NURS: 5644 - Management of Acute and Chronic Illnesses I

Syllabus

Spring 2016

FACULTY: Connie Barker, RN, PhD, FNP-C
OFFICE: Island Hall, Office 327
OFFICE HOURS: By Appointment
TELEPHONE: 915-274-3534
EMAIL: Connie.Barker@tamucc.edu
(Blackboard messaging preferred)

FACULTY: Cristi Day, DNP, RN, FNP-C, ADM-BC
OFFICE: Island Hall, Office 344
OFFICE HOURS: By Appointment
TELEPHONE: 361-825-2568 (Voice Mail received remotely)
EMAIL: cristi.day@tamucc.edu
(Blackboard messaging preferred)

Clinical Faculty
Larry Beville, DNP, RN, FNP-C
Heather Bruce, MSN, FNP-C
Heather Clinton, MSN, FNP-C
Alice Finegan, RN, MSN, FNP-C
Sherrie Pierce, DNP, RN, FNP-C
Cindy L. Marriner, RN-C, MSN, C-FNP
Connie Martinez, DNP, RN, WHCNP-BC
Adiah Oyefesobi, MSN, FNP-C
Esmeralda Rivera, MSN, APRN, WHNP,
ANP, FNP-BC
James Sall, RN, PhD, FNP-C

CREDITS: Six semester hours (3:3)

COURSE DESCRIPTION:
Management of Acute and Chronic Illnesses I is the 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.

REQUIRED TEXTS AND RESOURCES

Required Textbooks
2. UpToDate. (2015). The College of Nursing and Health Sciences provides this database of clinical information, including pharmacological information, to all students without charge while they are enrolled in nursing courses. Access is gained through the Jeff and Mary Bell Library online. Full information about accessing this resource is available under the INFORMATION link on the course homepage.

Recommended Resources:

LEARNING EXPERIENCES

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. The time spent engaged in independent learning 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 Experiences Related to the Clinical Portion of the Course**

1. Regular attendance and participation at the clinical site throughout the semester
2. Reflection on clinical cases and evidence-based practice through the documentation of clinical experiences in Typhon.
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. Informal planning with preceptor for appropriate goals and activities to meet learning needs
7. Conferences and communication with clinical instructor
8. On-site observation and evaluation by clinical faculty.
9. Student engagement in clinical discussion.

**COURSE REQUIREMENTS AND GRADING**

**Syllabus:** Students are expected to review the syllabus along with guidelines for assignments and related grading criteria to fully understand the course requirements and policies. Students should acknowledge careful review of the syllabus by completing an Orientation Quiz in Blackboard.

**Course communication:** Professional and timely communication with course and clinical faculty is a course expectation. Email communication with faculty should be within the Blackboard course shell except when special circumstances exist (i.e. Blackboard is not available).

1. Faculty will respond to Blackboard Messages within 48 hours during the week and 72 hours over the weekend. If you need assistance faster, please call telephone faculty
2. Students are expected to read and respond to faculty communications within 48 hours if sent during the work week and within 72 hours if the message is sent on a weekend day.
3. Blackboard Messaging should be used for private communication concerning the course.

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

**Grading and evaluation of students:** The course is designed with evaluation as an ongoing process to provide feedback regarding the meeting of course objectives. Students must attain an average of $\geq 75\%$ on the four exams. Once the student has attained a the $\geq 75\%$ average on the four exams, all other assignments will be averaged into the final grade. If the $75\%$ average on the exams is not attained, the final grade (in SAIL) will be the student’s exam average. An evaluation of “unsatisfactory” in the clinical portion of the course will supersede any class grade and result in a failing grade (F) for NURS 5644.
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>
</tr>
<tr>
<td>F</td>
<td>&lt;67</td>
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Grade Components:

<table>
<thead>
<tr>
<th>Graded Activity</th>
<th>Course Weight</th>
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<tbody>
<tr>
<td>*4 Exams</td>
<td>70%</td>
</tr>
<tr>
<td>Graded Group Case Study</td>
<td>10%</td>
</tr>
<tr>
<td>Class Participation (Units/Lessons)</td>
<td>10%</td>
</tr>
<tr>
<td>Clinical Participation</td>
<td></td>
</tr>
<tr>
<td>1. SOAP Notes (5%)</td>
<td>10%</td>
</tr>
<tr>
<td>2. Clinical Discussions (5%)</td>
<td></td>
</tr>
<tr>
<td>Total Course Grade</td>
<td>100%</td>
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1. **Exams**: Four exams are scheduled for this course. All exams will be administered through Blackboard in a secure test site. See the course schedule for the content areas for each exam. Exams are NOT comprehensive and will be closed-book and timed. Exam material comes from the textbooks, learning activities, assignments, and class discussions.

