

**DNP-FNP CURRICULUM
CURRENT & PROPOSED
Fall 2014**

The Family Nurse Practitioner faculty are committed to offering a curriculum that:

- Is outcome driven, with outcomes derived from the AACN Essentials for Doctoral Education *and* the NONPF Criteria for NP Programs (both the 2012 NONPF* Core Competencies and the 2013 NONPF Population-Focused Competencies)
- Has a primary focus on a lifecourse approach as now required by NONPF
- Integrates pediatric, adult, and elder content through each course, with the retention of some specialty focus on the care of infants-children-adolescents and older adults in two courses
- Focuses on the development of outcomes statements for each course that fit well with NP competencies and program outcome statements. Identify teaching strategies and evaluation methods for each outcomes statement/competency
- Considers the ‘content list’ that comes from AANP and is covered on certification exam

To this end, changes in course offerings are planned to reflect the current standards (named above). Faculty have met to describe student learning outcomes, focus, and content related to a set of new courses to replace the present paired didactic-clinical courses in the FNP track (NURS 567, 568, 569) and to recommend other adjustments in the DNP-FNP curriculum, in keeping with national standards and accreditation requirements.

Rationale for proposed curriculum change:

- Nationally, the National Organization of Nurse Practitioner Faculty (NONPF), the body that supports the work of the AACN, released new competencies in July 2013. The FNP faculty responded to the release of these new competencies by organization a Curriculum Sub-Committee of the FNP Faculty Committee. This committee has worked over the past year to identify the need for extensive curriculum revision that will present a rigorous, comprehensive program that reflects nationally established practice competencies, better aligns course content with credit load, and helps to ensure the development of workforce ready graduates.

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With the implementation of the proposed curriculum, the DNP-FNP faculty expects the program to better represent the current FNP profession, to increase the required minimum number of clinical hours and to allow our alums from the original adult program to take coursework with us for updated certification.

Doctor of Nursing Practice Program Family Nurse Practitioner Track						
Present Curriculum			Proposed Curriculum			
Course	Credits & Hours	Focus/Content	Course	Credits & Hours	Proposed Title	Proposed Focus/Content
570	2	Diagnostic reasoning	508	2	Essential Procedures for Primary Care Practice	Introduction to the selection, and interpretation of diagnostic tests, and performance of minor procedures for primary care practice.
573	2	Rational Prescribing	573	3	Rational Prescribing	Prepares FNP students to effectively and safely prescribe medications
575	3	Diagnostic Testing & Interpretation	509	3 Theory	Diagnostic Reasoning & Clinical Management of Common Problems in Primary Care	Provides a primary care framework for conducting systematic clinical encounters, developing differential diagnoses, and planning care for individuals and families.
567	4 Theory = 1 Clinical = 3	Family, Adults, & Elders	513	3 Theory	Primary Care I: Health Promotion	Primary care approaches to health promotion, disease prevention, risk reduction, and disease

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	(135)					detection for individuals and families across the lifespan.
568	4 Theory = 1 Clinical = 3 (135)	Family, Infants, Children, & Adolescents	514	2 Clinical (120)	Primary Care Practicum I	Primary care practicum experience focused on health promotion, disease prevention, and disease detection across the lifespan in primary health care.
569	4 Theory = 1 Clinical = 3 (135)	Family, Women's Health, Men's Health, Obstetrics	515	3 Theory	Primary Care II: Acute Health Conditions	Primary care approaches to the assessment, diagnosis, and management of individuals and families across the lifespan with common acute conditions.
			516	2 Clinical (120)	Primary Care Practicum II	Primary care clinical practicum that focuses on caring for individuals and families across the lifespan with common, acute health conditions.
			537	3 Theory	Primary Care III: Chronic and Complex Health	Synthesis of clinical management

