THE UNIVERSITY OF TEXAS AT TYLER
COLLEGE OF NURSING AND HEALTH SCIENCES

NURS 5455 Sections 060-064
Family Nurse Practitioner
Primary Care III

Course Syllabus

2017

Faculty:

Dr. Tanya Schlemmer, DNP, MHA, APRN, AGACNP-BC, FNP-C, CCRN-CMC, RN-BC

Welcome!

Welcome to **NURS 5455 – FNP Primary Care III (PC3).** Faculty teaching in this course include Dr. Tanya Schlemmer, DNP, MHA, APRN, FNP-C, AGACNP-BC, CCRN-CMC, RN-BC, and secondary faculty includes Dr. Sandra Petersen, DNP, RN, APRN, FNP/GNP-BC, PMHNP-BC and Dr. Brenda Matzke, PhD, RN, APRN, AGPCNP-BC, CNE. We look forward to meeting you and working with you in clinical and within our virtual classroom.

Please refer 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 within Canvas. A list of basic technical requirements is also listed in this Syllabus for your convenience. In addition, the website for general information about UT Tyler and its student services, which will be reviewed briefly in this Syllabus.

Course Instructor:

Dr. Tanya Schlemmer, DNP, MHA, APRN, AGACNP-BC, FNP-C, CCRN-CMC, RN-BC

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> Via Zoom or Skype at a time arranged, in advance.

Secondary, Clinical Faculty:

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

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NURS 5455
Family Nurse Practitioner Primary Care III (Total Credits: 4 hours; 145 Clinical Hours)

Prerequisites   NURS 5352 and BCLS

I. Course Description
Application of major concepts and therapies necessary for the development, implementation, and provision of primary health care with emphasis on the adult and Geriatric population. Strategies to eliminate health disparities will be explored.

II. Overview
While this course continues to build on previous knowledge and practice of care of individuals and families, the focus of the course is the role components critical to primary health care, especially adult health and geriatric health. The evolution of the role of the nurse practitioner in primary health care is explored at the local, state, national, and international levels. Models of nurse practitioner practice are examined. Role components critical to primary health care and to the role of the nurse practitioner in primary health care are analyzed. Facilitators for and barriers to the implementation of primary care are explored. Students will work closely with a clinical preceptor and nursing faculty to gain experience in developing the nursing role components critical to primary health care. Such experience involves and facilitates collaboration and the implementation of the primary health care role in selected health care settings. In the belief that graduate education acknowledges and facilitates individual diversification, faculty also provide the opportunity to individualize outcomes based on the perspective of the individual learner.

III. Objectives
Upon completing this course, the learner will have demonstrated the ability to:

1. Assess, plan, manage, evaluate, and revise the care of individuals and families in primary health care settings, referring clients to other health care providers and/or community resources as appropriate.
2. Practice the NP role using nurse practitioner protocols that contain both an evaluation/diagnostic protocol and a plan/management protocol.
3. Conceptualize the role of the nurse practitioner in primary health care.
4. Analyze the evolution of primary health care and the role of the nurse practitioner in primary health care.
5. Explore the influence of the image of nurses on the acceptance of primary health care practitioners.
6. Develop a plan for independent or collaborative practice.
7. Analyze the factors in a selected health care setting that facilitate and hinder implementation of primary health care.

8. Explore the relationship of the role components critical to primary health care, such as power, negotiation, collaboration, advocacy, change, ethics, quality assurance, economics, certification/credentialing, conflict, competence, and professionalism, to role-behavior prescriptions, descriptions, and expectations of the nurse practitioner.
9. Using research findings, evaluate the effectiveness of the nurse in primary health care from the perspectives of nurse practitioners, the public, physicians, and legislators.

IV. Student Outcomes:
Upon successful completion of this course, the student will be able to:

1. Construct a patient-centered plan of care that incorporates current evidence to provide for health promotion and/or restoration of health with emphasis on the adult and geriatric populations and their families.
2. Provide high quality and appropriate care in a cost effective and ethical manner
3. Refer clients to the inter-professional health care team as appropriate.

- You may have purchased other books for previous primary care courses. The Dunphy book is the primary book you will use in this course. You may use the resources along with the Dunphy book (listed below); I will provide readings for the modules. All the resources will provide the baseline information you need. I hope this helps you avoid buying additional textbooks.