All exams will be on Mondays beginning at 11am and closing at 5pm, with up to 90 minutes of testing time allowed. The initial score will be released at a designated time after the end of the testing period. Course faculty will evaluate individual test questions for psychometric soundness and based on this review, adjustment to scoring may occur. Test grades are usually finalized 1-2 days after testing. Should a student have concerns about specific questions on the test, the student should contact course faculty privately by Blackboard Messaging.

If the student has a severe illness or tragedy which causes an exam absence, students should make every effort to notify faculty prior to the start of the exam. If an exam absence is excused and the student is allowed to take the missed exam at a later time, the exam will be administered in a secure testing site.

2. **Group Case Study**: This assignment is a formal paper, based on a case study approach, and written within the didactic discussion groups. 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" link in Blackboard. The assignment is due according to the course schedule. Students will complete a self and peer evaluation.

3. **Weekly participation:** Student engagement and participation is an expectation in this course. Each student will participate in weekly assignments (discussions, quizzes, and other learning activities) as assigned by the main faculty for the week. The grading rubrics for weekly participation are available in "My Grades" section of Blackboard.

   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. When didactic discussion is assigned, all original posts must be completed before Friday at 11 pm, and all responses by 11 pm on Monday. This will allow class members to compare and discuss the different groups’ answers to the assigned questions. Students are expected to stay engaged in their didactic and clinical discussions throughout the week.

   The learning process involves an exchange of ideas and an exploration of concepts between faculty and students. Students must log in to the Bb course to participate in classroom activities. A certain level of decorum facilitates the on-line learning process for learners and teachers. The on-line learning environment communication and behavior guidelines should be reviewed in "Netiquette" found in the Information section of Blackboard.

**CLINICAL COURSE GRADE COMPONENTS**

Students should begin by reading the Clinical Guidelines for the MSN Program and the Preceptor Agreement Packet available within the course under “Clinical Information”. The Clinical Guidelines and Preceptor Agreement Packet serve as a reference for policies guiding the clinical laboratory portion of this course.

<table>
<thead>
<tr>
<th>Component</th>
<th>Grading</th>
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<tbody>
<tr>
<td>Completion of minimum number of 135 clinical hours spread throughout the semester (Last clinical day for the semester is 7/31/2015)</td>
<td>S/U</td>
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<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>
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<tr>
<td>Minimum Three SOAP Assignments (part of the final course grade)</td>
<td>Max Score 100%</td>
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1. Clinical hours:

At least one hundred thirty five (135) hours of clinical experience related to course content are required. Additional hours may be assigned at the discretion of the clinical faculty based on student needs.

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.

Clinical practice prerequisites: Clinical hours may NOT begin until the following requirements are met:

- Current information on file in Certified Profile 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 submitted through the Assignments section of Blackboard. Clinical faculty may ALSO request that the agreements be submitted directly to them via Blackboard Messaging or by Email.
- The Preceptor Agreement should be submitted as one file with the document checklist as the cover sheet.

2. 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. Typhon entries are reviewed and must be approved by clinical faculty. Incomplete entries in Typhon after the 7 day deadline are subject to non-approval of the cases and the deletion of the associated Shift Time. Participation in clinical procedures must be documented in Typhon.

