

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

**NURS 5351  
Family Nurse Practitioner Primary Care I:  
Pediatric Populations & Genetics**

**Course Syllabus**

**Fall 2018**

**Course Faculty:**

**Dr. KT Helgesen, DNP, RN, CPNP-PC  
Dr. Marcie Lusk, DNP, APRN, FNP-C**

## **Welcome to PCI!**

Welcome to **NURS 5351 – FNP Primary Care I**. The facilitators for this course are Dr. Marcie Lusk & Dr. KT Helgesen. We look forward to meeting with you 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 Canvas 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. KT Helgesen, DNP, RN, CPNP-PC Clinical Assistant Professor of Nursing**

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**Office Hours:** Mondays, by appointment

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**Office Hours:** Mondays, by appointment

## **COURSE INFORMATION:**

**NURS 5351 - FNP Primary Care I: Pediatric Populations and Genetics (Total Credits: 3 hours; 120 Clinical Hours)**

### **Course Description**

Application of major concepts and therapies necessary for the development, implementation, and provision of primary health care with emphasis on the pediatric population and genetics and genomics knowledge needed for counseling families. Strategies to eliminate health disparities will be explored.

### **Prerequisites**

NURS 5352 and BCLS

### **Student Learning 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 pediatric population and their families.
2. Incorporate basic knowledge of genetics and genomics into the provision of primary health care for patients and their families.
3. Provide high quality and appropriate care in a cost effective and ethical manner
4. Refer clients to the interprofessional health care team as appropriate.

### **Course Overview**

The focus of the course is on the major medical and nursing concepts and therapies required in the primary health care of pediatric patients 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**

| <b>AUTHOR</b>                             | <b>TITLE</b>  | <b>EDITION</b>   | <b>PUBLISHER and/or ISBN</b> | <b>Required or Recommended</b> |
|---|---|--|------------------------------|--------------------------------|
| Burns, Dunn, Brady, Starr, Blosser (2016) | Pediatric Primary Care  | 6 <sup>th</sup> ed. (may use 5 <sup>th</sup> ed. also) | 9780323243384                | Required                       |
| Burns, Richardson, Brady (2010)           | Pediatric Primary Care Case Studies                           | .  | 978-0-7637-6136-3            | Required                       |
| Jugovic, Bitar, McAdam (2003)             | Fundamental Clinical Situations: A Practical OSCE Study Guide | 4 <sup>th</sup> ed.                                    | 978-0920513712               | Required                       |
| Gilbert, et.al (2016)                     | The Sanford Guide to Antimicrobial Therapy 2016               | 46 <sup>th</sup> ed.                                   | 978-1930808911               | Required                       |
| Cabana, M. (Ed.) (2015)                   | The 5-Minute Pediatric Consult                                | 7 <sup>th</sup> ed.                                    | 978-1451191028               | Required                       |

### **REQUIRED APPLICATIONS:**

Up to Date

Epocrates (free version or premium version)

## **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)
- 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:

| GRADING ELEMENTS  | POINTS      |
|---|-------------|
| <b>Exams</b>  |             |
| ▪ Exam I  | 20%         |
| ▪ Exam II   | 20%         |
| ▪ Exam III  | 20%         |
| ▪ Exam IV (Average of Module Quiz grades)   | 20%         |
| <b><u>A minimum average grade of 80% on the 4 exam grades must be achieved in order to pass the course.</u></b> 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. |             |
| <b>Discussion Board/Case Studies-Questions</b>  |             |
| ▪ Pediatric SOAP Note Assignment  | 10%         |
| ▪ Discussion Board/Case Study Questions   | 5%          |
| ▪ Attendance/Participation/Professionalism/Course Acknowledgement   | 5%          |
| <b>Other</b>  |             |
| ▪ Clinical Communication Logs (2)   | P/F         |
| ▪ Clinical Practice Hours (120 minimum)   | P/F         |
| ▪ Clinical Performance Evaluations (2 from Preceptor)   | P/F         |
| ▪ Objective Structured Clinical Examination (OSCE)  | P/F         |
| ▪ <b>Total</b>  | <b>100%</b> |

