

PRACTICUM II FOR THE AGACNP (NURS 6384)

Term: Summer (Flex 2) SON 2025

Professor: Dr. Teresa Griffin, DNP, APRN, AGACNP-BC, FNP-C

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Office Hours: Wednesday 5:00-8:00 PM CST and by appointment

Course Dates: June 23 – August 9, 2025

Course Times & Classroom: Hybrid online course with Objective Structured Clinical Examinations (OSCEs) and/or skills checkoff on-campus during Week 7

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Co-Faculty:

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Best way to contact: Do not hesitate to reach out to your faculty for any needs.

First, send an inbox message through the associated Canvas course to your assigned faculty. Follow-up with secondary method if no response within two (2) business days through the following pathway: inbox->email->text->call.

If you do not get a response or resolution from your assigned faculty, then proceed through the following pathway: course lead faculty->program coordinator.

Course Overview

This is the second of six clinical courses in which students implement the AGACNP role across healthcare settings. This course builds upon the experiences obtained in NURS 7383. Students continue to serve as a member of the interprofessional team. Clinical experiences focus on the evaluation, diagnosis, and management of adult and geriatric patients experiencing acute, chronic, and critical illness. Students complete 125 hours of precepted clinical experience and are expected to develop and implement evidence-based, person-centered care plans. Limited seminar time is incorporated in the class to prepare the student for role transition upon graduation.

Prerequisites

NURS 7383

Student Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. Demonstrate the role of the AGACNP as an interprofessional team member in managing adults and older adults with acute, chronic, and critical illnesses.
2. Choose clinical data to guide evidence-based evaluation, diagnosis, and management of chronic, acute, and critical conditions, promoting health, safety, and risk reduction.
3. Conduct comprehensive and focused assessments to support evidence-based, person-centered care plans for adults with acute, chronic, and complex conditions.
4. Apply communication and education techniques to support shared decision-making, health promotion, and self-management, tailoring approaches to the individual's health literacy, cognitive status, and life stage.
5. Apply ethical decision-making, professional integrity, and awareness of health policy in the provision of person-centered care.
6. Compare healthcare technologies, clinical decision support tools, and electronic health records to enhance decision-making, documentation, and coordination of care.

Required Resources

- **Question Bank:** Access to an online question bank through *Advanced Practice Education Associates* (APEA) is required during your first practicum course and will extend for three months following graduation from the AGACNP program. The QBank provides 800 questions focused on acute care conditions and illnesses encountered in adult-gerontology acute care settings and prepares the student for board certification exams. The questions and rationales build knowledge and create a deeper understanding of the acute care illnesses and conditions encountered from late adolescence through older adulthood. Question content aligns with the exam blueprints for AGACNP certification.
- Total Estimated costs of required course materials: \$450.00 one-time access fee for entire duration of the program. Access is purchased in NURS 7383.

Recommended Resources (Optional):

- Publication Manual of the American Psychological Association: The Official Guide to APA Style, 7th ed.; American Psychological Association; ISBN: 978-1433832161; eBook ISBN: 978-1433832154
- Other resources may be suggested throughout the semester.

Special Course Notes:

- **Proctoring Notice:** The exam question banks will utilize a proctoring service for all exams. This will be provided through APEA and is included in the student bundle fee for the exam banks.

- **Artificial Intelligence:** UT Tyler is committed to exploring and using artificial intelligence (AI) tools appropriate for the discipline and task undertaken. We encourage discussing AI tools' ethical, societal, philosophical, and disciplinary implications. All uses of AI should be acknowledged as this aligns with our commitment to honor and integrity, as noted in UT Tyler's Honor Code. Faculty and students must not use protected information, data, or copyrighted materials when using any AI tool. Additionally, users should be aware that AI tools rely on predictive models to generate content that may appear correct but is sometimes shown to be incomplete, inaccurate, taken without attribution from other sources, and/or biased. Consequently, an AI tool should not be considered a substitute for traditional approaches to research. You are ultimately responsible for the quality and content of the information you submit. Misusing AI tools that violate the guidelines specified for this course (see below) is considered a breach of academic integrity. The student will be subject to disciplinary actions as outlined in UT Tyler's Academic Integrity Policy.

