**The University of Texas at Arlington**

**College of Nursing and Health Innovation**

**N5305 Adult Management I**

**Summer 2016**

**Room TBD**

**Instructors:**

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| **Reni Courtney, PhD, APRN, FNP-BC**Office Number: Pickard Hall #627-AOffice Telephone Number: 817-272-2776817-845-6318 [for VM or text for urgent issues]Office Hours: by appointmentEmail Address: maureen@uta.edu Faculty Profile: https://www.uta.edu/profiles/courtney  |
| **Charisse Rivers DNP, APRN, FNP-BC*****Clinical Instructor***Office Number: Pickard Hall #626Office Telephone Number: 817-272-2776 Office Hours: by appointmentEmail Address: crivers@uta.edu Faculty Profile: <https://www.uta.edu/profiles/charisse-rivers>  |

Office Hours are by appointment with the faculty.

**Section Information:**NURS 5305 Sections 001-002

**Time and Place of Class Meetings:**

Thursday 4pm-10 pm Pickard Hall Classroom \_\_\_\_

Clinical Evaluations in Smart Hospital [August 5, UTA Smart Lab]

Blackboard Sessions described in schedule

**Description of Course Content:** Foundations of clinical management for commonly occurring

conditions of adults in primary care.

**Other Requirements:**

Prerequisites: 5418, 5334

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

1. Apply theoretical and empirical knowledge of adolescent and adult acute and chronic commonly occurring health problems in primary care practice.
2. Assess, diagnose, and manage the health care needs of the adolescent and adult patient with acute and chronic commonly occurring health problems using evidence-based data.
3. Integrate health promotion, health protection, and disease prevention in the care of the adolescent and adult patient with acute and chronic commonly occurring health problems.
4. Implement health education and counseling strategies for the adolescent and adult with acute and chronic commonly occurring health problems.
5. Function in a beginning NP role within the health care system.
6. Integrate legal and ethical decision-making in the provision of patient care for the advanced practice nurse (APN) role.
7. Provide culturally, spiritually, ethnicity, age, gender, and sexual orientation sensitive care to the adolescent patient, adult patient, and their families.

**Required Textbooks and Other Course Materials:**

1. Dunphy, LM, Winland-Brown, JE, Porter, BO & Thomas DJ. [2015]. Primary Care—The Art & Science of Advanced Nursing Practice [4th Edition]. FA Davis. ISBN-13: 978-8036-3801-3 **see info below regarding from FA DAVIS**
2. Gilbert, D., Moellering, R., Eliopoulous, G, Chambers, H., Saag, M., (2015). *The Sanford Guide to Antimicrobial Therapy.* (45th ed.). Antimicrobial Therapy, Inc. 2015 Edition—**ISBN-13: 978-1930808843 ISBN-10: 1930808844 (OR LATEST EDITION)**
3. Uphold, CR, and Graham, MV. (2013) Clinical Guidelines in Family Practice (5th edition). **ISBN-13: 978-0964615199, ISBN-10: 0964615193.**
4. Story, L. [2014]. Pathophysiology—A Practical Approach [2nd Ed.]. Jones Bartlett. **ISBN-13:** **978-1284043891; ISBN-10: 1284043894** **or a comparable pathophysiology text that is NO MORE than 2 years old**
5. Any refererence guide for quick look up of clinical conditions and treatment in primary care (either electronic or paper) such as Epocrates, PEPID, Lexi-Comp, Ferri’s, 5 minute clinical consult, etc. Check medical book store like Majors in Dallas to browse paper clinical guides for primary care. I think any of the above will be helpful in clinical. Epocrates is one of the most popular and comes in several versions depending on how comprehensive you wish to purchase. Be sure to purchase the latest versions of any resources in paper.
6. You will need some sort of coding reference that gives you ICD-9 and ICD-10 codes—perhaps an app for your smart phone that will automatically update.

**Receive 20% off your total purchase at FADavis.com and free freight; you may use the discount as many times as you’d like, it will not expire; follow instructions below:**

**1.) Go to** [**www.fadavis.com**](http://www.fadavis.com)

**2.) Use our Search feature to find the title(s) you are looking for. You can search by author, title, keyword, ISBN, etc. The textbook for class is Dunphy, Winland-Brown, Porter & Thomas [2015] Primary Care—The Art and Science of Advanced Practice Nursing [4th Ed.] ISBN #978-0-8036-3801-3**

**3.) Click the “Add to Cart” button which will direct you to the shopping cart. Click on the “Continue Shopping” icon until you have all the titles you wish to purchase in your cart.**

**4.) In the “Enter Promotional Code” Box, input the code below. Program: Texas University of Texas-Arlington Promo Code: PWEA7M82**

**5.) Click “Apply” and your discount will automatically calculate**

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

**Clinical Content Evaluation (50% of total grade**) **Must pass at 74**

|  |  |  |
| --- | --- | --- |
| Preceptor & Site Evaluation by Student (1) | P/F | 8/4 |
| Clinical Notebook forms to typhon  | P/F | 8/4 |
| Preceptor Evaluation of Student | P/F | 8/4 |
| End of Course Clinical Practicum-must pass with 83% | 37% | 8/5 |
| SOAP Notes (1)\*\*SOAP Notes (2)\*\*\*\*Clinical Faculty may require add’l SOAPs to gauge your clinical progress and integation of content | 20%22% | 7/148/4 |
| Motivational Interview MP3 | 13% | 6/30 |
| Participation in Clinical Group activities | 08% | 8/4 |
|  | 100% |  |

**Didactic Content Evaluation (50% of total grade) Must pass at 74**

|  |  |  |
| --- | --- | --- |
| Multiple Choice Exam I | 22% | **7/7** |
| Multiple Choice Exam II [comprehensive] | 27% | **8/11** |
| BB QuizzesBB quizz on DM/Resp/ENTBB quiz on HA/ThyroidBB quiz on DM/MSK/GI/GUOut of Class Prevention Case In class Integrated Case Exercise on HTN/DLP/WH | 24% 15%12% | **6/23, 7/14, 7/21** **6/30****8/4** |
|  |  |  |

**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 80%) 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 80%), the **maximum** grade the student can receive is 80% for grade calculation.

