NURS 5364
Family Nurse Practitioner Primary Care I

Course Syllabus

Fall 2014

Course Faculty:

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Dr. Amy Toone, PhD, APRN, FNP-BC
Mrs. Carol Price, RN, MSN, FNP-C

Prepared – Fall 2014
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Welcome

Welcome to NURS 5364 – FNP Primary Care I. The facilitators for this course are Dr. Sandra Petersen, DNP, APRN, FNP-BC, GNP-BC, PMHNP, Dr. Amy Toone PhD, APRN, FNP-BC, and Mrs. Carol Price, RN, MSN, FNP-C. We look forward to meeting with you in class sessions as well as in our virtual classroom.

Please refer back to the information contained in this Syllabus any time you have a question regarding the basic course information. You can access a printable version of course material by clicking the Printable Version link. You will need to download a free Adobe Reader to view PDFs.

One final note, if you are unfamiliar with accessing the Internet or have questions regarding technical requirements, you may want to look at the services available at The University of Texas at Tyler Blackboard website. A list of basic technical requirements is also listed in this Syllabus for your convenience. In addition, you can access the UT Tyler website for general information about UT Tyler and its student services, which will be reviewed briefly later in this Syllabus.

COURSE INSTRUCTORS:

Dr. Sandra Petersen, DNP, APRN, FNP/GNP-BC, PMHNP

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Cell Phone: 214-213-4726
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Office Hours: Office hours are: By appointment Mon-Fri

Dr. Amy Toone, PhD, APRN, FNP-BC

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Cell Phone: 325-320-2032 no calls after 9pm please
Office Location: BRB 1155
Office Hours: Office hours are: Monday, Wed-Fri by appointment

Mrs. Carol Price, RN, MSN, FNP-C

Email: cprice@uttyler.edu (Need contact info)
Work Phone:
Cell Phone:
Office Location:
Office Hours: Office hours are online and by appointment

COURSE INFORMATION

NURS 5364 - Family Nurse Practitioner Primary Care I
Course Description

The focus of NURS 5364 is the study of major concepts and therapies required in the development, implementation and evaluation of primary health care. Clinical practice focuses on application of nursing theory, pathophysiologic and epidemiological concepts and exploration of nursing therapies, skills and techniques essential to the provision of primary health care. This course provides an alternate entry into the curriculum of Advanced Practice Nursing for Primary Care. Alternate entry students enrolling in this course should be certified in another Nurse Practitioner role and have prescriptive privileges.

(Prerequisites: N5350, N5352, N5354, N5334, N5111, N5222; and BCLS)

Prerequisite Knowledge

A beginning level of knowledge and functional ability is expected in the following areas:

- Anatomy and physiology
- Communicable diseases
- Cultural diversity
- Epidemiology
- Family theory and family dynamics
- Growth and development
- Health history
- Nutrition
- Pharmacology
- Physical assessment

If you discover a need to supplement your data base, course faculty are available to discuss your learning needs and objectives.

Course Overview

This course builds on previous knowledge and practice of care of individuals and families. The focus of the course is on the major medical and nursing concepts and therapies required in the primary health care of individuals and families with minor, acute and chronic diseases. Health promotion, health protection, health maintenance, health restoration, and disease prevention at the individual and family level are emphasized.

Pathophysiology, epidemiology, and medical and nursing interventions are the core content. Students will apply nursing theory, nursing diagnoses, nursing therapies, nursing concepts, skills, and techniques to provide care to individuals and families and will analyze nursing research relevant to specific patient situations.
Students will work closely with a clinical preceptor and nursing faculty to gain experience in developing, implementing, and evaluating primary health care. In the belief that graduate level education acknowledges and facilitates individual diversification, faculty also provides the opportunity to individualize outcomes based on the perspective of the individual learner.

**Course Objectives**

Upon successful completion of this course, the learner will have demonstrated the ability to:

VII. Synthesize knowledge from the physical and social sciences to form a basis for the advanced nursing management of selected family members.

VIII. Collect data and communicate, document, and evaluate data collection regarding client health status.

IX. Plan and implement actions with client input that provide for health restoration, health promotion, health protection, and health maintenance.

X. Apply nursing diagnosis, nursing therapies, nursing concepts, disease prevention, control, and health promotion concepts, nursing skills and techniques in providing care to individuals and families.

XI. Refer clients to other health care providers and/or community resources, after differentiating situations capable of being managed in the primary health care setting and those requiring referral.

XII. Reevaluate and revise client care plans, in conjunction with client and other resources, to provide high quality and appropriate care in a cost effective manner.