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Course	Credits & Hours	Focus/Content	Course	Credits & Hours	Proposed Title	Proposed Focus/Content
					Conditions	approaches for care of individuals with chronic and complex conditions across the lifespan and their families.
			538	2 Clinical (120)	Primary Care Practicum III	Primary care practicum experience focused on caring for individuals and families with complex and chronic health conditions across the lifespan.
595	5 Clinical (225)	Internship	540	4 Clinical (240)	Internship: Practicum in Advancing the Primary Care Role	
Total		24 credits Theory = 10 Clinical = 14 630 hours			27 credits (in addition, students will complete 9 credits of scientific foundations in pathophysiology, pharmacology, and physical assessment) Theory = 20 Clinical = 10 600 hours	



Course Syllabus

COURSE NUMBER:	NURS 509
COURSE TITLE:	Primary Care Management of Common Acute Conditions
CREDIT HOURS:	3 semester (didactic) credits
COURSE FORMAT:	Hybrid course (on-campus, in-class and on-line activities)
COURSE FACULTY:	Melody Rasmor, EdD, MS, RN, FNPC
Email:	rasmor@vancouver.wsu.edu
Office Location:	WSU Vancouver VLIB, Office “K”
Office Hours:	By Appointment
Office Phone:	(360) 546-9619
PREREQUISITES:	NURS 562, NURS 563, NURS 581
MEETING TIME:	August 28, September 11 & 25, October 2 & 23, November 6 & 13 Class meets on above dates from 1:10 PM to 4:00 PM
MEETING LOCATION:	In-class activities are supplemented by on-line learning activities during weeks when class sessions are not held. See details in this syllabus and on the course website.

CATALOG DESCRIPTION

Provides a primary care framework for conducting systematic clinical encounters, developing differential diagnoses, and planning care for individuals and families.

COURSE DESCRIPTION

This course introduces strategies for conducting clinical encounters in primary care. Using exemplar cases the family nurse practitioner student will apply clinical reasoning to assessment and management of common acute health conditions across the lifespan. Emphasis will be placed on the integration of knowledge and skills needed to recognize the relationships between symptoms, patterns of illness, and epidemiological data, and to develop appropriate differential diagnoses. Coding and reimbursement requirements that impact clinical encounters and documentation will be explored.

STUDENT LEARNING OUTCOMES

Upon completing this course, students will be able to:

1. Describe the role and actions of the family nurse practitioner in the diagnosis and treatment of common acute health conditions.
2. Frame a clinical encounter integrating principles of assessment, differential diagnoses, management planning, documentation, coding and reimbursement.
3. Apply current best evidence to the analysis of select case studies describing acute health conditions.

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4. Communicate and collaborate effectively both orally and in writing, to enhance team performance.

INSTRUCTIONAL STRATEGIES

This course will use face-to-face instruction as well as asynchronous distance technology to explore relevant content. Active participation is expected and required. Participation in discussion forums should incorporate pertinent readings and thoughtful reflections; discussion will amplify understanding. Strategies include lecture, small group activities, completion of online learning activities, participation in online discussion forums, completion of assigned readings, written assignments, quizzes, and exams.

COURSE POLICIES

In general in this course and in all of the activities that are part of this class, all College of Nursing and Washington State University Graduate Student Handbook and Graduate School guidelines, academic policies, and standards of conduct apply. As a student enrolled in coursework at Washington State University, you are assumed to be and are responsible for being aware of these policies and standards as written and available on the University websites and in University publications.

Policies that are specific to this course are described below, not necessarily in order of importance. All policies carry equal importance and weight. If you do not understand something that is written here, it is your responsibility to seek clarification.

Assignments

Assignments completed for any other course taken at WSU cannot be submitted for credit in this course. However, it is appropriate to continue the development of clinical topics previously submitted. It is expected that new work will be done to advance these concepts further. If there is any question about this policy, please consult course faculty.

Attendance Policy

Attendance at all class sessions is mandatory. Students are expected to arrange all other activities so as to be present and on time for class sessions, and so as to stay until the conclusion of each class session. Any unexcused absence may result in a 10% deduction from the course grade.

