus) to take all exams.
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: 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 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 attending or participating WILL NOT automatically result in you being dropped from the class. March 30, 2012 is the last day to drop a class with an automatic “W” this term.

Grade Appeal 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 . 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) a federal anti-discrimination statute 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 CCH 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