XIII. Develop advanced decision making skills in primary health care management. Apply research findings in health restoration, health promotion, health protection, health maintenance, and advanced nursing management of selected health care problems of individuals and families.
# REQUIRED RESOURCES

## TEXTBOOKS

<table>
<thead>
<tr>
<th>AUTHOR</th>
<th>TITLE</th>
<th>EDITION</th>
<th>PUBLISHER and/or ISBN</th>
<th>Required or Recommended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Papadakis</td>
<td>Current Medical Diagnosis and Treatment (2013)</td>
<td>52nd ed.</td>
<td>978-0071781824</td>
<td>Required</td>
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<tr>
<td>Hay</td>
<td>Current Medical Diagnosis and Treatment Pediatrics (2012)</td>
<td>21st ed.</td>
<td>978-0071779708</td>
<td>Required</td>
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<tr>
<td>DeCherney</td>
<td>Current Medical Diagnosis and Treatment Obstetrics and Gynecology (2012)</td>
<td>11th ed.</td>
<td>978-0071638562</td>
<td>Required</td>
</tr>
<tr>
<td>Gilbert</td>
<td>2013-14 Sanford Guide to Antimicrobial Therapy (Spiral Edition)</td>
<td>43-44 Spiral ed</td>
<td>978-1930808751 (paperback) or <a href="http://www.sanfordguide.com">http://www.sanfordguide.com</a> for e-version (only need one version)</td>
<td>Required</td>
</tr>
<tr>
<td>Habif. et al.</td>
<td>Skin Diseases: Diagnosis and Treatment</td>
<td>3rd ed</td>
<td>978-00323077002</td>
<td>Required</td>
</tr>
<tr>
<td>AHRQ</td>
<td>ePSS Electronic Preventive Services Selector (free download from this website)</td>
<td></td>
<td>[<a href="http://epss.ahrq.gov/PD">http://epss.ahrq.gov/PD</a> A/index.jsp](<a href="http://epss.ahrq.gov/PD">http://epss.ahrq.gov/PD</a> A/index.jsp)</td>
<td>Required</td>
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<tr>
<td>Fischbach, F. &amp; Dunning, M</td>
<td>A manual of Laboratory and Diagnostic Test2009</td>
<td>8th edition</td>
<td>978-0781771948</td>
<td>Required</td>
</tr>
<tr>
<td>Goolsby, M., &amp; Grubbs, L</td>
<td>Advanced Assessment:</td>
<td>2nd ed</td>
<td>978-08036-21725</td>
<td>Required</td>
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<tr>
<td>Author(s)</td>
<td>Title</td>
<td>Edition</td>
<td>ISBN</td>
<td>Availability</td>
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<tr>
<td>Toy, E.</td>
<td>Case Files Family Medicine</td>
<td>3rd ed</td>
<td>9780071753951</td>
<td>Required</td>
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<td>TDSHS</td>
<td>Texas Health Steps Website</td>
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<td>Required</td>
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<tr>
<td>American Academy of Pediatrics</td>
<td>Bright Futures: Guidelines for Health Supervision of Infants, Children, and Adolescents</td>
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<td></td>
<td>Required (free PDF)</td>
</tr>
<tr>
<td>Anderson, B.C.</td>
<td>Office Orthopedics for Primary Care: Treatment</td>
<td>3rd ed</td>
<td>978-1416022060</td>
<td>Recommended</td>
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<tr>
<td>Sarwark, J. F</td>
<td>Essentials of Musculoskeletal Care</td>
<td>4th Ed</td>
<td>978-0892035793</td>
<td>Recommended</td>
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<tr>
<td>Habif, T</td>
<td>Clinical Dermatology</td>
<td>5th ed</td>
<td>978-0723435413</td>
<td>Recommended</td>
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**OTHER RECOMMENDED RESOURCES:**

Epocrates (free version or premium)
**Pediatrics**
American Academy of Pediatrics Publications:
- Caring for Your Baby and Young Child: Birth to Age 5 (Soft cover) CB 0001-8P: (Available from AAP)
- Caring for Your School-Age Child: Ages 5 to 12 (Soft cover) CB003-P: (Available from AAP)
- Caring for Your Teenager CB 0022: (Available from AAP)
Also available at a discount as a 3-volume set CB 0026: (Available from AAP)
- Guide to Your Child's Sleep (Soft cover) CB 0011 (Available from AAP)

**WEB SITES FOR ADDITIONAL LEARNING**

**Nursing**

Advanced Practice Nursing Education: available at [http://www.bne.state.tx.us/](http://www.bne.state.tx.us/)

BON Rules Relating to Advanced Practice Nursing

- Rule 221 - Advanced Practice Nurses
- Rule 222 - Advanced Practice Nurses with Prescriptive Authority
- Rule 219 - Advanced Practice Nursing Education Programs
- Rule 217.11 - Standards of Nursing Practice
- Rule 217.12 - Unprofessional Conduct
- Rule 216 - Continuing Education

Current BON Position Statements Relating to Advanced Practice Nursing Issues

- 15.9 Performance of Laser Therapy by RNs or LVNs
- 15.12 Use of DSM-IV Diagnoses
- 15.17 Board of Nurse Examiners/Board of Pharmacy, Joint Position Statement Medication Error
- 15.18 RNs Carrying Out Orders from Advanced Practice Nurses
- 15.22 APNs Providing Medical Aspects of Care for Themselves or Others With Whom There is a Close Personal Relationship
- 15.23 The RNs Use of Complementary Modalities

**Government**

CDC [http://www.cdc.gov](http://www.cdc.gov)
Department of Health and Human Services [http://www.dhhs.gov](http://www.dhhs.gov)
Statistical Abstract [http://www.census.gov/compendia/statab/]

**Journals**

American Academy of Family Physicians full text online journal: [http://www.aafp.org/afp](http://www.aafp.org/afp)
General Practice Online: [http://priory.com/gp.htm](http://priory.com/gp.htm)
JAMA online: [http://pubs.ama-assn.org](http://pubs.ama-assn.org)

**Transcultural Health**

Diversity RX: [http://www.diversityrx.org/](http://www.diversityrx.org/)
Nativeculture.com: [http://www.nativeculture.com](http://www.nativeculture.com)

**Resources for Prevention and Treatment**

U.S. Preventive Services Task Force: [http://www.uspreventiveservicestaskforce.org/resources.htm](http://www.uspreventiveservicestaskforce.org/resources.htm)


By examining what works and does not work in healthcare, AHRQ's mission includes both translating research findings into better patient care and providing policymakers and other healthcare leaders with information needed to make critical healthcare decisions.