**Attendance Policy:** At The University of Texas at Arlington, taking attendance is not required. Rather, each faculty member is free to develop his or her own methods of evaluating students’ academic performance, which includes establishing course-specific policies on attendance. As the instructor of this course, section, **regular class attendance and participation is expected of all students. Students are responsible for all missed course information. A small percentage of the student’s participation grade is awarded for attending the 3 on campus sessions and thr Bb chat sessions. In addition, a graded class exercise takes place on the last on campus meeting—in order to receive the participation credit for that graded exercise, student must be in the classroom.**

**Other Requirements:** Clinical hours must be completed based on your schedule and that of your assigned preceptor [45 clock hours]; please make note of start times for Blackboard Sessions; please note you will sign up for your clinical practicum by faculty on 8/5. Each student should allow approximately 2 hours for this evaluation.

**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 = 90 to 100

B = 80-89

C = 70-79

D = 60 to 69 – cannot progress

F = below 59 – cannot progress

Students are responsible for uploading & submitting the correct document in the Blackboard assignment drop box. The document submitted will be graded and no substitution of the document will be accepted. **Submit ONLY MS Word documents or Mp3Mp4 files [for audio assignments]—MAC users—do not** submit Pages! Please verify you have submitted the correct document within five minutes of submission. **Faculty must be able to open the document Mp3 or MP4 or it will receive a grade of zero.**

**Late written assignments will not be accepted and may receive a grade of zero unless specific permission is obtained from the lead teacher and your clinical faculty ahead of time.**

Students are responsible for assigned readings, web-based assignments, classroom and/or participatory assignments as given by faculty and a grade may be assigned on any of the above. Most in-seat topics will require students to review voiced slides PRIOR to attending class. This is required so students can be informed to participate in in-class activities. **Students are expected to remain in class for the entire session for application of clinical content. Faculty do not review slides during class but support knowledge application activities.**

**Exams and Quizzes:**

**\*\*\*Please do NOT request altered exam or graded assignments dates or times; you are expected to adhere to the course schedule.** **Exceptions will ONLY be granted for an emergency and documentation must be provided [please refer to student handbook and uiversity accepted exceptions].**

**Students must comply with BB online test taking guidelines to assure system compatibility for BB and Respondus lockdown browser. Failure to comply may result in a reduced or grade of zero if unable to successfully access or complete the quiz. You MUST be hardwired to take a quiz—NOT wireless. That means your computer must be connected directly to a modem or router. You are always welcome to make arrangements and come to UTA campus to take a quiz. Also, look carefully at the start time for a quiz as missing a quiz time cannot be corrected. You are expected to login at the start time of the quiz for this course.**

For exams given on campus, students entering the room more than 10 minutes after the start of the examination may not be allowed to take the examination at that time. If faculty are able to assist to proctor a late start, that may be an option. Otherwise, any make-up examinations given may include questions that are **other** than multiple choice. Make-up examinations will be given at the convenience of the faculty and availability of staff proctors.

**Clinical Overview:** Forty-five (45) hours are required for this course. The clinical hours will be completed in clinical sites approved by UTACON. You are expected to have clincial experiences in a family medicine or internal medicine practice NOT in a specialty practice or nursing home. Your clinical hours must be approved by your clinical faculty adviser or your clincial hours may need to be repeated.

Clinical hours are for direct patient care in the clinical site seeing adult patients (i.e., lunch hours do not count). Hospital hours (for rounds or patient visits with your preceptor will NOT count as clinical hours for this course. You may see clients 12 and older, but adults [those 20 and older] are strongly preferred. Your clinical schedule must be approved by your clinical faculty prior to beginning your hours or your hours may not be counted!! Arrange your clinical hours over the course of the semester to enhance your learning experiences. You may not complete the majority of your hours prior to the mid-term date [in most cases] or within a brief period such as one week [unless this falls near the end of the semester].

**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 University Catalog.

**Make-up Exams:** Please contact your faculty for approval.

**\*\*\*Please do NOT request altered exam or graded assignments dates or times; you are expected to adhere to the course schedule.** **Exceptions will ONLY be granted for an emergency and documentation must be provided [please refer to student handbook and uiversity accepted exceptions].**

**Test Reviews:** An appointment must be made with one of the course lead teachers for a test review. If all students are in attendance for exam #1, it will be placed on the wall for immediate review.

**Expectations of Out-of-Class Study:**

Beyond the time required to attend each class meeting (in seat or viewing online content), students enrolled in this course should expect to spend at least an additional 9-12 hours per week on their own time in course-related activities, including reading and/or listening required materials, completing assignments, preparing for exams, etc.

**College of Nursing and Health Innovation:**

**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://www.uta.edu/fao/>  .  The last day to drop a course is listed in the Academic Calendar available at <http://www.uta.edu/uta/acadcal.php?session=20146>

1.      A student may not add a course after the end of late registration.

2.      A student dropping a graduate course after the Census Date but on or before the last day to drop may, receive a grade of W. Students dropping a course must:

(a)  Contact your graduate advisor to obtain the drop form and further instructions before the last day to drop.

**Census Day: June 8, 2016**

**Last day to drop or withdraw July 12, 2016 by 4:00 p.m.**

**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.

**Title IX:** The University of Texas at Arlington is committed to upholding U.S. Federal Law “Title IX” such that no member of the UT Arlington community shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity. For more information, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX).

