

**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

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
	(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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					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	



*** Revised Syllabus 4.6.2015 ***

WASHINGTON STATE UNIVERSITY COLLEGE OF NURSING | DOCTOR OF NURSING PRACTICE

Course Syllabus

COURSE NUMBER:	NURS 513
COURSE TITLE:	Primary Care I: Health Promotion, Disease Prevention, & Disease Detection
CREDIT HOURS:	3 semester (didactic) credits
COURSE FORMAT:	Hybrid course (on-campus, in-class and on-line activities)
COURSE FACULTY:	Tracy Klein
	Email: taklein@wsu.edu
	WSU-Vancouver
Office Location:	VLIB-210 G
	Office Hours: By appointment
	Office Phone: (360) 546-9142
PREREQUISITES:	NURS 508, NURS 509
COREQUISITES:	NURS 570
MEETING TIME:	AUGUST 24, SEPTEMBER 7 & 21, OCTOBER 5 & 19, NOVEMBER 9, AND DECEMBER 7 9:10 AM- 12:00 (NOON)
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

Primary care approaches to health promotion, disease prevention, risk reduction, and disease detection for individuals and families across the lifespan.

COURSE DESCRIPTION

This core course focuses on the development of approaches for use by family nurse practitioners in providing primary care to individuals across the lifespan with special emphasis on health promotion, disease prevention, risk reduction, disease detection, and gender-related well-being. Students will advance understanding of core concepts related to well-being and gender-related health in diverse populations, and will build on interprofessional collaborative practice principles.

STUDENT LEARNING OUTCOMES

After the completion of this course, students will be able to:

1. Identify, access, and describe the appropriate application of current best evidence-based resources and recommendations for personalized health promotion, disease prevention, disease detection, and gender-related health issues for patients across the lifespan.

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2. Analyze leadership skills including effective communication approaches to influence behavioral change in clients, and to enhance interprofessional collaboration.
3. Discuss the role of the family nurse practitioner in providing culturally safe, collaborative, and team-based therapeutic clinical practice approaches for wellness promotion, disease prevention, risk reduction, and gender-related health in primary care and community settings.
4. Describe and apply strategies for family nurse practitioners in performing advanced assessments, diagnostic evaluations, and in developing, evaluating, and revising comprehensive plans of care for individuals across the lifespan.

INSTRUCTIONAL STRATEGIES

Lecture, small group activities, completion of online learning activities, participation in online discussion forums, completion of assigned readings, written assignments, quizzes, and exams.

Clinical component: **See Syllabus of NURS 514 for information regarding clinical.** Supervised clinical practicum experiences will take place in selected clinics arranged by students (rural, urban, and medically underserved). WSU College of Nursing Clinical Faculty will conduct site visits. Consult the WSU College of Nursing NP Student Handbook for details concerning clinical/practicum placements in NURS 514 and other courses.

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.

Failure to adhere to this policy may result in a 25% reduction of 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.

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

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.

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>

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 your 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 zzzsis 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 zzzsis 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>

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 zzusis 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

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

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<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

Agency for Healthcare Research and Quality & U.S. Preventative Task Force. (2012). *The guide to clinical preventive services 2012 Recommendations of the U.S. Preventive Task Force*. Located at: <http://www.ahrq.gov/professionals/clinicians-providers/guidelines-recommendations/guide/index.html>

American Psychological Association. (2009). *Publication manual of the American Psychological Association, 6th Ed.* Washington, D.C.: Author.

Buttaro, T., Trybulski, J., Polgar-Baily, P., & Sandberg-Cook, J. (2013). *Primary care: A collaborative practice*, 4th Ed. St. Louis, MO: Elsevier.

