**The University of Texas at Arlington**

**College of Nursing**

**NURS 5451 Adult-Gerontology Primary Care Nurse Practitioner I**

**Fall 2013**

**Instructor(s): Patti Parker**

Office Number: 626 Pickard Hall

Office Telephone Number: 214-577-5518 [text or phone; between the hours of 0700 and 9:30 pm CST]; 972-863-33461 [no calls before 0700 or after 9:00 p.m. CST]

Email Address: [paparker@uta.edu](mailto:paparker@uta.edu)

Office Hours**:** By appointment

**Kathy Daniel**

Office Number: 615 Pickard Hall

Office Telephone Number: 214-577-5546 [phone or voice mail only; respect the 0700-9:30 pm hours please]

Email Address: [kdaniel@uta.edu](mailto:kdaniel@uta.edu)

Office Hours**:** By appointment

**Faculty Profile**: <https://www.uta.edu/mentis/profile/?1856>

**Section Information: N5451—Section 001 is lecture section; Section 002 is clinical [Parker]; Section 003 is clinical [Daniel]**

**Time and Place of Class Meetings: Thursday, 4pm-10pm Room # 205**

**Description of Course Content:** Focus on advanced knowledge of chronic and complex

health problems in the primary care management of adults [persons 12 and older].

**Other Requirements:** Students are expected to attend in the seat sessions and participate in on-line chat sessions that are scheduled during class times. The final examination is distance based and given on Monday of finals week. This course requires on-line course exercises that can be done on times that are convenient for the student [not limited to the Thursday evening time allotted for this course]

**Student Learning Outcomes:** Upon completion of the course, the student will be able to:

1. Apply theoretical and empirical knowledge of chronic and complex health problems in primary care practice. (Master’s Program Outcomes 1,2)
2. Assess diagnose, and manage the health care needs of the adolescent and adult patient with chronic and complex illnesses using evidenced-based data. (Master’s Program Outcomes 1,2,3)
3. Implement health promotion, health protection, and disease prevention in the care of the adolescent and adult patient with chronic and complex health problems. (Master’s Program Outcomes 1,2)
4. Function in an NP interdisciplinary role within the health care team in providing care to adolescents and adults with chronic and complex health problems. (Master’s Program Outcomes 1,2,3)
5. Integrate legal and ethical decision-making in implementing the advanced practice nurse (APN) role. (Master’s Program Outcomes 1,2)
6. Provide ethnicity, age, gender, and sensitive care to the adolescent patients, adult patients and their families. (Master’s Program Outcomes 1,2,3)

**Required Textbooks and Other Course Materials:**

1. Buttaro, TM, Trybulsi, J, Bailey, PP & Sanberg-Cook, J. [2012]. Primary Care: A Collaborative Practice. [4th Edition]. St. Loius, MO: Mosby-Elsevier. **ISBN-10:** 0323075010
2. Bryant, R.A. and Nix, D.P. (2011). A*cute and* *Chronic Wounds.* 4th edition. St. Louis, MO. Mosby Elsevier. **ISBN:** 978-0-323-06943-4.
3. Gilbert, D.N., Moellering, R.C., Eliopoulos, G.M.,Chambers, HF & Saag, MS. [2013]. *The Sanford Guide to Antimicrobial Therapy*. Hyde Park: Antimicrobial Therapy, Inc. . **ISBN: 9781930808744**
4. Neinstein, L.S., Gordon, C.M., Katzman, D.K., Rosen, D.S. & Woods, E.R. (2007). *Adolescent Health Care: A Practical Guide.* Philadelphia: Lippincott Williams & Wilkins. ISBN-10:**0781792568**| ISBN-13:**978-0781792561**
5. Rosenthal, T., Naughton, B. and Williams, M. (2006) *Office Care Geriatrics.* Philadelphia: Lippincott, Williams and Wilkins. **ISBN:** 0-7817-6196-4.
6. Lacy, C.F., Armstrong, L.L., Goldman, M.P. & Lance, L.L. (2013). Drug Information Handbook for all Clinicians and Healthcare Professionals. [22nd Edition] Hudson, OH: Lexi-Comp**. ISBN-10: 9781591953197**. [Another drug handbook by Lexi-Comp is acceptable, as long as it was published in 2011 or later]
7. Livingston, M & Wolves, T. [2009]. Scottsdale Wound Management Guide. Malvern, PA: HMP Communications, Inc. **ISBN:** 978-0-615-28872-7
8. Schuiling, KD & Likis, FE. [2011]. Women’s Gynecologic Health. [2nd Edition] Burlington, MA. Jones & Bartlett Learning. **ISBN-10:** 0763756377 **ISBN-13:** 978-0763756376
9. Story, L. [2012]. *Pathophysiology—A Practical Approach.* Sudbury, MA: Jones & Bartlett Publications. **ISBN:** 978-1-4496-2408-8
10. **Highly Suggested:** Reeves, JRT. [1991]. *Clinical Dermatology Illustrated: A Regional Approach—3rd Edition***.** FA Davis Publications**. ISBN-13**: 9780803602793 **[this book is out of print, you will be able to find a good used copy on Amazon, Barnes and Noble or a site such as these]**
11. **Highly Suggested:** Washington University School of Medicine. [2010]. Washington Manual of Medical Therapeutics. [33rd Edition]. Philadelphia, PA: Lippincott, Wilkin & Williams. **ISBN-10:** 1608310035 **ISBN-13:** 978-1608310036
12. **Highly Suggested:** Tuggy, M & Garcia, J. [2011]. *Atlas of Essential Procedures*. Philadelphia, PA: Elsevier/Saunders. **ISBN:** 978-1-4377-1499-9