V. *Required Resources:*

AUTHOR	TITLE	EDITION	PUBLISHER and/or ISBN	Required or Recommended
Dunphy, L. et. al	Primary Care: the art and science of advanced practice nursing	4th ed.	9780803638013 F.A Davis Company	Required
Gilbert	2015 Sanford Guide to Antimicrobial Therapy (Spiral Edition)	45th ed. Spiral ed	ISBN-13: 978-1930808850 978-1930808928 (paperback) or http:www.sanfordguide.com for 2016 e-version-- (only need one version)	Required
Habif. et al.	Skin Diseases: Diagnosis and Treatment	3rd ed	978-0323077002	Required
Hurley	OSCE and Clinical Skills Handbook	2nd ed	9781926648156	Required
Seller, R.H.	Differential Diagnosis of Common Complaints	6th ed.	ISBN: 978-1-4557-0772-0	Recommended
Toy, E.	Case Files Family Medicine	3rd ed	9780071753951	Recommended
McAdam	Fundamental Clinical Situations: A Practical OSCE Study Guide	4th ed	9780920513712	Additional Resource
American Psychological Association (2009)	Publication Manual of the American Psychological Association	6th ed	978-14338-05615	Additional Resource
Gawande	Being Mortal: Medicine and What Matters in the End	1st ed 2014	ISBN: 978-8050-95I5-9 (hardcover) ISBN: 978-I-62779-055-0 eBook or audio book	Recommended

VI. Required Applications:

DERM for Primary Care is a required application and you will need to purchase. This digital learning platform teaches how to identify, diagnose and treat common skin problems that routinely present to a primary care practice. You will complete some modules for this course. The website is https://www.dermforprimarycare.com/login/

Students no longer need to send in a check for *UpToDate*. This is now funded by a Grant. You are being set-up for *Typhon* in this course. *UpToDate Subscription now includes a FREE mobile app!* **Must be connected to the UT Tyler network (via links below) to register for the app.** Directions can be found using this link or by visiting website directly: link attached. *UpToDate Links:* www.uptodate.com/online

> *or when you are off campus and this link doesn't work*
> *use: http://ezproxy.uttyler.edu:2048/login?url=http://www.uptodate.com/online*

Any questions please contact Clinical Coordinator, at LaKeithaJohnson@uttyler.edu*.*

UT Tyler to Clinical Coordinator is: La Keitha Johnson, RBS 2032 for the College of Nursing, The University of Texas at Tyler, 3900 University Blvd., Tyler, TX 75799.
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VII. Other Resources:

Mobile Aps, highly recommended for clinical: *Epocrates* (expanded version with Diagnostic tools), *Tarascon Pocketbook Family Practice* (Primary Care, Internal Medicine), *Pocket Notebook—Pocket Medicine 5-Minute Clinical Consult* (5MCC) and multiple options for eBooks: *Current Practice Guidelines for Primary Care 2016*, *Ferri's Best Test: A Practical Guide to Clinical Laboratory Medicine and Diagnostics Tests*, or *Pocket Guide to Diagnostics Tests* to name a few.

Texas Board of Nursing

Advanced Practice Information

VIII. 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. 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) Evaluation of Preceptors by the student
3) Evaluation of each Clinical Site by the student

Grading Criteria

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

COURSE ELEMENTS

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

GRADING ELEMENTS   **POINTS**

I.   **Exams**
         Exam 1   **15%**
         Exam 2   **15%**
         Exam 3   **15%**
         Exam 4 (Final)   **15%**

II.   **Clinical Case Study**
         Clinical Case Study Paper-- Geriatric patient   **10%**

III.   **Secondary Assessment Project**   **5%**

IV.   **Differential Diagnosis Project**   **5%**

V.   **Learning Team Case Presentations**   **10%**
        (CV and DM patient case study scenarios)

VI.   **Participation in Discussion Boards, Certificates**   **10%**
        & Module Quizzes* (quizzes are Pass/Fail)

VII.   **Other**
        Communication Logs (x2)   **Pass/Fail**
        Clinical Practice Hours (145 minimum)   **Pass/Fail**
        Attendance/Participation/Professionalism   **Pass/Fail**
        (Includes attendance at online meetings)
        Performance Evaluations   **Pass/Fail**

                                      Total: **100%**

VIII, A. Exams & Quizzes*

    1. There are Four Exams— three exams cover the module 1-3 and the module quizzes (for most module sections) are scored, but incorporated within your participation grade. There is a comprehensive Final Exam for all modules scheduled in NURS 5455 (see course schedule). The module objectives will guide the selection of items for the exams and quizzes. Emphasis is on

application and synthesis of knowledge.