American College of Nurse Practitioners: [http://www.acnpweb.org/i4a/pages/index.cfm?pageid=1](http://www.acnpweb.org/i4a/pages/index.cfm?pageid=1)

Coalition for Nurses in Advanced Practice (CNAP): "The Coalition for Nurses in Advanced Practice was founded in 1991 for the purpose of creating a legal and regulatory climate in which Advanced Practice Nurses can use their full potential to improve the health and well-being of all Texans."
[http://www.cnaptexas.org](http://www.cnaptexas.org)

Medscape: Medscape’s goals are to provide clinicians and other healthcare professionals with the most timely source of clinical information that is highly relevant to their patients and practice; make the clinician’s task of information gathering simpler, more fruitful, and less time-consuming; make available to a broad medical audience
clinical information with the depth, breadth, and validity needed to improve the practice of medicine.
http://www.medscape.com

**National Guideline Clearinghouse Practice Guidelines:** An initiative of the Agency for Healthcare Research and Quality (AHRQ), the National Guideline Clearinghouse TM (NCG) is a public resource for evidence-based clinical practice guidelines. http://www.guideline.gov

**National Institute of Nursing Research (NINR):** Includes links to many nursing and nurse practitioner organizations. http://ninr.nih.gov

**Texas Board of Nursing:** http://www.bne.state.tx.us

**Texas Nurse Practitioners:** The mission of TNP is "to promote accessible, quality healthcare to the people of Texas by promoting the professional growth and welfare of nurse practitioners." (Note: A searchable NP directory is "coming soon" to this site whereby members will be able to find TNP members based on geographic location in the state.) http://www.texasnp.org

**EVALUATION/GRADING**

**Required Student Satisfaction Assessment Tool Completion**

The University of Texas at Tyler is proud to participate in the Culture of Assessment and the Culture of Evidence. In order to meet the requirements for our Accrediting Organization, the School of Nursing requires each student to complete the Student Satisfaction Assessment tool.

Completion of the following three evaluation tools is mandatory:

1) UT Tyler asks you to complete a voluntary evaluation of both the faculty and the course. These evaluations are used to make improvements and adjustments in the overall online learning forums for the course. An end of semester evaluation specifically for this course will be made available for you to complete in the last week of instruction. Your comments and recommendations will be considered seriously as the course is updated. Your input throughout the semester contributes to our commitment to improve continually the quality and relevance of this course.

2) Preceptor Evaluations (available through Typhon site) …and
3) Site evaluations (available through Typhon site).

**Grading Criteria**

A = Excellent
90-100
B = Above Average 80-89
C = Average 70-79
D = Below Average 60-69
F = Unsatisfactory 59 or below

COURSE ELEMENTS

A student’s achievement of the course objectives is evaluated based on the following activities:

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<td>▪ Exam I</td>
<td>20%</td>
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<tr>
<td>▪ Exam II</td>
<td>20%</td>
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<tr>
<td>▪ Exam III (Comprehensive)</td>
<td>20%</td>
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<tr>
<td>▪ Exam IV (Average of Module Quiz grades)</td>
<td>20%</td>
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A minimum average grade of 80% on the 4 exam grades must be achieved in order to pass the course. Even if the final course grade is 80% or more, the average grade on the 3 exams and Module Quizzes must be 80% or higher to pass the course. There is no provision for re-taking exams in the course.

Discussion Board/Case Studies-Questions

|▪ Discussion Board Case Studies/Questions | 10% |
|▪ Attendance/Participation/Professionalism | 5% |

Other

|▪ Clinical Communication Logs (2)         | P/F  |
|▪ Clinical Practice Hours (90 minimum)    | P/F  |
|▪ Clinical Performance Evaluations (Both Faculty and Preceptor) | P/F |
|▪ Total                                    | 100% |

I. Exams & Quizzes

A. All EXAMS will be on-line via Blackboard (accessed through the EXAM tab) and proctored via an online venue, Proctor U. Exams will be time limited. You will be given 1½ minutes for each of the 50 items (1½ hours total) and 3 hours for the 100 item comprehensive Final Exam. Dates and Times for each exam are listed in the course schedule. Exams will usually be objective items (multiple choice or matching), but may include questions requiring short answer or essay. Module Quizzes do not require the use of Proctor U and can be accessed through the QUIZ tab in the Blackboard. Quizzes are timed at 1 ½ minutes per question; time length will vary according to the number of questions in the module.
As noted, students will take the Exams in the course using a service called “Proctor U”. Students will be responsible for payment for the proctor service. There will be three exams total in the course. The first two exams are 90 minutes, and the final exam will be a 3-hour exam. The cost for the proctor service is $25 for a 90-minute exam, and $33.00 for a 3-hour exam. Exams must be taken during the time designated unless other arrangements are made with Instructors. More information about this will be provided during the course orientation.

