**The University of Texas at Arlington**

**College of Nursing**

**NURS 5431 Family Nursing II**

**Summer 2014**

**Instructors:**

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| **Phyllis L. Wood, DNP, APRN, FNP-BC** ***Clinical Instructor***Office Number: Pickard Hall Office #626Office Telephone Number: (817) 272-2776Email Address: plwood@uta.edu  |

Office Hours for all: By Appointment

Fax Number: (817) 272-5006

**Section Information:** NURS 5431 Sections 001-010

**Time and Place of Class Meetings:** Pickard Hall, Classroom 212; Thursdays/ Fridays/ Saturdays 9am-5pm.

**Description of Course Content:** Focus on advanced knowledge in the management of patients and families throughout the lifespan

**Other Requirements:** Prerequisite: NURS 5328 or N5430; 5303 or concurrent enrollment. A stable DSL, cable or satellite internet connection, ; a browser and operating system which meets the minimum requirements for running Blackboard. Other: Out-of-Class Assignments; Multiple Choice Examinations; Out-of-Class Clinical Assignments; Clinical Practicum(s); Blackboard; In-Class Assignments, Other as Applicable

**Student Learning Outcomes**:

1. Apply empirical and theoretical knowledge of family systems and family theory in the management of patients and families of all ages.
2. Integrate legal and ethical decision-making in implementing the advanced practice nurse (APRN) role.

3. Apply evidenced-based practice guidelines in the provision of comprehensive health care for individuals, groups, and families of all ages.

4. Collaborate with family/caregiver/health professionals in the delivery of quality continuous family-based health care.

5. Implement the family nurse practice role in the delivery of cultural/spiritual sensitive care of individuals, groups, and families of all ages.

6. Examine practice outcomes for the Family Nurse Practitioner role using research methodologies.

**Required Textbooks and Other Course Materials:**

1. Butarro, T., Trybulski, J., Bailey, P., Sandberg-Cook, J. (2012). *Primary Care: A Collaborative Practice*. (4th ed.). Mosby. **ISBN: 9780323075015**
2. Wright, L., Leahey, M. (2012) *Nurses and Families:* *A Guide to Family Assessment and Intervention*. (6th ed.). Philadelphia: F. A. Davis Company. **ISBN**: **9780803627390**.
3. Burns, C., Dunn, A., Brady, M., et al. (2012). *Pediatric Primary Care*. (5th ed.). Saunders. **ISBN: 9780323080248**
4. Collins-Bride, G., Saxe, J., (2011). *Clinical Guidelines For Advanced Practice Nursing*. (2nd ed.). Jones & Bartlett Learning. **ISBN: 9780763774141**
5. Fischbach, F., Dunning, M., (2014). *A Manual of Laboratory and Diagnostic Tests*. (9th ed.). Lippincott Williams & Wilkins. **ISBN: 9781451190892**
6. Gilbert, D., Moellering, R., Eliopoulos, G., (2013). *The Sanford Guide to Antimicrobial Therapy.* (43nd ed.). Antimicrobial Therapy. **ISBN: 9781930808744**
7. Uphold, C., Graham, M., (2013). *Clinical Guidelines in Family Practice*. (5th ed.). Barmarrae Books. **ISBN:** **9780964615199**
8. Uphold, C., Graham, M., (2004). *Clinical Guidelines in Child Health*. (3rd ed.). Barmarrae Books**. ISBN: 9780964615175**
9. American Medical Association. (2014). *International Classification of Diseases Clinical Modification (ICD 9CM).* American Medical Association. **ISBN: 9780323186766.**
10. D’Avanzo, C., (2007). *Mosby’s Pocket Guide to Cultural Assessment*. (4th ed.). St. Louis: Mosby Publishers. **ISBN: 9780323048347**
11. Youngkin, E., Davis, M., Schadewalk, D., Juve, C. (2013). *Women’s Health: A Primary Care Clinical Guide*. (4th ed.). Prentice Hall. **ISBN: 9780132576734**
12. McCaffery, M. and Pasero, C. *Pain Clinical Manual*. St. Louis: Mosby, 1999. **ISBN: 9780815156093**
13. Habif, T., Chapman, S., (2012). Campbell, J., et al., *Dermatology DDX Deck.* (2nd ed.). Saunders. ISBN: **9780323080798**
14. [Http://www.med-u.org/](http://www.med-u.org/) Virtual Patient Cases: Purchase in January 2012. Order online for $100.00. Purchase the Family Medicine Cases.

15. Reuben, D., Herr, K., Pacala, J., Pollock, B., Potter, F., Semla, T. (2012). Geriatrics at Your

 Fingertips (14th ed.). New York: American Geriatrics Society. ISBN: **9781886775572**

\*\*Previously required textbooks from Advanced Health Assessment – N5418, Adult Management I - N5305, Psychiatric Management – N5303, and Pediatric Management - N5306, Family – N5430 (as applicable)

**Recommended Textbooks and Other Materials:**

1. Berek, J. (2011). *Berek and* *Novak’s Gynecology*. (15th ed.). Baltimore: Lippincott Williams & Wilkins. **ISBN: 9781451114331**
2. Color-Coded. ICD-9-CM. *The International Classification of Diseases*.  *9th Revision Clinical Modification. Vol. I Diseases: Tabular List. Vol.2 Diseases Alphabetic Index ADP/Conten*t. **ISBN# 1563298171 \***Download and review, for class, the ICD-9 Internet data: [www.HCFA.GOV/audience/planprov.htm](http://www.HCFA.GOV/audience/planprov.htm) (53 pages) OR one of your choice

3. Zieman, M., Hatcher, R. (2012). Pocket Guide to Managing Contraception. 2012-2014.

(11th ed.). Ardent Media. **ISBN: 9781467537070**

4. Ham, R.J. and Sloan, P.D. (2013). *Primary Care Geriatrics: A Case-Based Approach*. (6th

 ed.). St. Louis: Mosby Company. **ISBN: 9780323089364**

5. Barker, L., Kern, D., Thomas, P., Zeigelstein, R, Zieve, P. (2007). *Principles of Ambulatory*

 *Medicine.* (7th ed.).Lippincott Williams & Wilkins. **ISBN:** **9780781762274**

**Grading Policy:** Students are expected to keep track of their performance throughout the semester and seek guidance from available sources (including the instructor) if their performance drops below satisfactory levels.

Course Grading Scale

A = 92 to 100

B = 83 to 91

C = 74 to 82

D = 68 to 73 – cannot progress

F = below 68 – cannot progress

**Descriptions of major assignments and examinations with due dates:**

**DIDACTIC:**

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| **Assignment** | **Due Date** | **Weight** |
| Multiple Choice Exam I |  | 25% |
| Multiple Choice Exam II |  | 25% |
| Family Project |  | 15% |
| Cultural/Spiritual Assignment |  | 10% |
| Population Disease Management (BB Group Assignment) |  | 20% |
| In/Out of Class Assignments |  | 5% |
| MEDU Assignments | as assigned | Credit |
| Simulation Assignments, as applicable | as assigned | Credit |
|  **TOTAL:** | **100%** |

**CLINICAL:**

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| **Assignment** | **Due Date** | **Weight** |
| Decision Making Assignment |  | 40% |
| SOAP Note #1 |  | 10% |
| SOAP Note #2 |  | 10% |
| Clinical Handwritten SOAP Notes |  | P/F |
| Preceptor Evaluation of student (per preceptor) |  | P/F |
| Clinical Practicum Final |  | 40% |
| Clinical Portfolio- Mid-Term: |  | P/F |
| Clinical Portfolio- Final |  | P/F |
| Self-Evaluation |  | P/F |
| Student Evaluation of preceptor (one per preceptor) |  | P/F |
| Clinical E- Logs- Midterm |  | P/F |
| Clinical E-Logs- Final |  | P/F |
|  **TOTAL:** | **100%** |

**Grade Grievances:** Any appeal of a grade in this course must follow the procedures and deadlines for grade-related grievances as published in the current graduate catalog. <http://grad.pci.uta.edu/about/catalog/current/general/regulations/#gradegrievances>

**Expectations of Out-of-Class Study:** Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9-10 hours per week on their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**Attendance Policy:** Regular class attendance and participation is expected of all students. Students are responsible for all missed course information.

**Drop Policy:** Graduate students who wish to change a schedule by either dropping or adding a course must first consult with their Graduate Advisor. Regulations pertaining to adding or dropping courses are described below. Adds and drops may be made through late registration either on the Web at MyMav or in person through the student’s academic department. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance**. Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. Contact the Office of Financial Aid and Scholarships at <http://wweb.uta.edu/aao/fao/> . The last day to drop a course is listed in the Academic Calendar available at <http://www.uta.edu/uta/acadcal.php?session=20141>

1. A student may not add a course after the end of late registration. June 2- June 3, 2014.
2. A student dropping a graduate course after the Census Date but on or before the end of the 10th week of class may with the agreement of the instructor, receive a grade of W but only if passing the course with a C or better average. A grade of W will not be given if the student does not have at least a C average. In such instances, the student will receive a grade of F if he or she withdraws from the class. Students dropping a course must:

(1) Contact course faculty to obtain permission to drop the course with a grade of “W”.

(2) Complete the form, sign electronically, (available at <http://www.uta.edu/nursing/msn/msn-forms/> ) email to the course faculty for their electronic signature using the envelope located in the toolbar at the top of your screen and copy your graduate program advisor using the appropriate email: MSN-NP – sdecker@uta.edu

(3) Contact the graduate program advisor to verify the approved form was received from the faculty, the course drop was processed and schedule an appointment to revise student degree plan.

1. Students who drop all coursework at UTA must check the RESIGN box. Students staying in a least one course and dropping other coursework will check the DROP COURSE(S) box.
2. In most cases, a student may not drop a graduate course or withdraw (resign) from the University after the 10th week of class. Under extreme circumstances, the Dean of Graduate Studies may consider a petition to withdraw (resign) from the University after the 10th week of class, but in no case may a graduate student selectively drop a course after the 10th week and remain enrolled in any other course. Students should use the special Petition to Withdraw for this purpose. See the section titled Withdrawal (Resignation) From the University for additional information concerning withdrawal. <http://grad.pci.uta.edu/faculty/resources/advisors/current/>

**Census Day: June 19, 2014**

**Last day to drop or withdraw July 17, 2014 by 4pm.**

**Americans with Disabilities Act:**  The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA)*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

**Academic Integrity:** All students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

*I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.*

*I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.*

Per UT System Regents’ Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with the University policy, which may result in the student’s suspension or expulsion from the University.

"Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts."