    a. Exam 1 covers Module 1
    b. Exam 2 covers Module 2
    c. Exam 3 covers Module 3
    d. Exam 4 [Comprehensive Final]

*Quizzes may be taken multiple times and count as part of the course participation grade; these are taken in the Quiz links via Canvas. All quizzes must be attempted for a grade and you must achieve at least 80% for a passing score on each quiz Work not at passing or not attempted will result in a zero score and applied to your course participation during evaluation. All exams will be delivered via *ProctorU*. Make-up exams will be short answer, essay or other exam types and will be arranged by faculty**. PLEASE MAKE EVERY EFFORT TO TAKE EXAMs AT THE DATE AND TIME SCHEDULED.**

2. <u>**A minimum average grade of 80% on the exam grades, as noted above, must be achieved in order to pass the course.**</u> Even if the final course grade is at 80% or more, the average grade on all four (4) exam grades must be at 80% or higher to pass the course. All exams will be on-line via *ProctorU* and Canvas. Exams will be time limited. You will be given 75-minutes for each of the 50-item exams and 150-minutes for the 100-item comprehensive Final Exam. Dates and Times for each exam are listed in the course schedule. Exams may include multiple choice, matching, fill-ins, true and false, and possibly short essay.

3. Module Quizzes are to be completed by the due date of the module (midnight of the exam day or before the next module begins). Late quizzes are subject to a point deduction for each day past the due date. You must pass the quizzes (80%) to receive full credit for course participation. Again, quizzes that are not attempted or if the score is not passing, that item defaults to zero and will be reflected in your overall course participation grade.

4. Absolute integrity is expected from each student in all aspects of the course. Cheating on exams or quizzes will not be tolerated. Students may be dismissed for violation of academic integrity. Exams are **not** open-book. Therefore, No notes, books, or written resources are to be used during the test. 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.** You are responsible to read and follow the student guidelines on academic integrity. Students who have been given prior permission to use Text-to-Speech features or an audio support features are excluded from the above technical resource during testing.

5. After all students, have taken the exam, an opportunity for exam review and exam question challenge will take place. Instructors will provide additional information/ instructions regarding exam challenges at the time of the exam.

6. Grades will be posted on Canvas, but should not be considered the official grade for the course.

7. Opportunities to review exams will be provided after exam submission. Generally, this is within two **(2)** hours of the administration of the exam. After that time, the exam may no longer be reviewed.

8. **Exams (ProctorU):**
Students will take the Exams in the course using a service called **"*ProctorU*" unless other arrangements have been made PRIOR to the exam date.** Students will be responsible for payment for the proctor service. There will be Three exams and potentially a Final exam in the course. The first three exams are 75-minutes, and the Final Exam (Exam 4), will be a 150-minute exam. The cost for the proctor service [subject to change, so please verify these costs] is $25 for a 75-minute exam, and $33.00 for a 150-minute exam. ***Exams must be taken during the time designated unless other arrangements are made with Instructors.*** Make-up exams will be short answer or essay and taken on campus or as arranged by faculty. More information about this will be provided during the course orientation. **Quizzes do not require the use of *ProctorU* and can be accessed in the QUIZ tab or within Modules in the course menu.**

Students must sign-up with ProctorU at the beginning of the semester for all four exams. Exams will be time limited. Exams may include (multiple choice, matching, true/false, and fill-in the blanks). Again, students must achieve an average of 80 on all four exams to pass the course. A handout provided by *ProctorU* is available within **COURSE DOCUMENTS** for added information. See Course Calendar and Course Schedule for Exam Dates.

VIII, B. Assignments
1. Clinical Case Study Paper (See Geriatric Case Study Note Template in Assignment Tab)

The Geriatric Case Study Paper is due on the date given in the schedule. Each student will submit a clinical Case Study Paper for a GERIATRIC (50 and older) patient. Faculty must approve the selection of patients for the clinical case studies. The clinical case study paper must be based on an actual patient whom you cared for during your clinical experience (this semester) and in collaboration with an approved preceptor. The paper should be written about patients who exhibit the conditions being studied during the semester.

All written assignments are to be completed in Microsoft Word, using the appropriate template and submitted with grading rubric into ASSIGNMENT TAB by the due date.
All written assignments should be submitted through the assignment links. Plagiarism is a serious academic offense. Please avoid the consequences of academic dishonesty by citing all sources that you use in your work. Academic dishonesty, such as unauthorized collusion, plagiarism and cheating, as outlined in the Handbook of Operating Procedures, University of Texas at Tyler, will not be tolerated. University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event, disciplinary measures are imposed on the student, it becomes part of the students' official school records. Also, please note that the handbook obligates you to report all

observed cases of academic dishonesty to the instructor. Late assignments will receive point reductions (see Grades and Grading within this Syllabus). Any fabrication of the clinical case study is grounds for academic misconduct. Faculty may request the student to validate patient information documented in the clinical case study.