For this course, **AI is permitted only for specific assignments or situations, and appropriate acknowledgment is required.** This course has specific assignments where artificial intelligence (AI) tools (such as ChatGPT or Copilot) are permitted and encouraged. When AI use is permissible, it will be clearly stated in the assignment directions, and all use of AI must be appropriately acknowledged and cited following the APA guidelines, including the specific version of the tool used. The submitted work should include the exact prompt you used to generate the content and the AI's complete response as an appendix. Because AI-generated content is not necessarily accurate or appropriate, you must assess the validity and applicability of any submitted AI output. You will not earn full credit if inaccurate, invalid, or inappropriate information is found in your work. APA Style Citation Information: <https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Unless specified in the course assignment directions, the default is that AI is not allowed during any stage of an assignment. Using AI tools outside of these parameters violates UT Tyler's Honor Code, constitutes plagiarism, and will be treated as such. Students shall not use AI tools during examinations.

- **Alternate Locations:** During Objective Structured Clinical Examinations (OSCEs), the class will meet in the Braithwaite Building School of Nursing at the main UT Tyler campus at 3900 University Blvd., Tyler, Texas, 75799. OSCEs are typically scheduled during Week 14 of the course. Please refer to the course calendar for specific dates.
- **External Resources:** The AGACNP program incorporates question banks from APEA (Advanced Practice Education Associates) for assessments of board examination readiness during the six practicum courses. AGACNP diagnostic skill practice through virtual reality (VR) will be incorporated through *InciteVR*. During the last semesters of the program, Fundamental Critical Care Support (FCCS) certification will be obtained through the *Society of Critical Care Medicine*. Detailed instructions will be provided in class for each of these assignments.

Course Structure

This course is structured as an online hybrid learning environment with some asynchronous and synchronous content delivery. This course has live office-hour sessions via ZOOM that are designed to review course material and assignments and provide question-and-answer (Q&A) sessions. Attendance requirements will be specified in the grading criteria, and it is highly recommended to achieve your academic success; however, sessions are recorded and available for students to review who are unable to attend. Please notify your assigned faculty if you

are unable to attend. This does not require you to be in a specific location to participate; however, it is recommended to be in a quiet location with distractions minimized to enhance your learning experience.

The online nature of this course will push you to take an active role in the learning process. You will do this by engaging in and collaborating with other students and the instructor regularly through live sessions, assignments, and group activities. Please review the course content before attending online meetings to enhance the learning experience for all participants.

Tips for Success in this Course

1. **Participate.** I invite you to engage deeply, ask questions, and talk about the course content with your classmates. You can learn a great deal from discussing ideas and perspectives with your peers and professors. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** I get it—students usually juggle a lot, and I know you have commitments beyond this class. Still, doing your best often means carving out enough dedicated time for coursework. Try scheduling specific blocks of time and ensure you have enough room to finish assignments, allowing extra space for any tech issues that might pop up. *For each 3-hour didactic course, it is recommended to allot a minimum of 9-10 hours of content study time to successfully pass the course. For every 3-hour clinical course, it is recommended to allot 20 hours per week of clinical time along with content review.*
3. **Login regularly.** I recommend that you log in to Canvas several times a week to view announcements, discussion posts and replies to your posts.
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous class content. If you feel you are starting to fall behind, check in with the instructor as soon as possible so we can troubleshoot together. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
5. **Use Canvas notification settings.** Pro tip! Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable notifications to be sent instantly or daily. ([Canvas Notification Guide](#))
6. **Ask for help if needed.** If you are struggling with a course concept, reach out to me and your classmates for support.

Graded Course Requirements Information

Role Application Project (15%)

- The role of the AGACNP extends beyond clinical bedside skills to encompass many facets of healthcare delivery. Various activities will be assigned throughout the program to assist the student with development of the specific role and professional practice of the AGACNP and will serve several key purposes:
 1. **Practical Application:** These projects allow students to apply theoretical knowledge to real-world clinical or practice scenarios, bridging the gap between classroom learning and practical experience.
 2. **Professional Role Understanding:** These projects help students understand the responsibilities and expectations of their role as acute care NPs, preparing them for future careers.
 3. **Interdisciplinary Collaboration:** Role application projects often involve working with other healthcare professionals, fostering teamwork and collaboration skills.

