NURS: 5644 - Management of Acute and Chronic Illnesses I

Didactic Faculty

<table>
<thead>
<tr>
<th>Cristi Day DNP, FNP-C, RN, ADM-BC</th>
<th>David Miller, MD, FCCP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Island Hall 344</td>
<td>Island Hall 336C</td>
</tr>
<tr>
<td>361-825-2568 (office)</td>
<td>361-825-3616 (office)</td>
</tr>
<tr>
<td>Office messages go to cell.</td>
<td>361-232-9351 (cell preferred)</td>
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<tr>
<td></td>
<td>361-985-6831 (home)</td>
</tr>
<tr>
<td><a href="mailto:cristi.day@tamucc.edu">cristi.day@tamucc.edu</a></td>
<td><a href="mailto:david.miller@tamucc.edu">david.miller@tamucc.edu</a></td>
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</tbody>
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Clinical Faculty (subject to change)(TO BE ANNOUNCED)

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**


**Recommended Texts**


**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.

*Microsoft WORD* is the word processing software used in this course. 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 schedule, 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.

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

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 January 24th at 10:00 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.

- **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. Blackboard discussions should be used for Weekly Discussion posts as assigned by faculty. 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 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.

- **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**

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<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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</table>
**Course Grade is based on the following:**

<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>1/24</td>
<td>0% S/U</td>
</tr>
<tr>
<td>*4Tests (20% each)</td>
<td>See course calendar.</td>
<td>70%</td>
</tr>
<tr>
<td>Graded Group Case Study</td>
<td>4/10 before 10:00</td>
<td>20%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>See <a href="#">Course Schedule and Units/Lessons for due dates</a> above information on Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total Course Grade</strong></td>
<td></td>
<td><strong>100%</strong></td>
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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 exams will be on Tuesday’s beginning at 11am and closing 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 logon as early as possible during the testing period in the event that they encounter computer/Internet connection problems, so that the test can successfully be completed within this timeframe.

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 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

Comment [g1]: Would you consider an individual assignment? This assignment accounts for a large portion of their grade and it is good to see individual work?

DAM: Chris Bray and others have traditionally always had the 5644 case study in a group format, where we give the group three diagnoses from the units covered during the semester, and they create a clinical scenario, with treatments and follow up planning and education to fit that patient and the assigned diagnoses. In 5645, they do their own case study individually based upon a patient they’ve seen in clinicals.

Comment [DAM2]: See my comment after yours.
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, when emailed by students.

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. Case Study is due to the course faculty according to the course calendar.

3. Weekly participation: Student participation is an expectation in this course, both in didactic and in clinical discussions. Each student will participate in didactic discussions or other assignments as assigned directed by that week’s lead faculty for the week. Clinical discussions will occur in assigned clinical discussion groups.

Students are expected to review the therapeutic efficacy of current guidelines related to the unit topic and compare them with the textbooks for the course. Faculty will randomly review the postings within the group’s web site and will respond as needed. When didactic discussion is assigned, all initial posts must be completed by Friday at 11pm, and all response postings discussion must be completed before 11 pm on Monday. This will allow class members from all of the groups to compare and discuss the different groups’ answers to the assigned questions. Lack of participation after feedback from the course faculty can result in the final course grade being decreased by the course faculty up to one letter grade. See “Discussion Post Guidelines” under the Information ICON on the homepage.

Each group should establish working guidelines that would include the required timeframe for the initiation and response posts.
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 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, choose 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.
- 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.
- 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.
- 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>Requirement</th>
<th>Grade</th>
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<tr>
<td>Completion of minimum number of 135 clinical hours spread throughout the semester (Last clinical day for the semester is 7/29/11)</td>
<td>S/U</td>
</tr>
<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-

   - Current information on file in Magnus Portal Database Software: BLS for Healthcare Providers, TB test results, immunization record, urine drug screen, criminal background check 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” and “clinical schedule” must be submitted to the clinical faculty member.

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 submitted in the assignment section of Blackboard.

Use Microsoft Word to compose the SOAP note attachment. A SOAP note sample is using the template posted in this course, and is 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.

**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 (See Plagiarism, below). Students are directed to the following site for additional information:


**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 questions verbally or as 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 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, by word or print, exam content is viewed as unethical and as form of cheating.
**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 the APA manual (6th ed.) 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) All assignments are subject to anti-plagiarism scanning software.


**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 Shannon Jackson, the graduate academic advisor for the FNP program, is available at shannon.jackson@tamucc.edu, and via phone at 361.825.5893. Just stopping course attendance and participation WILL NOT automatically result in you being dropped from the class. April 11, 2014, 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 Appeal Procedure (http://academicaffairs.tamucc.edu/Rules_Procedures/PDF/13.02.99.C2.01%20Student%20Grade%20Appeal%20Procedure%202013.pdf), 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.

**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 Corpus Christi Hall, Suite 116. The email address is disability.services@tamucc.edu. Please do this well in advance of the first course test.

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. Shannon Jackson, the graduate academic advisor for the FNP program, is available at shannon.jackson@tamucc.edu, and via phone at 361.825.5893.

<table>
<thead>
<tr>
<th>Important Dates from the University Calendar for Spring Semester, 2014</th>
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<tbody>
<tr>
<td><strong>January 22, Wednesday</strong></td>
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<tr>
<td><strong>January 29, Wednesday</strong></td>
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<tr>
<td><strong>March 10 – 14, Monday-Friday</strong></td>
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<tr>
<td><strong>April 11, Friday</strong></td>
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<td><strong>May 5, Monday</strong></td>
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<tr>
<td><strong>May 6, Tuesday</strong></td>
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<tr>
<td><strong>May 5, Wednesday</strong></td>
</tr>
<tr>
<td><strong>May 8 – 9, Thursday-Friday, 12 – 14, Monday-Wednesday</strong></td>
</tr>
</tbody>
</table>

Syllabus Disclaimer: While the provisions of this syllabus are as accurate and complete as possible, the faculty reserves the right to change non-critical aspects of the course to accommodate emergencies, unexpected technical problems, or any unforeseen circumstances. Such changes will be announced as soon as feasible and will be communicated by course email or announcements via Blackboard.

5644 Syllabus. Spring, 2014
CD/DAM