Students must sign up with Proctor U at the BEGINNING of the semester for all three exams. Exams will be time limited. Exams may include (multiple choice, matching and possibly essay). Students must achieve an average of 80 on all four exam grades (Exam 4 is comprised of the average of the average of the Module Quiz grades), in order to pass the course. A handout provided by Proctor U is loaded on Blackboard in the COURSE DOCUMENTS tab for added information/instructions.

Exam Dates: See Course Schedule

B. After all students have taken the exam, the students will be given the opportunity to review the exam. The questions and answers with rationale will be displayed for review. A discussion board within a limited time window will be provided for each student to note any challenges to the answer. In order for your challenge to be evaluated by faculty, you must include a rationale for why you think your answer is correct.

C. Grades will be posted on Blackboard after faculty have had time to review the challenges and statistics for each Exam. You may schedule an appointment with your Clinical Faculty to review your specific exam within 2 weeks of the administration of the exam. After that time period, the exam will no longer be available for review.

D. If you are unable to take the exam on the posted date, notify the course facilitator ASAP. An alternate exam may be given at the discretion of the course facilitator, which may be comprised of essay questions.

E. Absolute integrity is expected from each student in all aspects of the course. Cheating on exams will not be tolerated. Students may be dismissed for violation of academic integrity. Exams are not open-book. No notes, books, papers or aids are to be used during the exam. Students are to work individually and submit the test within the allotted time frame.

*All persons involved in Academic Dishonesty will be disciplined in accordance with University Regulations and Procedures*

II. Discussion Board/Case Studies

Students will participate in a discussion board response for each module via assigned Learning Teams, as noted in the course schedule, throughout the semester. Discussion board responses will be worth 20% of your grade. A letter grade may be deducted for each day an assignment is late. Students are expected to
contact the course instructor regarding any circumstances that may result in late assignments—**PRIOR** to the due date (except in case of unforeseen emergencies).

**Guidelines for Discussion Board Questions:**

1. Each Learning Team must provide a substantive answer (narrative response with citation from scholarly source). Learning Teams may elect a leader and co-leader for each discussion question to make assignments and post the final answer in the Discussion Board once consensus is reached within the group. (EVERY team member is responsible for giving input into the final product that will be posted in the Discussion Board link for the assigned module.) Team Members will evaluate each team member’s participation (including their own) at the close of the semester. This evaluation, along with that of faculty, will impact the student’s final participation grade. Note: Substantive answers to questions must be at least 300 words, but no more than 800 words in length with at least one citation from a scholarly source (nursing journal, pharmacy journal, medical journal, valid website, etc.)

2. As individuals, EACH STUDENT must read other Learning Teams’ responses in the discussion board and respond to a peer Learning Team’s post as specified in the module instructions. The responses must be more than “I agree” or “Nice job.” Responses should be no more than 300 words in length, excluding citation. A scholarly reference should be cited at the end of the response. Students may respectfully disagree with a peer and offer a citation to support disagreement, make a comment and add an additional resource (citation), or ask a question, citing a reference.

3. Responses to the discussion board questions are due by midnight Thursday, when the module ends. Responses to peer Learning Team posts are due one week after the module ends.

**III. Class Attendance, Professionalism, Participation, and Professional Reading**

As adult learners, graduate students are responsible for attending all classes and all clinicals. Students who have emergency situations should contact their clinical faculty or the course facilitator as soon as possible. Since class attendance is mandatory, missing class may result in point deductions from the course grade.

Clinical decision-making and diagnostic reasoning must be mastered by the nurse practitioner. These skills require practice and refinement. In order to provide the opportunity to develop and practice these skills, case studies will be discussed during class time. The expectation is that students will demonstrate appropriate professional interaction and discussion of clinical experiences, as well as information from reading/studying didactic information. Lack of student discussion and/or class participation may result in lowering of the course grade.

Students are expected to arrive on time to class and to their clinical sites. Points will be deducted from the professionalism grade for consistent tardiness or absences, or late assignments. In addition, students are expected to dress in
professional attire and wear a white lab coat with the UT Tyler patch on the Left Sleeve. Name tag should be worn to class and clinical. The student’s clinical faculty will be responsible for assigning the class attendance/participation grade at the end of the semester.

Reading of professional materials (books, journals, etc) is an integral aspect of role development as a nurse practitioner. It is recommended that students spend a minimum of 1 hour daily reading materials related to assigned readings, clinical topics, and professional issues associated with the NP role and competencies.

IV. Optional Opportunity for Clinical Hours for Attending Texas Nurse Practitioner Conference

Students who attend the Texas Nurse Practitioner Conference in San Antonio, September 4-7th, (Students will be given 12 hours clinical credit. The student must attend the entire conference (not including preconference) to qualify for the clinical credit. Students will be required to post a one-page summary of their experience at the conference, including what sessions they attended and their impression of the conference to the Blackboard Discussion Board. These hours must be logged as clinical hours via Typhon.

V. Optional Opportunity for Clinical Hours: Medical Missions

Students who participate in medical missions, such as Refuge International (http://www.refugeinternational.com/) may be able to earn clinical credit for those experiences. Students requesting clinical hours for medical missions must obtain approval from the clinical Instructor PRIOR to claiming hours for the experience. A maximum of 24 hours may be awarded for medical mission experiences.