**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.*

UT Arlington faculty members may employ the Honor Code as they see fit in their courses, including (but not limited to) having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted.

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> A student will be reported to the university for violations and may receive an assignment grade of zero or course grade of F. Please do not plagiarize—students, it is not worth the impact it will have on you.

**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).

**The English Writing Center (411LIBR)**: Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays. Walk In ***Quick Hits*** sessions during all open hours Mon-Thurs. Register and make appointments online at [http://uta.mywconline.com](http://uta.mywconline.com/). Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see [www.uta.edu/owl](http://www.uta.edu/owl) for detailed information.

**Student Success Program** In order to assist masters nursing students who are at academic risk or who need academic support, there are graduate faculty members available to you. The goal of the success faculty members is to support student achievement in masters-level coursework so students can reach their educational goals. Students may contact a success faculty member directly, or a course instructor may encourage you to contact a success faculty member.

The success faculty in the MSN Program:

Dr. Donelle Barnes is available as a writing coach to assist students in the MSN Core courses; theory, research, and evidence based practice. Since these courses are writing intensive, Dr. Barnes can help students improve the clarity and organization of their written papers. She can be reached via email: donelle@uta.edu.

Dr. Mary Schira is available as a success faculty to assist with diverse resources that may include study skills, testing challenges/approaches, managing multiple responsibilities, and addressing personal issues impacting academic performance.   Course content challenges may also be addressed, with referral to additional resources as indicated.  Dr. Schira can be reached via email:  schira@uta.edu.

**Electronic Communication:** UT 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.

**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*. All course content for N5305 will be complete as of November 14, 2015. From that date until final exam given [Tuesday, December 15], students are expected to review and complete clinical requirements..

During this week, classes are held as scheduled [in syllabus]. 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 individuals with disabilities.

**Librarian to Contact:**

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| Peace Williamson – 817-272-6208peace@uta.edu | Lydia Pyburn – 817-272-7593llpyburn@uta.edu | Shawn Lee – 817-272-5352 |

Research Information on Nursing:

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

**Helpful Direct Links to the UTA Libraries’ Resources**

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| --- | --- |
| **Research Information on Nursing**  | [**http://libguides.uta.edu/nursing**](http://libguides.uta.edu/nursing) |
| **Library Home Page**  | <http://library.uta.edu/> |
| **Subject Guides**  | <http://libguides.uta.edu> |
| **Chat with the Library**  | <http://ask.uta.edu> |
| **Database List**  | <http://libguides.uta.edu/az.php>  |
| **Course Reserves**  | <http://pulse.uta.edu/vwebv/enterCourseReserve.do> |
| **Library Catalog**  | <http://uta.summon.serialssolutions.com/#!/> |
| **E-Journals**  | <http://pulse.uta.edu/vwebv/searchSubject> |
| **Library Tutorials**  | <http://www.uta.edu/library/help/tutorials.php> |
| **Connecting from Off- Campus**  | <http://libguides.uta.edu/offcampus> |

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>.

**UTA College of Nursing and Health Innovation—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 80%) 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 80%), the **maximum** grade the student can receive for the exam for purposes of grade calculation is 80%. 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 Doubrava (Hodges) @ npclinicalclearance@uta.edu or Janyth Mauricio (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 Typhon System.**

**The College of Nursing is changing to a new patient logging system, Typhon, more information will be shared with you by your faculty as the semester begins. Watch your UTA emails for information regarding use and singing up on this system.**

**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 the Associate Dean, Department of Graduate 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 and Health Innovation 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 and Health Innovation 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 and Health Innovation 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/>

**Ebola exposure**: Please inform your faculty if you have been in contact with anyone who has Ebola/have traveled to a country that has Ebola virus.

**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 and Health Innovation 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 and Health Innovation has a “no gift” policy. A donation to one of the UTA College of Nursing and Health Innovation 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 UTA CONHI 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.***

**Addenda to Syllabus for Students—Important Information**

Students:

Be sure to review this schedule carefully as it is your road map for the course. Pay particular attention to the due dates for all course assignments. You are expected to upload these assignments to the assignment box by **on or before the date/time indicated in the main syllabus document;** quizzes are due to start/end at the stated time [as assigned in syllabus].

As stated in the syllabus elsewhere, you are responsible for uploading the correct document and version so be sure you verify this prior to uploading. The document that is uploaded is the one that will be graded. Also, you MUST use Microsoft word/MP3 files [for audio assignments] for your assignments. **If you upload an assignment created in another application (Pages, etc) or using a device that prevents a faculty from opening a document/being able to listen to an audio file, your assignment will be considered late [loss of 10 points per day] and/or the grade may be a zero. Please adhere to this.**

Quizzes: Please note that many of the BB posted topics have associated QUIZZES. These due dates are listed in the course schedule—do not overlook these. You must be available for the chat and quiz as these are considered to be class sessions so plan your schedule accordingly.

Conduct of Chat Sessions: Chats will be conducted as scheduled. Review questions/scenarios that have been provided to you ahead of time will be discussed by the faculty expert. Students may then ask questions and/or comment as needed. Following the chat, the topic quizzes will be taken online in BB usually allowing 30 minute or so for personal study time.

