

**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

2018

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 may include any of the faculty listed within the Graduate School College of Nursing- FNP Program Track. We look forward to meeting you and working with you in clinical and within our virtual, online 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:

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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.

V. Required Resources:

You may have purchased other books for previous primary care courses. The Dunphy book is the primary book you will use in this course. Other resources may be used along with the Dunphy book and those will be provided as readings for the various content with the Modules. The included required texts and online apps will provide baseline information needed for this course.

| AUTHOR | TITLE | EDITION | PUBLISHER and/or ISBN | Required or Recommended |
|---|--|---|---|-------------------------|
| Dunphy, L. et. al | Primary Care: the art and science of advanced practice nursing | 4 th ed. | 9780803638013 F.A Davis Company | Required |
| Gilbert | 2015 Sanford Guide to Antimicrobial Therapy (Spiral Edition) | 45 th 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 | 3 rd ed | 978-0323077002 | Required |
| Hurley | OSCE and Clinical Skills Handbook | 2 nd ed | 9781926648156 | Required |
| Seller, R.H. | Differential Diagnosis of Common Complaints | 6 th ed. Or 7 th ed | ISBN: 978-1-4557-0772-0 | Required |
| American Psychological Association (2009) | Publication Manual of the American Psychological Association | 6 th ed | 978-14338-05615 | Required |
| Gawande | Being Mortal: Medicine and What Matters in the End | 1 st ed 2014 | ISBN: 978-8050-9515-9 (hardcover) ISBN: 978-1-62779-055-0 eBook or audio book | Recommended |

VI. Required Applications:

Please refer to the Canvas page for further details regarding these applications.

- *DermForPrimaryCare*
- *ePocrates*
- *Typhon*
- *Up-to-Date*

VII. Other Select Resources:

- Mobile Apps:
 - *Tarascon Pocketbook Family Practice* (Primary Care, Internal Medicine)
 - *Pocket Notebook—Pocket Medicine 5-Minute Clinical Consult (5MCC)*
 - eBooks
 - *Current Practice Guidelines for Primary Care 2016*
 - *Ferri’s Best Test: A Practical Guide to Clinical Laboratory Medicine and Diagnostics Tests*
 - *Pocket Guide to Diagnostics Tests*
- [Texas Board of Nursing](#)
- [Advanced Practice Information](#)

VIII. GRADING/ EVALUATION

Grading Criteria

| | | |
|--------------------|-------------|---|
| A = Excellent | 90-100 | |
| B = Above Average | 80-89 | ← [Passing Exam Avg., Course Grade ≥80] |
| C = Average | 70-79 | |
| D = Below Average | 60-69 | |
| F = Unsatisfactory | 59 or below | |

Required – A completed Student Satisfaction Assessment tool Survey at End of Term.

COURSE ELEMENTS

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

| GRADING ELEMENTS | POINTS |
|---|---------------------------|
| I. <u>Exams</u> | |
| Exam 1 | 15% |
| Exam 2 | 15% |
| Exam 3 | 15% |
| Exam 4 (Comprehensive Final) | 15% |
| II. <u>Clinical Case Study</u> | |
| Clinical Case Study Paper-- Geriatric patient | 10% |
| III. <u>Secondary Assessment Project</u> | 5% |
| IV. <u>Differential Diagnosis Project</u> | 5% |
| V. <u>Learning Team Case Presentations</u> (CV and DM patient case study scenarios) | 10% |
| VI. Participation in Discussion Boards, Certificates, Module Quizzes*, Clinical SOAPs Notes* | 10% |
| VII. <u>Other</u> | |
| Communication Logs (x2) | Pass/Fail |
| Clinical Practice Hours (145 minimum) | Pass/Fail |
| Attendance/Participation/Professionalism (Includes attendance at online meetings) | Pass/Fail |
| Performance Evaluations | Pass/Fail |
| | <u>Total: 100%</u> |

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, includes Special Topics Modules]

All exams will be delivered via *ProctorU*. Make-up exams will be short answer, essay or may be some other exam type and arranged by faculty. **PLEASE MAKE EVERY EFFORT TO TAKE EXAMs AT THE DATE AND TIME SCHEDULED.**

*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 grading 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 reflected in your average toward course participation.