As a licensed registered nurse, graduate students are expected to demonstrate professional conduct as set forth in the Texas Board of Nursing rule **§215.8. in the event that a graduate student holding an RN license is found to have engaged in academic dishonesty, the college may report the nurse to the Texas BON using rule §215.8 as a guide.**

**Plagiarism:** Copying another student’s paper or any portion of it is plagiarism. Copying a portion of published material (e.g., books or journals) without adequately documenting the source is plagiarism. Consistent with APA format, if five or more words in sequence are taken from a source, those words must be placed in quotes and the source referenced with author’s name, date of publication, and page number of publication. If the author’s ideas are rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing giving the author’s name and date of publication. If a single author’s ideas are discussed in more than one paragraph, the author must be referenced, according to APA format. Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper. Students are expected to review the plagiarism module from the UT Arlington Central Library via <http://library.uta.edu/plagiarism/index.html>

**Student Support Services**:UT Arlington provides a variety of resources and programs designed to help students develop academic skills, deal with personal situations, and better understand concepts and information related to their courses. Resources include tutoring, major-based learning centers, developmental education, advising and mentoring, personal counseling, and federally funded programs. For individualized referrals, students may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at 817-272-6107, send a message to resources@uta.edu, or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**Electronic Communication:** The University of Texas at Arlington has adopted “MavMail” as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>. If you are unable to resolve your issue contact the Helpdesk at helpdesk@uta.edu. ***Students are responsible for checking their MavMail regularly.***

**Student Feedback Survey:** At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>.

**Final Review Week:** A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Emergency Exit Procedures:** Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest stairwell. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

**Librarian to Contact:**

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| **PEACE WILLIAMSON****STEM LIbrarian**CENTRAL LIBRARY702 Planetarium PlaceOffice #216, Arlington, TX 76019[http://www.uta.edu/library/](http://www.uta.edu/library/sel/) | peace@uta.eduResearch Information on Nursing: [**http://libguides.uta.edu/nursing**](http://libguides.uta.edu/nursing) |

Library Home Page <http://www.uta.edu/library>

Subject Guides <http://libguides.uta.edu>

Subject Librarians <http://www.uta.edu/library/help/subject-librarians.php>

Database List <http://www.uta.edu/library/databases/index.php>

Course Reserves <http://pulse.uta.edu/vwebv/enterCourseReserve.do>

Library Catalog <http://discover.uta.edu/>

E-Journals <http://liblink.uta.edu/UTAlink/az>

Library Tutorials <http://www.uta.edu/library/help/tutorials.php>

Connecting from Off- Campus <http://libguides.uta.edu/offcampus>

Ask A Librarian [http://ask.uta.edu](http://ask.uta.edu/)

**UTA College of Nursing Additional Information:**

**Clinical Evaluations:** Students must pass both the didactic and clinical portions of a clinical course in order to pass the course. In order to pass the clinical portion, the student must receive a passing grade (minimum of 83%) on the faculty evaluation of the student’s clinical performance (Nurse Practitioner Clinical Evaluation). Students who fail a faculty evaluation have a one-time option to retake the practicum. A second faculty member will be present during the clinical performance retake. If the student passes the clinical performance retake (minimum of 83%), the **maximum** grade the student can receive for the exam for purposes of grade calculation is 83%. If the student fails the retake, the student will receive a grade of “F” for the course.

**Clinical Clearance:** All students must have current clinical clearance to legally perform clinical hours each semester. If your clinical clearance is not current, you will be unable to do clinical hours that are required for this course and this would result in course failure.

**Student Requirement For Preceptor Agreements/Packets:**

1. Preceptor Agreements must be **signed and dated** by the student and the preceptor the first day the student attends clinical (may be signed on that day), scanned and emailed to npclinicalclearance@uta.edu.
2. **Student** is responsible to ensure that all of his/her preceptor agreements are signed and complete including their student 1000 number and course number before beginning clinical experience and those agreements are scanned and emailed to Kim Hodges @ npclinicalclearance@uta.edu or Janyth Arbeau at arbeau@uta.edu by the third week of the semester. (For instance, if a student starts working with a particular preceptor late in the semester, he/she would contact that preceptor during the first 3 weeks of the semester.
3. If this is the first time a preceptor is precepting a graduate nursing student for The University of Texas at Arlington, please have him/her complete the Preceptor Biographical Data Sheet. If he/she is a returning preceptor have them fill out the phone number and email address section of the preceptor agreement.
4. The signed/completed preceptor agreement is part of the clinical clearance process. Failure to submit in a timely fashion will result in the inability to access the E-log system.
5. All communications to the NP Clinical Coordinator should be made to the following email address: npclinicalclearance@uta.edu. This includes scanned copies of preceptor agreements, preceptor evaluations of the student, and student evaluations of the preceptor.

**Clinical E-Logs:** Students are required to enter all patient encounters into the E-Log system.  E-Log is both a student learning opportunity and an evaluation method for clinical courses.  Patient encounters include patients the student assesses, diagnoses, and manages as part of their clinical coursework.  Individual clinical courses may have additional guidelines/requirements related to their specific course and will be noted in the course syllabus (e.g. types of encounter required, number of patients required during course).

Students can access their Elogs by entering their own unique Elogs username and password which will be accessible their first clinical semester. <http://totaldot.com/> The username consists of the student’s first, middle, and last initials (in CAPS) with the last four digits of their 1000#. Example: Abigail B. Cooper, 1000991234 is ABC1234. If the student does not have a middle initial, then only two initials will be used. The student’s password is simply their last name. Example: Cooper (note first letter is a capital letter).

The student’s E-Log data provides a description of the patients managed during the student’s clinical experience, including the number of patients, diagnoses of patients, and the type of interventions initiated.  As a result, E-Log data are an essential requirement of the student’s clinical experience and are used to evaluate student clinical performance.  The data are used to meet course requirements and to evaluate student clinical performance.  Upon completion of the Program, students will receive an executive summary of their E-Log entries for their professional portfolio.

**Students are expected to enter information accurately so that (if needed) faculty may verify/validate the information provided.  Falsifying and/or misrepresenting patient encounter data is considered academic dishonesty.**

**Status of RN Licensure:** All graduate nursing students must have an unencumbered license as designated by the Texas Board of Nursing (BON) to participate in graduate clinical nursing courses. It is also imperative that any student whose license becomes encumbered by the BON must immediately notify Dr. Mary Schira, Associate Dean, Department of Advanced Practice Nursing. The complete policy about encumbered licenses is available online at: [www.bon.state.tx.us](http://www.bon.state.tx.us)

**MSN Graduate Student Dress Code:** The University of Texas at Arlington College of Nursing expects students to reflect professionalism and maintain high standards of appearance and grooming in the clinical setting. **Clinical faculty has final judgment on the appropriateness of student attire and corrective action for dress code infractions. Students not complying with this policy will not be allowed to participate in clinical.**

Please View the College of Nursing Student Dress Code on the nursing website:<http://www.uta.edu/nursing/msn/msn-students> **.**

**UTA Student Identification: MSN Students MUST be clearly identified as UTA Graduate Students and wear a UTA College of Nursing ID in the clinical environment.**

**Unsafe Clinical Behaviors:** Students deemed unsafe or incompetent will fail the course and receive a course grade of “F”. **Any of the following behaviors constitute a clinical failure**:

1. Fails to follow standards of professional practice as detailed by the Texas Nursing Practice Act \* (available at [www.bon.state.tx.us](http://www.bon.state.tx.us))

2. Unable to accept and/or act on constructive feedback.

3. Needs continuous, specific, and detailed supervision for the expected course performance.

4. Unable to implement advanced clinical behaviors required by the course.

5. Fails to complete required clinical assignments.

6. Falsifies clinical hours.

7. Violates student confidentiality agreement.

\*Students should also be aware that violation of the Nursing Practice Act is a “reportable offense” to the Texas Board of Nurse Examiners.

**Blood and Body Fluids Exposure:** A Health Verification form was signed by all MSN students at start of the program documenting personal health insurance coverage. All MSN students have mandatory health insurance and will need to manage exposure to blood and fluids. Current CDC guidelines can be found at:<http://www.cdc.gov/>

**Confidentiality Agreement:** You signed a Confidentiality Form in orientation and were provided a copy of the form. Please take your copy of this Confidentiality Form with you to your clinical sites. Please do not sign other agency confidentiality forms. Contact your faculty if the agency requires you to sign their confidentiality form.

**Graduate Student Handbook:** Students are responsible for knowing and complying with all policies and information contained in the Graduate Student handbook online at: <http://www.uta.edu/nursing/msn/msn-students>

**Student Code of Ethics:** The University of Texas at Arlington College of nursing supports the Student Code of Ethics Policy. Students are responsible for knowing and complying with the Code. The Code can be found in the student handbook online: <http://www.uta.edu/nursing/msn/msn-students>

**No Gift Policy:** In accordance with Regent Rules and Regulations and the UTA Standards of Conduct, the College of Nursing has a “no gift” policy. A donation to one of the UTA College of Nursing Scholarship Funds, found at the following link: is <http://www.uta.edu/nursing/student-resources/scholarship> would be an appropriate way to recognize a faculty member’s contribution to your learning.  For information regarding Scholarship Funds, please contact the Dean’s office.

**Online Conduct:** The discussion board should be viewed as a public and professional forum for course-related discussions. Students are free to discuss academic matters and consult one another regarding academic resources. The tone of postings should be professional in nature.

It is not appropriate to post statements of a personal or political nature, or statements criticizing classmates or faculty. Inappropriate statements/language will be deleted by the course faculty and may result in denied access to the Discussion boards. Refer to UTACON Student Handbook for more information.

***For this course Blackboard communication tools, discussion boards, and UTA MAV email will be used extensively and should be checked often.***

**Writing Center:** The English Writing Center, Room 411 in the Central Library, provides support to UT-Arlington undergraduate and graduate students and instructors. Undergraduate and graduate student consultants in the Writing Center are trained to help student writers at any stage in their writing processes. Consultants are trained to attend to rhetorical and organizational issues that instructors value in student writing. Although consultants will assist students in identifying and correcting patterns of grammatical or syntactical errors, they are taught to resist student entreaties to become editors or proofreaders of student papers.

The Writing Center offers tutoring for any assigned writing during enrollment at UT-Arlington. Individuals may schedule appointments online by following directions available at [www.uta.edu/owl](http://www.uta.edu/owl), or by visiting the Writing Center.

The Writing Center Director, Assistant Director, or tutors are available to make classroom presentations describing Writing Center services. The Writing Center also offers workshops on topics such as documentation and will design specialized workshops at the request of instructors. To schedule a classroom visit or inquire about a workshop, please e-mail or call Tracey-Lynn Clough, Writing Center director, at clought@uta.edu or (817) 272-2517.