2. **Secondary Assessment Project (5%):**
Students will each identify a patient case and choose a Secondary Assessment tool, instrument or other measurement device or mechanism to further examine and assist with objective data gathering for one of the areas identified within the one of the categories listed for the Secondary Assessment for the Geriatric Patient. The objective of the secondary assessment component is to provide an opportunity to further develop the skills to assess health promotion needs, social support and physical and mental health status using age, gender, and culturally appropriate standardized assessment instruments or processes in relationship to patient's. Select a Secondary Assessment tool, instrument, etc., such as MMSE, from one of the listed categories:

- Activity level
- Mobility/Falls
- Cognition
- Decision-making capacity
- Pain
- Skin integrity
- Nutrition
- Sexuality

- Immunization status
- Neglect and abuse
- Substance use and abuse
- Quality of life
- Genetic risks
- Health risk behaviors
- Safety
- Advance care planning preferences

The use of objective data collection instruments, tools, surveys, questionnaires, or other mechanisms or physical maneuver's for collecting measurable data are to be examined. One such secondary assessment tool or instrument, etc. is to be chosen for further discussion and uploaded into the respective discussion board as a component of the project. The Secondary Assessment is meant to verify, validate or enhance your primary diagnosis, exclude your differential diagnosis or factor-in for your decision-making component of your case.

The project is based on an actual clinical case. The presentation of this assignment is discussed further within the respective rubric available in the assignment link and within the Secondary Assessment Module itself. There will be a Wiki available for topic or category selection. The instrument/tool may not be a duplicated and selection is on a first served basis. The assignment is set-up as an individual project, but may be done as a "team" or paired effort with a peer. Each student will apply the selected tool or instrument to their patient case, thus a paired team will have two patients for application or comparison.

The student/paired-team is anticipated to explore opportunities to demonstrate tool application to further showcase use of the tool or instrument to their peers. The media selection is all inclusive. Take the opportunity to explore, without restrictions or limitation of parameters for the chosen mode of delivery. Please obtain patient permission, if an actual patient is video recorded. 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 events or emergencies). Review the grading criteria for your assignment to ensure that you have addressed each of the content areas. Rubric Instructions are narrated and included in the available assignment files within the Tegrity recordings.

Students/paired-teams will uploaded into the respective assignment link for grading. The same project will be uploaded into the designated discussion board for peer viewing. **Note:** Substantive Posts towards a peer project 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.) per the Rubric.

3. Differential Diagnosis Assignment (5%):
Students will each identify a patient with a primary complaint and specify two differential diagnoses for further examination against a selected primary diagnosis based on an actual clinical case. The student(s) will display the comparable diagnoses within a table to demonstrate similarities or differences and further explore these identified conditions or problems as potential viable primary problem should the initial diagnosis prove to no longer being the existing focus. The Differential Diagnosis Rubric will be utilized for further instructions. The objective is to further develop or enhance critical thinking for differential diagnosis of primary problems or conditions and to develop or enhance the skill-set for establishing a comprehensive differential diagnosis assessment when presented with a chief complaint. A *Differential Diagnosis Table Template* is available within assignment link for use and to permit further refinement to showcase and compare the selected conditions.

The assignment will be set-up as an individual project, but may be done as a paired-team effort with the primary diagnose or condition being aligned with each student's patient case based on topics indicated by the sign-up page available. The clinical cases themselves may be different cases with similar presentation, Chief Complaint or Primary Diagnosis, but the listing and options for determination of the two Differential Diagnoses will be selected and individualized and not duplicated by each student. **The differential diagnoses themselves may not be a duplicated for any Body System** and the selections are on a first served basis. The topics must be related to this course and not focused on anything related directly to pediatrics, or women's health issues specifically. Students are expected to contact the faculty in the event of uncertainty for a diagnosis or for topic selection meeting project criteria. Students are also 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 events or emergencies). Review the grading criteria for your assignment to ensure that you have addressed each of the areas. Rubric Instructions are included in the narrated ppt available within the assignment files and within Tegrity recordings.