VI. Late Assignments

All late assignments will be assessed 5 points per day penalty (including week-ends) when the assignment is not posted via the assignment icon by the due date and specified time. All papers are due by 12 midnight (Central Standard Time) on specific dates noted in the syllabus schedule via the assignment icon on Blackboard.

For pass/fail work, it is your faculty’s discretion whether to grant extensions on due dates. If you know you will need more time to complete an assignment, let your faculty know early.

VII. Other Learning Activities

A. Clinical Hours
A minimum of 90 clinical hours is required for satisfactory completion of this course and a total of 675 clinical hours for the entire program. The breakdown of clinical hours for the program is as follows:

- Pediatrics – 150 hours
- Women’s Health – 75 hours
- Family Practice – 450 hours

One half of all hours for the program must be completed with a Nurse Practitioner preceptor. The remainder of your clinical hours may be completed with a physician (MD or DO). PA’s may be used as a preceptor. Remember, 90 hours is the minimum amount of clinical hours for this course, but you can do more hours. However, hours cannot be “banked” for use in future courses. So, for example even if you complete 120 hours during this course, you will only be allowed to count 90 hours toward the total 675 hours. The reason for this is that each course is independent and the hours calculated are based on the ratio of didactic to clinical time. You must have approval from your clinical faculty for any clinical setting and preceptor you will be working with, prior to starting any clinical hours. Please use the facility agreement and preceptor forms that can be found at the NP website under Student Resources. There is a link to these forms on Blackboard for your convenience. Forms must include all information in order to be processed. You are expected to log your hours in Typhon throughout the semester. Please download and save a copy for your records and upload a copy of your logs and hours via the assignment link. In addition, complete the Summary of Clinical Hours form that is located under "Clinical Documents" on Blackboard at the end of each semester. Experiences available to the student will depend on the clinical site and preceptor.

One-half of the total 90 clinical hours for this course should be pediatric experiences. The Pediatric can be done in a Pediatric Clinic, or in a Family Practice Clinic that sees a large number of Pediatric patients. The remaining 45 hours should be completed in a Family Practice setting, including acute and chronic problems and women’s health issues.

Faculty reserves the right to assign additional clinical hours if the student fails to achieve an adequate clinical performance. Because course faculty responsibilities are to guide, direct, and evaluate student learning in this course and in the program, the faculty will not hesitate to assign additional clinical hours when indicated. This provision is certainly not designed to be punitive, but to assure students the baseline competency necessary for continuing in the program.

B. Clinical Performance

- Students must satisfactorily complete the clinical practice performance component of evaluation in order to pass the course. Only when the clinical
component is passed, will the student be awarded a course grade on the scored evaluation items. Failing to complete the clinical component satisfactorily results in an “F” in the course. Clinical performance requires application of course concepts in providing care to individuals and families as evidenced by a passing Clinical Performance Evaluation (CPE) from their faculty and preceptors. A minimum of 3 satisfactory CPEs must be completed to provide evidence of satisfactory performance. (1 CPE from faculty and 2 CPFs from preceptors). Students are responsible for obtaining their CPEs from their preceptors. One should be turned in around mid-semester, and the other at the end of the semester (see calendar). In addition, students must maintain their clinical Logs via Typhon at all times.

- “Satisfactory” is defined as follows: Students must perform each applicable clinical activity listed in the CPE at a minimum of level of “2” for this semester. In order to pass the CPE, students must perform each and every clinical activity listed in the CPE at a minimum of “level 2.” The minimum achievement to pass the CPE is an average score of 2.5 on the CPE for this course.

- At the beginning of the semester, the clinical faculty will schedule one clinical performance evaluations (CPE). This CPE will be performed on campus or at a prearranged clinical setting. Clinical experiences should be focused on care of patients with primary care health needs. Primary care settings provide opportunity for comprehensive and continuous care.

- Your clinical instructor must approve all clinical sites prior to beginning your clinical hours.

- Students may not do clinical hours in a facility where they are employed without faculty approval.

Tips for Success:

A. Be sure the clinic sees enough of the types of patients you require to meet your goals, but is not too busy for you to get help from the preceptor as needed. Aim to see about 1-2 patients per hour for this first semester. This will allow you time to read about the chief complaint, assess the patient, present the patient, discuss differential diagnoses and management plans, educate and discharge the patient, and document.

B. Let the preceptor know what kinds of activities you need (ie. hands on rather than observational with close supervision). Ask about the clinic policy on documenting in the patient record. If you cannot do that, keep a folder at the clinic where you document a SOAP note on plain paper and get feedback from the preceptor.
C. Share the course and or module objectives with the preceptor. Let the preceptor know where you are in the program so they can best help you. Tell them what courses you have taken and that this is the FIRST course where you are expected to assess and diagnose patients and come up with a treatment plan.

D. Student MUST present each preceptor with at least 3 written objectives for their clinical experience at the beginning of the rotation. These objectives should be measureable and appropriate for the type of patients you will be seeing at the clinical site. These must also be uploaded to Blackboard via the assignment link. Failure to submit these objectives will be considered a failure for the assignment.

VIII. Preceptor Information

A. Arrangements for students to perform clinical activities at any clinic, hospital or other site must be made between the agency and the College of Nursing prior to any student participation in clinical hours at the site. Students must check to see if the selected site is has an approved facility agreement. The list of approved facilities is located on Blackboard under “Course Documents/Clinical Forms”. If the site does not have a facility agreement, the student is responsible for initiating one. Complete the Facility Agreement online form for review and approval by Dr. Elaine Ballard, Director of Advanced Practice.