**OR** Pfenninger, JL & Fowler, GC. [2011]. *Pfenninger and Fowler’s Procedures for Primary Care*. Philadelphia, PA: Elsevier/Mosby. **ISBN:** 978-0-323-05267-2

1. **Suggested:** some sort of ICD-9 coding reference; since ICD-10 Coding is scheduled to go into effect in October of 2012, it may be best to look for an application that can be used and updated for your smart phone; you will need some sort of reference to help you as you see patients, code the visits and enter your E-logs.

Previous Textbooks used in Advanced Health Assessment (N5418), Adult Management I (Nursing 5305) and Psychiatric Management (Nursing 5303) as applicable.

**.**

[Due dates cited on class schedule]

**DIDACTIC:**

1. Multiple Choice Exam I 20%

2. Multiple Choice Exam II 20%

3. Multiple Choice Exam III 22%

4. Class Participation/Assignments on (BB) 10%

5. Differential Diagnoses Exercises (DDA)28%

100%

**CLINICAL:**

1. Clinical Decision Making Assignments 40%

(major - 2)

2. SOAP Notes (2) 30%

3. Preceptor Evaluations (per preceptor) P/F

4. Clinical Practicum - final 30%

5. Clinical Experiences Journal P/F

6. Self-Evaluation (1) P/F

7. Student evaluation of preceptor [s] P/F

8. Clinical E logs P/F

100%

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

**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

Late assignments will not be accepted and will receive a grade of zero unless an exception is negotiated with the faculty in advance.

Students are required to turn in **two copies** of all **written assignments** with an **attached guiding criteria and clinical guideline**

**Clinical Overview:**

Ninety [90] clinical hours are required for N5451. The clinical hours will be completed at non-campus clinical practice sites arranged by the student. The student is to work in conjunction with their clinical faculty to ensure that the clinical placement is appropriate for N5451. Clinical hours are for medical management of the patient. Clinical hours may be given for some of the didactic class hours. Therefore, clinical hours are not to include travel to and from sites, preparation for clinical or recording of clinical experiences. These activities will not be acceptable.

After you have made contact with your clinical preceptor—you are to notify **your clinical faculty and Dr. Kathy Daniel. Dr. Daniel will be keeping a master list of all students and their preceptors this semester. Coordinated recording of your preceptors will help your faculty ensure that you are in a place that provides a positive environment for your learning this semester. Failure to notify your faculty and Dr. Daniel of your preceptor[s] prior to beginning clinical in each site could result in forfeiture of those clinical hours and encounters.**

**Make-up Exams: Make up exams for this course will be allowed for university approved absences.** Please contact your faculty for approval. Upon approval from your faculty, you need to schedule an appointment with Sonya Darr at [sdarr@uta.edu](mailto:sdarr@uta.edu). Please allow a 24 hour advance notice when scheduling.

**Test Reviews:** Test reviews may be scheduled up to two weeks after grades have been posted to blackboard for the current exam. Due to time constraints, you will only be allowed 30 minutes to review your test. Unfortunately, we will not be able to allow multiple test reviews. Contact Sonya Darr to schedule at [sdarr@uta.edu](mailto:sdarr@uta.edu). Please allow a 24 hour advance notice when scheduling.

**Expectations of Out-of-Class Study:** As a general rule of thumb, for most clinical courses, for every credit hour that will be earned, a student should spend 3-4 hours per week working outside of class. Hence, beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 12-15 hours per week on their own time in course-related activities, including reading required materials, completing assignments, preparing for exams, etc.

**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>

**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=20136>

1. A student may not add a course after the end of late registration. August 23-29, 2013.
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 – [s.decker@uta.edu](mailto:s.decker@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: Monday, September 9, 2013**

**Last day to drop or withdraw Wednesday, October 30, 2013**

**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](mailto: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](mailto:helpdesk@uta.edu). ***Students are responsible for checking their MavMail regularly***

**Students in this course are also expected to check the Bb account for this course daily**

**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 exit. 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:**

**Antoinette Nelson**, *Nursing Librarian*

Phone: (817) 272-7433

E-mail: [nelson@uta.edu](mailto:nelson@uta.edu)

Research Information on Nursing:

[**http://libguides.uta.edu/nursing**](http://libguides.uta.edu/nursing)

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| **Antoinette Nelson, MLS - Department Head: STEM Outreach & Scholarship**  Science & Engineering Library  Nedderman Hall BO3| Box 19497 | Arlington, TX 76019  817.272.7433 (W) | 817-235-4411 (C) | 817-272-5803 (F)  <http://www.uta.edu/library/sel/> | [nelsona@uta.edu](mailto:nelsona@uta.edu)  <http://libguides.uta.edu/profile/nelson> |

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/)

The following URL houses a page where we have gathered many commonly used resources needed by students in online courses: <http://www.uta.edu/library/services/distance.php>

Finally, the subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit <http://libguides.uta.edu/os> and <http://libguides.uta.edu/pols2311fm> . If you have any questions, please feel free to contact the Coordinator for Information Services, Suzanne Beckett, at [sbeckett@uta.edu](mailto:sbeckett@uta.edu) or at 817.272.0923.

