Texas A&M University – Corpus Christi

College of Nursing and Health Sciences

Spring 2016

NURS: 5746 Integrated Clinical Practice

Sections W01-W04

Course didactic content will be on-line; supervised clinical experience is also required and supports application and integration of didactic content.

**FACULTY**

| Christell O. Bray, RN, PhD, FNP-BC, FAANP | Deborah Flournoy, PhD, RN, FNP-BC, CNS (Psych/M.H.) |

**OFFICE**

| Island Hall 346 | Island Hall (when in CC) |

**TELEPHONE**

| (936) 615-5635 (Cell) preferred; 361-825-2798 (office) | 903-278-0475 (cell) |

**EMAIL**

| chris.bray@tamucc.edu | deborah.flournoy@tamucc.edu |

**OFFICE HOURS**

| By Appointment | By Appointment |

**CREDITS:**

7 semester hours (1:6)

Please do NOT call after 8:00 PM or before 8:00 AM unless there is an emergency that requires an immediate response; otherwise, use texting for after-hours, if needed. Do NOT leave messages at the office (University) numbers.

**Clinical Faculty:**

| Dixie Andelman, DNP, APRN, FNP-BC | Lauren Gaudette RN, MSN, FNP-BC | Adiah Oyefesobi, RN, MSN, WHNP-C |
| Eva Bell DNP, APRN, FNP-BC, A&F PMHNP | Heather Kostoff RN, MSN, FNP-C | Esmeralda Rivera RNC, MSN, APN, Womens/Adult/Family NP - BC |
| Larry Beville, RN, DNP, FNP-C | Cindy Marriner, RNC, MSN, CFNP | Nancy Rogers, RN, PhD, CNS, FNP – BC |
| Dana Buchanan, RN, MSN, FNP-C | Connie Martinez, DNP, APRN, FNP-C | Barbara Schwertner, RN, MSN, FNP-C |
| Chris Bray, APRN, PhD, FNP-BC | Patricia Meadows, RN, MSN, FNP-C | Leslie Smith RN, MSN, FNP-BC |
| Alice Finegan RN, MSN, FNP-C | Sherrie Pierce, DNP, RN, FNP-C | |
**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/or 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. (ME I, IV, VIII, IX)
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. (ME I, IV, VIII)
3. Accept responsibility to contribute to the enactment/establishment of the family nurse practitioner role. (ME IX)
4. Appreciate the legal, historical, social, political and ethical aspects of the nurse practitioner role. (ME I, IV, V, VI)

**RECOMMENDED TEXTS:**

*A guide for APN practice in Texas, 3rd edition* (Most Current) (available at the Texas Nurse Practitioner web site; [www.texasnp.org](http://www.texasnp.org)).

**Texts for Referencing Items on Faculty Developed Exams**

Use the latest edition of any of these texts that you have!


Recommended Database

Up-to-Date found off campus through the link below


Learning Experiences and Teaching Methods

Course objectives may be met through individual study of required content from prior courses 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 virtual classroom, seminar and preceptor-supervised clinical 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 or 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. Copies MAY be sent to the faculty university email address, but primary communication must be within the course shell.

• Blackboard general class discussion folders should be used for posting seminar assignments as indicated on specific seminar guidelines.

• Small group (private) discussion folders should be used for group work in producing the seminar products to be posted for the class and grading. This is REQUIRED so that individuals can receive appropriate credit for their work if there is any question of individual participation or contribution to the group product

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” or below will require the course to be repeated prior to being able to meet the requirements for graduation.

4. Grading Scale- Consistent with the standard for College of Nursing and Health Sciences

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<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>
</tr>
</tbody>
</table>
Class Course Grade Components

<table>
<thead>
<tr>
<th>Graded Activity</th>
<th>Due Dates</th>
<th>Course Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>APEA Exam (initial)</td>
<td>January 22-24</td>
<td>S/U</td>
</tr>
<tr>
<td>Exam 1 - Faculty-developed</td>
<td>February 25th</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 2 - Faculty developed</td>
<td>March 31st</td>
<td>20%</td>
</tr>
<tr>
<td>APEA Exam (comprehensive)</td>
<td>April 28th</td>
<td>20%</td>
</tr>
<tr>
<td>Discussion Board 1 – Preparation for Practice</td>
<td>February 16th</td>
<td>10%</td>
</tr>
<tr>
<td>Seminar 1 - Legislative Advocacy for Practice</td>
<td>March 8th</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Board 2 – Regulation of Practice</td>
<td>April 12th</td>
<td>10%</td>
</tr>
<tr>
<td>Professional Portfolio</td>
<td>April 19th</td>
<td>10%</td>
</tr>
<tr>
<td>Total Course Grade</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Clinical Course Grade Components

<table>
<thead>
<tr>
<th>Completion of minimum number of 270 clinical hours: Hours and documentation completed by May 3rd</th>
<th>S/U</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of a study plan based on APEA exam feedback. Due to clinical faculty by February 2nd</td>
<td>S/U</td>
</tr>
<tr>
<td>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</td>
<td>S/U</td>
</tr>
<tr>
<td>Preceptor Evaluation (found in the “Preceptor Guide for MSN Clinical Courses”)</td>
<td>S/U</td>
</tr>
<tr>
<td>Self-Evaluation (final FNP evaluation found in Preceptor Guide) due at midterm and final</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/group via Discussions, which includes informal sharing of clinical pearls &amp;/or significant patient encounters</td>
<td>S/U</td>
</tr>
</tbody>
</table>

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 of 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 faculty-developed exams are scheduled during the course. Both of these exams will be **Thursdays**, between 11am and 5 pm in a
secure proctored test site. See policy located under the information tab on the course menu. 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.