***Department of Advanced Practice Nursing Office/Support Staff***

**Mary Schira,** PhD, RN, ACNP-BC

Associate Dean and Chair; Graduate Advisor

Email Address: schira@uta.edu

**Sheri Decker**, Assistant Graduate Advisor

Office # 606-Pickard Hall, (817) 272-0829

Email Address: sdecker@uta.edu

**Luena Wilson**, Academic Advisor I

Office #: TBA

Email Address: lvwilson@uta.edu

**Rose Olivier**, Administrative Assistant I

Office # 605-Pickard Hall, (817) 272-9517

Email Address: olivier@uta.edu

**Janyth Arbeau,** Clinical Coordinator

Office # 610- Pickard Hall, (817) 272-0788

Email Address: Arbeau@uta.edu or npclinicalclearance@uta.edu

**Kimberly Hodges,** SupportSpecialist I

Office #610 Pickard Hall, (817) 272-9373

E-mail Address: khodges@uta.edu or npclinicalclearance@uta.edu

**Timara Spivey**, Admissions Assistant

Office # 602, Pickard Hall (817) 272-4796

Email Address: tnspivey@uta.edu

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| **MISCELLANEOUS INFORMATION:** | Inclement Weather (College Closing) Inquiries:*Metro (866) 258-4913*Fax Number - UTA College of Nursing: (817) 272-5006Attn: Graduate Nursing Programs OfficeUTA Police (Emergency Only): (817) 272-3003**Mailing Address for Packages:**University of Texas at Arlington College of Nursing**c/o Dr. Phyllis Adams**411 S. Nedderman Drive, Pickard Hall Box 19407Arlington, Texas 76019-0407 |

**Clinical Overview:** Ninety (90) hours are required for N. 5431. The clinical hours will be completed at non-campus clinical practice sites. The student is responsible for making the clinical site arrangements to meet the specified clinical course requirements and the objectives for the course. The University of Texas at Arlington College of Nursing MSN Faculty and/or Graduate Clinical Coordinator are available to offer assistance for guidance but are not expected to be responsible to find/locate clinical sites. Clinical hours are for medical management of the patient and families throughout the life span. Clinical hours are not to include grand rounds or rounds in the hospital with preceptor. (For this experience contact the Clinical Advisor). These activities will not be acceptable.

The MSN Clinical Coordinator is:

**Janyth Arbeau,** Clinical Coordinator

Office # 610- Pickard Hall, (817) 272-0788

Email: Arbeau@uta.edu or npclinicalclearance@uta.edu

**Assignments:** Submit via UT Arlington email to the clinical coordinator the following data on the preceptor clinical arrangements for the semester no later than the **third week** of the semester.

* Preceptor name and title
* Name of Practice
* Complete address including zip code
* Telephone number of clinic
* Fax number of clinic
* Dates of the arranged clinical experiences
* Time of the arranged clinical experience
* Student contact telephone number**s**

**prevention of academic dishonesty guidelines**

**Special Instructions Regarding Assignments**

Unless otherwise instructed, all course (class & clinical) assignments are to follow the following guidelines:

1. Each student is expected to do each assignment independently. This means no consultation, discussion, sharing of information, or problem-solving to complete any component of the assignment. This includes your preceptor − do not ask the preceptor to advise you on an assignment.
2. It is your ability and clinical decision-making that we are assessing through the assignments − not your colleagues.
3. Any violation of these instructions will result in academic dishonesty a violation of UTA’s Academic Dishonesty Policy. The penalties can range from failure on the assignment, course failure and/or expulsion from the program.
4. The student will turn in the original and 1 copy of each written assignment. One copy will be maintained in a permanent file after a faculty assesses all class papers. The graded copy will be returned to the student and will be maintained in the clinical notebook.
5. If at any time a student is aware of academic dishonesty committed by a classmate, the student is expected to inform the faculty.
6. Academic dishonesty is cheating and will not be tolerated in this program. RNs are expected to conform to professional ethics whether in the classroom or in the clinical setting.

You are asked to sign below to indicate that you understand the above guidelines.

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course: \_\_\_\_\_N5430 \_\_\_\_\_N5431 \_\_\_\_\_N5631/5331

**The University of Texas at Arlington College of Nursing**

**N5431 – Family Nursing II Course**

| ***DATE/TIME*** | ***CLASS TOPIC*** | ***READING******ASSIGNMENTS*** | ***LOCATION*** | ***FACULTY*** |
| --- | --- | --- | --- | --- |
|  | *(See Sub-objectives and Reading Assignments for each topic)* |
| **06/05/14 (Thursday)** |  |  |  |  |
| 4:00pm-5:00pm | Course Overview |  | BlackboardOff Campus | AllPhyllis Adams |
| 5:00 pm-10:00 pm | Chronic Pain-Pain in Child Adult  |  | BlackboardOff Campus | All-Beverly Ewing |
| 5:00 pm- 10:00 pm | Movement Disorders-Tremors and Parkinson’s  |  | BlackboardOff Campus | AllBeverly Ewing  |
| 5:00 pm- 10:00 pm | Cultural/Spiritual AssignmentInteractive discussion/Readings |  | BlackboardOff Campus | AllBeth McClean |
|  |  |  |  |  |
| **6/6/14 (Friday)** |  |  |  |  |
| 8:00 am - 11:00 am | Prenatal |  | On Campus | Dr. McCrayGuest Speaker |
| 11:00am-12:00pm | Postpartum |  | On Campus | Dr. McCrayGuest Speaker |
| 12:00pm-12:45 pm | Lunch |  | Off Campus | All |
| 12:45pm -5:30 pm | Smart Hospital Episodic Problems in Pregnancy  |  | On Campus | All |
| 5:30 pm -6:00 pm | Meet with Clinical Faculty  |  | On Campus | All |
| 7:00 pm -9:00 pm  | Webinar on Genetics |  | BlackboardOff Campus  | All |
|  |  |  |  |  |
| **06/7/14 (Saturday)** |  |  |  |  |
| 9:00 am-10:30 am | Nursing Home/Long-Term Care |  | Blackboard Off Campus | All Beverly Ewing  |
| 10:30 am  | Geriatrics and Gerontology |  | Blackboard Off Campus | AllBeth McClean |
|  |  |  |  |  |
| **~~6/13/14 (Friday)~~** | Cancelled |  | Cancelled | Cancelled |
| **~~6/14/15 (Saturday)~~** | Cancelled |  | Cancelled | Cancelled |

**Summer 2014**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **6/21/14 (Saturday)**  |  |  |  |  |
| 10:00 am-12:00pm | Contraception | Blackboard GroupModule Assignments | Off Campus | All |
| 1:00 pm-2:00 pm | Hormone Replacement Therapy | Blackboard Individual Assignments | Off Campus | All |
| 2:00 pm-3:00 pm | Breast Cancer | Blackboard Individual Assignments | Off Campus | All |
| 3:00 pm-5:00 pm | Urgent Emergencies | Blackboard Individual Assignments | Off Campus | All |
| 5:00 pm- 7:30 pm | Lactation | Blackboard Individual Assignments | Off Campus | All |
| ***DATE/TIME*** | ***CLASS TOPIC*** | ***READING******ASSIGNMENTS*** | ***LOCATION*** | ***FACULTY*** |

**7/12/14 (Saturday)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 10:00am-12:00pm | Population Based Diseases Modules | To Be Posted Blackboard Group Module Assignments |  Off Campus | All |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **7/19/14(Saturday)** |  |  |  |  |
| 8:00 am-9:30 am | Exam I |  | On Campus |  |
| 9:30am- 11:00 am | Endocrine- Adult |  | On Campus | Dr. Stevens (Guest Speaker) |
| 11:00am-12:30pm | Pediatric Endocrine |  | On Campus | Beth McClean |
| 12:30 pm-1:30 pm | Lunch |  |  | All |
| 1:30 pm- 3:30 pm | Common Gyn Problems  |  | On Campus | B. McClean; B. Ewing;S. Carlson;P. Adams |
| 3:30 pm –5:30 pm | Hematology -Pediatric Anemia |  | On Campus | Debbie Boger(Guest Speaker) |
| 5:30 pm- 6:00 pm  | Meet with Clinical Faculty |  | On Campus | All |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **8/2/14 (Saturday)** |  |  |  |  |
| 9:00 am-11:30 am | Exam II  |  | On Campus | All |
| 11:30 am 1:00 pm | Course OverviewMeet with Clinical Faculty |  | On Campus | All |
| ***\*Note:*** *Meeting with Clinical Faculty will occur as needed.**\*****Note:*** *Online Modules are to be completed as assigned. The student is responsible for all readings, activities and assignments, as applicable for each class listing.****\*Note:*** *Students are responsible for observance of the above scheduled dates and deadlines and respective locations.* *\*****Note:*** *E-Reserves in the Central Library may be a source of Handouts. Announcements will be made, as applicable.****(Supplemental Handouts may be required throughout the semester.)******As the instructors for this course, we reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course.- Dr. Phyllis Adams and FNP Faculty*** |

**The University of Texas at Arlington College of Nursing**

**N5431 Family Nursing II**

**Summer 2014**

Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Major: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Advisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ASSIGNMENTS /GRADE SUMMARY**

FINAL COURSE GRADE (A+B)/ 2

**NOTE: MUST MAKE 83% ON FINAL PRACTICUM TO PASS THE COURSE.**

|  |  |  |
| --- | --- | --- |
| ***DIDACTIC ASSIGNMENTS*** | **DUE DATE** | **SCORE** |
| 1. Multiple Choice Exam I | 7/19/2014 | **25% \_\_\_\_\_** |
| 2. Multiple Choice Exam II | 8/2/2014 | **25% \_\_\_\_\_** |
| 3. Cultural/Spiritual Assignment | 8/1/2014 | **10% \_\_\_\_\_** |
|  (Interactive discussion reading) |  |  |
| 4. Population Disease Management (online) | 7/12/2014 | **20% \_\_\_\_\_** |
| 5. Family Project (online submission) | 7/26/2014 | **15% \_\_\_\_\_** |
| 6. In/Out of Class Assignments | 7/27/2014 | **5% \_\_\_\_\_** |
| * **Med U- 12**
 | 8/1/2014 | Credit\_\_\_\_\_ |
| * **Med U-14**
 |  |  |
| * **Med U-29**
 |  |  |
| [**http://www.med-u.org**](http://www.med-u.org) **– this is the website** |  |  |
|  |  | **Total A \_\_\_\_\_** |
| **CLINICAL ASSIGNMENTS** |  |  |
| 1. Decision Making Assignment |  | **40% \_\_\_\_\_** |
|  a. Prenatal | 7/1/2014 |  |
| 2. SOAP NOTE  |  | **20% \_\_\_\_\_** |
|  a. Adolescent-required | 7/12/2014 | **\_\_\_\_\_** |
|  b. Gyn Reproductive-required | 7/12/2014 | **\_\_\_\_\_** |
|  c. Pediatrics (0-5 years old) \*\*If not obtained last semester |  7/12/14 |  **\_\_\_\_\_** |
| 3. SOAP – Clinical Handwritten/ clinical day (3) | 8/1/2014 | **P/F\_\_\_\_\_** |
| 4. Completed Clinical E Logs -Midterm | 7/12/2014 | **P/F\_\_\_\_\_** |
|  - Final\*Note: Entries are expected weekly\*  | 8/1/2014 | **P/F\_\_\_\_\_** |
| 5. Preceptor Evaluations (one per preceptor) | 8/1/2014 | **P/F\_\_\_\_\_** |
| 6. Clinical Practicum -Final | 8/1/2014 | **40%\_\_\_\_\_** |
| 7. Final Clinical Portfolio | 8/1/2014 | **P/F \_\_\_\_\_** |
|  (90 Hrs. Completed) |  |  |
| 8. Self-Evaluation (1) | 8/1/2014 | **P/F \_\_\_\_\_** |
| 1. Student Evaluation of Preceptor
 | 8/1/2014 | **P/F \_\_\_\_\_** |
|  (One Per Preceptor) |  | **Total B \_\_\_\_\_** |
|  |  |  |