4. **Influence on Practice:** These projects enable students to understand and engage with policy-making processes, thereby equipping them to advocate for and implement healthcare policies that enhance patient outcomes and healthcare delivery.
 5. **Navigating the Healthcare System:** Role application projects equip students with the skills to assist patients in navigating complex healthcare systems, including support with insurance, billing, and accessing necessary services, with a focus on advocating for vulnerable populations who may face barriers to care.
- The assigned role application project will be weighted as 15% of the course grade.

For NURS 7384, the role application project will be: **SDOH Screening Tool Application & Analysis**

Objective: Apply a validated SDOH screening tool in clinical practice to assess patients' SDOH. Reflect on the implications of your findings for the AGACNP role and propose strategies to address identified SDOH challenges based on evidence from your literature review or relevant research.

Instructions:

1. *Select a Screening Tool:* Choose a validated SDOH screening tool, such as PRAPARE (Protocol for Responding to and Assessing Patients' Assets, Risks, and Experiences), WE CARE, Hunger Vital Sign, or a similar tool for use at your clinical site.
2. *Obtain Approval:* Before use, secure approval from **your clinical preceptor or site supervisor** to administer the screening tool with patients during your rotation.
3. *Screen Patients:* Administer the tool to ten (10) patients during your clinical rotation. Document findings carefully while **maintaining patient confidentiality**. Avoid identifiable personal health information (PHI).
4. *Summarize Screening Results:* Organize results into two de-identified tables that summarize key findings from your screenings (see example table structure).
 - *Demographic Overview:* Table should include age range, gender demographic, race/ethnicity, insurance status, and clinical setting.
 - *Summary of SDOH Screening Results:* Table should the following columns: SDOH domain, number of patients affected, % of total patients, common themes or notes.

Summary of SDOH Screening Results (n = 10 patients)

Demographic Overview		Value / Description	
Age range		45 – 82 years	
Gender distribution		6 male, 4 female	
Race/ethnicity		5 African American, 3 White, 2 Hispanic/Latino	
Insurance status		7 Medicare, 2 Medicaid, 1 uninsured	
Clinical setting		Rural hospital, medical-surgical unit	

SDOH Domain	# Patients Affected	% Total Patients	Common Themes or Notes
Housing insecurity	4	40%	Unstable temporary housing or rent
Food insecurity	5	50%	Reliance on food pantries, poor nutrition
Transportation barriers	3	30%	Missed follow-ups due to lack of transit

Employment instability	6	60%	Disability of part-time insecure work
Social isolation	6	60%	Limited social support or lives alone
Financial strain	7	70%	Inability to afford meds or copays

5. Create a PowerPoint Presentation (8-10 slides) that includes the following components:

- *Title Slide*: Include your name, course, and title of your presentation.
- *Screening Tool & Setting*: Name and source of the tool used with brief description.
- *Demographic Overview*: Insert and discuss the first table.
- *Screening Results*: Insert and discuss the second table.
- *Trends and Disparities*: Highlight key findings across domains and note any patterns in demographics or risk factors.
- *Effect on Health Outcomes*: Discuss how SDOH findings impact acute/chronic care management and health outcomes. (Tip: Refer to your evidence table for any relevance to population screened.)
- *AGACNP Role Implications*: Explore the AGACNP's role in screening, advocacy, and interdisciplinary collaboration.
- *Proposed Strategies*: List evidence-based interventions, referrals, or resources. Explore practical ways AGACNPs can help bridge gaps in care. Refer to the discussion board posts from NURS 7383 for strategic interventions.
- *Conclusion*: Summarize key insights from your screening experience and future recommendations for clinical practice or system change.
- *References*: Include at least 3 scholarly references in APA 7th format.
- Upload the PowerPoint presentation to Canvas via Studio by the submission deadline. **Please refer to APA 7th formatting of tables.** The table examples are NOT in APA7 formatting and are for content example only.