**Course Schedule [see next few pages]**

**NURS 5451 Adult-Gerontology Primary Care Nurse Practitioner I**

**Class Schedule Fall 2013**

**Readings from Main Texts—Other Readings Delineated in Subobjectives [from refereed Journals**

**Date/Time Class Topic Reading Assignments Faculty**

**08/22/13**

4:00-5:30 Course Overview Parker

5:30-6:00 Preceptor Discussion Daniel

6:00-8:00 Hematology in Advanced Practice Buttaro et al: Chapter 213 Parker

8:00-8:30 Renal Issues in Advanced Practice Buttaro et al: Chapters 148-149 Daniel [this content is recorded on Camtasia] Rosenthal: Chapter 31

**08/26/13 Hematology CDM posted to Bb on or before this date**

**09/03/13 GI Module + GI DDA Buttaro et al: Chapters 127, 128** Parker

**Posted to Bb on or before this 131, 136, 142 & 143**

**date [recorded via Camtasia]**

**09/12/13 GI DDA Due Should be Submitted in Bb by 4:00 pm [before class begins]**

4:00-4:30 Review of GI DDA Parker

4:30-9:00 Women’s Health—Parts 1 & 2 Main readings will be from Parker

Part 3—will be on Camtasia Relay Schuiling & Likis [2011] cited

in subobjectives and

Buttaro et al: Chapters

11, 154, 156-161, 163, 166, 168 & 206

**10/03/13**

4:00-5:00 **Exam One**  Daniel

5:00-10:00 Cardiac Issues in Advanced Practice Buttaro et al: Chapters 29, 30 Daniel/Gillman

**Handout Cardiac CDM** 113,115, 117, 119-120, 122-123

& 125

Rosenthal: Chapters 24-26

**10/07/13 Neurological Module + Neuro DDA Buttaro et al: Chapters 189, 193 Daniel**

**Posted to Bb on or before this date**

**[will include Camtasia recording]**

**Selected Endocrine Module + DDA Buttaro et al: Chapters 203-204 Parker**

**Posted to Bb on or before this date & 211**

**date [will include Camtasia recording]**

**10/10/13 Hematology CDM and SOAP #1 due to Bb by 9:00 pm**

**10/10/13 Adolescent Modules + DDA Buttaro et al: Chapters 9, 21, 24 Daniel**

**Posted to Bb on or before this date AND Neinstein—multiple [will include Camtasia recordings] chapters [see subobjectives]**

**Adolescent Content will be on FINAL Exam**

**10/14/2013 Vascular Disorders Module Butarro et al: Chapters 66, 116, Parker**

**Posted to Bb on or before this 118, 124, 190 & 220**

**date [will include Camtasia recording] Bryant & Nix: Chapters 10-14,**

**16, 17 & 18**

**Rosenthal: Chapters 25, 28**

**10/24/13 Neurological and Endocrine DDAs Due to Bb by 4:00 pm [before beginning of class]**

4:00-4:30 Review of Hematology CDM Parker

4:30-6:30 Acute Liver Diseases Buttaro et al: Chapters 135 & 138 Parker

+ Case Studies in Liver Disease

6:30-7:00 Review of Neurological DDA Daniel

6:45-7:00 Review of Endocrine DDA Parker

7:00-9:30 Disorders of Hemostasis Buttaro et al: Chapters 63 & 214 Parker

Thromboembolic Disorders + chapters Assigned with Vascular

Q & A over Vascular Module Module

**11/06/13** **Cardiac CDM due to Bb by 9:00 pm**

**11/14/13**

4:00-5:00 **Exam Two** Parker

5:00-5:30 Review of Cardiac CDM Daniel

5:30-9:30 Advanced Labs [some content will Buttaro et al: Chapters 144, 207, Parker

On Camtasia Relay] 208, 213 & 217

**11/18/13 Disorders of Feet/Nails Module + DDA Buttaro et al: Chapters 49 Parker**

**Posted to Bb on or before this date 57 & 59**

**[will include Camtasia recording] Bryant & Nix: Chapter 15**

**Seizure Module Buttaro et al: Chapter 200 Parker**

**Posted to Bb on or before this date**

**[will include Camtasia recording]**

**Movement Disorders Module + DDA Buttaro et al: Chapters 197, 199 Parker**

**Posted to Bb on or before this date Rosenthal: Chapter 29**

**[will include Camtasia recording]**

**MSK Disorders Module + DDA Buttaro et al: Chapters 128, 174, Daniel**

**Posted to Bb on or before this 175, 178, 221-223**

**date [will include Camtasia recording] Rosenthal: Chapters 22 & 34**

**11/26/13** **SOAP #2 due to Bb no later than this date at 6:00 pm**

**12/01/13 Feet & Nail and Movement Disorders DDAs due to Bb by 10:00 am**

**12/02/13 Adolescent Health and Musculoskeletal DDA due to Bb by 8:00 pm**

**12/05/13 Chat on Blackboard—Collaborate**

7:00-8:00 Review of Feet/Nail & Movement Disorder DDAs Parker

8:00-8:30 General Test Review All

8:30-9:30 Review of Adolescent Health & Musculoskeletal DDAs Daniel

**12/09/13** 4:00-7:00 **Exam Three [cumulative]**

**Electronically from Your Desk Top on a Windows Based System**

Elogs + clinical notebook should be checked by your faculty on or before this date