Classroom Etiquette

Students **may not use cellular telephones** during any class session. Cell phones must be in the OFF position during any class session. Exceptions will be made only to comply with disability services requests made through the Disability Resource Center.

Communications

It is WSU policy to use WSU email accounts for official communication. WSU email accounts are used for all communication in this course. If you do not want to check or use your WSU email account, you may set it up to forward all email communications to your home email account. It is important to check your email and the electronic course website regularly for important communications.

Course Changes

Although there will be no changes in student learning outcomes or course materials, the instructor reserves the right to make slight modifications to the course syllabus, calendar and assignments. Any changes will be dated, posted on the electronic course announcements tab, and sent via e-mail to each student.

Dead Week or Closed Week

According to Academic regulation (#79) per the office of registrar, "No examinations or quizzes (other than laboratory examinations, make-up examinations, and make-up quizzes) may be given during the last

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week of instruction.” Note that special arrangements may be made for paper-proctored exams at a distance.

Guests

You may not bring guests, including children, to class, without the specific permission of the professor. If you would like to bring a guest, please make your request at least one week in advance.

Important Dates and Deadlines

Students are encouraged to refer to the academic calendar often to be aware of critical deadlines throughout the semester. The academic calendar can be found at www.registrar.wsu.edu/Registrar/Apps/AcadCal.ASPX

Internet Access

This course requires high speed internet access. Dial-up options for internet will not permit you to view many of the assignments. If you do not have high-speed internet at home, then consider your work place (hospital library), the public library, or other locations where you may be able to access course materials.

Minimal Grades

To earn a passing grade in the course, all assignments must be completed and submitted by the due date. You must earn at least a passing grade for all assignments in order to pass the course.

Late Assignments Policy

With rare exception, late assignments will not be accepted for grading. Late assignments will be accepted with point deduction if arrangements have been made in advance with the instructor. Late assignments received without prior arrangement will not be accepted and student will receive “0” zero points for the assignment.

Clinical Writing

As a Family Nurse Practitioner, regardless of the setting in which you practice, you will be required to complete detailed records of your encounters with patients that are accurate, timely, and relevant. You will need to do this quickly. Your documentation will need to be thorough enough to support and provide evidence for the diagnoses you make and the charges that are made to third-party payers (insurance companies, government agencies, etc.) and patients.

Written Assignment Formatting

Graduate (Doctoral) level writing is expected. Students are to utilize the APA Manual 6th edition as the guide for all document formatting including in-text citations and references. Some class assignments will require adherence to APA formatting. It is not possible to apply all of the APA guidelines and have them transfer properly in discussion board postings, and so the college now requires that any assignments requiring APA formatting must be sent as attachments (see details below for attachments).

- Prepare these assignments in Microsoft Word.
- Save your work as a “doc” file (this is the MS Word default file type).
- Type in the subject line that includes the name of the assignment and your initials.
- Use the “Attach” function to find and attach the file from your word processor.
- The send it.
- For examples and information on APA, please refer to the following site:
<http://nursing.wsu.edu/library/apa5format.html>

HIPAA Compliance

The Health Information Portability and Accountability Act of 1996 (HIPAA) strictly defines the ways in which healthcare professionals can share health information. See the Office of Civil Rights Health Privacy Website: <http://www.hhs.gov/ocr/privacy/index.html>.

Students must be familiar with and must comply with all aspects of HIPAA. In particular, when submitting information about a patient as part of an assignment, students must remove all specific identifying information that could be used to link a health record to any individual, individual's relatives, household members, or employer. *It is not sufficient to 'black out' the identifiers; they must be removed.* Failure to comply with HIPAA regulations will result in an automatic grade of zero for an assignment and could result in failure of the course. In addition, the student who violates HIPAA may also face civil or criminal actions that may result from the violation.

Workload

It is a WSU policy that for every hour of in-class instruction, or equivalent online instruction, that students should expect at least 2 hours of outside class course preparation in the form of reading, course assignments and review of previous lectures.