Participation & Engagement (5%)

- Online live classroom sessions and asynchronous classroom participation assignments will be scheduled in Canvas through Zoom for students to engage with faculty and peers through the active learning process and serve several key purposes:
 1. **Interactive Learning**: These sessions provide an opportunity for real-time interaction with instructors and peers, enhancing the learning experience through discussions, Q&A sessions, and collaborative activities.
 2. **Clarification of Concepts**: Students can seek clarification on complex topics, ensuring a deeper understanding of the material covered in the program.
 3. **Skill Development**: Through live demonstration and clinical case scenarios, students can develop and refine their clinical skills in a faculty-guided environment.
 4. **Networking**: Online classrooms allow students to build professional relationships with classmates and faculty, fostering a sense of community and support.
 5. **Flexibility**: Online classrooms offer the flexibility to attend sessions from any location, making it easier for students to balance their studies with other commitments.

- Recognizing the challenges of online classroom participation, students are required to attend and actively engage in at least 50% of the scheduled online meetings to receive participation credit for the course.
- Participation and engagement are weighted as 5% of the course grade.

For NURS 7384, the classroom participation assignment will be: **SDOH Screening Tool Analysis Presentation**

Objective: Demonstrate your ability to assess, analyze, and communicate findings from an SDOH screening tool applied in clinical practice and participate in peer review. Reflect on the implications of your findings for the AGACNP role and propose strategies to address identified SDOH challenges based on evidence from your literature review or relevant research.

Instructions: Review an assigned video of a peer and complete a Peer Evaluation of their presentation using grading rubric. Provide constructive written feedback (3-4 sentences) noting strengths and one area for improvement.

Module Outcomes: Demonstrate the ability to assess, analyze, and communicate findings from an SDOH screening tool applied in a clinical setting. Demonstrate the ability to propose actionable strategies as an AGACNP to address disparities in patient care. Participate in peer review.

Objective Structured Clinical Examination (OSCE) & Skills Checkoff (Pass/Fail)

- Objective Structured Clinical Examinations (OSCEs) in advanced practice nursing education serves several important purposes:
 1. **Assessment of Clinical Competence:** OSCEs provide a standardized method to evaluate students' clinical skills, including patient assessment, diagnosis, and treatment planning, ensuring they meet the required competencies.
 2. **Realistic Clinical Scenarios:** These exams simulate real-life clinical situations, allowing students to demonstrate their ability to apply theoretical knowledge in a practical, controlled environment.
 3. **Immediate Feedback:** Students receive immediate feedback from examiners, helping them identify strengths and areas for improvement, which is crucial for their professional development.
 4. **Skill Development:** OSCEs help students refine their clinical skills through repeated practice and exposure to a variety of clinical scenarios, enhancing their readiness for real-world practice.
 5. **Stress Management:** By exposing students to high-pressure situations in a simulated environment, OSCEs help them develop the ability to manage stress and perform effectively under pressure.
 6. **Interpersonal Skills:** These exams also assess students' communication and interpersonal skills, ensuring they can effectively interact with patients, families, and healthcare team members.
- OSCE stations will be arranged on-campus through the School of Nursing simulation lab and may include:
 - Clinical interactions (in-person or virtual reality) with standardized patients: counseling, examination, history taking
 - Examination of mannequins and interpretation of findings
 - Computerized cases
 - Test interpretation
 - Order writing
 - Documentation
- OSCEs will be held during Week 14, unless otherwise specified. Final dates will be announced shortly after the course begins pending total student enrollment. Please refer to each course calendar for specific dates.

- OSCEs and any specified procedural skills checkoffs will be graded as Pass/Fail. A minimum score of 80% must be achieved on the OSCEs faculty evaluation to pass the course. Remediation is at the discretion of the faculty.