**DECISION**

**MAKING ASSIGNMENT**

Guidelines for DECISION MAKING ASSIGNMENT

To Be Announced

**Decision Making Assignment Answer Sheet**

**To Be Announced**

**CLINICAL**

**REQUIREMENTS**

**Suggested Clinical Hours**

**N5431 Family Nursing II Course**

**Summer 2014**

Family Nursing:

Family 26 hours

Prenatal 32 hours

Gyn 24 hours

Adolescent 8 hours

\_\_\_\_\_\_\_

 90 hours

**NOTE: Clinical Hours has to meet the objectives of the course and requires the approval of Lead Teacher or Clinical Advisor.**

**University of Texas at Arlington College of Nursing**

**N5431 Family Nursing II**

**Population-Based Disease Management Assignment**

**GUIDELINE**

**AND**

**GRADE SHEET**

 Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Advisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Possible Points Actual Points

 5 \_\_\_\_\_\_\_ A. Addressed all objectives **B-I below** appropriately

 10 \_\_\_\_\_\_\_ B. Focused on selected clinical disease state

 10 \_\_\_\_\_\_\_ C. Review of literature was thorough and pertinent

 15 \_\_\_\_\_\_\_ D. Summarized key guidelines for the disease state

 20 \_\_\_\_\_\_\_ E. Developed specific strategies and tools to implement the

 practice guidelines

 10 \_\_\_\_\_\_\_ F. Described specific steps of a research strategy for one

 specific clinical outcome related to the disease state and guidelines

 10 \_\_\_\_\_\_\_ G. Provided a 3-4 page handout for classmates

 15 \_\_\_\_\_\_\_ H. Handout has guideline summary, APA format and

 references, implementation strategies, and research

 strategy

 5 \_\_\_\_\_\_\_ I. Presentation-organized, logical, systematic

 Total \_\_\_\_\_\_\_

**The University of Texas at Arlington**

**College of Nursing**

**N5431 Family Nursing II**

**TIPS FOR SOAPing:**

1. If you have appositive complaint, it must be addressed in the physical exam, assessment, and plan. Remember the concept of balance.
2. It is not necessary to do a complete review of systems for an interval visit. You should do a ROS for the presenting problem, current medications (indicate why patient is taking the medication, i.e., Topral x L 50 mg/qd for HTN, etc.), and status of concurrent health problems only. Pertinent past medical history, family history, and social history should be addressed. Your history should be focused.
3. “Rule out” diagnoses are those diagnoses that are most probable, and must be addressed in the plan (Ex: What do I need to do to rule this out?). A differential diagnosis is merely one that you consider as you are taking the history, and doing the physical exam. It is not addressed n the plan as it is not one of your “most likely”.
4. You may not cite Uphold and Graham as your reference for the pathophysiology. You may cite it as rationale for your plan. All sources must be referenced according to APA format.
5. When you are doing your review of systems, the “general” category includes symptoms such as fever, malaise, fatigue, night sweats, weight change. It does not include any objective information such as “alert”, “oriented”, “good historian”.
6. When you are giving the rationale for medication usage, please explain the drug’s category and action (i.e., third generation cephalosporin antibiotic and is used primarily for gram positive organisms), and why the patient has been prescribed the particular medication.

**SOAP Notes:**

7. The note should accurately reflect the client encounter, the diagnoses made, and the recommended nursing/medical management. **Standardized chart forms, checklist, etc., utilized in the clinic setting will not be accepted.** (See Sample Format on next page)

8. All SOAP Notes should be on a different problem or need. All SOAP notes should reflect the content/medical plan of care respective to the course.

9. All SOAP notes must include rationale with the subsequent pathophysiology and references regarding the selected management plan. This portion of the SOAP note justifies your critical decision-making (i.e., why a calcium channel blocker was chosen instead of an A. C. E. inhibitor or explanation as to why an asymptomatic urinary tract infection was not treated.) Do not simply cite protocol resources but briefly describe the steps behind your management decisions. Reference rationale and pathophysiology according to APA format.

10. Do not address a pathophysiology disorder you have already addressed in a Major CDM or SOAP note. Select another patient to do a SOAP note on or address a different major health problem/disease.

11. Nursing diagnoses can be health maintenance or social issue as well as a problem or need.

***Sample SOAP Note Format:***

Patient Initials:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Visit:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Patient Gender, Race, Age, Marital Status, DOB, Occupation, Source – Reliability?:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Preceptor/Agency:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

S - Patient’s subjective data base as pertinent to the encounter and Health Promotion/Health Maintenance/Assessment

O - Patient’s objective data base as pertinent to the encounter i.e., physical

 examination, laboratory or diagnostic tests (if results are available at the time of visit)

A - Pertinent Positives; Pertinent Negatives

 Medical diagnosis(es) – ICD-9 Codes

 Any rule-outs (R/O) – ICD-9 Codes

Any differentials

Nursing diagnosis(es)

P - \* Diagnostic studies and/or laboratory tests

\* Medical Therapeutics/Nursing Therapeutics, prescriptions

\* Patient Education

\* Counseling

\* Health Promotion/Health Maintenance Plan (Refer to Adult Management Format).

\* Referral

\* Consults

\* Follow-up appointments

\* Growth and Development, age appropriate.

\* Family Theory Application

\* Nursing Theoretical Framework

=====================================================================

\* Rationale to follow each treatment in the management plan with appropriate references

\* Pathophysiology for major diagnosis(es) with references – 2 (Two); relate to patient

\* References - APA format, a minimum of 3-4 references, i.e. primary course textbook, a pathophysiology book, a pharmacology book, etc. of which one must be an evidenced-based research article from peer-reviewed medical or APN journal

\* Note: Appropriately label each portion.

\* Note: Provide appropriate identifying information on patient – refer to AHA outline.

\* Note: Indicate what you should/would have done PLUS what actually happened and what you would now recommend.

**The University of Texas at Arlington**

**College of Nursing**

**N5431 Family Nursing II Course**

**SOAP NOTE**

**Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Faculty/Advisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Semester: Summer\_\_\_\_\_\_ Midterm:\_\_\_\_\_\_\_\_ Final:\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| Possible Points | Actual Points |  |  |
| 15 | \_\_\_\_\_ | A. | Subjective data appropriately and succinctly documented. Growth and Development stages to be included, age appropriate. |
| 15 | \_\_\_\_\_\_ | B. | Objective data appropriately and succinctly documented. |
| 15 | \_\_\_\_\_\_ | C. | Nursing and medical diagnosis(es) formulated and appropriate ICD-9 Codes. Pertinent positives and pertinent negatives |
| 20 | \_\_\_\_\_\_ | D. | Management plan cost-effective, clinically correct and includes blend of nursing and medical therapeutics. **Attach** a current clinical guideline for one of the major diagnoses. |
| 10 | \_\_\_\_\_\_ | E. | Rationale justifies management plan. Including the incorporation of evidenced- based research findings from a medical or NP journal |
| 10 | \_\_\_\_\_\_ | F. | Pathophysiology justifies management plan and major diagnoses. |
| 4 | \_\_\_\_\_\_ | G. | Health Promotion / Health Maintenance / Health Plan- refer to Adult Health Management Format. |
| 4 | \_\_\_\_\_\_ | H. | Family Theory Application |
| 4 | \_\_\_\_\_\_ | I. | Nursing Theoretical Framework |
| 3 | \_\_\_\_\_\_ | J. | Overall neatness, organization, APA format for reference. |
| **NOTE: The SOAP note is an individual assignment (as are all assignments in the course)** |
| Total | \_\_\_\_\_\_\_ |  |  |
| Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**The University of Texas at Arlington**

**College of Nursing**

**N5431 Family Nursing II Course**

**SOAP NOTE**

**Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Faculty/Advisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Semester: Summer\_\_\_\_\_\_ Midterm:\_\_\_\_\_\_\_\_ Final:\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| Possible Points | Actual Points |  |  |
| 15 | \_\_\_\_\_ | A. | Subjective data appropriately and succinctly documented. **Growth and Development** stages to be included, age appropriate. |
| 15 | \_\_\_\_\_\_ | B. | Objective data appropriately and succinctly documented. |
| 15 | \_\_\_\_\_\_ | C. | Nursing and medical diagnosis(es) formulated and appropriate ICD-9 Codes. Pertinent positives and pertinent negatives |
| 20 | \_\_\_\_\_\_ | D. | Management plan cost-effective, clinically correct and includes blend of nursing and medical therapeutics. **Attach** a current clinical guideline for one of the major diagnoses. |
| 10 | \_\_\_\_\_\_ | E. | Rationale justifies management plan. Including the incorporation of evidenced- based research findings from a medical or NP journal |
| 10 | \_\_\_\_\_\_ | F. | Pathophysiology justifies management plan and major diagnoses. |
| 4 | \_\_\_\_\_\_ | G. | Health Promotion / Health Maintenance / Health Plan- refer to Adult Health Management Format. |
| 4 | \_\_\_\_\_\_ | H. | Family Theory Application |
| 4 | \_\_\_\_\_\_ | I. | Nursing Theoretical Framework |
| 3 | \_\_\_\_\_\_ | J. | Overall neatness, organization, APA format for reference. |
| **NOTE: The SOAP note is an individual assignment (as are all assignments in the course)** |
| Total | \_\_\_\_\_\_\_ |  |  |

|  |
| --- |
| Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**NURSE PRACTITIONER**

**CLINICAL OBJECTIVES**

Provide evidence of clinical skills in performing advanced health assessments to include:

a. Collecting a complete health history

b. Examining all body systems

c. Performing functional assessments to determine ability for self-care and independent living

d. Collect additional data as needed (ECG, vision and hearing screening, urinalysis, blood sugar determination, hematocrit, pap-smear, wet-mount, hanging drop smear, nose and throat culture, and others)

e. Making appropriate decisions regarding priority needs for episodic data collection (subjective and objective)

f. Determining which problems/data collection can be deferred until later

g. Making an appropriate and accurate assessment of client’s health status (rule outs, differential diagnoses, nursing diagnoses, etc.)

h. Presenting pertinent data to preceptor in a succinct manner

i. Presenting a cost-effective, clinically sound plan of care which may include:

 (1) advanced nursing management

 (2) medical intervention

 (3) pharmacotherapeutics

 (4) diagnostic testing

 (5) teaching/counseling

 (6) follow-up plan

j. Discussing with preceptor personal strengths and needed areas of improvement

k. Selecting patients that reflect the content being taught in this course and the program.