*Make-up tests will only be considered in exceptional circumstances at the faculty discretion if arrangements are made before hand with the faculty.*

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 and faculty review. 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 be calculated in the final grade of the course.
   b. The first APEA exam will be open for you to take between 8:00 AM the 22nd and 11:59 PM 24th of January. **Students who make a score of 65 or above will receive 5 extra points added to the score of the student’s first faculty-developed exam.**
   c. The second APEA exam will be given on April 28th. The result of this exam is one of the three exam scores that count toward your total course grade. The actual score or the percentile (which ever is higher) will count as an exam grade normed to the average of the teacher made exams.
   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 your **clinical** faculty on February 2nd.

***The average of the three (3) 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 respond to individual student questions when emailed to either of the faculty within 24 hours of global feedback.

3. 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 professional. Completion of a professional portfolio is an expected outcome of clinical. Detailed information can be found under the menu item “Information”. The portfolio is completed within the TYPHON software and when complete the course faculty (Dr Flournoy) should be notified so that the portfolio can be reviewed & graded.

4. Seminars & Discussions

Course seminars & DB will be conducted within Blackboard. For DBs 1 & 3, students will be randomly divided into teams of approximately 8-10 students. Discussion questions & seminar requirements will be posted on Wednesday 2 weeks before the DB is due and each student is expected to use the team discussion site to answer the question and respond to other student's postings. The DBs will be conducted from Wednesday to Tuesday night at midnight over a two week period; active participation/discussion by ALL group members is expected to receive full credit for the seminar assignment. Appropriate citations from the current clinical or professional readings or web sites are required utilizing APA format when indicated on the detailed assignment guidelines.

DB 1 (due 2/16). 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. See separate document for details

Seminar 1 - (Due 3/8). The second seminar will focus on the legislative process and how these processes impact practice. After attendance at Legislative Day, students are required to submit short summary. See separate document for details.

DB 2 – (Due 4/12). The final seminar will focus on a discussion of 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. See separate document for details

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 failing grade of in the course.

2. **Clinical practice prerequisites:** Clinical hours may **NOT** begin until the following requirements are met-

   - Current information on file with the Certified Porfile Portal: BLS for Healthcare Providers, TB test results, up-to-date immunization record, and verification of unencumbered Texas RN license.
   - Clinical site and preceptor approval by the clinical faculty member: A signed and approved “Preceptor Agreement” must be sent to the designated clinical faculty. Following approval, a “Student Clinical Information Form” must be submitted to the clinical faculty member.

3. **Clinical Experience:** A minimum of two hundred and seventy (270) 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 or more evaluative clinical site visits to your clinical site made by the clinical faculty.

DFournoy/CBray
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member with additional visits as needed, dependent on individual student progress documented and observed in the clinical area. Additional site visits made through electronic media might be incorporated. Feedback from the preceptor is sought and valued, however, the clinical faculty have the responsibility to make the final determination of whether clinical objectives were met.

Students are responsible for working with their clinical faculty member to plan experiences which 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. Due date is noted on the course schedule.

5. Clinical Log: 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 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: Students are expected to post weekly in their assigned clinical discussion group. Each clinical faculty member will determine the expectations as deemed most helpful to the student group.

POLICIES

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 are violations of test security. The practice of recording, and/or printing or sharing test questions or content 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. 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 recorded, printed or copied in any format for any reason. If students have a concern about a particular test question, then they can email a specific question regarding the content to the faculty for review. Exam questions and/or exam content should **NOT** be discussed in general (public) course discussion areas or between students, but only privately between individual students and faculty.

2. Sharing copies of exams or content from exams is viewed as unethical and a form of cheating.

**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 faculty before deciding 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 contacting the graduate academic advisor, Rachel Holman, 361-825-5893 and then going to the Student Services Center, filling out a course drop form. Just stopping course attending or participating WILL NOT automatically result in you being dropped from the class. April 8, 2016 is the last day to drop a class with an automatic “W” this term.

**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
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/ for the University procedure and see http://conhs.tamucc.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 for assistance at (361) 825-5816

**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 can be reached at 1-361-825-5893 or by email, joanne.holman@tamucc.edu

**Syllabus Disclaimer:**

While the provisions of this syllabus are as accurate and complete as possible, the faculty reserves the right to change any aspect 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. *It is the STUDENT’S responsibility to keep abreast of course announcements.* Questions regarding course requirements should be addressed when the syllabus is received, within the first week of the course.