Exams (15%)

- Q-bank exams will be dispersed throughout the course as noted on the course schedule and will serve several key purposes:
 1. **Knowledge Assessment:** These exams evaluate students' understanding of the material covered in each unit, ensuring they have a solid grasp of essential concepts and information.
 2. **Progress Monitoring:** Unit exams help both students and instructors track progress throughout the program, identifying areas where students may need additional support or review.
 3. **Preparation for Certification:** By regularly testing students' knowledge, unit exams help prepare them for the comprehensive certification exams they will need to pass to become licensed AGACNPs.
 4. **Critical Thinking:** These exams challenge students to apply their knowledge to clinical scenarios, enhancing their critical thinking and problem-solving skills.
 5. **Retention of Information:** Regular assessments encourage students to review and retain information, promoting long-term learning and mastery of the subject matter.
 6. **Feedback and Improvement:** Unit exams provide valuable feedback to students, highlighting their strengths and areas for improvement, which are essential for their academic and professional development.
- Please review all required content including module readings, PowerPoint presentations, and recorded office hours to be prepared for examinations.
- An average score of 80% or higher (grades are not rounded up) must be achieved on all module or unit exams to pass the course and progress through the program and are weighed at 25% of course grade.

For NURS 7384, the following exams will be accessed through APEA. Confirmation of the test and grade result will be uploaded to the assignment portal. An 80% or higher grade must be achieved to receive assignment credit. You may retake your exam as necessary to achieve a score of 80 or above.

APEA #6 – Professional Role & Responsibility (PROR) 28 questions

APEA #7 – Factors Influencing Health Status (FACT) 24 questions

APEA #8 – Pulmonary (PULM) 30 questions

APEA #9 – Pulmonary (PULM) 30 questions

APEA #10 – Pulmonary (PULM) 28 questions

Clinical Practicum (65%)

- Clinical practicums will allow the student to implement the AGACNP role across healthcare settings. Serving as a member of the interprofessional team, students will evaluate, diagnose, and manage adult and geriatric patients experiencing acute, chronic, and critical illness.
- Students complete 125 hours of precepted clinical experience per practicum course and are expected to develop and implement evidence-based, person-centered care plans.

- Clinical practicums in the AGACNP program serve several essential purposes:
 1. **Hands-on Experience:** They provide students with real-world clinical exposure to apply theoretical knowledge in acute and critical care settings.
 2. **Skill Development:** Practicums help AGACNP students develop advanced skills such as diagnostic reasoning, patient assessment, and procedural techniques.
 3. **Interdisciplinary Collaboration:** Students work alongside physicians, nurses, and other healthcare professionals to enhance teamwork and communication.
 4. **Patient Management:** Practicums allow students to manage acute and complex health conditions, including emergency and critical care cases, under supervision.
 5. **Decision-Making and Critical Thinking:** Students refine their ability to make quick, evidence-based decisions in high-pressure environments.
 6. **Professional Readiness:** They prepare students for independent practice by gradually increasing their responsibilities in patient care.
 7. **Certification and Licensure Requirements:** A minimum number (750) of total clinical hours are required for graduation and certification eligibility.
- Grading of the clinical practicum consists of multiple components that assess a student's clinical competency, professionalism, and academic performance. Practicum is weighted as 65% of the course grade. Below is a breakdown of how the percentage is calculated:

Clinical Performance (35%)

Clinical performance will be evaluated through three separate evaluations to offer a well-rounded view of the student's performance, promote growth through multiple perspectives, and strengthen the educational quality and accountability of the clinical training programs. The purpose of each evaluation is outlined below:

Faculty Evaluation of Student (25%) – Faculty will schedule a site visit to evaluate student in the clinical setting. Faculty evaluations will be scheduled and completed using the form located in *InPlace* by the assigned due date. The purpose of the faculty evaluation is to provide:

- *Academic oversight:* Ensures that the student is meeting the academic and clinical objectives set by the program.
- *Standardization:* Provides a consistent framework to assess students across different rotations and preceptors.
- *Summative assessment:* Often used as a formal component of the student's grade or performance report.
- *Big-picture perspective:* Faculty may integrate multiple sources of input (e.g. case reports, presentations, written work) into the evaluation.

Student Evaluation of Self (10%) – Students will complete a self-reflection and upload the provided form into *InPlace* by the assigned due date. The purpose of the student self-evaluation is to:

- *Encourage reflection:* Helps students critically assess their own strengths, weaknesses, and growth.
- *Promote lifelong learning:* Develops habits of self-assessment and self-directed improvement, which are key traits of effective clinicians.
- *Identify gaps:* May reveal mismatches between student perception and external feedback from faculty and preceptor, which can guide further development.

