Faculty

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EMAIL: Bb messaging preferred
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Clinical Faculty

TBA

Credits

Six 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 the 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**


*Dynamed* data base. Readings as assigned.

All textbooks from previous classes in the FNP program are encouraged for use as additional resources.

**Recommended Texts: [Latest edition]**


It is not too early to either go to a NP Board Review or purchase used or new recordings of a board review.

**Learning Experiences and Teaching Methods**

Course objectives are 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 provides 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 complete the assignments. *Word* is the word processing software used for all assignments. Assignments should be submitted in .docx format. No other formats will be accepted. Web-based assignments may take more time to complete than traditional face-to-face classroom work. However, time spent through independent work is determined both by each student’s learning style and the tasks involved in the assignment. Students are expected to seek assistance from the support services as needed to ensure 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
- Weekly informal planning with preceptor for appropriate goals and activities (i.e., 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. 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 the end of the first week. The quiz should be taken as many times as necessary to receive a 100%. Quiz completion is required.

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.

2. Student responses to faculty communications when needed or expected should be made within 48 hours during the week and 72 hours over the weekend.

3. Blackboard email should be used for all private communication with faculty.

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.

Course content promotes the 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 fail NURS 5645.

   o Student evaluation of others: Students are REQUIRED to complete the 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.

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

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</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>Orientation Quiz</td>
<td>8/29</td>
<td>0% S/U</td>
</tr>
<tr>
<td><strong>4 Tests (17.5% each)</strong></td>
<td>9/26, 10/17, 11/7, 12/8</td>
<td>70%</td>
</tr>
<tr>
<td>Evidence-Based Clinical Practice Paper (Individual)</td>
<td>November 1</td>
<td>15%</td>
</tr>
<tr>
<td>Class Participation (Units/Lessons)</td>
<td>Monday midnight of each week they are assigned</td>
<td>7.5%</td>
</tr>
<tr>
<td>Clinical Participation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. SOAP Notes (5%)</td>
<td></td>
<td>7.5%</td>
</tr>
<tr>
<td>2. Clinical Discussion (5%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Course Grade</strong></td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

**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.
Exams 1-3 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.] (Exam 4 will be on Thursday—see course schedule). 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.

Tests will only be given on the scheduled date and at the scheduled time. If a student has a valid reason for missing a test, as determined by University policy AND with proper faculty notification before 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 is 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 advancing students' didactic knowledge gained from readings to the application level that is needed in clinical practice. In this way, students can synthesize previous knowledge, skills, and attitudes with new knowledge gained from new clinical experiences.

- Weekly participation assignments are due at the end of the week according to the course schedule.
- Weekly discussion postings (when assigned) are due Friday (initial) and Mondays (responses) and should be copied and pasted into the Discussion Forum rather than attached as a file.
• Weekly participation in the unit assignments is required. Grading for weekly participation will occur throughout the semester with random timing. 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.

3. **Evidence-Based Clinical Practice Paper (Case Study):** Each student is expected to develop a scholarly paper. The paper demonstrates an ability to integrate knowledge from prior graduate coursework and can be considered as capstone evidence of scholarly work. During 5644, you drafted the first half of this assignment. Students are allowed to use their work from the previous Evidence-Based Paper assignment to complete the assignment in this course. Page limitations in the assignment instructions must addressed in the assignment submission.

See the Assignments section for instructions and submission link. The paper due date is listed on the course schedule. Papers submitted after the due date will have an automatic 10 point reduction from the total grade for each day late. In the event of a serious, documented, illness, injury, or other tragedy necessitating an extension of the due date, the student should contact faculty before the assignment is due if possible.

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.

4. **Clinical Participation** – See the description of SOAP notes and Clinical Discussion requirements below.
Class Course Components

Clinical Course Grade Components

<table>
<thead>
<tr>
<th>Completion of a minimum number of 135 clinical hours spread throughout the semester. The last clinical day for the semester is listed on the schedule.</th>
<th>S/U</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typhon documentation: Electronic clinical log documentation of patient encounters.</td>
<td>S/U</td>
</tr>
<tr>
<td>Clinical SOAP notes</td>
<td>7.5%</td>
</tr>
<tr>
<td>Preceptor &amp; Self-Evaluation (found in the “Preceptor Guide”)</td>
<td>S/U</td>
</tr>
<tr>
<td>Faculty Observation and Evaluation</td>
<td>S/U</td>
</tr>
<tr>
<td>Regular communication with clinical instructor &amp; clinical discussion group. Discussions include weekly informal sharing of clinical pearls &amp;/or interesting patient encounters</td>
<td>7.5%</td>
</tr>
</tbody>
</table>

1. **Safe and Satisfactory Clinical Practice:** Safe and satisfactory clinical practice is mandatory for successful completion of this course. In the circumstance that a student is unable to provide safe and satisfactory care to patients, and if this deficit cannot be remedied within the limits of available faculty or preceptor supervision, the student may be removed from the clinical setting. Removal from clinical 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 packet must be uploaded into Blackboard Assignment Link. All documents should be submitted as one file with the checklist as the cover sheet. If Clinical Faculty asks for the Preceptor Agreement to be emailed to them, the student should do this IN ADDITION to the upload into Blackboard.

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. To meet the course requirements and assignments, students should organize their clinical hours/days, so that they span across the entire semester. Spreading out the clinical experiences 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 the date of the patient visit for the clinical time to count toward the minimum 135 hours. (NOTE: The clinical day counts as DAY 1). Typhon entries are reviewed and must be approved by the clinical faculty. Incomplete entries in Typhon after the seven-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.

5. **SOAP Notes 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 or reworking of the notes may be assigned by clinical faculty as indicated. See “Assignments” sections of Blackboard for description and grading details.

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 the 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 scholarly support response. Clinical Discussion begins the second week of the class. If a student is not in clinical, discussion participation is required.
Syllabus Changes: 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 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.

Statement on Sharing Exam Questions: Possession and sharing of exam questions are violations of the University Academic Integrity Policy. 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.

If you have questions about exam content or particular exam items, please share those directly with faculty via Blackboard Messaging, not in the course discussion groups, or 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. Due to exam security, students will not be able to review their exams after they have exited the testing center.

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 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.
POLICIES:
Classroom/professional behavior

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility
Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high-quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

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 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. 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 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 by 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 intentional, 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 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 physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and email. Also, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

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 (e.g., deployment, drill requirements, disabilities) are welcome and encouraged to communicate these, in advance if possible, to the course and clinical instructor.

Grade Appeals Process
As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and guidance in the grade appeal process, students may contact Dean’s office in the college in which the course is taught or the Office of the Provost.

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.