**Please Note—Supplemental References for various content areas will be posted to Bb. Announcements will be posted to announcement page on Bb. Pay special attention to module sections on Bb AND individual class icons that will be set up for each class on the Bb tool bar.**

**Ten hours of clinical time is given for in-class clinical activities—You MUST be present and participate in the presentations/discussions in order to receive this clinical credit**

**Hepatitis Case Studies—2 hours**

**Advanced Lab Cases—3 hours**

**Bb Chat & In-class review of CDMs and DDAs—5 hours**

**This schedule is tentative, based on our best judgments at this time—any changes will be posted to Bb**

Our first class is Thursday, August 22, 2012 from 4-9:30 pm. For this class, we will do a class overview [that includes coverage of course assignments—DDAs and CDMs] for first 90 minutes or so; then we will begin our study with discussion on hematology for next 2 hours, ending the evening with the presentation of renal issues.

The GI Module [and DDA] will be posted to Bb on or before Monday, September 3rd

The associated readings are—Buttaro et al: Chapter213, along with Rosenthal: Chapter 31. There will be a variety of other references for your review that will be posted to Bb along with specific topical objectives that correspond to the topics being presented.

“*As the instructor for this course, I reserve the right to adjust this schedule in any way that serves the educational needs of the students enrolled in this course. –Patti A Parker*

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**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](mailto: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](mailto:npclinicalclearance@uta.edu) or Janyth Arbeau at [arbeau@uta.edu](mailto: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](mailto: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](mailto:clought@uta.edu) or 817-272-2517.

**Department of Advanced Practice Nursing**

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

Associate Dean and Chair; Graduate Advisor

Email: [schira@uta.edu](mailto:schira@uta.edu)

**Sheri Decker**, Assistant Graduate Advisor

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

Email: [sdecker@uta.edu](mailto:sdecker@uta.edu)

**Rose Olivier**, Administrative Assistant I

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

Email: [olivier@uta.edu](mailto:olivier@uta.edu)

**Janyth Arbeau,** Clinical Coordinator

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

Email: [Arbeau@uta.edu](mailto:Arbeau@uta.edu) or [npclinicalclearance@uta.edu](mailto:npclinicalclearance@uta.edu)

**Sonya Darr**, Senior Office Assistant

Office # 609-Pickard Hall, (817)-272-2043

Email: [sdarr@uta.edu](mailto:sdarr@uta.edu)

**Kimberly Hodges,** Senior Office Assistant

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

E-mail: [khodges@uta.edu](mailto:khodges@uta.edu) or [npclinicalclearance@uta.edu](mailto:npclinicalclearance@uta.edu)

**Leah McCauley**, Admissions Assistant

Office #602-Pickard Hall, (817) 272-2329

Email: [mccauley@uta.edu](mailto:mccauley@uta.edu)

|  |  |
| --- | --- |
| **MISCELLANEOUS INFORMATION:** | Inclement Weather (College Closing) Inquiries:  Metro (972) 601-2049  Fax Number - UTA College of Nursing: (817) 272-5006  Attn: Graduate Nurse Practitioner Office  UTA Police (Emergency Only): (817) 272-3003  **Mailing Address for Packages:**  UTA College of Nursing  C/O **Patti Parker, PhDc, APRN, A/GNP, BC**  411 S. Nedderman Drive, Pickard Hall  Arlington, Texas 76019-0407 |

**prevention of academic dishonesty guidelines**

**Special Instructions Regarding Assignments**

**For Nursing 5451 Fall 2013**

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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**NURS 5451 Adult-Gerontology Primary Care Nurse Practitioner I**

**Class Schedule for Fall 2013**

**Detailed Schedule To BE POsted ON Blackboard**

**Note:** Supplemental Handouts may be available for various content lectures on Blackboard [Bb] for you to download and print at your discretion. Announcements will be made as applicable.

**Please note that 10 hours of clinical time is given for in class clinical activities. You must be present and participate in the presentations/discussion in order to receive this credit.**

**Hepatitis Case Studies 2.0 hours**

**Advanced Lab Interpretation/Case Analysis 3.0 hours**

**Internet & in class review of CDMs /DDAs 5.0 hours**

**Please Note: the Class Schedule that is included is TENATIVE;** any changes will be posted on Blackboard**.**

Our first class is scheduled for Thursday, August 22, 2013 from 4-10 pm. For this class, we will do a class overview [that includes coverage of course assignments—DDAs and CDMs] for first 90 minutes or so; discussion clinical placements, then we will begin our study with discussion on hematology for next 2 hours, ending the evening with the presentation of renal issues—which you can view on your schedule, as it has been pre-recorded for you on Camtasia relay.