Academic Integrity

Academic integrity is the cornerstone of the university. You assume full responsibility for the content and integrity of the academic work you submit. You may collaborate with classmates on assignments, with the instructor's permission. However, the guiding principle of academic integrity shall be that your submitted work, examinations, reports, and projects must be your own work. Any student who violates the University's standard of conduct related to academic integrity will be referred to the Office of Student Conduct and may fail the assignment or the course. You can learn more about Academic Integrity on you campus using the URL listed in the Academic Regulations section or to <http://conduct.wsu.edu/academic-integrity-policies-and-resources>. Please use these resources to ensure that you don't inadvertently violate WSU's standard of conduct.

Sanctions for academic integrity violations may include receiving a failing grade for the assignment or examination, and may also include receiving a failing grade for the course. In some cases, the violation also may lead to the student's dismissal from the WSU College of Nursing.

WSU's Campus Safety Statement

Washington State University is committed to maintaining a safe environment for students, faculty, staff, and visitors. Safety is the responsibility of every member of the campus community and individuals should know the appropriate actions to take when an emergency arises.. As part of this commitment, the university has prepared a Campus Safety Plan for each campus. These plans include a listing of university policies, procedures, statistics and information relating to campus safety, emergency management and the health and welfare of the campus community.

All students should go to the zzsis portal at <http://zzsis.wsu.edu> and register their emergency contact information for the Crisis Communication System (CCS). Enter your network ID and password and you will be taken to the zzsis portal page. Providing multiple contact methods will help ensure you receive notifications in a timely manner, and your information will NOT be used for any other purpose.

WSU-Pullman Campus Safety Plan
<http://safetyplan.wsu.edu>

WSU-Vancouver Campus Safety Plan
<http://www.vancouver.wsu.edu/safety-plan>

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WSU-Tri-Cities Campus Safety Plan
<http://www.tricity.wsu.edu/safetyplan/>

WSU-Spokane Campus Safety Plan
<http://spokane.safetyplan.wsu.edu/>

The University emergency management web site at <http://oem.wsu.edu/emergencies>.

Information about emergencies can be found on the WSU ALERT site – <http://alert.wsu.edu>. Alert notices can also be found on each campus Alert Site.

Spokane: http://spokane.wsu.edu/services/Facilities/Safety_Security/

The WSU Spokane Campus Safety Plan contains a comprehensive listing of university policies, procedures, statistics, and information relating to campus safety, emergency management, and the health and welfare of the campus community. The Campus Safety Plan can be found at: <http://spokane.wsu.edu/services/Facilities/campus-safety-plan/>. Please visit this site to become familiar with the campus safety and emergency information provided. A link to the WSU Pullman Safety Plan is also available on this web site. Look for the “*Spokane Emergency Information*” box on the left side of the page and click the update link to be taken to the registration page where you can enter your cell, landline, and email contact information as well as arrange for emergency text messages to be sent to your cell phone.

Tri-Cities:

Should there be a need to evacuate the building (e.g., fire alarm or some other critical event), students should meet the instructor at the blue light pole in the WEST or CIC Parking lot [use the parking lot for the building in which your class is located]. A more comprehensive explanation of the campus safety plan is available at www.tricity.wsu.edu/safetyplan. An emergency alert system is available and you can sign up for it at tricity.alert.wsu.edu.

Vancouver:

WSU has made an emergency notification system available for faculty, students, and staff. Please register at zsis with emergency contact information (cell, email, text, etc.). You may have been prompted to complete emergency contact information when registering for classes at RONet. In the event of a building evacuation, a map at each classroom entrance shows the evacuation point for each building. Please refer to it. Finally, in case of class cancellation campus-wide, please check local media, the WSU Vancouver web page and/or <http://www.flashalert.net/>. Individual class cancellations may be made at the discretion of the instructor. Each individual is expected to make the best decision for their personal circumstances, taking safety into account. [Safety plan website.](#)

WSU Disability Statement

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center on your campus. All accommodations MUST be approved through the appropriate Access Center. Please stop by or call 509-335-3417 to make an appointment with an Access Advisor. For additional information contact a disability specialist on your home campus.

