Texas A&M University Corpus Christi
College of Nursing and Health Sciences Graduate Programs
NURS 5390 Topics in Advanced Nursing Practice:
Clinical Procedures for the APRN

Credits: Three semester hours (3.0)

Faculty:
College of Nursing and Health Sciences
Texas A&M University Corpus Christi
6300 Ocean Drive Unit 5805
Office: IH 342D
Corpus Christi, Texas 78412
Office Telephone: By appointment

Course Description: Study of clinical procedures commonly performed by family nurse practitioners. Evidence based practices, clinical pearls and relevant pathophysiological and pharmacological foundations related to common clinical procedures are analyzed and discussed. Practical performance of clinical procedures, techniques for success are emphasized with relevant clinical pearls, photographs, videos, as well as a live, on campus, “skills lab day” which includes a guided “hands on” experience for nurse practitioner students.

Course Objectives (with examples of learning outcomes)

1. Evaluate evidence based practices (EBPs) and principles which guide clinical procedures for advanced practice nurses.
   1.1 Compare and contrast application and utilization of EBPs in selected special patient populations;
   1.2 Examine relevant clinical pearls and EBP that guides procedures in clinical practice;
   1.3 Summarize benefits of the clinical procedures and use of relevant pharmacological and pathophysiological basis in the treatment of various medical problems.

2. Explain the appropriate treatment including any relevant procedures for a specific client and that client’s pathophysiological medical problem(s).
   2.1 Integrate knowledge of pathophysiology and pharmacology in the treatment of selected patients;
2.2 Identify appropriate treatment of selected medical problems for various patient populations as applicable;

2.3 Perform and practice simple suture placement, integrating EBP, standards of care, clinical pearls and techniques learned;

2.4 Describe essential client education for patients who undergo common office procedures to achieve expected outcomes.

3. Interpret research literature and appropriate resources pertaining to common office procedures.

   3.1 Appraise EBP and relevant literature;
   3.2 Criticize and discuss the basis for interventions using common office procedures;
   3.3 Explain appropriate utilization of various office procedures and their pathophysiologic basis;

**Required Texts**


**Required Materials**

Students will need access to the videos which are available via QR code access from smartphones or tablets or at expertconsult.com with the activation code which is provided in the first time purchased, new book. A suture kit (specific instructions will be provided in BB) will be needed to participate in the skills day or if students choose the optional video demonstration assignment.

**Teaching and Learning Strategies:**

- Assigned readings
- PowerPoint presentations
- Video demonstrations
- Online quizzes
- Skills day/return demonstrations
- Optional student demonstration video

**Course Requirements:**

Each student will:
1. Maintain access to a reliable computer with internet connectivity throughout the semester (Note: Portable tablets are not appropriate for most activities in this course.);

2. Read all course assignments (texts, case study solutions, and other posted materials, etc.)

3. Complete required quizzes

4. Regularly participate in class as described in the syllabus and course schedule

**Grading:**

Grading is a process of measuring the outcome of learning against standards and assigning a symbol to the level of performance achieved. The quizzes that accompany each unit (see course schedule) count for the majority of your grade. The remaining part of the grade depends upon your *active participation* in the class as delineated in the syllabus below. The final determination of the grade, therefore, rests with the instructor. Components of student course grade include the following:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>80%</td>
<td>80</td>
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<tr>
<td>(20% for each of four quizzes)</td>
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<tr>
<td>Participation Grade (See Grading Rubric.)</td>
<td>Up to 20%</td>
<td>Up to 20 points</td>
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<tr>
<td>Total grade</td>
<td>Up to 100%</td>
<td>Up to 100 points</td>
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**Online Course Quizzes:** Each online quiz will be made up of 25 multiple choice questions. These questions will be drawn from the course textbook, any other assigned readings, and posts made on BB. Students will be able to take the tests on Blackboard. Students need to make sure that Respondus Lockdown Browser software is installed on their computer and that all technical requirements for the proper use of this software are met prior to the first online quiz. Please contact TAMUCC technical computer/BB support if needed.
**Participation Grade:**

Students are encouraged to actively participate in all online class activities including videos, WebEx sessions and the live clinical “skills day”. The participation grade will be assigned as follows:

In order to obtain the maximum of number of twenty (20) points, students will be required to participate by completing **two (2)** of the following activities:

1. Submission of an eight page research paper, in APA format which outlines and explains the research and evidence base used to support common office procedures, a descriptive narrative which uses primary and/or secondary sources which to offer a critical interpretation of the evidence used to justify and buttress common office procedures, the relevant EBPs and their pathophysiological basis (see rubric, course schedule for due date and more details);

2. Submission of a video demonstration of a simple interrupted suture (see course schedule for due date and rubric for requirements and more details)

3. Participation in one Webex session (see course schedule for details and dates);

4. Participation in the live, on-campus clinical “skills day” (see course schedule for details and date).

Alternatively, students may complete **one (1)** of the activities listed above for a maximum of ten (10) points to be awarded.