The Hematology Clinical Decision Making assignment will be posted to Bb for you by 8:00 p.m. August 26th. The GI Module [and DDA] will be posted to Bb on or before Tuesday, September 3rd .

The associated readings are—Buttaro et al Chapter 213, 148, 149 along with Rosenthal: Chapter 31. There will be a variety of other references for your review that will be posted to Bb along with specific topical objectives that correspond to the topics being presented.

**THE UNIVERSITY OF TEXAS AT ARLINGTON COLLEGE OF NURSING**

**NURS 5451 Adult-Gerontology Primary Care Nurse Practitioner I**

**Fall 2013**

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

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

**ASSIGNMENTS /GRADE SUMMARY**

**Section A.**

**DIDACTIC ASSIGNMENTS:** **DUE DATE** **SCORE**

1. Multiple Choice Exam I 10/03/2013 20% \_\_\_\_\_
2. Multiple Choice Exam II 11/14/2013 20% \_\_\_\_\_
3. Multiple Choice Exam III 12/09/2013 22% \_\_\_\_\_

4. Class/Blackboard Participation and Assignments 10% \_\_\_\_\_

5. Differential Diagnosis Assignments 28% \_\_\_\_\_

**(Due at start of class):**

1. GI 09/12/2013 \_\_\_\_\_
2. Neurological 10/24/2013 \_\_\_\_\_
3. Endocrine 10/24/2013 \_\_\_\_\_
4. Adolescent Health 12/02/2013 \_\_\_\_\_
5. Feet & Nails 12/01/2013 \_\_\_\_\_
6. Musculoskeletal 12/02/2013 \_\_\_\_\_
7. Movement Disorder 12/01/2013 \_\_\_\_\_

**DDA Totals: \_\_\_\_\_**

**Total A. \_\_\_\_\_**

**Section B.**

**CLINICAL ASSIGNMENTS:** **DUE DATE** **SCORE**

1. **Major CDM (2)** 40%

Hematology 10/10/2013 \_\_\_\_\_

Cardiology 11/06/2013 \_\_\_\_\_

1. SOAP Notes (3) 30% \_\_\_\_\_

**-SOAP (1)** 10/10/2013 \_\_\_\_\_

-**SOAP (2)** 11/26/2013 \_\_\_\_\_

1. Preceptor Evaluations (One per Preceptor) 12/09/2013 P/F \_\_\_\_
2. Clinical Practicums

**-Final** 12/09/2013 30% \_\_\_\_\_

1. Final Clinical Experiences Journal P/F \_\_\_\_\_

(90 hrs. completed)

1. Self-Evaluation (1) 12/09/2013 P/F \_\_\_\_\_
2. Student Evaluation of Preceptor 12/09/2013 P/F \_\_\_\_\_

(One per Preceptor)

1. Electronic Clinical Log

\*Note: Entries are expected weekly\*

**-midterm** 10/11/2013 P/F \_\_\_\_\_

**-final** 12/09/2013 P/F \_\_\_\_\_

**Total B. \_\_\_\_\_**

**FINAL COURSE GRADE = (A + B) / 2 Overall TOTAL \_\_\_\_\_**

**Differential Diagnoses Assignments [DDA]** **Guidelines, Gradesheets** **&** **Clinical Decision Making [CDM] Assignment** **Grade Sheets 🡪**

**Guidelines for Differential Diagnoses AssignmentS**

1. Use the sheet provided in your syllabus for recording your answers.

2. Assignments are due at the beginning of class on the due date. Assignments handed in after the first class break will be considered late and receive a zero.

3. In completing an exercise, please consider that the purpose is to familiarize you with your reading assignment and syllabus materials for that class period. Therefore, **the answers will be found within your assigned reading assignment and/or the content provided in your syllabus;** **you will not be expected to use other references.**

4. Remember that it is acceptable to use a “symptom” as a medical diagnosis if more information is needed to confirm the actual medical diagnosis.

5. List as many applicable rule-outs as possible for the given scenario.

6. Aim your treatment at the most likely medical diagnosis.

7. Ensure that your nursing diagnosis, health maintenance or social issue is appropriate to the given scenario.

**Differential Diagnoses Assignment Answer Sheet**

**NURS 5451 Adult-Gerontology Primary Care Nurse Practitioner I**

**Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Advisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Assessment**

**\_\_\_\_\_\_\_40%** Medical Diagnosis and ICD-9 Code(s):

Rule out #1

Rule out #2

Rule out #3

Rule out #4

Nursing Diagnosis or health maintenance or social issue:

**Treatment Plan**

**\_\_\_\_\_\_\_\_20%** Diagnostics/Laboratories

**\_\_\_\_\_\_\_\_20%** Rxs

**\_\_\_\_\_\_\_\_20%** Nursing Interventions / Education

**\_\_\_\_\_\_\_ TOTAL (100%)**

**Differential Diagnoses Assignment Answer Sheet**

**NURS 5451 Adult-Gerontology Primary Care Nurse Practitioner I**

**Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Advisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Assessment**

**\_\_\_\_\_\_\_40%** Medical Diagnosis and ICD-9 Code(s):

Rule out #1

Rule out #2

Rule out #3

Rule out #4

Nursing Diagnosis or health maintenance or social issue:

**Treatment Plan**

**\_\_\_\_\_\_\_\_20%** Diagnostics/Laboratories

**\_\_\_\_\_\_\_\_20%** Rxs

**\_\_\_\_\_\_\_\_20%** Nursing Interventions / Education

**\_\_\_\_\_\_\_ TOTAL (100%)**

**Differential Diagnoses Assignment Answer Sheet**

**NURS 5451 Adult-Gerontology Primary Care Nurse Practitioner I**

**Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Advisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Assessment**

**\_\_\_\_\_\_\_40%** Medical Diagnosis and ICD-9 Code(s):

Rule out #1

Rule out #2

Rule out #3

Rule out #4

Nursing Diagnosis or health maintenance or social issue:

**Treatment Plan**

**\_\_\_\_\_\_\_\_20%** Diagnostics/Laboratories

**\_\_\_\_\_\_\_\_20%** Rxs

**\_\_\_\_\_\_\_\_20%** Nursing Interventions / Education

**\_\_\_\_\_\_\_ TOTAL (100%)**

**Differential Diagnoses Assignment Answer Sheet**

**NURS 5451 Adult-Gerontology Primary Care Nurse Practitioner I**

**Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Advisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Assessment**

**\_\_\_\_\_\_\_40%** Medical Diagnosis and ICD-9 Code(s):

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Rule out #4

Nursing Diagnosis or health maintenance or social issue:

**Treatment Plan**

**\_\_\_\_\_\_\_\_20%** Diagnostics

**\_\_\_\_\_\_\_\_20%** Rxs

**\_\_\_\_\_\_\_\_20%** Nursing Interventions / Education

**\_\_\_\_\_\_\_ TOTAL (100%)**

**Differential Diagnoses Assignment Answer Sheet**

**NURS 5451 Adult-Gerontology Primary Care Nurse Practitioner I**

**Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Advisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Assessment**

**\_\_\_\_\_\_\_40%** Medical Diagnosis and ICD-9 Code(s):

Rule out #1

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Rule out #3

Rule out #4

Nursing Diagnosis or health maintenance or social issue:

**Treatment Plan**

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**\_\_\_\_\_\_\_\_20%** Rxs

**\_\_\_\_\_\_\_\_20%** Nursing Interventions / Education

**\_\_\_\_\_\_\_ TOTAL (100%)**

**Differential Diagnoses Assignment Answer Sheet**

**NURS 5451 Adult-Gerontology Primary Care Nurse Practitioner I**

**Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Advisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Assessment**

**\_\_\_\_\_\_\_40%** Medical Diagnosis and ICD-9 Code(s):

Rule out #1

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**Treatment Plan**

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**\_\_\_\_\_\_\_\_20%** Nursing Interventions / Education

**\_\_\_\_\_\_\_ TOTAL (100%)**

**Differential Diagnoses Assignment Answer Sheet**

**NURS 5451 Adult-Gerontology Primary Care Nurse Practitioner I**

**Topic:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Advisor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Assessment**

**\_\_\_\_\_\_\_40%** Medical Diagnosis and ICD-9 Code(s):

Rule out #1

Rule out #2

Rule out #3

Rule out #4

Nursing Diagnosis or health maintenance or social issue:

**Treatment Plan**

**\_\_\_\_\_\_\_\_20%** Diagnostics/Laboratories

**\_\_\_\_\_\_\_\_20%** Rxs

**\_\_\_\_\_\_\_\_20%** Nursing Interventions / Education

**\_\_\_\_\_\_\_ TOTAL (100%)**

**Grade Sheet for Clinical Decision Making—Fall 2013**

The same grading criteria will be used for both cases; ONLY 4 TYPED PAGES will be accepted on each case analysis; use references as appropriate, the reference page can be in addition to the 4 page limit for this assignment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1] Generate an active problem list—that focuses upon patient’s presenting problem [s]  2] Come up with interventions that you can initiate **right away** that might help this patient including any counseling that should be done pertinent to the patient’s presenting problem and co-morbidities [if applicable]?  3] Assume that you have no recent labs other than what you are not given in the body of the scenario; so you must cite a rationale for all labs and diagnostics that you choose to order.  4] Are any medications needed or need to be changed or removed? What about referrals?  5] Obviously, there are things that may be interacting to cause the patient’s signs/symptoms, but based on the info we have—cite in pathological terms, what is the hematological [or cardiovascular] problem at the root of the patient’s problem? This should refer to pathophysiology—NOT presentation of signs/symptoms—you may have to explore differentials that could account for the findings.  **Grade Sheet for Clinical Decision Making—Fall 2013**  The same grading criteria will be used for both cases; ONLY 4 TYPED PAGES will be accepted on each case analysis; use references as appropriate, the reference page can be in addition to the 4 page limit for this assignment   |  |  | | --- | --- | | 1] Generate an active problem list—that focuses upon patient’s presenting problem [s]  2] Come up with interventions that you can initiate **right away** that might help this patient including any counseling that should be done pertinent to the patient’s presenting problem and co-morbidities [if applicable]?  3] Assume that you have no recent labs other than what you are not given in the body of the scenario; so you must cite a rationale for all labs and diagnostics that you choose to order.  4] Are any medications needed or need to be changed or removed? What about referrals?  5] Obviously, there are things that may be interacting to cause the patient’s signs/symptoms, but based on the info we have—cite in pathological terms, what is the hematological [or cardiovascular] problem at the root of the patient’s problem? This should refer to pathophysiology—NOT presentation of signs/symptoms—you may have to explore differentials that could account for the findings. | **20 pts.**  **25 pts.**  **20 pts.**  **20 pts.**  **15 pts.** | |  |  | | **20 pts.**  **25 pts.**  **20 pts.**  **20 pts.**  **15 pts.** |