**Please note that there are may be some sessions planned outside of announced class dates. If you are unable to attend a chat session, it will be recorded and you can submit questions via a discussion board associated with that particular topic.**

**Finally, as the instructor for this course, I reserve the right to adjust this schedule in any way that in my judgment serves the educational needs of the students enrolled in this course. Dr. Courtney**

**As you can see, there are many rules and regulations in this syllabus—each is present for a reason. The faculty team supports your learning success and we are available to assist you in achieving success. Please reach out to us for help as needed.**

**SPECIAL NOTE: Some classes are held at UTA in-the-seat and these are indicated. CHAT classes are those conducted via BB Collaborate and can be connected to online from a location of your choice. BB QUIZZES follow the chats—these exercises require Respondus lockdown browser and should always be done on a dedicated hard wired system.**

**Class Schedule is available separately.**

**Prevention Case Studies**

On the first day of class, we will do a practice case in class and give you guidelines/grading criteria for a similar assignment that you will turn in as a graded assignment. The two prevention cases will be uploaded to assignment drop box by the due date and time [posted in the syllabus]. In addition, the prevention topic will have a brief Motivational Interview [that you record [as an MP3 file] as you interview a patient regarding smoking cessation]. This MP3 audio file will be uploaded to Bb by the date/time indicated in the syllabus. Grading criteria and grade sheets will be posted to Bb for you convenience.

**Clinical Group Activities/Postings/Chat Participation**

A blended course (BB with limited in class sessions) can make it more difficult to create relationships between you, your peers, and your faculty. We want to assist and support you in your journey to becoming a nurse pratitioner.

In an effort to create an opportunity for rich clinicaldialog and to better understand your clinical experiences, we are asking you to participate in online discussions within your clinical group with your clincal faculty advisor. This is in addition to the in-class clinical group meetings.

This experience is mandatory. Your advisor may pose questions for the group to consider and/or you may be asked to post regarding an interesting patient situation you experienced while in your clinical setting.

Here are the guidelines:

 1. First posting will be for your clinical faculty to answer questions regarding the prevention assignments and give the group guidance. As these are graded assignments, your clinical faculty cannot give you the answers to the scenarios, but can steer your learning in the right direction if the content is not clear. He or she may opt to give you examples to demonstrate/answer content questions.

 **Time line for this 1st cycle is June 9-16.**

2. For EACH the other Two Cycles, each student is required to make a minumum of **two posts for each cycle.**

* + - One post will be original and will answer the faculty’s question or present a patient situation or issue and will be at least 150-200 words with a reference as appropriate.
		- Second post [s] will be in reply to a peer’s post and will be at least 100 words. **Agreeing with each other or being supportive is not sufficient—the goal is to advance and challenge thought**. For example, you can pose your own similar situation or provide a reference for best practice.
		- **Your clinical faculty will give you guidance on exactly what he/she expects from cycles two and three**
		- The original post is expected within the first 10 days of the cycle.
		- The response post is expected NO Later than the Sunday of the 3rd week of the cycle.
	1. **You will receive a grade for each cycle that will count toward your overall participation grade. Participation grade is generated from class participation, chat participation and cycle participation.**

 **Cycle 1: June 9-16**

 **Cycle 2: June 17-July 1**

 **Cycle 3: July 2- July 23**

1. Your faculty will be reading the posts and may reply or comment as indicated. You have a great deal to learn from each other!
2. We hope that these required postings will be a positive, useful experience for you.

**TIPS FOR SOAP-ing:**

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 focused ROS for the presenting problem, current medications, 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 in the plan as it is not one of your “most likely.”
4. **You may not cite a protocol text as your reference for the pathophysiology**. You may cite it as rationale for your plan. Use a patho text for your SOAP note. 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 mechanism of action (i.e., third generation cephalosporin antibiotic and is used primarily for gram positive organisms) and its expected effect in the specific clinical situation.

 **SOAP Notes:**

1. Two SOAP Notes are required in this course. The note should accurately reflect the client encounter, the diagnoses made, and the recommended nursing/medical management.
2. All SOAP Notes must include rationale with the subsequent pathophysiology and documentation 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 that support your management decisions.
3. **Do not repeat a pathophysiology section you have already addressed** in a prior SOAP note. Either select another patient to do a SOAP note on or address a different health problem/disease. **You should do SOAP notes on clinical topics examined in this course!**
4. Use the provided SOAP note template. If an element does not apply to a clinical situation, indicate “deferred” or “N/A”. (e.g., in a ROS for a patient presenting c/o URI symptoms, a neuro ROS would be deferred.) Points will be **deducted** if you do not demonstrate clinical discrimination in your data collection & documentation – i.e., collection of extensive, inappropriate data because you do not prioritize.

**A SOAP NOTE Template is Posted on BB under SOAP Note Template in left panel**

**Please Note: In addition to the course SOAPs described above, You are required to submit two short form SOAP notes to Typhon (1 after each 20 hours of clinical) the Typhon electronic logging system. Additional information is available for this.**

**SOAP NOTE GRADING FORM**

 **N5305 Adult Management**

**Attach this Grade Form for Faculty Feedback when Grading**

**Possible Actual**

**Points Points**

**13 \_\_\_\_\_\_\_\_\_\_\_** A. Subjective Data appropriate to the context of the patient visit & overall Health; succinctly documented. For patient’s pre-existing meds, that they take—include: action, typical dose, special S/E or education needed documented on an attached page.

**13 \_\_\_\_\_\_\_\_\_\_\_** B. Objective data appropriate to the context of the patient visit and overall health status. Succinctly documented.

**19 \_\_\_\_\_\_\_\_\_\_\_** C. Nursing & Medical diagnosis/es formulated with correct ICD-9 codes. Include health maintenance diagnosis per guidelines. You MUST provide at least 3 likely differential diagnoses and list R/Os if appropriate. Include pertinent positives & negatives for the major diagnosis only.

**20 \_\_\_\_\_\_\_\_\_\_\_** D. Mgt plan cost-effective, clinically correct & includes sections for medical & nursing therapeutics. Patient education should be identified as such. Organize categories in your plan: Diagnostic, Therapeutic, Pt Education, Referral, & Follow-Up. **Attach a current clinical guideline with clear reference for one of the major diagnoses**.