- *Empowerment*: Gives students ownership over their learning journey and performance.

Preceptor Evaluation of Student – Students should request their preceptor complete and upload an evaluation of their clinical performance into *InPlace* by the assigned due date. The preceptor evaluation is not graded; however, completion is encouraged to serve the following purposes:

- *Real-time clinical assessment*: Preceptors observe the student in actual clinical settings and can evaluate practical skills, professionalism, communication, and patient care.
- *Contextual feedback*: Offers insight into how the student functions in a specific clinical environment, including adaptability and team interactions.
- *Mentorship evaluation*: Assesses how well the student integrates feedback and improves over the course of the rotation.
- *Formative and summative*: Can be used to provide ongoing guidance as well as final assessments.

Clinical Logs & Documentation (20%)

Clinical Hours completed in Clinical Log (10%) – All clinical schedules must be entered into *InPlace* clinical log to inform faculty of when students will be in clinical sites. Documentation of each patient's encounter must be completed by Friday of the following week. Clinical logs serve the following purpose:

- *Track clinical exposure*: Documents the types and numbers of patient encounters, procedures, and conditions the student is exposed to.
- *Ensure competency*: Helps confirm that students are meeting required learning objectives and gaining experience in essential clinical areas.
- *Accountability*: Verifies student attendance and active participation in clinical duties.
- *Data collection*: Assists faculty in identifying gaps in training and adjusting curriculum or rotations accordingly.

Student Evaluation of Preceptor (5%) – Student evaluation of preceptor should be completed and uploaded using the form provided in *InPlace* by the assigned due date. The student's evaluation of preceptor is weighed at 5% of the course grade and serves the following purposes:

- *Assess teaching effectiveness*: Provides feedback on the preceptor's ability to educate, mentor, and support student learning.
- *Identify strengths and weaknesses*: Highlights what preceptors are doing well and where improvement may be needed.
- *Quality assurance*: Ensures that students are receiving consistent, high-quality instruction and support across clinical sites.
- *Faculty development*: Informs training and support efforts for clinical educators.

Student Evaluation of Clinical Site (5%) – Student evaluation of the clinical site should be completed and uploaded using the form provided in *InPlace* by the assigned due date. The student's evaluation of the clinical site is weighed at 5% of the course grade and serves the following purposes:

- *Evaluate learning environment*: Assesses whether the site provides adequate resources, patient variety, supervision, and learning opportunities.
- *Monitor site quality*: Helps the program determine if the site continues to meet standards for clinical education.

- *Improve future placements*: Informs decisions about whether to continue using the site or how to improve the student experience there.
- *Capture student perspective*: Provides insights into student satisfaction, safety, and professional development opportunities at the site.

Case Report (10%)

Objective: You will collect and document a full clinical history and develop a comprehensive treatment plan addressing both medical and social needs.

Instructions:

1. Ensure Patient Confidentiality: De-identify all personal information using only patient initials. Avoid any specific demographic or location details that may compromise confidentiality.
2. Document a Comprehensive History and Physical (H&P) include the following sections:
 - Chief Complaint (CC) - Document in the patient's own words when possible.
 - History of Present Illness (HPI) - Provide a clear, chronological narrative of the patient's current problem.
 - Past Medical History (PMH) - Include chronic illnesses, past surgeries, hospitalizations, medications, and allergies.
 - Social History (SH) - *Focus on SDOH factors such as*:
 - Housing situation
 - Employment and income
 - Education level
 - Access to healthcare (transportation, insurance, primary care availability)
 - Substance use, lifestyle factors
 - Family History (FH) - Document relevant hereditary conditions and familial support systems.
 - Review of Systems (ROS) - Conduct a full ROS across all major systems.
 - Physical Examination (PE) - Document findings by system (e.g., General, HEENT, Cardiovascular, Respiratory, GI, Neuro, etc.).
3. Develop a Comprehensive Treatment Plan - Your plan should address both medical and social aspects of care and include the following components:
 - Medical Interventions
 - Diagnosis and differential
 - Medications and other treatments
 - Recommended tests or follow-up
 - Any specialist referrals
 - SDOH Interventions - Address each identified social challenge (e.g., housing referrals, food security programs, transportation assistance)
 - Community Resources - List specific local resources or organizations that the patient could access (name and purpose)
 - Interdisciplinary Collaboration - Identify how you will involve other professionals (e.g., social workers, nutritionist, mental health provider) and explain each collaborator's role in supporting the patient
 - Patient Education - Provide culturally sensitive, language-appropriate education materials or strategies including education about condition management, available resources, and how to navigate care

