EXAS A&M UNIVERSITY-CORPORUS CHRISTI College of Nursing and Health Sciences Graduate Nursing Program Family Nurse Practitioner Track
Spring 2020

NURS: 5746 Integrated Clinical Practice
Sections W01-W03

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

Credits: 7 semester hours (1:6)

Course Faculty:

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Dr. Connie Martinez DNP, APRN WHCNP-BC</th>
<th>Dr. Esmeralda Rivera DNP, APRN Women’s/Adult and Family NP-BC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>Off Campus</td>
<td>Off Campus</td>
</tr>
<tr>
<td>Telephone</td>
<td>Telephone 479-285-6044 (cell) Please no weekend or evening calls unless an emergency</td>
<td>Telephone 956-778-8257 (cell) Please no weekend or evening calls unless an emergency</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:connie.martinez@tamucc.edu">connie.martinez@tamucc.edu</a></td>
<td><a href="mailto:esmeralda.rivera@tamucc.edu">esmeralda.rivera@tamucc.edu</a></td>
</tr>
<tr>
<td></td>
<td>Course email preferred form of communication</td>
<td>Course email preferred form of communication</td>
</tr>
<tr>
<td>Office Hours</td>
<td>Available by email or phone Course email preferred form of communication</td>
<td>Available by email or phone Course email preferred form of communication</td>
</tr>
</tbody>
</table>
Clinical Faculty:

<table>
<thead>
<tr>
<th>Clinical Faculty</th>
<th>Clinical Faculty</th>
<th>Clinical Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dixie Andelman DNP APRN, FNP-C. BC ADM</td>
<td>Brandi Isham APRN, MSN, FNP-C</td>
<td>Patricia Squires APRN, DNP, FNP-C</td>
</tr>
<tr>
<td>Tara Capeheart RN, MSN, FNP-C</td>
<td>Barbara Schwertner MSN, RN, FNP-C</td>
<td>Cindy Marriner RNC, MSN, CFNP</td>
</tr>
<tr>
<td>Heather Clinton RN, MSN, FNP-C</td>
<td>Danielle Stockhorst MSN, RN, FNP-C</td>
<td>Connie Martinez DNP, RN, WHCNP-BC</td>
</tr>
<tr>
<td>Esmeralda Rivera DNP, RN, FNP-C ANP-BC, WHNP-BC</td>
<td>Bailey Wright APRN, FNP-C</td>
<td>Cheryl Gordon MSN, APRN FNP-C</td>
</tr>
<tr>
<td>Ashley Hughes DNP, APRN FNP-C</td>
<td>Cristina Winters DNP, APRN FNP-C CCRN</td>
<td>Christell O. Bray PhD, APRN FNP-C, FAANP</td>
</tr>
<tr>
<td>Gillian Cox MSN, APRN FNP-C</td>
<td>Martina Briseno-Lucio MSN, APRN, FNP-C</td>
<td>Ashley Calta MSN, APRN, FNP-C</td>
</tr>
</tbody>
</table>

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 (MSN Essentials I, 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 (MSN Essentials I, II, III, IV, VII, IX).
3. Accept responsibility to contribute to the enactment/establishment of the family nurse practitioner role (MSN Essential VI).

4. Appreciate the legal, historical, social, political and ethical aspects of the nurse practitioner role (MSN Essentials I, IV).

**Recommended texts**


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

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


**Recommended Database**

Dynamed Plus

UptoDate (if you have access; the TAMUCC library no longer has this)

**Learning Experiences and Teaching Methods**

Course objectives may be met through individual study of required content from prior courses and recommended readings. Additional study of symptom complexes and diagnoses encountered in clinical practice add to the knowledge base; use any of the following resources to expand your reading and comprehension:

- 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
• 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 and the Office of Distance Learning and Education 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 ensure that class assignments are completed correctly and submitted in a timely fashion.

2. **Course Communication:** Communication should be conducted online, using Blackboard. • Blackboard email will be used for private communication concerning the course.

• Blackboard general class discussion folders will 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. Faculty have access to these group discussion boards and are able to read and assess work and progress within each group. Outside means of group communication is not monitored by faculty.

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.
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.