**15 \_\_\_\_\_\_\_\_\_\_\_** E. Rationale justifies EACH ASPECT of mgt plan with appropriate references. Mechanism of action of medications you change/prescribe should be cited here.

**10 \_\_\_\_\_\_\_\_\_\_\_** F. Pathophysiology discussion justifies major diagnoses addressed at visit and mgt plan. 1) You must personalize to your patient’s health status by discussing how it applies specifically to your patient. 2) No more than 2 diagnoses need to be addressed if multiple dx exist. 3) Use a CUURENT primary patho reference 4) Do not duplicate pathophysiology from prior SOAPs

**05 \_\_\_\_\_\_\_\_\_\_\_** G. Health Promotion/Prevention. Include age/gender/risk specific

 Recommendations as your guidelines require.

**05 \_\_\_\_\_\_\_\_\_\_\_** H. Overall neatness, organization, APA format for reference.

*If possible, ATTACH A COPY OF ACTUAL NOTE done in the clinic WITH PT INFORMATION DELETED*

Special Note:

* Do your SOAP note on a clinical topic/focus appropriate to course content. Do not duplicate a prior SOAP topic.
* You are to provide any additional information for the SOAP note that you thought of after seeing the patient. Indicate what you would/should have done PLUS what actually happened. Indicate clearly what happened and what you would now recommend.
* References should follow APA format.SOAP notes are individual assignments (AS ARE ALL OTHER ASSIGNMENTS IN THIS COURSE) & must be done without consultation from others.

**SOAP NOTE GRADING FORM**

 **N5305 Adult Management**

**Attach this Grade Form for Faculty Feedback when Grading**

**Possible Actual**

**Points Points**

**13 \_\_\_\_\_\_\_\_\_\_\_** A. Subjective Data appropriate to the context of the patient visit & overall Health; succinctly documented. For patient’s pre-existing meds, that they take—include: action, typical dose, special S/E or education needed documented on an attached page.

**13 \_\_\_\_\_\_\_\_\_\_\_** B. Objective data appropriate to the context of the patient visit and overall health status. Succinctly documented.

**19 \_\_\_\_\_\_\_\_\_\_\_** C. Nursing & Medical diagnosis/es formulated with correct ICD-9 codes. Include health maintenance diagnosis per guidelines. You MUST provide at least 3 likely differential diagnoses and list R/Os if appropriate. Include pertinent positives & negatives for the major diagnosis only.

**20 \_\_\_\_\_\_\_\_\_\_\_** D. Mgt plan cost-effective, clinically correct & includes sections for medical & nursing therapeutics. Patient education should be identified as such. Organize categories in your plan: Diagnostic, Therapeutic, Pt Education, Referral, & Follow-Up. **Attach a current clinical guideline with clear reference for one of the major diagnoses**.

**15 \_\_\_\_\_\_\_\_\_\_\_** E. Rationale justifies EACH ASPECT of mgt plan with appropriate references. Mechanism of action of medications you change/prescribe should be cited here.

**10 \_\_\_\_\_\_\_\_\_\_\_** F. Pathophysiology discussion justifies major diagnoses addressed at visit and mgt plan. 1) You must personalize to your patient’s health status by discussing how it applies specifically to your patient. 2) No more than 2 diagnoses need to be addressed if multiple dx exist. 3) Use a CUURENT primary patho reference 4) Do not duplicate pathophysiology from prior SOAPs

**05 \_\_\_\_\_\_\_\_\_\_\_** G. Health Promotion/Prevention. Include age/gender/risk specific

 Recommendations as your guidelines require.

**05 \_\_\_\_\_\_\_\_\_\_\_** H. Overall neatness, organization, APA format for reference.

*If possible, ATTACH A COPY OF ACTUAL NOTE done in the clinic WITH PT INFORMATION DELETED*

Special Note:

* Do your SOAP note on a clinical topic/focus appropriate to course content. Do not duplicate a prior SOAP topic.
* You are to provide any additional information for the SOAP note that you thought of after seeing the patient. Indicate what you would/should have done PLUS what actually happened. Indicate clearly what happened and what you would now recommend.
* References should follow APA format.SOAP notes are individual assignments (AS ARE ALL OTHER ASSIGNMENTS IN THIS COURSE) & must be done without consultation from others.

**Special Guidelines for SOAP Notes:**

The faculty are interested in having you develop a skilled approach to documenting your care using a SOAP approach. Therefore, we are trying a different strategy to achieve this.

You will be required to use a formatted progress/visit note for all SOAPs in this course, except the SOAP trial template which is a credit only assignment.

Guidelines:

1. Unless your faculty requires otherwise, you must write all your subjective & objective data on one page form.
2. Attached pages will contain the following:

 Page 2/3:

 -Assessment to include Medical Diagnoses with ICD-9 codes, Differential Diagnoses, Rule Outs if they apply, Nursing diagnosis, and Health Maintenance Diagnosis

 -Plan to include the interventions organized by diagnostics, therapeutics, patient education, referrals, and follow-up

 -Attach a guideline to the SOAP note that you have found in the literature.

 -Rationale for each intervention in the plan

 Page 3/4:

 -Pathophysiology for 1 major diagnosis. Do not use a protocol book as reference. Personalize the patho to your patient. Do not repeat patho discussions in other SOAP notes.

1. Discuss how you would do things differently after the fact (e.g., obtain additional data, use a different treatment, make a different diagnosis, etc). You will not lose points for these changes. We all learn every day.