B. Students must also submit an online Preceptor Agreement Form (See clinical forms folder on Blackboard) for each clinical preceptor. This requirement must be met, for every preceptor.

C. Forward this form to Dr. Elaine Ballard, Director of Advanced Practice. NOTE: The form must be completed and SIGNED by the preceptor before you begin clinical hours.

D. Your instructor or Dr. Ballard will notify you via e-mail when the preceptor and/or facility is approved so that you may start your clinical hours. You will not receive any credit for any clinical hours done prior to approval.

IX. Clinical Schedules

A. A schedule of proposed clinical hours for each semester must be submitted to your clinical faculty at the beginning of the semester (see specific date on calendar). Revisions of your clinical schedules should be submitted to your Clinical Faculty as soon as changes are known. Clinical schedules should be submitted using the Clinical Schedule Template provided. This is also located under the “Course Documents/Clinical Forms ” folder. Completed clinical schedules should be submitted via the Assignment link provided in Blackboard by the end of the first week of class. Failure to submit your clinical schedule will be considered a failure of the assignment.
X. Requirements for clinical success

- Submission of Clinical Objectives to each preceptor and to Blackboard via assignment link by the first week of class.
- Submission of your clinical schedule by the first week of class (even if tentative).
- At least one satisfactory Clinical Performance Evaluations (CPEs) from your faculty is required to pass the course.
- At least 2 satisfactory Clinical Performance Evaluations (CPEs) from your preceptors are required to pass the course.

XI. Required Personal Data Assistant (PDA) or Smartphone

Students are required to use a PDA or Smartphone during their clinical experiences. The clinical software to be used for this course is UpToDate. The link for UpToDate will be posted on Blackboard. You may bookmark this link on your smartphone, or install the mobile app. The software licenses for students to use UpToDate has been paid through a HRSA grant. Students must not share their password or login information with anyone else to avoid violation of the licensing agreement.

XII. Typhon (Clinical Log Data base)

A listing of all patients you have cared for during the course and during your NP clinical experiences and your clinical schedule of hours worked is to be recorded using Typhon. Typhon requires demographic data and diagnoses for each patient. Entries using Typhon should be posted within one week of the clinical experience. Typhon will be evaluated by your instructors at mid-term, at the end of the course, and periodically throughout the course. Each student should keep a printout or burn a CD of your clinical logs (or both). These logs may be requested by the Board of Nursing if you move to another state and request approval as an APN there. It is the responsibility of the student to keep these logs.

XIII. Professional Communication

A. With Preceptors

Clarity in communication is absolutely critical to the professional role, especially for the advanced practice nurse. Thus, clarity in communication while documenting and presenting the case to the preceptor for consultation and/or collaboration is important. Communicate clearly with preceptors about your objectives learning needs, and clinical hours. Ask for clarification if you are unsure.

B. With Faculty

Communication with faculty is required to review clinical activities, develop
ongoing objectives and evaluate clinical progress. The student and instructor may negotiate the method and frequency of communications. Faculty will only communicate through your patriots account so it is important that you check those emails daily. If you are having problems in clinical, or with any aspect of the course, or if life is interfering with your academic plans, let your faculty know early. A professional level of communication is expected at all times. See Communication Template for required components.

XIV. Blackboard

- Students are to check the discussion board of Blackboard and Blackboard email daily for announcements and new information.
- Students may post questions in the designated areas to other students or the course faculty.
- Blackboard email will be used for all course related correspondence, unless your faculty tells you otherwise.
- All student assignments should be posted for evaluation using the assignment icon in Blackboard.
- Graded assignments will be posted there also unless your clinical faculty makes alternate arrangements.

XV. Class Discussion and Attendance

Students must attend class. Participation in class discussion is expected. Discussion of case studies and clinical practice experiences provide opportunities for students to develop clinical decision making skills and development clinical competencies. Come to class prepared to apply, evaluate, and synthesize your readings and clinical experiences as we discuss case studies that illustrate the module topics. Attendance at all classes is mandatory.

XVI. IMPORTANT UNIVERSITY DATES:

AUGUST 25 -- CLASSES BEGIN; Late registration and schedule changes.
SEPTEMBER 1 Labor Day – offices closed classes closed
SEPTEMBER 8 -- CENSUS DATE (12TH CLASS DAY): Deadline for all registrations, schedule changes, and section changes.
OCTOBER 27 – LAST DAY TO DROP COURSES PASSING
NOVEMBER 24-29 – THANKSGIVING HOLIDAYS FOR STUDENTS/FACULTY