**Blackboard Postings/communication**

BB communication will be required and the instructor may post useful information for students as well as ask questions and stimulate discussion topics. Student’s participation will be monitored and will count as one (1) point towards the participation grade. Students are expected to observe standard online posting etiquette. A summary of expected etiquette can be found under the course INFORMATION link.

Please avoid using a “copy and paste” posting of material; this is a violation of copyright and does constitute a form of plagiarism, especially when quotation is not indicated appropriately (APA format) and referenced. During open discussions on this BB course, please avoid unnecessary duplication of material already presented. (For example, posting “Great post,” “Thanks!,” and “I wholeheartedly agree with Jane’s post,” requires each student to open the posting and review it, all without contribution of new information. The student’s post will be considered valuable if it contributes to the discussion thread in ways that have not been cited before.

In addition, please avoid simply posting the URL of a web site which in your opinion is of value to other students. Please precede the URL with a concise summary about what is contained on the site and why you find the information valuable.

**Make-up quizzes** are not permitted. Quizzes will only be given during the scheduled date and time periods. In the event that a student has a valid reason for missing a quiz, as determined by University policy and upon notification of the instructor of that reason early in the semester and certainly prior to the completion of the test’s availability online, the instructor will follow the established guidelines of the University and College of Nursing and Health Sciences.
Students who require additional time for tests must provide the instructor with a copy of the certification document provided by the Student Disability office at the beginning of the semester. Additional information on this requirement is provided toward the end of this syllabus.

**Grading Scale for the Student’s Final Course Grade.**

90 – 100%: A  
83 – 89%: B  
75 – 82%: C  
67 – 74%: D  
0 – 66%: F

**Extra-credit work.** No extra-credit work will be accepted.

**OTHER INFORMATION**

**Expectations for Student Behavior:**

1. Evidence of preparation for class discussion is determined by participation. Because every student’s discussion grade will be based in part on the ability to engage classmates in discussion, it is imperative that a student prepare for the course according to the course schedule.

2. Students are expected to have access to a computer that can support BlackBoard applications. Portable tablets and “smart phones” are not generally reliable in this method of course delivery.

3. Students must review the course introduction to learn how communication will occur and how assignments will be managed during the course. Please do not use “texting” as a method of communication with the instructor. Emergencies should be communicated by phone to the instructor.

4. All email communication should occur through the BlackBoard structure and should be conducted in a respectful and professional manner. Students should review course email at least every 48 hours. Students are also advised to review their Islander (University) email accounts on a regular basis.

5. All assignments are due on the scheduled date indicated in the course schedule unless other arrangements have been made with the course instructor ahead of the due date. Students should review the syllabus and schedule throughout the semester to insure that class assignments are completed correctly and by the due date. Print a copy of the syllabus and schedule as a reference.
6. All information disclosed through course discussions is confidential and should not be shared with others outside the context of this course. Passwords should not be shared with anyone including classmates or family members.

7. Students should notify the faculty if they withdraw from the course and should not attempt to access course materials once they have withdrawn.

8. The nature of the content of this course often promotes extensive debate during course discussions. Since students are assumed to be prepared for the discussions, everyone’s contributions will be considered a knowledgeable contribution. Contributions should be made in a respectful manner and the discussion should be an orderly sharing of ideas. No disrespect to classmates will be tolerated.

**Expectations for Course Faculty Behavior:**

1. The course faculty will monitor BlackBoard email and discussion comments regularly and will communicate in a respectful and professional manner. Students can expect a response to email messages or to students’ discussion questions within 48 hours of the posting unless messages are sent late at night. The instructor will check for new messages periodically during weekends.

2. Students will receive feedback on assignments within 10 days of assignment due dates unless notified by the course faculty.

3. The course faculty is available for meetings with individual students through email or telephone. Students are requested to make appointments for these meetings when possible.

**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
University catalog related to academic integrity and honesty:  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  I do not think this is the current correct 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.tamu.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.
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 and/or announcements via Blackboard.