WSU-Pullman Access Center
Washington Building, Room 217
509-335-3417

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WSU-Vancouver Disability Services

<http://studentaffairs.vancouver.wsu.edu/student-resource-center/disability-services>

VMMC, Lower Level

360-546-9138

WSU-TriCities Disability Services

<http://www.tricity.wsu.edu/disability/>

Student Services Department, West Bldg, Room 262

509-372-7352.

WSU-Spokane Disability Services

<http://spokane.wsu.edu/students/current/StudentAffairs/disability/disabilitystatement.html>

Academic Center, Room 130

509-358-7534

Distance students may contact their 'home' campus office or may wish to access information at this website:

<http://drc.wsu.edu/default.asp?PageID=1799>

LEARNING MANAGEMENT SYSTEM

WSU uses an online learning management system (LMS) to portions of courses. You will need your WSU login (user name and password) to access the LMS.

See <http://ams.wsu.edu/Index.aspx> for Academic Media Services to access videostreamed classes and other information related to classroom use and videoconferencing. To access videostream sessions you will need the user name and password assigned for use with MyWSU.

TEXTBOOKS AND LEARNING MATERIALS

Required

Groopman, J. (2008). *How doctors think*. New York: Mariner Books.

Seller, R. H. (2007). *Differential Diagnosis of Common Complaints* (5th Ed.). Philadelphia: WB Saunders.

Recommended

Textbooks assigned for all pre-requisite courses required in the FNP curriculum may be useful as resources in this course.

EVALUATION

Incompletes

Graduate school policy (academic regulation #90) states that incompletes may only be awarded if "the student is unable to complete their work on time due to circumstances beyond their control".

While a grade of C is considered a passing grade for this course, graduate students are expected to maintain a grade point average of B or better to remain enrolled in Graduate Studies at Washington State University.

The WSU Grading Scale is used for all assignments in this course as well as for the final grade.

There are no "extra credit" assignments or opportunities in this course.

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Grading

A	4.0	95-100	C+	2.3	76-79
A-	3.7	90-94	C	2.0	73-75
B+	3.3	86-89	C-	1.7	70-72
B	3.0	83-85	D+	1.3	66-69
B-	2.7	80-82	D	1.0	60-65
F – Points 59 or below – NO POINTS; NO COURSE CREDIT					

Assignments

Please review the course calendar for a list of topics and basic readings for the course. Assignments for each topic area will be provided on the course site. Most assignments will require reading and preparation, participation in an online discussion about a case, and the completion of one or more quizzes. Content will be additive; that is, content covered in the beginning of the semester will be included in all case studies, discussions, and quizzes that follow.

Grading Criteria

Details about assignments are provided below.

Graded Assignments	Possible Points
Professionalism (attendance, preparation, participation)	10
Case studies including Group Management Plans (4 plans- 10% each)	40
Quizzes (3 quizzes- 10% each)	30
One Case Based Final Exam	20
TOTAL	100
*Students must complete all required assignments in order to pass the course.	

Professionalism

Professionalism will be graded based on the following: *Attendance* at each in-class session and on-campus learning experience; *Preparation* with evident understanding of readings and review of class materials; and *Participation* including demonstration of engagement and participation in meaningful and scholarly discussion.

Professionalism Grading Criteria	
	Points
Attendance	
Present for each in-class meeting and on-campus learning experience.	3
Preparation	
Evident understanding of readings and review of content materials demonstrated.	3
Participation	
Engaged and regularly participates in meaningful scholarly discussion.	4
TOTAL	10

Group Management Plans

Group management plans will be written collectively in your discussion group. Each group will turn in an evidence-based management plan for four of the potential diagnoses covered in class. The management of these diagnoses will be covered in a brief manner in class. Your management plan should encompass the

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concepts of 1) the value of clinical information, 2) clinical decision-making and 3) prognostic indicators in plans of care and when interprofessional team based care is beneficial in the management of these common health conditions.