4. What was an important thing you learned with this patient?

**N5305 Adult Management I**

**Assignments/Grade Summary – Fall 2015**

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

**ASSIGNMENTS** **SCORE**

**Clinical 100%**

Final Clinical Notebook Review P/F \_\_\_\_\_

Preceptor & Site Evaluations [By student] P/F \_\_\_\_\_

Self Evaluation **By** student Credit \_\_\_\_\_

Student Evaluation **By** Preceptor P/F \_\_\_\_\_

Student Clinical Objectives/Evaluation of Those Objectives P/F \_\_\_\_\_

End of Semester/Clinical Hours completed Credit \_\_\_\_\_

Final Practicum **By** faculty 37% \_\_\_\_\_

Motivational Interview Audio 13% \_\_\_\_\_\_

SOAP notes (1) 20% \_\_\_\_\_

SOAP notes (2) 22% \_\_\_\_\_

Other SOAP notes [from clinical encounters] as assigned in Typhon P/F \_\_\_\_\_

Completed Clinical E-Log Printouts to class in Clinical Notebook P/F \_\_\_\_\_

Clinical Group Participation Clinical Group Postings 8% \_\_\_\_\_ & participation in class and on chats

 ***Clinical Grade for Course***\_\_\_\_\_\_

**Didactic 100%**

Multiple Choice Exam I 27% \_\_\_\_\_

Multiple Choice Exam II 29% \_\_\_\_\_

BB Quizzes [3] 20% \_\_\_\_\_

Prevention Case 12% \_\_\_\_\_

Integrated Class Case 12%  *\_\_\_\_\_\_*

 ***Didactic Grade for Course*** \_\_\_\_\_\_

**Final Course Grade = Clinical + Didactic/2 Course Grade \_\_\_\_\_\_\_**

**Student must make a passing grade on clinical & didactic overall grades to pass course**

**N5305 ADULT TALLY**

**Clinical Hours Documentation**

**This is a very important form that documents your clinical hours.**

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| --- | --- | --- | --- |
| **Date of Clinical** | **Hours Completed** | **Preceptor Signature** | **Number of Patients Seen** |
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|  |  | Please tally your hours and number of patients seen on this page. |  |
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**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. **All diagnostic exercises, SOAPs, Topic Quizzes and Out-of-Class Case Studies are to be independently completed.**
2. It is your ability and clinical decision-making that we are assessing through the assignments – not that of your colleagues.
3. Any violation of these instructions will result in academic dishonesty, which is 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. **Students have been identified and held accountable in this course for academic dishonesty—do not ruin your professional career!**
4. The student will turn in and/or upload a copy of each written assignment. The electronic copy will be maintained in a permanent file and used to compare to future & past class assignments. We maintain an extensive file of papers.
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**

**You are asked to verify your understanding and agreement**

**to this guideline in BB [will be under assignment drop box]**

**CLINICAL GUIDELINES**

**&**

**EVALUATION FORMS**

***NURSE PRACTITIONER COURSE CLINICAL OBJECTIVES***

1. Provide evidence of clinical skills in performing advanced health assessments to include:
	1. collecting a complete health history
	2. examining all body systems
	3. performing functional assessments to determine ability for self-care and independent living
	4. 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)
	5. making appropriate decisions regarding priority needs for episodic data collection (subjective and objective)
	6. determining which problems/data collection can be deferred until later
	7. making an appropriate and accurate assessment of client’s health status (rule outs, differential diagnoses, nursing diagnoses, etc.)
	8. presenting pertinent data to preceptor in a succinct manner
	9. 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
	10. discussing with preceptor personal strengths and needed areas of improvement
2. 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.
3. Show increasing evidence of ability to develop, implement and evaluate an appropriate plan for health maintenance and health promotion of clients.
4. Show evidence of ability to integrate health promotion/disease prevention activities into each client encounter.
5. Provide evidence of advanced nursing activities to promote and maintain health of adults to promote self-care.
6. Demonstrate ability to provide quality, culturally sensitive health care for individuals of diverse cultural and ethnic backgrounds.
7. Provide evidence of the ability to formulate and administer advanced nursing care and medical therapeutics in a variety of setting.
8. Integrate current research findings into the development and implementation of health care for families and individuals.
9. Continue personal development of the various roles of the nurse practitioner as evidenced by didactic and clinical work.

Your Personal Clinical Objectives

Using the course clinical objectives as a global guide, you are to develop 8-10 personal clinical objectives that you share with your clinical faculty and your preceptor BEFORE you see your first patient in clinical. These should be measurable, concrete learning goals that you develop for yourself based on the content that you will be learning in this course.

Examples might include:

Examine 5 men over the age of 50 years focusing on prostate health.

Review the differences in the prostate grading system—from normal to that for the benign enlarged prostate gland.

Recognize and cite the diagnosistic criteria for 3 patients with rosacea.

These clinical objectives will largely depend on where your clinical site is and what type of patients that they are seeing—family practice, internal medicine, etc.

Then, at the end of the semester, you will go and reassess your learning—you will tell us—did you meet these objectives??

For example:

Examine 5 men over the age of 50 years focusing on prostate health. [met—100%; I examined and graded the size of 8 male prostates after exam]

Review the differences in the prostate grading system—from normal to that for the benign enlarged prostate gland. [met—80%, it was difficult on the first two patients, but with guidance by my preceptor we were both grading the gland the same by the end of the semester]

Recognize and cite the diagnosistic criteria for 3 patients with rosacea. [partically met—50%, I saw only 2 rosacea patients, the first one, I missed her diagnosis but the next one, I was spot on and the preceptor allowed me to sugggest the beginning treatment plan].

Again, you are expected to develop 8-10 PERSONAL clinical objectives for the entire 45 hours of clnical this semester.

**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 in that clinical site. Also you are expected to purchase and use an electronic device (smart phone, ipad, ect) in this course with applications such as Griffins 5 minute Clinical Consult, PEPID, First Consult, and/or Epocrates. This device allows you to provide point-of-care referencing.