Show increasing evidence of ability to develop, implement and evaluate an appropriate management plan for common episodic, acute, chronic, and rehabilitative health concerns for clients.

Show increasing evidence of ability to develop, implement and evaluate an appropriate plan for health maintenance and health promotion of clients.

Show evidence of ability to integrate health promotion/disease prevention activities into each client encounter.

Provide evidence of advanced nursing activities to promote and maintain health of adults to promote self-care.

Demonstrate ability to provide quality, culturally sensitive health care for individuals of diverse cultural and ethnic backgrounds.

Provide evidence of the ability to formulate and administer advanced nursing care and medical therapeutics in a variety of settings.

Integrate current research findings into the development and implementation of health care for families and individuals.

Continue personal development of the various roles of the nurse practitioner as evidenced by didactic and clinical work.

**GUIDELINES FOR CLINICAL EXPERIENCES**

**1. Use of Protocol Manuals:**

Occasionally, students encounter preceptor sites that do not use formal protocols/ practice guidelines. It is recommended that students select a published protocol/practice guidelines text book to use in these circumstances. The selected reference should be discussed with and reviewed by the clinical preceptor. If agreeable, the protocol/practice guidelines will be the basis for your care with appropriate modifications as necessary.

**2. Documentation of Care:**

 The UT Arlington (UTA) College of Nursing Nurse Practitioner Programs requires a wide variety of clinical hours which necessitates the student to obtain experiences in numerous settings. The student is expected to appropriately, thoroughly, and accurately document each client encounter on the client’s health record, i.e., SOAP notes, clinical summaries, etc. All entries made by the student in the client’s health record should be reviewed by the preceptor. Documentation will be co-signed by the preceptor as appropriate for the clinical site.

**3. Clinical Preceptors:**

 Students are encouraged to utilize several preceptors throughout their nurse practitioner coursework. Guidelines for the selection of preceptors are included in the “Preceptor Agreement Packet.” Please note that the “Preceptor Agreement” in the packet **MUST** be signed and on file at UTA BEFORE clinical experiences commence at the site. Students are expected to negotiate their clinical objectives and number of hours with each preceptor. If for any reason, the primary preceptor and/or a secondary preceptor is absent, i.e., not physically in the practice setting, the student may not make any decisions requiring medical management. If a secondary preceptor is available in the absence of your primary preceptor, a preceptor agreement form **must** be completed prior to any medical management activity and faxed to the College of Nursing to your clinical advisor/clinical coordinator.

**4. Clinical Experiences:**

Clinical experiences are to be spread over the semester, preferable one day a week. If there is a change

 in this requirement consult your clinical advisor. It is **not** **acceptable** to complete all clinical hours

 before mid-term of the course. Clinical should not occur at the student’s place of employment. Clinical

experiences are strictly voluntary and are not to be reimbursed by any forms of payment (salary of any

type), **a BON rule**. Clinical experiences (sites/preceptors) are to meet course/clinical requirements.

**5. Telephone Site Visits:**

The NP Faculty will be available for telephone consultation and/or on-site visits to the student and preceptor as needed throughout the semester. Depending on faculty/student preference, clinical practicums may be performed at the student’s clinical site or other site selected by the faculty. In the event that the practicum is performed at the student’s clinical site, the student should be prepared to conduct an episodic visit with a client and have selected several “potential” clients before the faculty arrives at the facility. The student will be evaluated according to the criteria on the “Clinical Practicum Form.” **A score of 83% or greater is required as a passing score for all clinical practicums. Failing performances may be re-evaluated one time. Passing efforts on a repeat clinical practicum will receive of NO more than 83%**

**6. Preceptor Evaluations:**

Preceptor evaluations are required each semester and indicate the student’s clinical performance **over time** as opposed to the practicum evaluation which evaluates clinical performance on one or two client. In order for a preceptor to evaluate the student’s performance, there **must** be a preceptor agreement on file at UTA. Evaluations can be obtained from those preceptors that spend 16 hours or more in clinical with the student. The student is encouraged to ask the preceptor to discuss the evaluation with them before mailing it to the student’s clinical advisor. **Provide a stamped self-addressed envelope for the preceptor to mail the student evaluation with clinical advisor’s name, etc. It is the student’s responsibility to be sure the preceptor evaluation has been submitted.**

**7. Clinical Portfolio:**

A clinical portfolio will be kept of all the student’s clinical experiences throughout the NP Program. (See “Clinical Portfolio Guidelines” on next page).

**8. Professional Attire:**

Students should dress professionally and appropriately according to the clinical practice setting. A lab coat and name pin identifying the student as a nurse practitioner student should be worn in patient encounters as appropriate. Follow OSHA standards-wear closed toe shoes. (Refer to the above statement on MSN Graduate Dress Code andin the Student Handbook)

**9. Clinical Conferences with Faculty:**

At regular intervals throughout the semester, faculty Clinical Advisors will communicate with students regarding progress towards obtaining clinical objectives, overall student performance, in the program and other areas of concern. Students are expected to share information with the Clinical Advisor that will help the Advisor evaluate the quality and scope of the clinical experiences. This communication may be conducted via telephone, email, or other method at the convenience of the student and faculty Clinical Advisor.

**10. Clinical E-logs:**

Students are responsible for maintaining clinical E-log documentation. These must be up-to-date.

Students are to have 90 patients (plus) documented by the end of the semester. Students are to make

patient entries **per week** of the clinical experiences – **DO NOT** make all entries at Mid-Term or at the

 end of the course. Students are expected to submit a hard copy **each class meeting** to their Clinical Advisor.

**11. Prescriptions:**

Students are able to scribe on a prescription but are **not** to co-sign any (type) of prescription. Only the preceptor is to sign any (type) of prescriptions.

**12.** **Clinical Practicum:** During clinical practicum visits, faculty encourage students to have in the clinical setting and to utilize as appropriate and applicable, resources/references such as clinical guidelines, PDA’s, prescription references, etc.

**N5431 Family Nursing II**

**Clinical Portfolio Guidelines**

**Template**

The Clinical Portfolio should be organized with appropriate tabbed sections:

1. **N5431 Family Nursing II (Label Folder)**
	1. Personal Clinical Objectives (Label Folder)
* First three (3) weeks – what are your personal objectives you wish to accomplish for the semester
* Final - How and Why; Met, partially met, not met - give brief description
	1. Encounter Record(s) (Label Folder)
* Final - Must have preceptor signature for each day of clinical experience in the appropriate space with the appropriate data
	1. Tally Sheet (Label Folder)
* Midterm
* Final (90 hours) – an accumulative Tally sheet should be included
	1. Clinical Elog for the Course (Label Folder)
* A copy of the course summary submitted at each course meeting throughout the semester
* Final Summary sheet for the course (minimum 90 hours)
	1. Student Evaluation of Preceptor (one for each preceptor) (Label Folder)
* Final
	1. Preceptor Evaluation of Student (one from each preceptor) (Label Folder)
* Final
	1. Self-Evaluation (Label Folder)
* Final.
	1. Clinical Practicum (Label Folder)
* Midterm, as applicable
* Final
	1. Soap Notes (Label Folder)
* Handwritten soap notes submitted throughout the semester
* Final – graded (if you do not have graded soap notes, submit a copy of SOAP note submitted)