Submission -Your final submission should include both the H&P and the comprehensive treatment plan and be submitted to the assignment portal as a Word document in APA 7th format by the due date. Please refer to grading rubric for submission criterion. The case report is weighted as 10% of the overall course grade.

Late Work and Make-Up Exams:

All assignments, quizzes, and exams are due on or before midnight (Central Standard Time) of the assigned date. 5% will be deducted each day an assignment is past due unless prior arrangements have been made with your course faculty. Extenuating circumstances may apply.

Repeating a Course:

Students repeating this course may not use previously submitted assignments nor utilize the same patients for an assignment. **Submitting the same or slightly modified assignments from previous semesters is considered self-plagiarism and is subject to academic discipline, including failing the assignment or the course.**

Attendance Policy (optional):

Attendance/participation is expected. Make-up for exams, quizzes, assignments, and clinical time missed is at the faculty's discretion.

University Policies & Student Resources:

University policies and student resources are available on the University website and in Canvas under "Syllabus."

- [University Policy](#)
- [Student Resources](#)

Grading Structure

Assignment	Percentage %
Participation and Engagement	5%
Role Application Project	15%
Exams (80% average required)	15%
Clinical Practicum: Clinical Performance-->35% --Faculty Evaluation of Student (25%) --Student Evaluation of Self (10%) --Preceptor Evaluation of Student Clinical Logs & Documentation-->20% --125 Clinical Hours entered in Log (10%) --Student Evaluation of Preceptor (5%) --Student Evaluation of Clinical Site (5%) Case Report-->10%	65%
OSCEs & Skills Checkoff	Pass/Fail
Total	100%

Grading Scale

- A - (90% or higher)
- B - (80 - 89%)
- C - (70 - 79%)
- D - (60 - 69%)
- F - (Below 60%)

Course Schedule		
Week	Date	Assignments Due
1	M 6/23 W 6/25 F 6/27	Classes and clinical rotations begin June 23 rd Online live session Wednesday – Course Orientation, Q & A CENSUS DATE
2	M 6/30 Th 7/3 F 7/4	APEA Exam #6 Complete entries for week 1 clinicals in logbook. JULY 4TH HOLIDAY – NO CLASSES/OFFICES CLOSED
3	M 7/7 F 7/11	APEA Exam #7 Complete entries for week 2 clinicals in logbook.
4	M 7/14 W 7/16 F 7/18 Th 7/24	APEA Exam #8 Role Application Assignment: SDOH Screening Tool Presentation Complete entries for week 3 clinicals in logbook. Last Day to Withdrawal with a “W”
5	M 7/21 W 7/23 F 7/25 F 7/25	APEA Exam #9 Classroom Participation: Peer Review of SDOH Screening Tool Presentation Faculty Evaluation of Student Clinical Rotation #2 Complete entries for week 4 clinicals in logbook.
6	M 7/28 W 7/30 F 8/1 F 8/1	APEA Exam #10 Case Report Student Evaluations of Preceptor & Site for Clinical Rotation #2 Complete entries for week 5 clinicals in logbook.
7	Th 8/7 F 8/8 F 8/8 T 8/12	OSCEs and/or Skills Check-off 9:00 – 4:00 Preceptor Evaluation of Student & Student Self-Reflection Rotation #2 All clinical logbook entries must be completed. Final Grades Due

Calendar of Topics, Readings, and Due Dates

Note: This is a tentative schedule, and subject to change as necessary – monitor the course page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.