Group Management Plan: Format and Grading Criteria	
Assignment Content Areas	Points
Dx. Diagnostic and lab tests Evidence based rationale. Cite one best reference for this information your rationale why this reference is “best”	2
Rx (prescribed and OTC medication) Evidence based rationale Cite one best reference for this information	2
Patient and Family Education Provide rationale	1.5
Follow Up and Warning Signs	1.5
What genomic, community and cultural influences should you consider	1
What interprofessional collaboration would be beneficial in the management of this condition	1
Concise, clearly written, appropriately referenced, ICD 10 and CPT codes where applicable	1
Total score/grade	/10

Quizzes and Exams

Quizzes and exams will be open-book/open-resource but you will not be able to talk with any other person to get advice from them or get help with the quiz or exam.



**FAMILY NURSE PRACTITIONER PROGRAM
NURSING 509: CLINICAL MANAGEMENT OF COMMON ACUTE CONDITIONS IN PRIMARY CARE**

COURSE CALENDAR

Week/Date	Topic/Content	Reading(s) & Learning Activities	Assignment(s)
<p>Before Week #1 Online (Minimum expected time commitment: 2 hours)</p> <p><i>Active Learning- 2 hours</i></p>	<p>Introduction to clinical decision-making</p>	<p>Review:</p> <ul style="list-style-type: none"> Course syllabus and related documents on course Angel site Melnyk & Fineout-Overholt, <i>Chapter 1</i> <p>Read:</p> <ul style="list-style-type: none"> Groopman. How Doctors Think Sackett, D.L. (1996). Evidence-based practice: What it is and what it isn't. <i>British Medical Journal</i>, 312, p. 71-72 <p>View online presentation:</p> <ul style="list-style-type: none"> Review of course syllabus APRN role in diagnosis and treatment 	<p>Complete Discussion Board postings</p> <ol style="list-style-type: none"> Uncertainty in practice – respond to all 5 questions posed by professor Overcoming barriers to use of EBP in practice: Respond to at least one of two questions posed by professor
<p>Week #1 On-campus session, 3 hours</p> <p><i>Active Learning- 3 hours</i></p>	<p>Introduction to Symptom Analysis Framing the clinical visit Nasal congestion and sore throat Focus of preparation:</p> <ul style="list-style-type: none"> Differential diagnoses of nasal congestion, sore throat Comprehensive subjective assessment Symptom analysis Asking appropriate clinical questions 	<p>Review anatomy and physiology – lifespan focus</p> <p>Review pathophysiology of HEENT system</p> <p>Discuss first writing assignment</p> <p>Sellers Goroll</p>	<p>Participate in classroom discussion:</p> <ul style="list-style-type: none"> Differential diagnosis Symptom analysis Pertinent subjective and objective assessments

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Week/Date	Topic/Content	Reading(s) & Learning Activities	Assignment(s)
	<ul style="list-style-type: none"> Developing a comprehensive differential diagnosis Using subjective and objective assessments to inform the differential diagnosis 		
<p>Week #2 Online Preparation for Week #3 (Minimum expected time commitment: 3 hours)</p> <p><i>Active Learning- 3 hours</i></p>	<p>Introduce differential diagnosis table</p>	<p>Review online material on developing differential diagnosis see E-res file</p>	<p>Complete Case Study #1</p> <ul style="list-style-type: none"> Working in assigned small group, develop comprehensive management plan for patient and family described in Case Study #1 Post group summary of Case Study #1 in appropriate Discussion Board
<p>Week#3 On-campus session, 3 hours</p> <p><i>Active Learning- 3 hours</i></p>	<p>Clinical decision-making Introduction to clinical documentation, coding, & billing Review nasal congestion and sore throat and ear pain</p>	<p>Sellers Goroll E&M Services Guide Review cases presented in Week 3 folder. Note that each case includes some contextual differences that reflect foci on lifespan, genomic factors, socioeconomic issues, racial & cultural variations, etc.</p>	<p>Participate in classroom discussion of this week's topics Working in small groups, begin Case Study #2</p> <ul style="list-style-type: none"> Select one of the Week 3 cases to discuss in class Begin to work on collective management plans for Case Study #2
<p>Week #4 Online Quiz & Preparation for Week #5 (Minimum</p>	<p>Ear Pain life span approach</p>	<p>Read Sellers Review Goroll content Review Burns et al Additional reading in E-res File</p>	<p>Complete Quiz #1 Continue to work in small groups to further progress on Case Study #2. Post summary of preliminary</p>