The project will be uploaded into the respective assignment link for grading. The same project will also be uploaded into the respective discussion board for peer viewing. **Note:** Substantive Posts toward a peer's project 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.) per the Rubric.

VIII, C. Discussion Board Participation (10%):

1. Learning Team Case Studies
Students will participate in a discussion board response for the assigned Learning Teams, as noted in the course schedule during the semester. Discussion board responses are incorporated as part of the individual participation grade and is worth 10% of your grade. A grading rubric is available within the learning team discussion board. 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).

<u>**Guidelines for Discussion Board Questions:**</u>

1. Each Learning Team must provide a substantive answer (narrative response with citation from scholarly source). Learning Teams will have a group discussion forum available for the respective teams. The forum includes various modes of communication for the team to communicate regarding your case. The efforts of the learning team may be visualized on the forum by faculty, but no other team has access to your specific forum. The Learning Teams may designate a leader for each discussion question for specific assignments and for posting the Team Summary or final response answers into the Summary Discussion Board once consensus is reached within the group. (<u>EVERY team member is responsible for providing input into the final product that will be posted in the Summary Discussion Board link for the assigned modules.</u>) Team Members will each evaluate team member's participation (including their own) by the close of each DB or by semester's end. This evaluation will be included as part of your participation grade to determine the student's final participation grade. **Note:** Substantive responses to team 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." Again, responses should be a substantive post and must be at least 300 words and no more than 800 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. Responses to peer Learning Team posts should occur timely during the discussion board posting week, but are due no later than one week after the module posted due date.

3. Questions directed toward a specific Learning Team by faculty will be posted by midnight on Thursday of the discussion week and any questions posed after midnight on Thursday will not require a Learning Team response. Learning Team are expected to respond to questions in a timely manner, but no later than midnight on Friday when

the module ends. Responses to peer Learning Team posts are due by midnight on Sunday— or one week after the module posting date.

4. The Student Self & Peer Evaluation tools are also available for use once your project is complete. Please complete a Self-Evaluation and the Peer/Student Evaluation tool to evaluate your team member(s) and submit individually within the assignment link designated for each Learning Team (CV & DM) as well as any team projects competed during the course.

2. Special Topics Discussion Board

Students will participate in the Special Topics Discussion Board (DB) forum to view the existing power points available within the Special Topics Module. Each student will choose at least one topic to post a minimum of one substantive post toward that topic.

Note: Substantive Post toward a topic must be at least 300 words, but no more than 800 words in length with at least citations from scholarly source (nursing journal, pharmacy journal, medical journal, valid website, etc.).

This forum will provide discussion opportunity for various topics or to permit topic inquiry pertaining to the topics listed within Infectious Disease, Immunology, and other Special Topics identified. This forum will be available during the entire course schedule, throughout the semester. Absent posts or non-substantiated posting contributions are subject to individual participation grade point deductions.

The power points for Infectious Disease, Immunology and Special Topics are located within the designated folders within the Special Topics Modules.

3.   Class Attendance, Participation, and Professionalism

Graduate students at The University of Texas at Tyler are held to a high standard of professionalism. The UT Tyler student represents not only themselves, but the University as well. Professionalism issues include, but are not limited to the following: 1) timely attendance to class or clinical activities (tardiness); 2) appropriate dress and behavior in class and clinical activities (includes turning off cell phones and pagers, and appropriate grooming and attire both in the classroom, and in the clinical area); 3) leaving class or clinical area to answer phone or make calls; 4) adherence to the Academic Honesty policy of UT Tyler and course syllabus; 5) repeated absences or tardiness to class or clinical activities; 6) failure to notify the faculty or preceptor about changes in the preceptor agreement; 7) tardiness to the clinical site; and 8) failure to adhere to the clinical dress policy.

As adult learners, graduate students are responsible to attend all classes. Students who have emergency situations should contact the course facilitator and assigned clinical faculty as soon as possible. Students are expected to arrive on time to class and to their clinical sites. In addition, students are expected to dress in professional attire and wear a

white lab coat with the UT Tyler patch **on the upper left chest.** Since class attendance is mandatory, missing class may result in lowering the course grade.

Clinical decision-making and diagnostic reasoning must be mastered by the nurse practitioner. 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 lowering the course grade.

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 one (1) hour daily reading materials related to assigned readings, clinical topics, and professional issues associated with the NP role and competencies.

