NURS: 5645 - Management of Acute and Chronic Illnesses II

SYLLABUS

Faculty

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Cristi Day, RN, DNP, FNP-C, ADM-BC</th>
<th>Deborah Flournoy RN, PhD, FNP-BC, CNS (psych/MH)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>Island Hall 344</td>
<td>Island Hall 328F</td>
</tr>
<tr>
<td>Phone</td>
<td>361-825-2568 (office) [messages sent directly to Dr Day's cell]</td>
<td>903-278-0475 (cell-preferred)</td>
</tr>
<tr>
<td>Email</td>
<td>Bb Messaging preferred <a href="mailto:cristi.day@tamucc.edu">cristi.day@tamucc.edu</a></td>
<td>Bb Messaging preferred <a href="mailto:deborah.flournoy@tamucc.edu">deborah.flournoy@tamucc.edu</a></td>
</tr>
<tr>
<td>Online Office Hours</td>
<td>Monday 1p-4p. Other times by appointment. Available by phone or email.</td>
<td>Available by phone or email M-F 8 AM-5 PM; Monday evenings 6 PM-8 PM</td>
</tr>
</tbody>
</table>

Clinical Faculty

Dixie Andelman  DNP, APRN, FNP-C
Patrick Ayarzagoitia  DNP, APRN, FNP-BC
Eva Bell  DNP, APRN, FNP-BC, A&F PMHNP
Christell Bray, RN, PhD, FNP-BC
Deborah Flournoy, RN, PhD, FNP-BC
Lauren Gaudette RN MSN FNP-BC
Heather Kostoff, RN, MSN, FNP-C
Jean Herzog  DNP, RN, FNP-BC
Cindy Marriner, RNC, MSN, CFNP
Connie Martinez, RN, DNP, FNP
Bethany Rappaport, RN, MSN, GNP
Sherrie Pierce DNP, RN, FNP-C
Beth Rappaport MSN, RN, GNP
Esmeralda Rivera RNC, MSN, APN, Womens/Adult/Family NP-BC
Nancy Rogers, RN, PhD, CNS, FNP-BC
Elizabeth Sefcik PhD, RN,GNP-BC
Leslie Smith RN, MSN, FNP-BC
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, pulmonary disorders, geriatric & pediatric care, male & female urologic disorders, gynecologic disorders (including STIs and family planning), pregnancy and minor emergencies.

Course Objectives

1. Demonstrate 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. Analyze 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


UP to Date data base as assigned & as needed to meet the requirements of the course.

Required texts are the primary readings for study in this course.

All textbooks from previous classes in the FNP program [encouraged to use as additional resources]
Recommended Texts:


*The pocket guide runs ~$10.00; however there is a free pdf download at 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 and other course documents (including clinical documents) by completing an orientation quiz found under the quiz ICON no later than September 3rd. The quiz should be taken as many times as necessary to receive a 100%. The 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. Student responses to faculty communications when needed or expected should be made within 48 hours.
  2. Blackboard email should be used for private communication concerning the course.
  3. Blackboard Group discussion areas should be used for Weekly Assignment posts relative to the course content for that week. When possible, all weekly assignment postings should be posted in the body of dialogue box versus using attachments. Although weekly assignments will be graded at random [meaning not every week is graded—graded at instructors’ discretion], 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 weekly assignments 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 and other weekly assignments. Contributions are expected to be scholarly, referenced as appropriate, and show respect for the contributions of others.

**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.

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

   o **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 weekly assignments, or chats. If there is a content area that needs further clarification, it is the student's responsibility to let the faculty know.