3. SOAP Note Assignments: Students will complete a minimum of three SOAP note assignments throughout the semester. The due dates for the SOAP note assignments are available in the course schedule. The assignments will be submitted through Blackboard Assignments and graded by clinical faculty. Subsequent assignment submissions should reflect improvement from previous submissions. Additional SOAP note assignments
and/or reworking of the notes may be assigned by clinical faculty as indicated. Students should complete notes on the following types of visits:

- Comprehensive Annual Exam Visit
- Complex Periodic Visit (Multiple Chronic Disease)
- Focused Periodic (Sick) Visit

4. Preceptor and Self-Evaluations: All end of clinical Preceptor and Student Evaluations must be completed and submitted within one week of completion of the clinical experiences. Evaluation forms will be submitted in Assignments section of Blackboard. Clinical faculty may ALSO request that the evaluations be submitted directly to them via Blackboard Messaging or by Email.

5. Faculty Observation and Evaluation: Safe and satisfactory clinical practice is mandatory for successful completion of the course. The clinical laboratory portion of this course is according to the Clinical Course Grade Components listed above. Unsatisfactory performance in the clinical laboratory requirements of the course results in a failure of the course (F).

Clinical Faculty will complete at least one evaluative clinical site visit. Additional site visits may be completed based on the individual student progress observed or reported in the clinical area.

In the unusual circumstance that a student fails to provide safe care or professional conduct based on the clinical instructor’s professional judgment, the student may be removed from the clinical setting at any time. If the identified deficiencies cannot be remedied in the remaining clinical time and (within the limits of available faculty or preceptor supervision), the student would earn an Unsatisfactory grade in the Clinical Course.

6. Clinical group discussion posts: A weekly scholarly clinical discussion is required. Clinical discussion posting may include clinical pearls, patient case encounters, and clinical topics of interest. The scholarly contributions to clinical discussion should be relevant to primary care clinical practice and must include current, evidence-based references. Students should participate in their clinical discussions each week by posting one initial topic discussion and one support scholarly response. Clinical Discussion begins the second week of the class. In the event that a student is not scheduled for clinical, discussion participation is still required.

POLICIES:
Evaluation Input From Students
The faculty of the College of Nursing and Health Sciences places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluations for courses posted are
online. The online mechanism allows us the opportunity to tabulate and store information in order to analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty. In order to garner some reliability and validity, the College must have representative data from the student population. That representation, based on the literature, has been set at 70%. The College is anticipating that students will thoughtfully participate in the evaluation process which will assist the faculty with the growth of the program. A link to evaluations will be available on Blackboard toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

Academic Integrity and Honesty
It is expected that University students will demonstrate a high level of maturity, self-direction, and ability to manage their own affairs. Students are viewed as individuals who possess the qualities of worth, dignity, and the capacity for self-direction in personal behavior. 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 intentionally, knowingly, or carelessly presenting the work of another as one’s own). Please see the following sites for additional information:

  University Student Handbook and Code of Conduct: [http://www.tamucc.edu/~students](http://www.tamucc.edu/~students)
  University catalog related to academic integrity and honesty: [http://catalog.tamucc.edu/](http://catalog.tamucc.edu/)

Students with Disabilities
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 contact the Disability Services Office at 361.825.5816 or visit the office in CCH 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 Disabilities Services office for assistance at (361) 825-5816

Title IX
As part of the Texas A & M Corpus Christi University policy, pregnant students are urged to contact the Title IX office for facilitation of academic issues impacted by pregnancy, delivery and subsequent complications. Contact information: Mr. Samuel Ramirez, Title IX Coordinator or Ms. Rosie Ruiz, Deputy Title IX Coordinator (825-5826).

Active Military Duty
Active duty military personnel, military spouses, and veterans with special circumstances (eg: deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

Grade Appeals Process
The College of Nursing and Health Sciences (CONHS) adheres to the University’s student grade appeal procedures described in Section 13.02.99.C2.01 (revised May, 2013) and follows those guidelines. See [http://academicaffairs.tamucc.edu/Rules_Procedures/](http://academicaffairs.tamucc.edu/Rules_Procedures/) for the University

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procedure and see [http://conhs.tamu.edu/shb/](http://conhs.tamu.edu/shb/) for the CONHS process identified in the Student Handbook.

**Support Services**

Students are encouraged to seek faculty assistance in accessing University Services, including tutoring, health services, personal counseling, degree counseling, financial aid, learning resources, job/work placement, career guidance, and computer/technical support/instruction. If a student is interested in other support services provided by the University, the student is encouraged by the College of Nursing and Health Sciences and the University to seek these services.