VIII, D.   Late Papers/Assignments

All late assignments may be assessed a 2 points/day penalty (including week-ends) when the assignment is not posted on the assignment icon by the due date and specified time. All papers are due by **the specified time (Central Standard Time) listed in the course calendar and/or the course syllabus. Submit assignments via the assignment icon on Canvas.**

VIII, E.   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. A summary of experience of your clinical experience must be turned in to your clinical instructor to obtain credit, and hours/encounters must still be logged in Typhon.

VIII, F.   ABSENCES/ MISSED LAB HOURS

Instructors reserve the right to create alternative assignments in cases of missed class days. Students may also receive point deductions for the missed class day, and/or assignment. *This includes attendance at online Section Meetings. Points may be deducted from student's final grade for non-attendance.*
(SEE COURSE SCHEDULE FOR DATES & TIMES).

VIII, G.   Evaluation

It is **mandatory** that each student completes the course, faculty, preceptor, and clinical site **evaluation forms** at the end of the semester.

VIII, H.   Communication

- **With Preceptors**
  Clarity in communication is critical, to the professional role, especially for the advanced practice nurse. Thus, clarity in communication in charting, presenting the case to the preceptors for consultation and/or collaboration, is desirable. Communicate clearly with preceptors about your objectives, learning needs, and clinical hours. Preceptors provide feedback to the student and the faculty about the students' clinical performance. A Qualtrics survey for preceptor feedback on your performance will be collected.

- **With Faculty**
  Regular communication with the clinical faculty is required to review clinical activities, develop on-going objectives, and evaluate clinical progress. **Failure to fulfill the scheduled communication requirement will result in course failure**. <u>**THIS Includes Attendance at Scheduled Online Meetings held via Zoom.**</u>

- **On Canvas**
  Students are expected to check the respective course for content within the discussion board of Canvas, new announcements and to review any emails **daily** for new course information. Students may post questions in the designated areas to other students or the course faculty.

  All student assignments should be posted for evaluation using the assignment icon in Canvas. Graded assignments will be posted there also, unless your clinical faculty makes alternate arrangements with the student.

IX. CLINICAL PERFORMANCE AND CLINICAL REQUIREMENTS

IX, 1. Clinical Performance Evaluation

Students must satisfactorily complete the clinical performance component of evaluation. Clinical performance requires application of key concepts in providing care to individuals and families as evidenced by documentation in the Clinical Performance Evaluation Form (CPE) by Faculty and Preceptors. A minimum three (3) satisfactory CPE's must be completed to provide evidence of satisfactory clinical performance. A minimum of one (1) CPE from faculty and two (2) CPEs from preceptors). If this is your third Clinical course, you Must have a satisfactory score on the CPE. For example, to *Pass* **the CPE, students must perform each clinical activity listed in the CPE at a minimum of "Third Clinical Course", AND an achieve an overall average of 4 for this course.**

A.   You will be required to participate on campus over a one (1-day) or two (2-day) period for **Objective Structured Clinical Examination [OSCE] in lieu of Faculty CPE.** This is the skills check-off utilizing a standardized patient scenario or modified simulation/ pseudo clinic evaluation for Faculty CPE and may be conducted in lieu of the Faculty CPE. The schedule will be posted for attendance of the clinical skills check-offs as an individual or within groups during the semester.

Course faculty may complete **at least one (1) direct (onsite) or one (1) indirect evaluation (via technology) CPE per semester (in lieu of OSCE).** <u>These evaluations may be performed either at Jacksonville, ETTMF, Highway 80 Homeless Clinic, at SHRT Clinic, at the student's clinical site, or another site arranged by the faculty or via technology venues, as agreed upon by the student and the clinical instructor.</u> Additional evaluations may be scheduled at the discretion of the faculty, should the student require additional observation and evaluation. Students should notify clinical faculty immediately (by phone and e-mail) of any suspected or known changes in their clinical schedule.

Depending on the faculty recommendations, a second CPE may be required. If the student has achieved an average rating of 4.0 or higher on all elements of the faculty CPE at mid-term, the second site visit by faculty is optional. Under all circumstances for all students, one (1) satisfactory CPE (direct or indirect) must be completed by the faculty, and two (2) satisfactory CPEs must be completed by preceptors (One Midterm and one Final CPE). Again, additional CPEs and clinical hours may be requested by faculty.

Failure of CPE or OSCE will require additional direct supervised clinical experiences with Faculty. This may require an additional of forty (40) clinical hours to your schedule.