COURSE SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>LOCATION</th>
<th>DUE DATE</th>
<th>LEARNING ACTIVITY</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/25/13</td>
<td>ONLINE/Tegrity</td>
<td>9/4/14</td>
<td>Course Orientation</td>
<td>Faculty</td>
</tr>
<tr>
<td>MODULE 1A: The Well-Child Exam</td>
<td>Due by 9/4/14:</td>
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<tr>
<td>Module 1A: Infant Nutrition</td>
<td>• Turn in Clinical Schedule (using the schedule template)</td>
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<tr>
<td>Module 1B: Global and Population Health</td>
<td>• Submit Preceptor/Facility Agreements</td>
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<td></td>
<td>• Listen to Tegrity lectures online</td>
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<td></td>
<td>• Complete Module reading assignments</td>
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<td></td>
<td>• Complete Module Quiz</td>
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<tr>
<td></td>
<td>• Sign up for exams with Proctor U</td>
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<tr>
<td>Clinical Section Meetings</td>
<td>TBA by clinical faculty</td>
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<thead>
<tr>
<th>MODULE 2</th>
<th>9/5/14</th>
<th>Due:9/24/14</th>
<th>9/22/14</th>
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</thead>
<tbody>
<tr>
<td>Module 2A: Screening, Preventive Health, and Immunizations</td>
<td>Due by 9/24/14:</td>
<td></td>
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<tr>
<td>Module 2B: HEENT Problems in Primary Care</td>
<td>• Listen to Tegrity lectures online</td>
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<tr>
<td>Module 2C: Respiratory Disorders</td>
<td>• Complete Module reading assignments</td>
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<tr>
<td>Module 2D: Asthma, COPD, OSA</td>
<td>• Complete Module Quiz</td>
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<tr>
<td>Clinical Section Meetings</td>
<td>TBA -Students/Clinical Instructors</td>
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</tbody>
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<thead>
<tr>
<th>MODULE 3</th>
<th>9/26/14</th>
<th>PROCTOR U</th>
<th>8:30–11:30</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>11:30 – 12:00*</td>
<td>Time may vary</td>
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<tr>
<td>Exam 1 (Covers Modules 1 &amp; 2) – Under exam link in Blackboard</td>
<td>All Students</td>
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<tr>
<td>Test Challenge (Online on Blackboard in designated link)</td>
<td>Faculty</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
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<tr>
<td>9/26/14</td>
<td>Due: 10/16/14</td>
<td><strong>Module 3A: Hypertension</strong></td>
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<td><strong>Module 3B: Lipids</strong></td>
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<td><strong>Module 3C: Cardiovascular &amp; PVD</strong></td>
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<td><strong>Module 3D: Mental Health and Behavior Disorders</strong></td>
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<td>Clinical Section Meetings</td>
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<tr>
<td></td>
<td>Due by 10/16/14:</td>
<td>- Listen to Tegrity lectures online</td>
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<td></td>
<td></td>
<td>- Complete Module reading assignments</td>
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<td></td>
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<td>- Complete Module Quiz</td>
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<tr>
<td>9/4 - 9/7/14</td>
<td>Grand Hyatt San Antonio <a href="http://www.texasnp.org">www.texasnp.org</a></td>
<td>TNP CONFERENCE (OPTIONAL)</td>
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<td>12 hours Clinical Credit will be awarded for attending the entire</td>
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<td></td>
<td></td>
<td>conference.</td>
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<td>Due by 10/16/14:</td>
<td>All Students/Clinical Instructors</td>
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<tr>
<td>10/10/14</td>
<td>12:00 Midnight</td>
<td>Tegrity</td>
<td></td>
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<tr>
<td></td>
<td>Communication Log #1 due via Assignment Link</td>
<td>Exam 2 Review</td>
<td></td>
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<td></td>
<td>Due by 10/16/14:</td>
<td>Communication Log #1 due via Assignment Link</td>
<td></td>
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<tr>
<td>10/13/14</td>
<td>Tegrity</td>
<td>Exam Prep Lecture</td>
<td></td>
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<tr>
<td></td>
<td>Due: 10/30/14</td>
<td><strong>MODULE 4</strong></td>
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<tr>
<td>10/17/14</td>
<td>PROCTOR U</td>
<td>Exam 2 (Covers Module 3)</td>
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<td></td>
<td>8:30-11:30</td>
<td>Exam Challenge online in Blackboard Link</td>
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<td></td>
<td>11:30-12:00*</td>
<td>Faculty</td>
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<td></td>
<td>*Time may vary to allow all to finish before the challenge opens.</td>
<td>Faculty</td>
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<tr>
<td>10/17/14</td>
<td>Due: 10/30/14</td>
<td>Module 9: Other Endocrine Disorders: (Osteoporosis, Thyroid,</td>
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<td>Due by 10/30/14:</td>
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<tr>
<td>Date</td>
<td>Time</td>
<td>Event</td>
<td>Requirements</td>
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<tr>
<td>10/26/14</td>
<td>12:00 Midnight</td>
<td>Pediatric Case Study due - via BB assignment link</td>
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<tr>
<td>11/9/14</td>
<td>12:00 Midnight</td>
<td>Adult Case Study due – via BB assignment link</td>
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<tr>
<td>10/31/14</td>
<td></td>
<td>Module 5A: Diabetes/Diabetes Nutrition</td>
<td>Due by 11/20/14:</td>
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<td></td>
<td>• Listen to Tegrity lectures online</td>
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<td>• Complete Module reading assignments</td>
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<td></td>
<td>• Complete Module Quiz</td>
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<tr>
<td>11/24/14</td>
<td></td>
<td>Communication Log #2 due via assignment link</td>
<td></td>
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<tr>
<td>11/28/14</td>
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<td>Last day to do clinical hours</td>
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<tr>
<td>12/1/14</td>
<td>Tegrity</td>
<td>Exam 3 Review</td>
<td>Faculty</td>
</tr>
<tr>
<td>12/5/14</td>
<td>8:30-11:30</td>
<td>EXAM 3, Comprehensive Test Challenge, Online in DB link</td>
<td>Faculty</td>
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<tr>
<td></td>
<td>11:30-12:00*</td>
<td>Time may vary to allow all to finish exam.</td>
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<tr>
<td></td>
<td>Tegrity Lecture</td>
<td>Overview of PCII</td>
<td>Faculty</td>
</tr>
</tbody>
</table>
XVII. Policies and Expectations

Accessing Library Resources

Students enrolled in this course have several options to access library resources. You may visit your home campus library or the Robert R Muntz Library at the University of Texas at Tyler. Follow this link, and then complete the instructions at those sites for accessing information from a distant site.