1. **Documentation of Care:**

The UTA College of Nursing Nurse Practitioner Program requires a wide variety of clinical hours that 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 (paper or electronic) , 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. You may prepare a prescription (we encourage to take this opportunity to learn to write prescriptions) but it must be signed by the preceptor—your name should not be on the prescription. If you are in a site using an Electronic Medical Record, you must do SOAP notes on paper in the clinical setting to document your care.

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 “Preceptor Agreement” in the packet MUST be signed and on file at UTA BEFORE clinical experiences commence at the site.** This is a very important legal requirement for you and UTA. If this is not accomplished, your clinical hours will not count! {Students are expected to negotiate their clinical objectives and number of hours with each preceptor.} If for any reason, the primary preceptor is absent i.e., not physically in the practice setting, the student may not make any decisions requiring medical management. Also, your clinical preceptor is responsible to see & evaluate EVERY patient who you see.

1. **Site Visits/Practicum:**

The Nurse Practitioner Faculty will evaluate the student’s clinical abilities at his/her clinical site and/or an appointed clinical site at regular intervals throughout the NP program. 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 criteria on the “Faculty Site Visit Form” or “Clinical Practicum Form.” Students in this course will have a practicum conducted on campus by the course faculty. Site visit to your clinical setting will be done as scheduled by your faculty—this may be done by a visit/phone call or electronic communication.

As indicated above, students will be required to come to campus to conduct a practicum with a standardized patient.

1. **Preceptor Evaluations:**

Preceptor evaluations are required each semester and indicate the student’s clinical performance **over time** as opposed to the site visit and/or practicum evaluation which evaluates clinical performance on one client. Evaluations can be obtained from those preceptors who spend 16 hours or more in clinical with the student. The student is encouraged to ask the preceptor to discuss the evaluation with him/her before mailing or faxing it to the Graduate Department’s Office. Students can be assigned a grade of incomplete if the preceptor evaluation is not received by the final exam date.

1. **Clinical Experiences Journal:**

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

1. **Clinical Conferences With Faculty:**

At regular intervals throughout the NP Program, the student and faculty advisor will meet to discuss the student’s progress towards obtaining clinical objectives, the student’s overall performance in the program and other areas of concern. During theses conferences, it is expected that the student share information with the clinical advisor that will help the advisor evaluate the quality and scope of the clinical experiences. On occasion, these conferences may be conducted via telephone, particularly for students living out of the Metroplex area.

1. **E-LOG**

Students are responsible for maintaining accurate clinical documentation in the e-log. These must be up-to-date and current for review at each class session. You have 7 days to log in your patient encounter; after that time period, the TYPHON system will not allow you to enter encounters; SO IT IS NOT AN OPTION TO wait until the end of semester to enter this data. **You are expected in this course to have e-log documentation for a minimum of 45 patients seen by you during the semester and 45 clock hours in the clinical setting.**

1. **Preceptor Confirmation**

You are responsible for obtaining a signed Preceptor Agreement for the current semester and getting this on file in NP office **BEFORE** you see patients. Any clinical hours done **PRIOR** to the above may need to be **REDONE**.

**Tips for Seeing A Patient in Clinic**

* You are responsible for assessing the overall health status of each patient you see in the clinic. The extent to which you review the status of existing health problems and address prevention priorities may vary from patient to patient, but you are always accountable for overall health.
* At a minimum, this means you will review: (it will best to do this review prior to entering the room)
	+ All diagnoses listed in the problem list
	+ All medications currently used, including OTC
	+ The date and reason for the last visit and those visits pertinent to the chief complaint today
	+ Brief evaluation of the plan for the last visit (oftentimes a follow-up plan will be listed)
	+ The date and major abnormalities in the most recent lab and/or x-rays/special tests (regardless of chief complaint today)
	+ Include patient education
* Address the patient’s Reason for Visit/Chief Complaint
* Identify major risk factors (age & gender, personal) and develop a prevention plan -- discuss with patient as appropriate during the visit. Use the prevention guidelines with respect to age. Appropriate recommendations are to be included such as pap or mammogram guidelines.
* Don’t hesitate the ask the patient about the self-treatment they are doing for their illness.
* Most office visits are not “just a sore throat.” They are an opportunity for health promotion such as smoking cessation counseling or scheduling for a lipid screen.
* At a minimum, your physical exam will include:
	+ Exam of all and any systems related to chief complaint and diagnosis/es
	+ Exam of CV and Respiratory system
* All prescriptions should include the complete Rx info.
* Always consider, provide, and document the education/counseling the patient needs to manage his/her problem and/or to prevent diseases or progression.
* Always develop and document your plan for follow-up (e.g., 24 hours, 2 weeks, 3 months, etc.) This is an important aspect of the care you provide.

**Clinical Experiences Journal Guidelines—N5305**

**For Electronic Submission for Fall 2015**

**The Clinical Experiences Journal [or portfolio] will be submitted electronically on BB assignment drop box. The required documents are listed below:**

A. Tally Sheets [attached in this addenda]

B. Personal Clinical Objectives and Evaluation of those Objectives

* Not the course clinical objectives, use these as a guide to develop your own personal objectives, this should be 8-10 measurable objectives [see page 17 of this addenda]
* Evaluate each objective—met, partially met, not met and give description