Clinical experiences should be focused on care of patients with primary care health needs. Primary care settings provide opportunity for comprehensive and continuous care. **A maximum of 50% of clinical experiences may involve episodic types of client encounters. However, a minimum of 50% of clinical experiences must involve more comprehensive client encounters for chronic or long-term disease management. The chronic disease management may involve conditions for any age group.**

<u>You must begin to have Hands-on, Direct patient encounter experiences by the third clinical week. If your clinical site is not able to offer this direct experience to you, please notify you faculty as soon as possible.</u>

*A **minimum of 50% of clinical hours** (for the overall program—NOT individual courses) must be completed **with a nurse practitioner.***

The clinical component of the course must be passed to pass this course. Only when the clinical component is passed, will the student be awarded a course grade on the scored evaluation items listed above. Failing to complete the clinical component satisfactorily results in an "F" in the course. Extensions or an Incomplete grade are not automatic—this is a decision made by faculty and you must provide notification to faculty if there are concerns or problems with completion of your clinical hours in a timely manner.

B.   **Clinical Requirements**

1. **Clinical Objectives**
    Students should have a minimum three (3) written measurable clinical objectives for the clinical site(s), which should be given to the preceptor before starting clinical hours. These Clinical Objectives are also uploaded into the Canvas assignment link.

Multiple submissions via the assignment link are permitted. Clinical objectives should be based on the CPE criteria, course content and/or course module objectives, as well as the student's individual learning needs.

2. **Required Clinical Hours**

A minimum of 145 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:
    Pediatric Hours – 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, DO). PA's MAY BE USED AS A PRECEPTOR.

Remember, 145 hours is the minimum number 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 150 hours during this course, you will only be allowed to count 145 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 in Canvas for your convenience. Forms must include all information to be processed.

You are expected to log your hours in Typhon throughout the semester. Please DO NOT include any lunch times in the Time Log. Create an additional time in & out if you do leave for lunch during clinical. <u>Please download and save a copy for your records and upload a copy of your logs and hours via the assignment link.</u> **In addition, complete the Summary of Clinical Hours form that is located under "Clinical Documents" in Canvas at the end of each semester**. Please upload the Preceptor Signature Page along with your Typhon Time Log--- be certain these hours match your Typhon Log exactly. Also, please write formal thank-you note to your Preceptors/facility leaders upon completion of your session. Experiences available to the student will depend on the clinical site and preceptor and thoughtful courtesy gestures will provide us with future Preceptor opportunities.

Approximately one-half of the total 145 clinical hours for this course should be for chronic disease management. Please focus your opportunities on the Adult/Geriatric population in addition to chronic disease management. Use Typhon age ranges to guide your age designations: geriatric (age 50 or older). These hours man be achieved within a mixture of environments: Family Practice, Internal Medicine, Adult Health, Geriatric Clinic, or Long-Term Care/Assisted Living facilities or Home Care.

Faculty reserve 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.

C. Clinical Site Approval

Arrangements for students to perform clinical activities at hospitals and other agencies must be made between the agency and the College of Nursing and Health Sciences *PRIOR* to a student being able to arrange or begin clinical hours at the site.

Preceptor agreement, in writing, *MUST* be in place *PRIOR* to your performing any clinical activities with a preceptor or at a site. It is the student's responsibility to initiate and follow up on this in a timely manner. This requirement must be met, even for only one day at any given location.

Each student will complete one Preceptor Data Sheet and Letter of Agreement (PDF) for EACH clinical site.

D. Clinical Preceptors

This course requires 145 clinical hours in addition to the didactic content. Students are required to find their own preceptors. 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 has an approved facility agreement. The list of approved facilities is located on Canvas under "Course Documents/Clinical Forms". **If the site does not have a facility agreement, the student is responsible for initiating one. Please complete the Facility Agreement online form (see clinical forms in Canvas) for review and final approval by faculty.**

Students must also submit an online **Preceptor Agreement Form** (See clinical forms in Canvas) for **each** clinical preceptor. This requirement must be met, for every preceptor.

Forward this form to La Keitha Johnson lkeithajohnson@uttyler.edu Graduate Office of Advanced Practice. NOTE: The form must be completed and SIGNED by the preceptor before you begin clinical hours.

1. *Ms. Johnson 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.**

2. If a facility agreement is not on file, it may take some time to get this accomplished, so start this process as early as possible. This information is provided to help you plan your clinical, so that you are not waiting for approval.

3. Your clinical instructor must approve your preceptors and your clinical schedule prior to beginning any clinical hours. *Students are strongly encouraged to begin making contacts with potential preceptors now, to begin your clinical hours once you have actually begun the course.*

4. Clinical rotations must be approved by your clinical faculty. Students will *not* receive credit for clinical hours obtained without approval.