10. Major Assignments (Label Folder)

* DMAs
* Family Theory
* Other, as applicable
	1. Preceptor Agreement(s) (Label Folder)
* One per preceptor
* Biographical data, as applicable
	1. Other (Label Folder)
* In/Out Assignments
* Other –(label as appropriate)
1. **N5430 Family Nursing I (Label Folder)**
	1. Personal Clinical Objectives (Label Folder)
* First three (3) weeks – what are your personal objectives you wish to accomplish for the semester
* Final - How and Why; Met, partially met, not met - give brief description
	1. Encounter Record(s) (Label Folder)
* Final - Must have preceptor signature for each day of clinical experience in the appropriate space with the appropriate
	1. Tally Sheet (Label Folder)
* Midterm
* Final (90 hours) – an accumulative Tally sheet should be included
	1. Clinical Elog for the Course (Label Folder)
* A copy of the course summary submitted at each course meeting throughout the semester
* Final Summary sheet for the course (minimum 90 hours)
	1. Student Evaluation of Preceptor (one for each preceptor) (Label Folder)
* Final
	1. Preceptor Evaluation of Student (one from each preceptor) (Label Folder)
* Final
	1. Self-Evaluation (Label Folder)
* Final.
	1. Clinical Practicum (Label Folder)
* Midterm, as applicable
* Final
	1. Soap Notes (Label Folder)
* Handwritten soap notes submitted throughout the semester
* Final – graded (if you do not have graded soap notes, submit a copy of SOAP note submitted)
	1. Major Assignments (Label Folder)
* DMAs
* Family Theory
* Other, as applicable
	1. Preceptor Agreement(s) (Label Folder)
* One per preceptor
* Biographical data, as applicable
	1. Other (Label Folder)
* In/Out Assignments
* Other –(label as appropriate)
1. **N5305 Adult Management (Label Folder)**
2. Personal Clinical Objectives (Label Folder)
* First three (3) weeks – what are your personal objectives you wish to accomplish for the semester
* Final - How and Why; Met, partially met, not met - give brief description
1. Encounter Record(s) (Label Folder)
* Final - Must have preceptor signature for each day of clinical experience in the appropriate space with the appropriate
1. Tally Sheet (Label Folder)
* Midterm
* Final (90 hours) – an accumulative Tally sheet should be included
1. Clinical Elog for the Course (Label Folder)
* A copy of the course summary submitted at each course meeting throughout the semester
* Final Summary sheet for the course (minimum 45 hours)
1. Student Evaluation of Preceptor (one for each preceptor) (Label Folder)
* Final
1. Preceptor Evaluation of Student (one from each preceptor) (Label Folder)
* Final
1. Self-Evaluation (Label Folder)
* Final
1. Clinical Practicum (Label Folder)
* Midterm, as applicable
* Final
1. Soap Notes (Label Folder)
* Final – graded (if you do not have graded soap notes, submit a copy of SOAP note submitted)
1. Major Assignments (Label Folder)
* DMAs
* CDMs
* Other, as applicable (Label)
1. Preceptor Agreement(s) (Label Folder)
* One per preceptor
* Biographical data, as applicable
1. Other (Label Folder)
* In/Out Assignments
* Other (label as applicable)
1. **N5306 Pediatric Management (Label Folder)**
2. Personal Clinical Objectives (Label Folder)
* -First three (3) weeks – what are your personal objectives you wish to accomplish for the semester
* -Final - How and Why; Met, partially met, not met - give brief description
1. Encounter Record(s) (Label Folder)
* Final - Must have preceptor signature for each day of clinical experience in the appropriate space with the appropriate
1. Tally Sheet (Label Folder)
* Midterm
* Final (90 hours) – an accumulative Tally sheet should be included
1. Clinical Elog for the Course (Label Folder)
* A copy of the course summary submitted at each course meeting throughout the semester
* Final Summary sheet for the course (minimum 45 hours)
1. Student Evaluation of Preceptor (one for each preceptor) (Label Folder)
* Final
1. Preceptor Evaluation of Student (one from each preceptor) (Label Folder)
* Final
1. Self-Evaluation (Label Folder)
* Final
1. Clinical Practicum (Label Folder)
* Midterm, as applicable
* Final
1. Soap Notes (Label Folder)
* Final – graded (if you do not have graded soap notes, submit a copy of SOAP note submitted)
1. Major Assignments (Label Folder)
* DMAs
* Other, as applicable (label)
1. Preceptor Agreement(s) (Label Folder)
* One per preceptor
* Biographical data, as applicable
1. Other (Label Folder)
* In/Out Assignments
* Other (label as applicable)
1. **N5303 Psychiatric Mental Health Management (Label Folder)**
2. Personal Clinical Objectives (Label Folder)
* First three (3) weeks – what are your personal objectives you wish to accomplish for the semester
* Final - How and Why; Met, partially met, not met - give brief description
1. Encounter Record(s) (Label Folder)
* Final - Must have preceptor signature for each day of clinical experience in the appropriate space with the appropriate
1. Tally Sheet (Label Folder)
* Midterm
* Final (90 hours) – an accumulative Tally sheet should be included
1. Clinical Elog for the Course (Label Folder)
* A copy of the course summary submitted at each course meeting throughout the semester
* Final Summary sheet for the course (minimum 45 hours)
1. Student Evaluation of Preceptor (one for each preceptor) (Label Folder)
* Final
1. Preceptor Evaluation of Student (one from each preceptor) (Label Folder)
* Final
1. Self-Evaluation (Label Folder)
* Final
1. Clinical Practicum (Label Folder)
* Midterm, as applicable
* Final
1. Soap Notes (Label Folder)
* Final – graded (if you do not have graded soap notes, submit a copy of SOAP note submitted)
1. Major Assignments (Label Folder)
* DMAs
* Other, as applicable (Label)
1. Preceptor Agreement(s) (Label Folder)
* One per preceptor
* Biographical data, as applicable
1. Other (Label Folder)
* In/Out Assignments
* Other (label as appropriate)
1. **N5313 Advanced Clinical Skills for Advanced Practice Nurses**
2. Skills Check List (Label)
* List the skills completed in the semester
1. Major Assignments (Label Folder)
* All graded written assignments (label)
* Other, as applicable (Label)
* Other assignments, as applicable (Label)

**The University of Texas at Arlington**

**College of Nursing**

**N5431 Family Nursing II**

**Student Name: Faculty Advisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: Pass/Fail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Semester: Summer**

**CLINICAL PORTFOLIO CHECKLIST**

**Pass/Fail**

**\_\_\_\_\_ I. Number / type of patients seen:**

**Comments:**

**Pass/Fail**

**\_\_\_\_II. Students Level of functioning and clinical progress to date:**

**Comments:**

**Pass/Fail**

**\_\_\_\_III. Clinical Objectives / Evaluation - Tally Sheets, Completed Encounter Records, Preceptor Evaluation of Student, Student Evaluation of Preceptor, Clinical Practicum, Completed Clinical Elog and other documentation.**

**Comments:**

**Pass/Fail**

**\_\_\_\_IV. Overall neatness, organization:**

**Comments:**

**The University of Texas at Arlington**

**College of Nursing**

**N5431 Family Nursing II**

**Student Name: Faculty Advisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date: Pass/Fail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Semester: Summer**

**CLINICAL PORTFOLIO CHECKLIST**

**Pass/Fail**

**\_\_\_\_\_ I. Number / type of patients seen:**

**Comments:**

**Pass/Fail**

**\_\_\_\_II. Students Level of functioning and clinical progress to date:**

**Comments:**

**Pass/Fail**

**\_\_\_\_III. Clinical Objectives / Evaluation - Tally Sheets, Completed Encounter Records, Preceptor Evaluation of Student, Student Evaluation of Preceptor, Clinical Practicum, Completed Clinical Elog and other documentation.**

**Comments:**

**Pass/Fail**

**\_\_\_\_IV. Overall neatness, organization:**

**Comments:**

**The University of Texas at Arlington College of Nursing**

**N5431 Family Nursing II**

**PATIENT ENCOUNTERS RECORD**

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| Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Hours Per Age Group: | Newborn- Birth to 30 days:\_\_\_\_\_\_\_\_Infant: Less than 1 Yr:\_\_\_\_\_\_\_\_Toddler/Preschool: 1-4 Yrs:\_\_\_\_\_\_\_\_School Aged: 5-11 Yrs:\_\_\_\_\_\_\_\_\_\_Adolescent 12-21 yrs:\_\_\_\_\_\_\_\_\_\_Adult 22-55 yrs:\_\_\_\_\_\_\_\_\_\_Adult 56-65 yrs:\_\_\_\_\_\_\_\_\_\_Elderly: 65 and over:\_\_\_\_\_\_\_\_\_ |
| Facility Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| Preceptor Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| **Date** | **# of Patients Seen** | **Hours Spent at Clinic** | **Preceptor Signature** |
| **Time In** | **Lunch** | **Time Out** | **Total Hrs** |
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**The University of Texas at Arlington College of Nursing**

**N5431 Family Nursing II**

**PATIENT ENCOUNTERS RECORD**

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| Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Hours Per Age Group: | Newborn- Birth to 30 days:\_\_\_\_\_\_\_\_Infant: Less than 1 Yr:\_\_\_\_\_\_\_\_Toddler/Preschool: 1-4 Yrs:\_\_\_\_\_\_\_\_School Aged: 5-11 Yrs:\_\_\_\_\_\_\_\_\_\_Adolescent 12-21 yrs:\_\_\_\_\_\_\_\_\_\_Adult 22-55 yrs:\_\_\_\_\_\_\_\_\_\_Adult 56-65 yrs:\_\_\_\_\_\_\_\_\_\_Elderly: 65 and over:\_\_\_\_\_\_\_\_\_ |
| Facility Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| Preceptor Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| **Date** | **# of Patients Seen** | **Hours Spent at Clinic** | **Preceptor Signature** |
| **Time In** | **Lunch** | **Time Out** | **Total Hrs** |
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**The University of Texas at Arlington College of Nursing**

**N5431 Family Nursing II**

**PATIENT ENCOUNTERS RECORD**

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| Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Hours Per Age Group: | Newborn- Birth to 30 days:\_\_\_\_\_\_\_\_Infant: Less than 1 Yr:\_\_\_\_\_\_\_\_Toddler/Preschool: 1-4 Yrs:\_\_\_\_\_\_\_\_School Aged: 5-11 Yrs:\_\_\_\_\_\_\_\_\_\_Adolescent 12-21 yrs:\_\_\_\_\_\_\_\_\_\_Adult 22-55 yrs:\_\_\_\_\_\_\_\_\_\_Adult 56-65 yrs:\_\_\_\_\_\_\_\_\_\_Elderly: 65 and over:\_\_\_\_\_\_\_\_\_ |
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| **Date** | **# of Patient Seen** | **Hours Spent at Clinic** | **Preceptor Signature** |
| **Time In** | **Lunch** | **Time Out** | **Total Hrs** |
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**The University of Texas at Arlington College of Nursing**

**N5431 Family Nursing II**

**PATIENT ENCOUNTERS RECORD**

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| Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Hours Per Age Group*:* | Newborn- Birth to 30 days:\_\_\_\_\_\_\_\_Infant: Less than 1 Yr:\_\_\_\_\_\_\_\_Toddler/Preschool: 1-4 Yrs:\_\_\_\_\_\_\_\_School Aged: 5-11 Yrs:\_\_\_\_\_\_\_\_\_\_Adolescent 12-21 yrs:\_\_\_\_\_\_\_\_\_\_Adult 22-55 yrs:\_\_\_\_\_\_\_\_\_\_Adult 56-65 yrs:\_\_\_\_\_\_\_\_\_\_Elderly: 65 and over:\_\_\_\_\_\_\_\_\_ |
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| Preceptor Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| **Date** | **# of Patients** | **Hours Spent at Clinic** | **Preceptor Signature** |
| **Time In** | **Lunch** | **Time Out** | **Total Hrs** |
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**The University of Texas at Arlington College of Nursing**

**N5631/5331/5332 Family Nursing II**

**PATIENT ENCOUNTERS RECORD**

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| Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Hours Per Age Group: | Newborn- Birth to 30 days:\_\_\_\_\_\_\_\_Infant: Less than 1 Yr:\_\_\_\_\_\_\_\_Toddler/Preschool: 1-4 Yrs:\_\_\_\_\_\_\_\_School Aged: 5-11 Yrs:\_\_\_\_\_\_\_\_\_\_Adolescent 12-21 yrs:\_\_\_\_\_\_\_\_\_\_Adult 22-55 yrs:\_\_\_\_\_\_\_\_\_\_Adult 56-65 yrs:\_\_\_\_\_\_\_\_\_\_Elderly: 65 and over:\_\_\_\_\_\_\_\_\_ |
| Facility Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| Preceptor Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
| **Date** | **# of Patients** | **Hours Spent at Clinic** | **Preceptor Signature** |
| **Time In** | **Lunch** | **Time Out** | **Total Hrs** |
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 **Total\_\_\_\_\_\_\_\_\_\_ Total\_\_\_\_\_\_\_\_\_

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**The University of Texas at Arlington College of Nursing** - **N5431 Family Nursing II**