**CLINICAL REQUIREMENTS**

**For**

**NURS 5451 Adult-Gerontology Primary Care Nurse Practitioner I**

**Fall 2013**

A. Adolescent/Adults/Elders 80 hours

B. Interactive Clinical Cases 10 hours

**TOTAL: 90 hours**

Note: Adult/gerontology nurse practitioners are expected to medically manage illness/wellness in adults aged 12 or older, and aged 55 or older that reside in a geriatric facility [Long Term Care; Rehab, etc.].

**The University of Texas at Arlington**

**College of Nursing**

**NURS 5451 Adult-Gerontology Primary Care Nurse Practitioner I**

**TIPS FOR SOAPing:**

1. If you have a positive 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., Toprol 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 shouldbe 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 in 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 [keep in mind that the current available edition is many years old, and many of the guidelines for treatments have changed]. All sources must be referenced according to APA format.**

When you are doing your review of systems, the “general” category includes symptoms such as fever, malaise, fatigue, night sweats, and weight change. It does not include any objective information such as “alert”, “oriented”, “good historian”.

When you are giving the rationale for medication usage, please explain the drug’s category and mechanism of 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:**

For every 40 hours of clinical, a SOAP note should be provided. The note should accurately reflect the client encounter, the diagnoses made, and the recommended nursing/medical management. Standardized chart forms, checklists, etc., utilized in the clinic setting will not be accepted. (See Sample format, Page 33)

**Your faculty will distribute the form for you to use to do your SOAP notes on; this form will also be sent to you via Blackboard—you are expected to utilize this form.**

**All SOAP notes should be on a different problem or need. SOAP notes should reflect the content/medical plan of care being taught in this course.**

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.

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

***Sample SOAP Note Format:***

Client Initials:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Visit:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

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

S - Client’s subjective data base as pertinent to the encounter.

O - Client’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 - 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

\* Referral

\* Consults

\* Follow-up appointments

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

\* Rationale for each treatment in the management plan and appropriate references

\* Pathophysiology for major diagnosis(es) with references

\* References - APA format, a minimum of 3-4 references, i.e. primary course textbook, a pathophysiology book, a pharmacology book, etc.

\* Note: Appropriately label each portion.

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

\* Note: No SOAP Notes on those under the age of 12 years.

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

**You will be sent a separate file that is the SOAP template in word document format; please use if for the body of the SOAP note. You can then attach the Rationale, Pathophysiology and References in a Word document. You may hand write on the form as long as the handwriting is legible, then if submitting electronically, you will have to scan in the soap form, attach the a word document with pathophysiology, rationale and references.**

**The University of Texas at Arlington**

**College of Nursing**

**NURS 5451 Adult-Gerontology Primary Care Nurse Practitioner I**

**SOAP NOTE**

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

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

**Possible Actual**

**Points** **Points**

15 \_\_\_\_\_ A. Subjective data appropriately and succinctly documented.

15 \_\_\_\_\_\_ B. Objective data appropriately and succinctly documented.

20 \_\_\_\_\_\_ C. Nursing and medical diagnosis(es) formulated and appropriate

ICD-9 Codes.

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.

10 \_\_\_\_\_\_ F. Pathophysiology justifies management plan and major diagnoses.

5 \_\_\_\_\_\_ G. Health Promotion / Health Maintenance Plan

5 \_\_\_\_\_\_ H. 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**

**NURS 5451 Adult-Gerontology Primary Care Nurse Practitioner I**

**SOAP NOTE**

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

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

**Possible Actual**

**Points** **Points**

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NOTE: The SOAP note is an individual assignment (as are all assignments in the course).

Total: \_\_\_\_\_\_\_

Comments:

**NURSE PRACTITIONER COURSE** **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.

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

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

.

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.

Each student is expected to formulate their own subobjectives [based on the aforementioned course clinical objectives]. The faculty should review these objectives prior to your first clinical day. The student should review their objectives with their preceptor on the first clinical day.

**GUIDELINES FOR CLINICAL EXPERIENCES**

1. **Use of Protocol Manuals:**

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

1. **Documentation of Care:**

The 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.

1. **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 “Letter of 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.

1. **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 experiences 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 BNE rule.

1. **Telephone/Clinical Practicum 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 repeat clinical practicums will receive a score of 74%.**

2. **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 clients. 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.**

1. **Clinical Experiences Journal:**

A journal will be kept of all the student’s clinical experiences throughout the NP Program. (See “Clinical Experiences Journal Guidelines”. (See Page 51)

1. **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 client encounters as appropriate.