**IMPORTANT UNIVERSITY DATES:**

**August 27, 2017** – CLASSES BEGIN

**September 3, 2017** – Labor Day Holiday (no classes held)

**November 5, 2017** – Last day to withdraw from classes

**November 19-24, 2017** – Thanksgiving Holidays (no classes held)

**December 15, 2017** – END OF TERM

**COURSE SCHEDULE**

| DATE  | LOCATION | DUE DATE | MODULE DESCRIPTION   | ASSIGNMENTS  |
|---|----------|----------|--|--|
| <b>MODULE 1</b>   |          |          |  |  |
| 8/27/18   | ONLINE   | 9/09/18  | <b>1A: Orientation</b><br><br><b>1B: Care of the Pediatric Patient</b><br><br><b>1C: Immunizations</b><br><br><b>1D: Childhood Nutrition</b> | <b>Due by 9/09/18:</b> <ul style="list-style-type: none"> <li>• Sign up for exams with Proctor U</li> <li>• Submit Course Schedule &amp; Clinical Objectives</li> <li>• Complete Module learning activities</li> <li>• Complete Module Quiz</li> </ul> |
| <b>MODULE 2</b>   |          |          |  |  |
| 9/10/18   | ONLINE   | 09/30/18 | <b>2A: The Newborn</b><br><br><b>2B: Child Development</b><br><br><b>2C: Child Abuse</b><br><br><b>2D: The Adolescent</b>                    | <b>Due by 09/30/18:</b> <ul style="list-style-type: none"> <li>• Complete Module learning activities</li> <li>• Complete Module Quizzes</li> </ul>   |
| <b>10/1/18</b><br><b>8:00am – 11:30am</b> <p style="text-align: center;"><b>EXAM I via Canvas/Proctor U</b><br/> <b>(Covers content on Modules 1 &amp; 2)</b></p> |          |          |  |  |
| <b>MODULE 3</b>   |          |          |  |  |
| 10/2/18   | ONLINE   | 11/4/18  | <b>3A: Dermatologic Conditions</b>   | <b>Due by 11/4/18:</b>   |



|   |        |          |  |  |
|---|--------|----------|--|--|
|   |        |          | <b>3B: HEENT</b><br><br><b>3C: Respiratory &amp; Allergic Disorders</b>  | <ul style="list-style-type: none"> <li>• Complete Module Learning Assignments</li> <li>• Complete Module Quizzes</li> <li>• Submit Clinical Update #1</li> </ul>   |
| <b>11/5/18</b><br><b>8:00am – 11:30am</b>   |        |          |  |  |
| <b>EXAM II via Canvas/Proctor U</b><br><b>(Covers content on Module 3)</b>  |        |          |  |  |
| <b>MODULE 4</b>   |        |          |  |  |
| 11/6/18   | ONLINE | 11/18/18 | <b>4A: Cardiovascular</b><br><br><b>4B: Gastrointestinal</b><br><br><b>4C: Genitourinary &amp; STI's</b>                                     | <b>Due by 11/18/18:</b> <ul style="list-style-type: none"> <li>• Complete Module Learning Assignments</li> <li>• Complete Module Quizzes</li> <li>• Submit Communication Log #1</li> <li>• Submit Preceptor CPE #1</li> <li>• Submit Pedi SOAP Note</li> </ul> |
| <b>11/12/18</b> <b>On-Campus Objective Structured Clinical Evaluation (OSCE)</b><br><b>Times: TBA (plan for 7a-7p initially)</b><br><b>Location: Sim Lab in BRB</b> |        |          |  |  |
| <b>MODULE 5</b>   |        |          |  |  |
| 11/26/18  | ONLINE | 12/09/18 | <b>5A: Neuro/Muscular Disorders/Ortho</b><br><br><b>5B: Hematologic Disorders &amp; HIV</b><br><br><b>5C: Emergencies/Injuries/Poisoning</b> | <b>Due by 12/09/18:</b> <ul style="list-style-type: none"> <li>• Complete Module Learning Assignments</li> <li>• Complete Module Quizzes</li> <li>• Submit Communication Log #2</li> <li>• Submit Preceptor CPE #2</li> </ul>                                  |