5. Students are responsible for negotiating clinical time with qualified preceptors. When discussing course requirements and preceptor responsibilities please refer to the **Preceptor Handbook** and consult with faculty.

6. 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). Clinical schedules should be submitted using the Clinical Schedule Template provided. This is also located within canvas "Course Documents/Clinical Forms". Completed clinical schedules should be submitted via the Assignment link provided in Canvas. **Failure to submit your clinical schedule will be considered a failure of the assignment.**

7. Revisions of your clinical schedule should be submitted to clinical faculty as soon as changes are known via e-mail. If changes are related to a site visit, contact your clinical faculty ASAP by phone.

8. To be eligible preceptors for the Family Nurse Practitioner Program, the following criteria must be met:

   - Advanced Practice Nurses/ Physician Assistants must have practiced **for a minimum of one-year in practice.**
   - Advanced Practice Nurses/ Physician Assistants must be licensed by the state in which they are practicing.
   - Physicians must be licensed by the state in which they are practicing and have at least one-year of experience.
   - All preceptors must be certified by the appropriate certifying body.

E.   TYPHON Clinical Hours Tracking System:

Each student will provide an accurate and complete listing of all patients cared for during the course. In addition, all clinical hours completed should be logged into Typhon. Entries should be posted within one week of the clinical experience. Typhon will be evaluated by your instructors at mid-term and at the end of the course. Fabrication of entries is academic misconduct. Enter patient data accurately and completely into Typhon. **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.

X. *OTHER IMPORTANT INFORMATION*

1. *Assignments/Projects Turn-In Process*

All assignments and projects will be submitted through the assignments link. Use the following process to prepare and submit assignments:

- Prepare your assignment using Microsoft Word, PowerPoint or as indicated on the Project or Assignment Rubric. **Name your assignment with the following convention: First initial, Last name, Assignment title, Course Number (ex. MSmith.GeriatricCaseStudyN5455)**
- Click on "View/Complete Assignment" in the modules overview area or project area
- Number 1-shows the assignment instructions
- Number 2-is where you add your comments and attach your completed assignment
- Number 3-when all attached files are uploaded, click submit

When written assignments are received, we will open them in Microsoft Word for grading. This will enable us to make comments, ask questions, etc. We will then return your assignment through the Student Gradebook area. To see comments about your assignment, click on your grade. If you need more instructions on how to submit files through the assignment link in the modules, please read the Canvas Student Manual located in the Tools/Resources area.

2. Name Badges
Nurse Practitioner students are to wear their Name Badges whenever they are in the clinical setting, participating in clinical hours or on campus for CPE or OSCE check-offs.

3. Typhon
Throughout the NP Program, you will be asked to keep track of your clinical hours in a system called Typhon. Through this site, you will not only keep track of clinical hours but will also enter your clinical schedule. 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 an electronic record and a hardcopy printout. 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.**

XI. *IMPORTANT UNIVERSITY POLICIES*

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/wellness/rightsresponsibilities.php

1. *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.

2. *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.

3. *Technical Information*

The following links provide a centralized listing of important technical information and assistance.

> For technical assistance and other issues contact:
> > Campus Computing Center
> > Business 101
> > 3900 University Blvd
> > Tyler, TX 75799
> > (903) 566-7367
> > **itsupport@patriots.uttyler.edu**

Current Microsoft Office software is available in the Campus Bookstore at a reduced price. Students are responsible for having an updated, working computer with reliable internet access and a current software package. The computer must be equipped with a camera (built-in or external) and speakers. A headset may be helpful for listening to lectures and participating in online clinical section meetings.

XII. IMPORTANT UNIVERSITY POLICIES

1. Syllabus Policy:

http://www.uttyler.edu/academicaffairs/files/syllabuspolicy.pdf

2. 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

3. 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 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

4. 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.

5. Disability Services:

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the UTT offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including non-visible a diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit https://hood.accessiblelearning.com/UTTyler and fill out the New Student application. The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at http://www.uttyler.edu/disabilityservices, the SAR office located in the University Center, # 3150 or call 903.566.7079.
You may use Text-to-Speech features on your computer for Exams, if necessary for Vision or Learning disability. Please contact your faculty if you need this feature included as part of a testing feature for the Exams.

6. 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.

7. 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.

8. Campus Carry:

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at
http://www.uttyler.edu/about/campus-carry/index.php

9. Tobacco-Free University:

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and private property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. For more information on cessation programs please visit http://www.uttyler.edu/tobacco-free