2. **A minimum average grade of 80% on the exam grades, as noted above, must be achieved in order to pass the course.** Even if the final course grade is at 80% or more, the average grade on all four (4) exams 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 within the course Calendar and the Course Schedule. Exams may include multiple choice, matching, fill-ins or short answer, true and false, and potentially 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, then that item defaults to a Zero Score at the end of the course and will be reflected in your overall 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 modifications for testing, such as Text-to-Speech features or another audio support features are excluded from the above technical resources during Exam 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 for each exam.
6. Grades are posted and auto-tabulated within Canvas but should not be considered the official grade for the course, as these tabulations are not all inclusive and may need manual refinement for accurate scoring. Individual grades posted by faculty are and accurate reflection of your ongoing course progress.
7. Opportunities to review exams will be provided after exam submission. Generally, this is within two (2) hours of your completion or exam administration for all students. After that time, the exam may no longer be directly 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 proctoring service.

Students must sign-up with ProctorU at the beginning of the semester for all four exams. Exams are time limited. Exams may include (multiple choice, matching, true/false, and fill-in, short answer or short essay). Again, students must achieve an average score of 80 on all four exams to pass the course. See the Canvas page regarding details pertaining to *ProctorU*.

See Course Calendar and Course Schedule for Exam Dates.

Quizzes do not require the use of ProctorU and can be accessed in the QUIZ tab or within Modules in the course menu.

Quizzes will be taken using Respondus Lockdown Browser. This feature protects the integrity of the quiz and also encourages quiz readiness. *See the Canvas instructions regarding the Lockdown Browser use and access.*

EVALUATION ELEMENTS

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

VIII, B. Assignments [see the respective Canvas pages for further assignment details]

All written assignments are to be completed in Microsoft Word, using the appropriate template and submitted with grading rubric into Assignment Link 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.

1. Clinical Case Study Paper (*See instructions, Resources and Examples within Canvas*)

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 years 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 a patient who exhibits the conditions being studied during the semester. Any fabrication of the clinical case study is grounds for academic misconduct. Faculty may request the student to validate patient information documented for any clinical case study.

2. Secondary Assessment Project (5%): (*see detailed instructions within Canvas*)

The purpose of the secondary assessment component is to provide an opportunity to further develop the skills for objective data collection. These skills are used in to assess health promotion needs, social support, physical and mental health status using age, gender, and culturally appropriate standardized assessment instruments or processes in relationship to patient's condition. A Secondary Assessment tool, instrument or other measurement device or mechanism us used to further examine and assist with objective data gathering for one of the areas identified within the categories listed for the Secondary Assessment for the Geriatric Patient. You may use the same patient for the Geriatric Case Study paper.

3. Differential Diagnosis Project (5%):

Students will identify a patient with a primary complaint and specify two differential diagnoses for further examination against a selected problem chief Complaint or Primary Diagnosis based on an actual clinical case—focusing on problems with a chronic component or an acute phase of a chronic condition or an acute element with complexity or interest for the Adult/Geriatric population. Women's Health, Psych, Pediatrics type problems are to be avoided as problems The same patient may be used for the Geriatric Case Study paper.

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

1. Learning Team Case Studies (*CV & DM Modules*)

Students will participate in a discussion board response for the assigned Learning Teams, as noted in the course schedule during the semester. The Summary Discussion Board responses are aligned with your team participation and are also incorporated as part of the individual participation grade and this is worth 10% of your grade. A grading rubric is available for both Team and Individual DB participation. Points will be deducted for late assignments or incomplete assignments. Students are expected to contact the course instructor regarding any circumstances that may result in late assignments—*PRIOR* to the due date.