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

**Grading Scale**

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<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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</table>

**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>Orientation Quiz</td>
<td>9/3</td>
<td>0% S/U</td>
</tr>
<tr>
<td><strong>4 Tests (17.5% each)</strong></td>
<td>9/29, 10/20, 11/10, 12/8</td>
<td>70%</td>
</tr>
<tr>
<td>Evidence-Based Clinical Practice Paper (Individual)</td>
<td>November 10</td>
<td>20%</td>
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<tr>
<td>Weekly Participation</td>
<td>Monday midnight of each week they are assigned</td>
<td>10%</td>
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<tr>
<td><strong>Total Course Grade</strong></td>
<td></td>
<td>100%</td>
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** Grades for other components will not count unless the student has earned a 75% cumulative average on the exams. If the student fails to attain
the 75% exam average, the student's grade in SAIL will be the exam average. Less than a 75% average on the four exams will result in course failure and prevent progression to the next course.

- **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 (main text is Buttaro, et.al.), *Up to Date* database, and the weekly assignments. Exams are not comprehensive (over the entire course) in scope; they each cover the content covered in the weeks preceding the exam as identified on the course schedule.

All exams will be on Mondays as scheduled at the secure testing centers, between the hours of 11 AM to 5 PM. [If your test center closes at 5 PM, be sure to give yourself time to start the exam, have the full 85 minutes to do the exam, & have time to submit the exam without time pressure.] The actual time scheduled for the student to take the exam, within the testing window of 11 AM to 5 PM, remains between the student & 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 similar to that used in the certification exams. While a raw score may be available within 24 hours, the final exam grade may not be available for 2-3 days following each exam as 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.

*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 soon as practical if there is some true emergency that interferes with the scheduled exam. Documentation of “emergencies” will be required.*

2. **Weekly Assignments**: Consistent participation in the course assignments in required. Due to the diversity of content, teaching/learning styles and preferences, and to prevent tedium, the activities may change from week to week and unit to unit. Specific instructions, deadlines and criteria will be posted within each unit. Weekly Unit learning activities may include answering questions, written group discussions, assigned activities, and quizzes. While diverse in structure, all weekly activities will have the common goal of moving your didactic knowledge gained from your readings to the application level that is needed in clinical practice. In this way you can synthesize previous knowledge, skills and attitudes with new knowledge gained from independent study with your new clinical experience. By sharing within small groups we can multiply the reflective process and leverage our unique experiences so that learning is multiplied exponentially. In some units you may be asked to participate in
the small group area (just with your assigned group), and in some units you may be asked to also post within the general class area.

*Four weekly assignments will be randomly graded and this will constitute 10% of the overall course grade.*

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>
<th>S/U</th>
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<tbody>
<tr>
<td>Completion of minimum number of 135 clinical hours spread throughout the semester. The last clinical day for the semester is 12/03/13.</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.
o Current information on file with Magnus Health Technologies: BLS for Healthcare Providers, TB test results, immunization record, and verification of Texas RN license.

o 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 one to two evaluative clinical site visits made by the clinical faculty member based on their evaluation of the student’s needs. Additional visits are 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 submitted via the Assignment link Clinical faculty will provide feedback on SOAP notes which students may access through "Assignments" or through "My Grades".

o Use Microsoft Word to compose the SOAP note attachment using the format provided in Clinical Information icon 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.

While the provisions of this syllabus are as accurate and complete as possible, the instructors reserve the right to change any provisions herein, with notice if circumstances so warrant. Every effort will be made to keep students advised of such changes and information about such changes will be available at all times from the instructors. It is the responsibility of each student to know what changes, if any, have been made to the provisions of this syllabus and to successfully complete the requirements of this course. Questions regarding information on the syllabus and course requirements need to be addressed by students when the syllabus is received.

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

Statement on Sharing Exam Questions:
Possession and/or sharing of exam questions are violations of security for online courses. The practice of sharing exam questions, even verbally, is not only a breach in ethics, but it also impedes faculty from identifying and subsequently assisting students who 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 exam 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.

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 one of your instructors 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.

**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 Rule 13.02.99.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.tamu.cc/provost/university_rules/index.html](http://www.tamu.cc/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations:**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection 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 you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.