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Week/Date	Topic/Content	Reading(s) & Learning Activities	Assignment(s)
expected time commitment: 3 hours) <i>Active Learning- 3 hours</i>			work in Week 3 Discussion Board
Week #5 On-campus, 3 hours <i>Active Learning- 3 hours</i>	Acute cough – lifespan focus Subjective assessment related to acute cough Symptom analysis as symptoms relate to differential diagnosis Focused objective exam as it relates to subjective findings Discussion of acute vs. chronic Review principles of diagnostic tests related to differential diagnosis (lab, imaging, etc.) –for acute cough includes consideration for determination of which tests are necessary based on differential diagnosis and clinical findings	Review Goroll content – principles of diagnostic testing, care management of respiratory conditions Review pathophysiology related to cough.	Participate in classroom discussion of this week’s topics
Week #6 – on-campus, 3 hours <i>Active Learning- 3 hours</i>	Development of effective patient- and family-centered treatment plans/self-management of acute illness treatment plans	See Week 6 folder: Review online content (Tegrity lecture, video presentation, required readings) on patient and family centered treatment plans	Participate in classroom discussion of this week’s topics Management Plan one and Two are due
Week #7 Online (Minimum expected time commitment: 3 hours)	Red eye – lifespan focus Introduction to coding and billing	Obtain superbill from a clinical site Review E&M Services Guide – relate documentation requirements to billing codes Background reading: <ul style="list-style-type: none"> • Evaluation and Management Guidelines • Article about implementation of ICD- 	Working in small groups, begin Case Study #3 (red eye scenario) Post group summary in appropriated Discussion Board

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Week/Date	Topic/Content	Reading(s) & Learning Activities	Assignment(s)
<i>Active Learning- 3 hours</i>		10 (to be selected) View online presentation: Coding and billing in primary care Read Sellers Review Goroll Review Burns See E-res File for additional readings.	
Week #8 (Minimum expected time commitment: 2 hour) <i>Active Learning- 2 hours</i>			Complete Quiz # 2
Week #9 On-campus, 3 hours <i>Active Learning- 3 hours</i>	Dysuria across the lifespan Diarrhea across the lifespan Integration of assessment, differential diagnosis	Read Sellers Review Goroll Review Burns	Participate in classroom discussion of this week's topics
Week #10 Online (Minimum expected time commitment: 2 hours) <i>Active Learning- 3 hours</i>		Review content related to coding and billing (E&M Guidebook)	Begin two discussion forums: The differential diagnosis process across the lifespan the two presenting concerns/ complaints that are described in the prompts
Week #11 On-campus, 3 hours <i>Active Learning- 3 hours</i>	Skin Lesions	Review Dermatologic Websites (see Week 11 folder) Read Sellers Review Goroll Review Burns	Participate in classroom discussion of this week's topics