2. Special Topics Discussion Board

Students will participate in the Special Topics Discussion Board 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 a topic.

3. Clinical Case SOAP Notes

The development of the SOAP note is a process requirement for graduation and an expectation for practice as a Nurse Practitioner. There are seven SOAP Notes that will be submitted during this course. Ideally those seven will be written on the conditions described in the assignment link with Canvas (See the Canvas instructions and respective assignment link).

4. Class Attendance and Professionalism

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.

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) netiquette within communication online and via email or Discussion Board activity
- 8) follow the communication chain of command when issues or concerns arise

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 clinical attendance is mandatory, missing clinical may result in a lowered or incomplete 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 in a lowered 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 30-minutes a day or 12-hours per week toward 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 link within 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 hour 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 or clinical days. Students may also receive point deductions for the missed class, 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 of Mandatory Meetings).*

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 may 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 point deductions or potential course failure. THIS Includes Attendance at Scheduled Online Meetings held via Zoom.**

- **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 for new course information. Students are expected to set the navigation and alert settings for Canvas to ensure all notifications or direct communication is received. Students may post questions within the designated areas to other students or for course faculty.

All student assignments should be uploaded or posted for evaluation or grades using the assignment link icon within 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" level, AND achieve an overall average of 4 for this course.**

- A. You may be required to participate in an on-campus evaluation, over a one (1-day) or two (2-day) period, for **Objective Structured Clinical Examination [OSCE] in lieu of a 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).** These evaluations may be performed at one of several clinical sites where faculty function as clinical preceptors or another site arranged by the faculty or via technology venues, as agreed upon by the student and the clinical instructor. 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 Faculty 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, depending on the scoring and performance on prior CPEs.

Failure of CPE or OSCE may require additional direct supervised clinical experiences with Faculty. This may require up to forty (40) additional 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.**

You must begin to have Hands-on, Direct patient encounter experiences by the third clinical week, or within 40-hours of clinical. If your clinical site is not able to offer this direct experience to you, please notify you faculty as soon as possible.

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 for 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 measurable, realistic and 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 may 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 within 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 Typhon Time Log. Create an additional time in & out if you leave for lunch during clinical. Please download and save a copy for your records and upload a copy of your logs and hours via the assignment link.

In addition, complete the Summary of Clinical Hours form that is located under "Clinical Documents" in Canvas at the end of each semester. Please upload the Preceptor Signature Page along with your Typhon Time Log--- be certain the Clinical hours and Preceptor Signature Page match your Typhon Log exactly. Also, please **write formal thank-you note to Preceptors/facility leaders** upon completion of your session. Student experiences depend on the clinical site and preceptor's, and thoughtful courtesy gestures likely do provide future Preceptor opportunities.

Approximately one-half of the total 145 clinical hours for this course should be focusing on chronic disease management, if possible. Please attempt to predominantly 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 can 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. Site and Preceptor approval are separate, and you must receive the “Good To Go” email for both prior to starting clinical.

Preceptor agreement, in writing, **MUST** be in place **PRIOR** to your performing any clinical activities with a preceptor or at a specific facility 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 using *Formsite*.

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 within Canvas inside Modules 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 and procedural steps in Canvas) for **each** clinical preceptor. This requirement must be met, for every preceptor. [Refer to MiSsioN Possible within Canvas for further details].

1. 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 Modules under “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 and will not permit progress in the course.**
2. 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.
3. 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 grounds for 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

Assignments and projects will be submitted through the respective 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 direct comments, ask questions, etc. We will then submit your assignment through the Student Gradebook area. To see comments about your assignment, click on your grade, use the review panel to see comments or download the annotated document. If you need more instructions on how to submit files through the assignment link in the modules, please read the instructions within Canvas Guides.

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.

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.

4. The Census Day 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

5. 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.

6. 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.

7. 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.

8. 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.

9. 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>

10. 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>