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= 90 -100</td>
<td>90 -100</td>
</tr>
<tr>
<td>B = 83-89</td>
<td>83 -89</td>
</tr>
<tr>
<td>C = 75-82</td>
<td>75 -82</td>
</tr>
<tr>
<td>D = 67-74</td>
<td>67 -74</td>
</tr>
<tr>
<td>F = below 67</td>
<td>below 67</td>
</tr>
</tbody>
</table>

**Class Course Grade Components**

<table>
<thead>
<tr>
<th>Graded Activity</th>
<th>Course Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>APEA Exam (initial)</td>
<td>Non weighted</td>
</tr>
<tr>
<td>Exam I (faculty developed)</td>
<td>20%</td>
</tr>
<tr>
<td>Exam II(faculty developed)</td>
<td>20%</td>
</tr>
<tr>
<td>APEA Exam (final)</td>
<td>Non weighted</td>
</tr>
<tr>
<td>Assignment #1 (Preparation for Practice)</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment #2 (Legislative Advocacy for Practice)</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment #3 (Regulation of Practice)</td>
<td>15%</td>
</tr>
</tbody>
</table>
A course grade of “B” (83% or above) must be obtained for successful completion of this course, considered the capstone course in the program.

Students must achieve an average of 75% or higher on the course exams to successfully pass this course. Once an average of 75% in exams is achieved, the grades for all other assignments are averaged in to determine your final grade. If the 75% average on the exams is not attained, the final grade (in SAIL) will be the student’s exam average.

**Clinical Course Grade Components**

<table>
<thead>
<tr>
<th>Component</th>
<th>S/U</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of minimum number of 270 clinical hours</td>
<td>S/U</td>
</tr>
<tr>
<td>Development of a study plan based on APEA exam feedback</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;</td>
<td>S/U</td>
</tr>
<tr>
<td>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, and 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 Thursday, between 11am and 5 pm in a secure proctored test site. See policy located under the information tab on the course menu.

   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. Global feedback will be given to students in the week following the exam.

2. **Advanced Practice Education Associates (APEA) exams:**
   a. Students are required to take two comprehensive family nurse practitioner mock certification exams. 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. **Students are responsible to pay for both of these exams and it is a course requirement to take them by the dates listed in the class schedule. The exams are a required component of the course; however, these exams are not weighted.**

   b. Based on the results of your first exam, you will develop a study plan related to your identified areas of weakness and share with your clinical faculty. The plan can be in a calendar, outline or narrative form and should be specific and include details about your study plan. What days and time will you study? What topics will you review? What books, tapes, etc. will you utilize? Make sure you include your weakest areas (with %) on your plan. Historically students who have detailed study plans that they follow throughout the semester do well on their certification exam.

   c. The second APEA exam will be given as a proctored exam at a testing center. Details for arrangement of the second exam will be provided later.
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.

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. {Please note the term “placed in”; this means the documents are to be uploaded. Supplying links only is not acceptable on this assignment.} 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, both faculty should be notified so that the portfolio can be reviewed and graded.

4. Course Assignments

Course assignments and discussion posts will be conducted within Blackboard. For discussion posts 1 & 2, students will be randomly divided into teams of approximately 8-10 students. Discussion questions and seminar requirements will be posted 2 weeks before the discussion post is due and each student is expected to use the team discussion site to answer the question and respond to other students’ posts. The discussion posts will be conducted over a two week period; at least three critical postings (one initiation and two responses) are required for full credit on Seminars 2 & 3. Appropriate citations from the current clinical or professional readings or web sites are required utilizing APA format.

- **Legislative Advocacy for Practice Assignment**: This assignment will focus on the legislative process and how this process influences practice. Preparation for the visit to your local legislator is required. Prepare one to three 5X7 cards of talking points. The Texas Nurse Practitioners’ website provides helpful information about the current issues with supporting evidence based literature. See separate document for details. Students are required to submit a short summary before or on the due date in the Class Schedule. See separate assignment document for details.

- **DB 1**: The first seminar will address the processes that are related to graduation, certification and credentialing. Students will be expected to explore related websites, download the appropriate forms and discuss issues related to credentialing and certification. See separate document for details

- **DB 2**: 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, choose 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, and 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 in the course.

2. Clinical practice prerequisites: Clinical hours may NOT begin until the following requirements are met-
- Current information on file in CastleBranch: 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 to two evaluative clinical site visits made
by the clinical faculty member with additional visits as needed, dependent on individual student progress documented and observed in the clinical area. 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 notifying 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. This study plan can be in a calendar, outline or narrative format and should include the following components: Study days, what topics will be studied each day, what materials will be utilized and amount of study time on study dates. Be sure to list your weakest areas as well as your overall subject %. By providing this information clinical faculty will be better able to guide you in your study endeavors. Historically students who follow their study plan do well on the certification exam. 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:

Evalutation 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).

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.

Military students

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.

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 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.

Envisioning the future Transforming healthcare through education, research, innovation and practice