|  |  |   |   |  |
|--|--|---|---|--|
|  |  |   | <b>5D: Genetics &amp; Dysmorphology</b> |  |
| <b>12/10/18</b><br><b>8:00am – 11:30am</b> |  | <b>EXAM III via Canvas/Proctor U</b><br><b>(Covers content on Modules 4 &amp;5)</b> |   |  |
| <b>COMPLETION OF COURSE</b>                |  |   |   |  |

### I. Exams & Quizzes\*\*\*

- A. All EXAMS will be on-line via Canvas and will be 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). 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 within each module. Quizzes are timed at 1 ½ minutes per question; time length will vary according to the number of questions in the module. There will be two attempts to complete each quiz. The mean score of the quiz attempts will be the final quiz grade.

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 exams are 90 minutes in length. 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 Module Quiz grades).in order to pass the course.

- B. If you have a challenge to an exam question for faculty to review, you may e-mail your instruction the day of the exam. The e-mail must include a rationale with course reference and citation from a source in order for your challenge to be considered.

- C. Grades will be posted on Canvas 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 or case study assignment for each module. These responses on the discussion board will be worth 5% 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 student must provide a substantive answer for each Discussion Board Assignment (narrative response with citation from scholarly source). 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. Each student must read and respond to at least one other student's response in the discussion board. The response 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 Sunday, when the module ends. Responses to peer 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. This course is delivered in an online format and students are expected to participate in all required instructional activities. Since class attendance is mandatory, missing class may result in point deductions from the course grade. For online classes, assignments that are turned in more than 24 hours late will count as an absence in the class. Excessive absences without instructor approval may result in failure of the course.

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 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 front left pocket area**. Name tag should be worn when on campus and at clinicals. The student's clinical faculty will be responsible for assigning the class 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 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.

## V. 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 assignments are due by **12 midnight (Central Standard Time) on specific dates noted in the syllabus schedule to Canvas.**

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.

## VI. Other Learning Activities

### A. Clinical Hours

A minimum of 120 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, 120 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 160 hours during this course, you will only be allowed to count 120 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 Canvas 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.

Sixty hours of the total 120 clinical hours for this course are required to be pediatric experiences, however, the entire 120 clinical hours can be pediatric experiences. The pediatric hours can be done in a pediatric clinic, or in a

family practice clinic that sees a large number of pediatric patients. The remaining 60 hours can be completed in a Family Practice setting, including acute and chronic health care problems. The student is encouraged to seek out Family Practice experiences that will allow hands-on for interpretation of lab/diagnostic testing and procedures (e.g. incision and drainage of abscesses, suturing, wet mount collection/interpretation, etc.). Up to 30 hours of the 60 "Family Practice" hours can also be completed in an emergency department or urgent care setting.

Faculty reserves the right to assign **additional** clinical hours if the student fails to achieve an adequate clinical performance (although this is not guaranteed in the event that the student fails). 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.

\*\*The mandatory on-campus OSCE does NOT count toward clinical hours.

## **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 Evaluations (CPE). A minimum of two satisfactory CPEs from preceptors must be completed to provide evidence of satisfactory clinical performance. Students are responsible for obtaining their CPEs and uploading each completed CPE form to Canvas. In addition, students must maintain their clinical Logs via Typhon at all times. Course instructors will contact each of your preceptors during the semester to discuss your performance.
- Falsification of clinical records (clinical communication log, Typhon documentation, SOAP note findings, or clinical CPE forms) will be considered academic dishonesty and will be disciplined in accordance with University Regulations and Procedures.
- "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.