**STUDENT NAME:** **(Weekly) Clinical Hour Tally Sheet**  **CLIENT ENCOUNTERS TALLY SHEET**

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| TYPE OF HOURS(Required) | June2-June 6 | June 9– June 13 | June 16 –June 20 | June 23–June 27 | June 30–July 4 | July7 – July 11 | July 14–July 18 | July 21–July 25 | July 29–August 1 | August 4–August 8 | Totals Brought Forward | Summer 2014Total Hours |
| (ADV ASSES.)90 Required |  |  |  |  |  |  |  |  |  |  |  |  |
| COMM. HEALTH, ROLE (Adv Role) 45 Required |  |  |  |  |  |  |  |  |  |  |  |  |
| URBAN, RURAL HLTH CARE MGMT 40 Required |  |  |  |  |  |  |  |  |  |  |  |  |
| ADV. BASIC SKILLS24 Required |  |  |  |  |  |  |  |  |  |  |  |  |
| COUNSELINGPSYCH45 Required |  |  |  |  |  |  |  |  |  |  |  |  |
| HEALTH PROMOTION/MAINTENANCE/ TEACHING70 Required |  |  |  |  |  |  |  |  |  |  |  |  |
| PRENATAL MGT40 Required |  |  |  |  |  |  |  |  |  |  |  |  |
| GYNECOLOGY (Gyn inadd. to general practiceexperiences)24 Required |  |  |  |  |  |  |  |  |  |  |  |  |
| Gen. Hospital8 Required |  |  |  |  |  |  |  |  |  |  |  |  |
| PEDI Newborns/ Infants/ToddlersBirth to 4 yrs.30 Required |  |  |  |  |  |  |  |  |  |  |  |  |
| SCHOOL AGE5-11 yrs.60 Required |  |  |  |  |  |  |  |  |  |  |  |  |
| ADOLESCENT 12-21 yrs***.***50 Required |  |  |  |  |  |  |  |  |  |  |  |  |
| ADULT MGNT22-64 YRS.196 Required |  |  |  |  |  |  |  |  |  |  |  |  |
| GERI MNGT 65+120 Required |  |  |  |  |  |  |  |  |  |  |  |  |

 **Total: 834 hours TOTAL HOURS:**

**The University of Texas at Arlington College of Nursing** - **N5431 Family Nursing II**

**STUDENT NAME:** **(Weekly) Clinical Hour Tally Sheet**  **CLIENT ENCOUNTERS TALLY SHEET**

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| TYPE OF HOURS(Required) | June- 2June 6 | June 9–June 13 | June 16–June 20 | June 23–June 27 | June30–July 4 | July7–July 11 | July 14–July 18 | July 21–July 25 | July 28–August 1 | August 4–August 8 | Totals Brought Forward | Summer 2014Total Hours |
| (ADV ASSES.)90 Required |  |  |  |  |  |  |  |  |  |  |  |  |
| COMM. HEALTH, ROLE(Adv Role)45 Required |  |  |  |  |  |  |  |  |  |  |  |  |
| URBAN, RURALHLTH CARE MGMT 40 Required |  |  |  |  |  |  |  |  |  |  |  |  |
| ADV. BASIC SKILLS24 Required |  |  |  |  |  |  |  |  |  |  |  |  |
| COUNSELINGPSYCH45 Required |  |  |  |  |  |  |  |  |  |  |  |  |
| HEALTH PROMOTION/MAINTENANCE/ TEACHING70 Required |  |  |  |  |  |  |  |  |  |  |  |  |
| PRENATAL MGT40 Required |  |  |  |  |  |  |  |  |  |  |  |  |
| GYNECOLOGY (Gyn inadd. to general practiceexperiences)24 Required |  |  |  |  |  |  |  |  |  |  |  |  |
| Gen. Hospital8 Required |  |  |  |  |  |  |  |  |  |  |  |  |
| PEDI Newborns/ Infants/ToddlersBirth to 4 yrs.30 Required |  |  |  |  |  |  |  |  |  |  |  |  |
| SCHOOL AGE5-11 yrs.60 Required |  |  |  |  |  |  |  |  |  |  |  |  |
| ADOLESCENT 12-21 yrs***.***50 Required |  |  |  |  |  |  |  |  |  |  |  |  |
| ADULT MGNT22-64 YRS.196 Required |  |  |  |  |  |  |  |  |  |  |  |  |
| GERI MNGT 65+120 Required |  |  |  |  |  |  |  |  |  |  |  |  |

**Total: 834 hours TOTAL HOURS:**

 **Total: 834 hours TOTAL HOURS:**

**The University of Texas at Arlington College of Nursing - N5631/5331/5332 Family Nursing II**

**STUDENT NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_PATIENT ENCOUNTERS TALLY SHEET (Weekly Clinical Hour Tally Sheet)**

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| **TYPE OF HOURS (Required)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **Total Brought Forward** | **Summer 2014****Total****Hours**  |
| **Adv. Asses****(90 Required)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Comm Health****Role (Adv Role)****(45 Required)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Urban Rural****Health Care****Mgt****(40 Required)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Adv. Basic Skills****(24 Required)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Counseling****Psych****(45 Required)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Health****Promotion/****Maintenance/****Teaching****(70 Required)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Prenatal Mgt****(40 Required)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Gynecology****(Gyn in addition to general practice experiences)****(24 Required)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Pedi (140 Required) Newborns/Infants/Toddlers (30 Required)****Birth - 4 yrs** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **School Age 5-11 yrs.****(60 Required)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Adolescent 12-21 yrs****(50 Required)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Adult Mgt****22-64****(196 Required)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Geri Mgt****65 yrs****(120 Required)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Total: 834 hrs Total Hours:\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**THE UNIVERSITY OF TEXAS AT ARLINGTON**

**COLLEGE OF NURSING**

**Student Self – Evaluation**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DIRECTIONS: Indicate on a scale of 0 to 5, your progress in accomplishments of the Family Nursing educational objectives.

**SCALE**

**OBJECTIVE Low Value High Value**

 **0 1 2 3 4 5**

|  |  |
| --- | --- |
| 1. Apply knowledge from the sciences, in the delivery of primary care |  0 1 2 3 4 5 |
| 2. Evidence competency in data collection resulting in an appropriate data base |  0 1 2 3 4 5 |
| 3. Demonstrate beginning skills and knowledge in decision making management for primary care |  0 1 2 3 4 5 |
| 4. Apply knowledge of nursing to refine a personal framework for primary care practice. |  0 1 2 3 4 5 |
| 5. Analyze research findings relative to the delivery of primary care to families. |  0 1 2 3 4 5 |
| 6. Develop beginning collaborative approaches to facilitate comprehensive adult health care. |  0 1 2 3 4 5 |
| 7. Demonstrate knowledge of national, state and local health care policy affecting the practitioner role in the clinical setting. |  0 1 2 3 4 5 |
| 8. Demonstrate knowledge of role components of the nurse practitioner. |  0 1 2 3 4 5 |
| 9. Apply concepts of diverse culture in the delivery of primary health care to families. |  0 1 2 3 4 5 |

**TELEPHONE OR ON-SITE FACULTY VISIT WITH PRECEPTOR**

**FOR EVALUATION OF STUDENT**

**(As Applicable)**

**Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Faculty: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Agency/Preceptor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Site Descriptor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**DESCRIPTION OF CLIENT ENCOUNTER:**

**LOW HIGH**

**1 2 3 4 5 A. Skills in Communication: Assess appropriate use of verbal**

 **and nonverbal communication, interviewing skills, and**

 **ability to establish rapport and interpersonal relationships.**

 **Comments:**

**1 2 3 4 5 B. Skills in Physical Assessment: Assess proficiency**

 **appropriateness in technical skills and use of equipment/diagnostics.**

 **Comments:**

**1 2 3 4 5 C. Skills in Decision Making: Assess proficiency in**

 **prioritizing data, zeroing-in, picking up cues and ability to arrive at decisions.**

 **Comments:**

**1 2 3 4 5 D. Skills in Clinical Management: Assess proficiency of**

 **management skills-current, logical, appropriate and**

 **supported with rationale.**

 **Comments:**

**LOW HIGH**

**1 2 3 4 5 E. Health Maintenance /Promotion /Teaching Counseling:**

 **Assess ability to integrate health promotion and teaching**

 **into client encounter.**

 **Comments:**

**1 2 3 4 5 F. Follow-up/Referral: Appropriate resources utilized.**

 **Comments:**

**1 2 3 4 5 G. Documentation/SOAPS.**

 **Comments:**

**ADDITIONAL COMMENTS:**

STUDENT/FACULTY CONFERENCE

(As Applicable)

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Course: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Discussion of student clinical goals i.e., included in log, individualized for each clinical site, evaluated upon completion of clinical.

Comments:

1. Discussion of clinical experiences: i.e., obtaining quality experiences, and appropriate clients, evidence of progression of clinical skills, preceptors identified for required hours.

 Comments:

1. Discussion of clinical experiences journal: i.e., format appropriated, inclusion of objective, narratives and SOAPS.

Comments:

 4. Other

**CLINICAL**

**PRECEPTOR**

**PACKET**

|  |
| --- |
|  |
| **NP Preceptor Packet** You can now access the preceptor packet through [BLACKBOARD.](https://elearn.uta.edu/webapps/login/) Go to My Organizations (scroll down - on the left). Go to nurs: clinical coordinator. Complete this form and be sure to scan and e-mail the agreement to npclinicalcoordinator@uta.edu .  |

**COURSE SUBOBJECTIVES AND READING ASSIGNMENTS**

**Topic: Urgent (Minor) Emergencies**

**Reading Assignment:** TBA

Upon completion of the assigned readings, and attendance at this lecture, the nurse practitioner student should be able to:

1. Identify the medical management and interventions for minor skin emergencies and minor trauma in primary care.

2. Discuss the management of telephone triage in primary care.

**Topic: Prenatal, Post Partum and Women’s Health**

**Readings:**

Youngkin, E.Q. & Davis, M.S. (2013) Woman’s Health: A Primary Care Clinical

Guide. Boston: Pearson, Chapters 6, 18, 19, 20, 21, 22.

Seidel, H.M., Ball, J.W., Dains, J. E., & Benedict, G. W. (most current edition) Mosby’s Guide to Physical Examination. 4th Ed. St. Louis: Mosby, All sections related to assessment and physical examination of pregnancy and fetal well-being.

Prenatal, Perinatal, Fetal Well-Being, and Post Partum; Women’s Health

Upon completion of the assigned readings, and attendance at this lecture, the nurse practitioner student should be able to:

1. Discuss the appropriate assessment of pregnancy.
2. Discuss the physical examination of pregnancy.
3. Identify the signs of pregnancy.
4. Complete an initial prenatal visit and subsequent prenatal visits.
5. Recognize the progressive physical changes of pregnancy.
6. Appropriately order the diagnostic tests and laboratory tests including screenings throughout pregnancy.
7. Manage the common complaints of pregnancy.
8. Discuss the complications of pregnancy and the medical management.
9. Assess Fetal Well-Being
10. Discussion breast feeding, advantages, disadvantages, and problem-solving breast feeding concerns.
11. Discuss the medications that are appropriate and contraindicated during pregnancy and breast-feeding.
12. Gynecologic management concerns during antenatal/prenatal, perinatal, postpartum.
13. Discuss hormonal replacement and birth control concerns in postpartum, and while breast feeding.
14. Identify the complications of postpartum period and the appropriate management.
15. Discuss hormonal therapy in peri-menopause and menopause.