Course Evaluation

UT Tyler asks you to complete a voluntary evaluation to help them make improvements and adjustments in their overall online learning forums. Also, an end of semester evaluation specifically for this course will be made available for you to complete in the last week of instruction. Your comments and recommendations will be considered seriously as the course is updated. Your input throughout the semester contributes to my commitment to improve continually the quality and relevance of this course.

Technical Information

This is a centralized listing of important technical information and assistance.

If you experience technical problems or have a technical question about this course you can obtain assistance by accessing The UT Tyler Campus Computing Center

Computer Requirements-Minimum hardware requirements and recommended software configurations

- Ensuring you have the proper hardware and software is imperative to your success in an online course.
- Email Address
   Email is a vital communication medium in online learning. It is important that you have a working email address to receive communications from your advisor, instructors, and classmates. You are responsible for keeping
your email address and other personal information up to date in the Tools Area, Personal Information section.

- **Virus Protection**
  It is recommended that you protect your computer from viruses. Keep your antivirus software up to date with the latest virus updates. Antivirus and Personal Firewall products may be available to you for free or at a reduced price through the [Campus Computing Center](#). Check with your ISP, network help desk, or search the Internet for more information and product resources.

- **Spyware & Adware Protection**
  Spyware and Adware are fast-growing threats that represent a major security and privacy risk. Spyware is a program that is installed, with or without the user's permission, and can monitor computer activity while broadcasting the information back to an outside party that controls the program. Adware displays unwanted advertising to your computer, can track your Web surfing habits and report it back to a central advertising server. It can slow your PC to a crawl by bombarding it with unwanted ads. Spyware and Adware removal tools and protection may be obtained through the [Campus Computing Center](#) or online resources.

### Browsers

- UT Tyler courses use Java, JavaScript, browser plug-ins, helper applications and cookies. It is essential that you have these elements installed and enabled in your web browser for optimal viewing of the content and functions of your online course.

- **Unsupported Browsers**—America Online (AOL), Prodigy, Juno, MSN, Yahoo and other Internet Service Providers (ISPs), provide their own internal and proprietary web browsers. These browsers may not be compatible with UT Tyler courses. We strongly recommend downloading and installing one of the Blackboard supported browsers listed above to ensure optimal functionality with the elements of your online course. **Note:** It's not recommended to use IE on Macintosh since it is no longer supported by Microsoft.

### Plug-ins and Helper Applications

- Macromedia Flash Player allows you to view content created with
Macromedia Flash such as interactive web applications and animations.

- Shockwave Player allows you to view content created with Macromedia Director such as games and interactive 3D simulations.

- RealPlayer allows you to view and listen to streaming video and audio.

- QuickTime Player allows Mac and Windows users to play back audio and video files.

- Windows Media Player allows you to view, listen and download streaming video and audio.

- Adobe Reader allows you to view, save, and print Adobe Portable Document Format (PDF) files.

- Sun Java Runtime Engine (JRE) allows you to use interactive tools on the web.

- PowerPoint Viewer 2003 lets you view full-featured presentations created in PowerPoint 97 and later versions.

**Getting Help** - If you are having technical problems, please contact the Campus Computing Center:

- Campus Computing Center
  Business 101
  3900 University Blvd
  Tyler, TX 75799
  (903) 566-7367
  itsupport@patriots.uttyler.edu

**FAQ** - Frequently Asked Technical Questions

[UT Tyler Student Frequently Asked Technical Questions](http://www.uttyler.edu/academicaffairs/files/syllabuspolicy.pdf)

### XVIII. IMPORTANT UNIVERSITY POLICIES

**Syllabus Policy:**

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www.uttyler.edu/studentaffairs/policies.php

Grade Replacement/Forgiveness and Census Date Policies:

Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar/forms/index.php. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

XIX. State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the 12th day of class (See Schedule of Classes for the specific date).

Exceptions to the 6-drop rule include, but are not limited to, the following: totally withdrawing from the university; being administratively dropped from a course; dropping a course for a personal emergency; dropping a course for documented change of work schedule; or dropping a course for active duty service with the U.S. armed forces or Texas National Guard.
Petitions for exemptions must be submitted to the Registrar’s Office and must be accompanied by documentation of the extenuating circumstance. Please contact the Registrar’s Office if you have any questions.

XX. Disability Services
In accordance with federal law, a student requesting accommodation must provide documentation of his/her disability to the Disability Support Services counselor. If you have a disability, including a learning disability, for which you request an accommodation, please contact Ida MacDonald in the Disability Support Services office in UC 282, or call (903) 566-7079.

XXI. Student Absence due to Religious Observance
Students who anticipate being absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

XXII. Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.