- **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.**

### **C. Objective Structured Clinical Examination (OSCE)**

The Objective Structured Clinical Examination (OSCE) is an evaluation format designed to assess students' clinical reasoning and problem solving skills. The examination consists of case scenarios similar to ones encountered in a clinical practice setting. During the OSCE, students have the opportunity to perform and document history and physical examinations on standardized patients or simulation models.

This experience has been arranged to facilitate gaining experience with focused examinations in a controlled setting mentored by clinical course faculty and peers. These simulated experiences in a controlled environment are intended to provide guidance with the establishment of a professional and therapeutic relationship, performance of health care assessment exams, and development of treatment plan.

Additional Standardized Patient experience information and the agenda for the on-campus experience is sent via email and posted within the course as patient and learning lab information becomes available. Due to the number of students in the course and faculty travel arrangements, we do not take general requests for specific days or times.

Contact the course facilitators within the first two weeks of the course if you have any immediate concerns about your ability to be present for the OSCE.

More information regarding the OSCE can be found under the "Getting Started" module. The final OSCE schedule will be posted in Module 3.

#### **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 (i.e. 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 s/he can best help you. Tell she/he 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. **Students MUST present each preceptor with at least 3 written objectives for their clinical experience at the beginning of the rotation. These objectives should be measurable and appropriate for the type of patients you will be seeing at the clinical site. These must also be uploaded to Canvas. Failure to submit these objectives will be considered a failure for the assignment. These objectives will be used for the clinical updates required in each module.**

## VII. 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 Canvas 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 LaKeitha Johnson and your clinical faculty. The agreement will then be sent to the legal department for review.**
- B. Students must also submit an online [Preceptor Agreement Form](#) (See clinical forms folder on Canvas) for **each** clinical preceptor. This requirement must be met, for every preceptor.  
  
The form must be completed and SIGNED by the preceptor before you begin clinical hours.
- C. ***LaKeitha Johnson or course faculty 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. This includes approval of a preceptor agreement AND approval of the semester's clinical schedule.*

### VIII. 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. **Failure to submit your clinical schedule will be considered a failure of the assignment.**

### IX. Requirements for Clinical Success

- Submission of Clinical Objectives to each preceptor and to Canvas.
- Submission of your clinical schedule (even if tentative).
- At least 2 satisfactory Clinical Performance Evaluations (CPEs) from your **preceptors** are required to pass the course.
- Clinical update (specified each module – may include progress on clinical objectives, screenshot of total Typhon hours, and any written feedback from preceptors) due in each module.
- Successful completion of on-campus OSCE.

### X. 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 during each module and at the end of the course. Specific expectations of what to log in Typhon is outlined in the document "Typhon Clinical Logs" located in Module 1A and the "Clinical Documents" tab of Canvas. **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.**

### XI. 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.

## **XII. Canvas**

- Students are to check the discussion board of Canvas and Canvas email daily for announcements and new information.
- Students may post questions in the designated areas to other students or the course faculty.
- Canvas 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 Canvas.
- Graded assignments will be posted there also unless your clinical faculty makes alternate arrangements.

## **XIII. Class Discussion and Attendance**

**Students must attend class.** Participation in class discussion is expected. Discussion board and 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.

## **UT Tyler Course Policies**

The following course policies may be found at the website listed below: absence for religious observance, absence for university-supported trips, services to students with disabilities, grade replacement, state-mandated course drop policy, and Social Security and privacy <http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf>

### **University Policies**

#### **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://www2.uttyler.edu/wellness/rightsresponsibilities.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>. 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

#### **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 census date (See Academic Calendar for the specific date). Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

### **Disability/Accessibility Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Tyler at Texas 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.

### **Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

### **Student Absence for University-Sponsored Events and Activities**

If you intend to be 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.

### **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.

### **Emergency Exits and Evacuation:**

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

A pdf of these policies can be found at:

<http://www.uttyler.edu/academicaffairs/syllabuspolicies.pdf>

The information contained in the course syllabus, other than the grading criteria and absence and make-up policies, may be subject to change with reasonable advance notice as long as the change is without prejudice to the students.