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Week/Date	Topic/Content	Reading(s) & Learning Activities	Assignment(s)
Week # 12 – Online (Minimum expected time commitment 4 hours) <i>Active Learning- 4 hours</i>			Finalize discussion board postings from Week 10 Complete Quiz #3 Management Plan Three and Four are due
Week #13 On-campus, 3 hours <i>Active Learning- 3 hours</i>	Headache <ul style="list-style-type: none"> Approach to the care of patients with vague, changing, or uncertain symptoms (using headache as an exemplar) Health Literacy	See E-res File for Readings on Health Literacy, Vague Changing and Uncertain symptoms Read Sellers Review Goroll Review Burns	Participate in classroom discussion of this week’s topics Participate in online Discussion Group re: Health Literacy
Week #14 Online (Minimum expected time commitment, 3 hours) <i>Active Learning- 3 hours</i>	Ankle pain Shared decision-making patient-focused treatment planning	Visit the Foundation for Informed Medical Decision Making website at: http://informedmedicaldecisions.org/index.html . View the Shared Decision Making Video at: http://informedmedicaldecisions.org/index.html or: http://www.informedmedicaldecisions.org/vid3.htm Read Sellers Read Articles on E-res File	Complete the Ottawa Support Decision Tutorial at: https://decisionaid.ohri.ca/ODST/ (Note – you can create a login using any user name and password of your choice.) <ul style="list-style-type: none"> After you write the final quiz in this tutorial you will be able to access a certificate indicating that you have completed the self-study program. Submit this certificate using the appropriate DropBox on the course Angel site.
Week #15 Minimum expected time			Final exam: Individual case study and management plan

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Week/Date	Topic/Content	Reading(s) & Learning Activities	Assignment(s)
commitment, 3 hours) <i>Active Learning-</i> <i>3 hours</i>			Exam will require that you develop an evidence- based management plan including differential diagnosis, elements of subjective exam



**FAMILY NURSE PRACTITIONER PROGRAM
NURSING 509: CLINICAL MANAGEMENT OF COMMON ACUTE CONDITIONS IN PRIMARY CARE
COURSE MAP**

Program Outcome	Student Learning Outcome/Course Outcomes	Demonstration of Student Learning (assignments, presentations, etc.)
<p>1) Translate and Integrate evidence based theory, clinical judgment, research findings and interprofessional perspectives into advanced nursing practice to improve outcomes for patients/<i>individuals</i> and families across the lifespan.</p> <p>2) Demonstrate ethical and critical thinking with diagnostic management and reasoning skills in the process of clinical decision making for patients/<i>individuals</i> and families across the lifespan.</p>	<p>1) Describe the role and actions of the family nurse practitioner in the diagnosis and treatment of common acute health conditions.</p> <p>2) Frame a clinical encounter integrating principles of assessment, differential diagnoses, management planning, documentation, coding and reimbursement.</p> <p>3) Apply current best evidence to the analysis of select case studies describing acute health conditions.</p> <p>4) Communicate and collaborate effectively both orally and in writing, to enhance team performance</p> <p>1) Describe the role and actions of the family nurse practitioner in the diagnosis and treatment of common acute health conditions.</p> <p>2) Frame a clinical encounter integrating principles of assessment, differential diagnoses, management planning, documentation, coding and reimbursement.</p>	<ul style="list-style-type: none"> • In class & group discussion • Group management plans • Quizzes • Case based final exam <ul style="list-style-type: none"> • In class & group discussion • Group management plans • Quizzes • Case based final exam

NURS 509: Clinical Management of Common Acute Conditions in Primary Care
 Course Syllabus

<p>3) Demonstrate knowledge of common acute and chronic physical and mental health concerns. Be able to utilize appropriate pharmacological and non-pharmacological strategies to promote, and improve quality of life and promote a death with dignity.</p> <p>4) Demonstrate knowledge of health protection, health promotion, and disease prevention/treatment strategies to improve or maintain health</p>	<p>2) Frame a clinical encounter integrating principles of assessment, differential diagnoses, management planning, documentation, coding and reimbursement.</p> <p>3) Apply current best evidence to the analysis of select case studies describing acute health conditions.</p> <p>1) Describe the role and actions of the family nurse practitioner in the diagnosis and treatment of common acute health conditions.</p> <p>4) Communicate and collaborate effectively both orally and in writing, to enhance team performance.</p>	<ul style="list-style-type: none"> • In class & group discussion • Group management plans • Quizzes • Case based final exam <ul style="list-style-type: none"> • In class & group discussion • Group management plans • Quizzes • Case based final exam
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