C. Client Encounter Record(s) [this is the Tally Sheet that has been signed by preceptor]+

 **Must have preceptor sign each day of clinical experience in the appropriate space**

 **attesting to the number of patients you have seen and the hours you were present**

D. Self Evaluation - form can be obtained from CON website under MSN forms or is posted under Forms icon on Bb

E. Student Evaluation of Preceptor - form provided on CON MSN program forms [on our web page]

F. Preceptor Evaluation of Student- form provided on UTACON MSN program forms

G. Clinical Summary Document from Typhon—again minimum of 45 clinical hours and 45 encounters

H. Faculty feedback page—attach the following page for clinical faculty to give you feedback [page 22 in addenda]

**The University of Texas at Arlington**

**College of Nursing**

**Clinical Notebook Feedback Form**

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

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

**\_\_\_\_\_I. Name / type of clients seen:**

**Comments:**

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

**Comments:**

**\_\_\_\_\_III. Clinical Objectives / Evaluations – Tally Sheets, and other documentation.**

**Comments:**

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

**Comments:**

**Graduate Nursing Support Staff**

|  |  |
| --- | --- |
| **Judy LeFlore, PhD, RN, NNP-BC, CPNP-PC & AC, ANEF, FAAN**Associate DeanGraduate Nursing ProgramsDirector, PNP, ACPNP, NNP ProgramsPickard Hall Office #518Email address:  jleflore@uta.edu | **Kathy Daniel, PhD, RN, ANP/GNP-BC, AGSF**Associate Chair, Graduate Nurse Practitioner ProgramsPickard Hall Office #615817-272-0175Email address: kdaniel@uta.edu |
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|  |
| --- |
| **Graduate Advisors:** |
| **NP Students with last Name A-L:**Sheri DeckerGraduate Advisor IIPickard Hall Office # 611(817) 272-0829Email: s.decker@uta.edu  | **NP Students with Last Name M-Z:**Luena WilsonGraduate Advisor IPickard Hall Office # 613(817) 272- 4798Email: lvwilson@uta.edu  |
| **ADM/EDU/FNP - AP with last name A-G**Lisa RoseGraduate Advisor IPickard Hall Office #628-B817-272-9087Email: lirose@uta.edu  | **ADM/EDU/FNP-AP with last name H-O**Rebekah BlackGraduate Advisor IPickard Hall Office #630817-272-2291Email: rjblack@uta.edu  |
| **ADM/EDU/FNP-AP with last name P-Z**Caitlin WadeGraduate Advisor IPickard Hall Office #631817-272-9397Email: cwade@uta.edu  |  |

**Emergency Phone Numbers**: In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911.

For nonemergencies, you may contact UTA Police Department at 817-272-3381.

**Course Schedule:**

**CLASS #1 Topics/Activities/Textbook Readings**

**June 9 On Campus Session**

4-5:00 Overview

5-5:30 + break Clinical Groups

5:45-6:45 **Dermatology in Adult Health**

 Dunphy et al: Chapter 7

6:45-9:45 **Prevention in Adult Health**

 Dunphy et al: Chapters 1, 3, 4 [pp.55-57], 5

 Chapter 9 [pp. 417-429], Chapter 16 [pp. 904-911]

 Prevention Group Cases

**Modules Posted to Bb on Respiratory Issues &** **ENT Problems in Adult Health**

Dunphy et al: Chapters 8 & 9 [specific pp. in subobjectives]

 Dunphy et al: Chapter 19 [pp. 1189-1190]

**June 13 Mini Prevention Cases due to Bb by 11:00 pm**

**CLASS #2**

**June 23 BB Chat & Quiz**

4-5:30 Chat on Dermatology/Respiratory/ENT

6-6:30 **Quiz over Dermatological/Respiratory/ENT Topics**

**June 30 Motivational Interview MP3 & Individual Out of Class Prevention case due to Bb by 11:00 pm**

**Materials Posted to Bb on Thyroid, Diabetes &** **Headache Problems in Adult Health**

Dunphy et al: Chapters 6 & 16 [specific pp. in subobjectives]

**CLASS #3**

**July 7**

4-5:00 **Exam One**

5-5:30 Meet with Clinical Group

5:45-7:45 Group Cases on Headache and Thyroid

7:45-9:45 Group Cases on Diabetes

**Materials Posted to Bb on MSK/GI/GU Problems in Adult Health**

Dunphy et al: Chapters 15, 19, 11-13 [see subobjectives for pp]

**July 14 BB quiz (NO Chat) and SOAP#1 Note due**

4-4:20 **Quiz over Headache and Thyroid Topics**

**[exact time allotted for quiz to be announced before quiz]**

 **SOAP #1 due to Bb by 11:00 pm today**

**Class #4**

**July 21 BB Chat and Quiz**

4-6:30 Chat over Diabetes questions and MSK/GI/GU questions

7-8:00 **Quiz over Diabetes/MSK/GI/GU Topics**

**[exact time allotted for quiz to be announced before quiz]**

 **Materials Posted to Bb on**  **WH/HTN and Lipid Abnormalities in Adult Health**

Dunphy et al: Chapters 10 & 14 [see subobjectives for pp.]

**Class #5 On Campus Session**

**August 4**

4-6:30 Overview of Current HTN and Lipid Guidelines

 Group Cases on HTN

6:30-7:00 Clinical Groups

7-9:00 Group Cases in Lipid Abnormalities and

 Women’s Health Issues in Adult Health

9-9:30 **Integrated Case Study for WH/HTN/Lipid Problems**

 **[This is a graded in class exercise]**

**August 4 SOAP #2 due to Bb NO LATER than today by 11:00 pm**

 **Completed Typhon and Clinical Notebook/Portfolio**

 **Due to Bb NO LATER than 11:00 pm**

**Students will select a time [a sign up URL will be available on Bb] on one of these dates**

**for clinical practicum**

**August 5 On Campus Session—Smart Lab**

TBD **Clinical Practicum with Faculty Here on Campus**

 **[your individual check off will take about 1 hour]**

**August 11 BB Exam**

4-6;30 **Exam Two**

 **[exact time allotted for exam will be announced prior]**

 “*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. –Dr. Courtney*