1. **Clinical Conferences with Faculty:**

At regular intervals throughout the semester, faculty 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 advisor.

1. **E-logs**

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

**N. 5451 Adult/Gerontologic Management in Advanced Nursing Practice I**

**Clinical Experiences Journal**

**Guidelines**

The Clinical Experiences Journal should be organized with appropriate tabbed sections:

A. **Tally Sheets**

Current Adult/Gero I

Midterm

Final (90 hours)

B. **Personal Clinical Objectives**

How and Why

Met, partially met, not met - give brief description

C. **Client Encounter Record(s)**

Must have preceptor sign each day of clinical experience

in the appropriate space

Clinical E logs midterm and final

D. **Self Evaluations**

E. **Student Evaluation of Preceptor**

This evaluation should be completed on line via the College of nursing web site and a printed copy should be in your journal for your faculty member to review.

F. **Preceptor Evaluations**

G. **Practicum**

H. **SOAP Notes**

I. **Differential Diagnoses Assignments**

J. **Major CDMs**

**The University of Texas**

**College of Nursing**

**NURS 5451 Adult-Gerontology Primary Care Nurse Practitioner I**

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

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

**CLINICAL EXPERIENCE JOURNAL CHECKLIST**

**Pass/Fail**

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

**Comments:**

**Pass/Fail**

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

**Comments:**

**Pass/Fail**

**\_\_\_\_III. Clinical Objectives / Evaluation - Tally Sheets, and other documentation.**

**Comments:**

**Pass/Fail**

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

**Comments:**

**THE UNIVERSITY OF TEXAS AT ARLINGTON**

**COLLEGE OF NURSING**

**NURS 5451 Adult-Gerontology Primary Care Nurse Practitioner I**

**Student Self – Evaluation**

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

**DIRECTIONS: Indicate on a scale of 0 to 5, your progress in accomplishments of the Adult/Geriatric 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 internal medicine/geriatric 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 internal medicine  and geriatric care | 0 1 2 3 4 5 |
| 4. Apply knowledge of nursing to refine a personal  framework for internal medicine/geriatric practice. | 0 1 2 3 4 5 |
| 5. Analyze research findings relative to the delivery of primary care to adolescents, adults and elders. | 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, local  health care policy affecting the nurse practitioner. | 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 general internal medicine care to adolescents,  adults and elders. | 0 1 2 3 4 5 |

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

**NURS 5451 Adult-Gerontology Primary Care Nurse Practitioner I**

**CLIENT ENCOUNTERS RECORD**

**Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hours Per Age Group**

**Facility Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** **Adolescent: 12 - 20 yrs\_\_\_\_\_\_\_\_\_**

**Adult: 21 - 64 yrs\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Elderly: 65 and over\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Number of Patients Seen** | **Hours Spent At Clinic** | **Preceptor Signature** |
| **Date:** |  |  |  |
| **Date:** |  |  |  |
| **Date:** |  |  |  |
| **Date:** |  |  |  |
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**The University of Texas at Arlington College of Nursing**

**NURS 5451 Adult-Gerontology Primary Care Nurse Practitioner I**

**CLIENT ENCOUNTERS RECORD**

**Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Hours Per Age Group**

**Facility Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **Adolescent: 12 - 20 yrs\_\_\_\_\_\_\_\_\_**

**Adult: 21 - 64 yrs\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Elderly: 65 and over\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date:** | **Number of Patients Seen** | **Hours Spent At Clinic** | **Preceptor Signature** |
| **Date:** |  |  |  |
| **Date:** |  |  |  |
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**The University of Texas at Arlington College of Nursing**

**STUDENT NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Weekly) Adult/Gerontology Clinical Hour Tally Sheet**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **TYPE OF HOURS (Required)** | Aug 23 – Aug 29 | Aug 30 – Sept 05 | Sept 06 – Sept 12 | Sept 13- Sept 19 | Sept 20 –  Sept 26 | Sept 27 –Oct 03 | Oct 04-Oct 10 | Oct 11- Oct 17 | Oct 18- Oct 24 | Oct 25- Oct 31 | Nov 01-Nov 07 | Nov 08 – Nov 14 | Nov 15 – Nov 21 | Nov 22 – Nov 28 | Nov 29- Dec 05 | Dec 06-Dec 13 | **Totals**  **Brought**  **Forward** | **Fall**  **2013**  **Total Hours** |
| **Adv. Asses**  **90 Required** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Psych Mgt.**  **45 Required** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Adult Mgt.**  **45 Required** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Adult/Gero Mgt. I 90 Required** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Adult/Geri II 135 Required** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Adult/Geri III 135 Required** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Advanced Practicum 360 Required** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **LTC/SNU/**  **REHAB** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Geri Medical Management** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**TOTAL HOURS:**

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

**STUDENT NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Weekly) Adult/Gerontology Clinical Hour Tally Sheet**

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**TOTAL HOURS:**

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

**STUDENT NAME:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (Weekly) Adult/Gerontology Clinical Hour Tally Sheet**

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| **Adult/Geri II 135 Required** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Adult/Geri III 135 Required** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Advanced Practicum 360 Required** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **LTC/SNU/**  **REHAB** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Geri Medical Management** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**TOTAL HOURS**