**Topic: Long Term Management and Rehabilitation**

**Reading Assignment:** TBA

Upon completion of the assigned readings, and attendance at this lecture, the nurse practitioner student should be able to:

1. Identify a variety of settings where elders seek health care.

2. Describe the typical long term care resident.

3. Describe the process for assessment of a newly admitted resident.

4. Discuss health promotion for the elderly in long term care.

**Topic: Syndromes in Geriatrics**

**Reading Assignment:** TBA

Upon completion of the assigned readings, and attendance at this lecture, the nurse practitioner student should be able to:

1. Discuss the etiology, epidemiology as applicable, clinical presentation, differential diagnosis, and treatment/referral/consultation options for syndromes in geriatrics, osteoporosis, incontinency, and Alzheimer's, and others.

**Topic: Chronic Pain Management**

**Reading Assignment:**

 McCaffery, M. & Pasero, C. (1999) Pain: Clinical Manual. St. Louis: Mosby

Chapter 3. Assessment: Underlying Complexities, Misconceptions, and Practical Tools, pp 35- 102,

Chapter 11. Chronic Nonmalignant Pain, pp. 467-521,

Chapter 12. Selected Pain Problems:

 Arthritis: Osteoarthritis and Rheumatoid Arthritis, pp. 523-527

 Fibromyalgia Syndrome, pp. 545-550

 Herpes Zoster and Postherpetic Neuralgia, pp. 561-564

 Reflex Sympathetic Dystrophy/Causalgia, pp. 581-584

 Chronic Fatigue Syndrome, pp. 596-597

 Crohn's Disease, pp. 597-598

 Low Back Pain, pp. 599-600

Upon completion of the assigned readings, and attendance at this lecture, the nurse practitioner student should be able to:

1. Discuss the three types of chronic pain: recurrent acute pain, ongoing time limited pain or chronic acute, and chronic nonmalignant pain or chronic "benign" pain.
2. Assess pain, identify the causes of pain and implement an appropriate plan of care.
3. Identify and discuss the pain management of several pain syndromes:

 Arthritis: Osteoarthritis and Rheumatoid Arthritis

 Fibromyalgia Syndrome

 Herpes Zoster and Postherpetic Neuralgia

 Reflex Sympathetic Dystrophy/Causalgia

 Chronic Fatigue Syndrome

 Crohn's Disease

 Low Back Pain

**Online Assignment:** <http://primeinc.org/cme/online/202/The_Pathophysiology_of_Pain_and_Its_Psychopharmacological_Treatment>

**Topic: Pediatric Endocrine**

**Reading Assignment: TBA**

Upon completion of the assigned readings, and attendance at this lecture, the nurse practitioner student should be able to:

1. Discuss pediatric endocrine disorders that may be seen in primary care: growth disorders, delayed growth precocious puberty, diabetes, thyroid disorders.
2. Discuss the management of pediatric endocrine disorders.

**Topic: Congenital Deformities/Genetic Diseases of Childhood**

**Reading Assignment:**

Burns, C.E., Barber, N., Brady, M.A., and Dunn, A.M. (2012). Pediatric Primary Care: A Handbook for Nurse Practitioners. Philadelphia: W.B. Saunders Company, Chapter 40 and other related readings.

Upon completion of the assigned readings, and attendance at this lecture, the nurse practitioner student should be able to:

1. Discuss the etiology, epidermiology as applicable, clinical presentation, differential diagnosis, and treatment/referral/consultation options for:
2. Trisomy 18 (Edward’s Syndrome)
3. Down Syndrome (Trisomy 21)
4. Fragile X Syndrome
5. Turner Syndrome (XO Karotype)
6. Tay-Sachs
7. Fetal Alcohol Syndrome
8. Glucose 6-phosphate Dehydration
9. Hemophilia
10. Hearing Disabilities
11. Learning Disabilities
12. Describe the implementation of patient education for this population.

**Topic: Family Theory**

**Reading Assignment:** TBA

Upon completion of the assigned readings, and attendance at this lecture, the nurse practitioner student should be able to:

1. Assess a family utilizing the appropriate family assessment tools.

2. Apply family theory in the clinical setting.

**Topic: Cultural Competence**

**Reading Assignment:** TBA

Upon completion of the assigned readings, and attendance at this lecture, the nurse practitioner student should be able to:

1. Show respect for the inherent dignity of every human being, whatever their age, gender, religion, socioeconomic class, sexual orientation, and ethnic or cultural group.
2. Accepts the right of individuals to choose their care provider, participate in care, and refuse care.
3. Acknowledges personal biases and prevents these from interfering with the delivery of quality care to persons of other cultures.
4. Recognizes cultural issues and interacts with clients from other cultures in culturally sensitive ways.
5. Incorporates cultural preferences, health beliefs and behaviors, and traditional practices into the management plan.
6. Develops client-appropriate educational materials that address the language and cultural beliefs of the client.
7. Accesses culturally appropriate resources to deliver care to clients from other cultures.
8. Assists clients to access quality care within a dominant culture. (NONPF, 2006; 2009).

**Topic: Spiritual Care**

**Reading Assignments:** TBA

Upon completion of the assigned readings, and attendance at this lecture, the nurse practitioner student should be able to:

1. Respect the inherent worth and dignity of each person and the right to express spiritual beliefs as part of his/her humanity.
2. Assist clients and families to meet their spiritual needs in the context of health and illness experiences, including referral for pastoral services.
3. Assess the influence of client’s spirituality on their health care behaviors and practices.
4. Incorporate client’s spiritual beliefs in the plan of care appropriately.
5. Provide appropriate information and opportunity for clients and families to discuss their wishes for end of life decision-making and care.
6. Respects wishes of clients and families regarding expression of spiritual beliefs. (NONPF, 2006; 2009).

**Discussion of Selected Endocrine Problems in Primary Care**

**Readings**

Buttaro (2013), Chapter 203, pp. 1055-1058; Chapter 204, pp. 1058-1061; Chapter 206, pp. 1083-1090; Chapter 207, pp. 1090-1094; Chapter 208, pp. 1095-1100; Chapter 211, pp. 1118-1122

Barker (7th Ed.): Chapter 81 (pp 1367-1393) – refer to handout in BB – supplemental reading

**Objectives:**

Upon completion of the assigned readings and attendance of this lecture, the student will be able to:

1. Discuss pituitary problems that may be seen in primary care: empty sella syndrome, pituitary tumors and hypopituitarism.

2. Review adrenal diseases that may be encountered in care of the adult: Addison’s disease, Cushing’s Syndrome, adrenal androgen excess and adrenal masses.

1. Cite the implications of using steroids as anti-inflammatory and immunosuppressive agents.
2. State common problems of calcium metabolism: hypocalcemia, hypoparathyroidism and hypercalcemia
3. List several approaches to diagnose and treat adults with disorders of water metabolism [diabetes insipidus; psychogenic water drinking; syndrome of inappropriate secretion of antidiuretic hormone].
4. Review current information on use of DHEA, Melatonin, Testosterone and growth hormones.

7. Differentiate between Diabetes Type I and Diabetes Type II related to pathophysiology, clinical presentation, epidemiology, diagnostics, differential diagnosis, pharmacotherapy and management of care – acute and chronic.

**Common Movement Disorders in Primary Care**

**Readings:**

Buttaro, Chapter 199, pp. 1035-1039

Barker (7th Ed.): Chapter 90 (pp 1554-1569) – refer to handout in BB - Supplemental reading

**Objectives:**

Upon completion of the assigned readings and attendance of this lecture, the student will be able to:

1. Define and classify tremors.

1. Briefly discuss the following conditions that present with a tremor: physiologic tremor, essential tremor, cerebellar dysfunction tremor and orthostatic tremor.
2. Recall the historical presentation and epidemiology of Parkinson’s disease.

4. State the causes of Parkinson’s disease.

5. List the differential diagnoses of Parkinson’s disease.

6. Discuss the manifestations seen in the Parkinsonian patient, including the unvoiced symptoms and Dementia.

7. Cite common treatment standards for Parkinson’s disease.

**Breast Cancer in Primary Care**

**Reading:**

Buttaro, Chapter 156, pp. 801-812

 Barker (7th Ed.) Chapters 105 (pp 1770-1784) –refer to handout in BB- Supplemental reading

1. Review assessment for the Breast system form Advanced Health Assessment N5418.

2. Review breast examination and cancer screening.

Upon completion of the assigned reading, the nurse practitioner student should be able to:

1. Discuss the etiology, epidemiology as applicable, clinical presentation, differential diagnosis, and treatment/referral/consultation options for:

**BREAST:** Tumors

Fibrocystic Breast

CA

Fibroadenoma

Gynecomastia

2. Describe the implementation of patient education for this population.

**Pediatric vs Adult Hematology Disorders in Primary Care**

**N5431 Family Nursing II**

**Readings:**

Burns, Pediatric Primary Care – Chapter 26, pp, 557 plus – Anemia in children

Buttaro – Readings from previous semester

Barker, L.R. (7th Ed). Chapter 55 (pp 819 -836); Chapter 56 (pp 837-845)

**Objectives:**

Upon completion of the assigned readings, the nurse practitioner student should be able to:

1. Discuss the following for:
	1. Iron deficiency anemia
	2. Glucose 6 Phosphate Dehydrogenase Deficiency,
	3. Sickle Cell Disease and Sickle Cell Trait; Thalassemia
	4. Aplastic Anemia
	5. Von Willebrand’s Disease
	6. Vitamin B12; Folate Deficiency
	7. Anemia in the Elderly

2. a. Anemia of chronic disease

b. Thrombocytopenia, Thrombocytosis,

c. Sideroblastic Anemia

d. Aplastic Anemia

e. Anemia in the Elderly

 a. Clinical Presentation for numbers 1 and 2 above

 -pertinent subjective

 -pertinent objective

 b. R/O Diagnosis(es) and Differential Diagnosis(es) for numbers 1 and 2 above

 c. Management Plan for numbers 1 and 2

3. Briefly discuss and describe the pathophysiology of the disorders listed in Number One and Number 2

 Objectives.

4. Review, in very basic terms, anemic states that are associated with hemolysis and bleeding.

5. Discuss anemias with a low MCV, high MCV, and those with a normal MCV.

6. Discuss pediatric vs adult differences of disorders listed in Number One Objective.