Edelman, C., Mandle, C., & Kudzma, E. (2014). *Health Promotion throughout the Lifespan*. St. Louis: Elsevier

Institute for Clinical Systems Improvement (ICSI), Health Care Guidelines.(2014). Guidelines and Protocols.

https://www.icsi.org/guidelines_more/search_results_-_browsing/?catalog_search_panel_query=1&catalog_search_panel_label_ids%5B%5D=90&catalog_search_panel_label_ids%5B%5D=89

U.S. Department of Health and Human Services. (2014). *Healthy People 2020 topics and objectives*: Located at: <http://healthypeople.gov/2020/topicsobjectives2020/default.aspx>

Textbooks and required reference materials used in N562, N563, N575, & N581.

Electronic/Online Resources

<http://brightfutures.aap.org/> Bright Futures-prevention and health promotion for infants, children, adolescents and their families

<https://store.uptodate.com/sso/index/login> Up-To-Date evidence based clinical resource tool.

<http://www.ahrq.gov/clinic/uspstfix.htm> US Preventive Services Task Force

Recommended

MCPhee, S., Papadakis, M. (2013) *Current Medical Diagnosis and Treatment, 50th edition*. New York : McGraw Hill

Sarwark, J.F. (2010) *Essentials of musculoskeletal care, 4th Edition*. American Academy of Orthopaedic Surgeons.

Wolff, K., Johnson, R., & Saavedra, A. (2013). *Fitzpatrick's Color Atlas and Synopsis of Clinical Dermatology*. 7th ed. New York, McGraw Hill

Selected Additional Readings

Additional readings may be assigned throughout the semester. See the Course Calendar in this document and visit the course electronic classroom site for details of weekly assignments.

E-RES ARTICLES

ACOG Committee Opinion. (2013). Management of acute abnormal uterine bleeding in non-pregnant reproductive-aged women.

Elwyn, G., Dehlendorf, C., Epstein, R., Marrin, K., White, J., & Frosch, D. (2014). Shared Decision Making and Motivational Interviewing: Achieving Patient-Centered Care Across the Spectrum of Health Care Problems. *Annals of Family Medicine* 12(3).

Haider, S., Stoffel, S., Donenberg, G., & Geller, S. (2013). Reproductive health disparities: A focus on family planning and prevention among minority women and adolescents. *Global Advances in Health & Medicine*, 2(5).

Kavan, M., Elsasser, G., & Barone, E. (2009). Generalized Anxiety disorder: Practical assessment and management. *American Family Physician* 79(9).

Koh, H., Brach, C., Harris, L., & Parchman, M. (2013). A Proposed 'Health Literate Care Model' Would Constitute A Systems Approach To Improving Patients' Engagement In Care. *Health Affairs*, 32(2).

Lesnewski, R., Prine, L., & Ginzburg, R. (2011). Preventing gaps when switching contraceptives. *American Family Physician*, 83(5).

Maurere, D. (2012). Screening for depression. *American Family Physician*, 85(2).

Pinkson, S. & Tripathy, D. (2014). Androgen deficiency syndrome. *Clinician Reviews*.

Schadewaldt, V., McInnes, E., Hiller, J. & Gardner, A. (2013). Views and experiences of nurse practitioners and medical practitioners with collaborative practice in primary health care – an integrative review. *BMC Family Practice*, 14(132).

Sharma, R., Biedenharn, K., Fedor, J. & Agarwal, A. (2013). Lifestyle factors and reproductive health: Taking control of your fertility. *Reproductive Biology and Endocrinology*, 11(66).

Yee, T., Boukus, E., Cross, D., & Samuel, D. (2013). Primary Care Workforce Shortages: Nurse Practitioner Scope-of-Practice Laws and Payment Policies. *National Institute for Health Care Reform*. Research brief Number 13.

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”.

Please refer to course policies about late assignments and minimal grades, elsewhere in this document. For further information, refer to the *Graduate Student Handbook*.

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” opportunities provided in this course. Plan to do well on all assignments.

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 Angel 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
Quizzes (3 quizzes- 5 points each)	15
Exams (2 exams-mid-term/final- 20 points each)	40
Discussion Boards (3 boards- 5 points each)	15
Clinical Case Study (written assignment)	20
Professionalism (Attendance, Preparation, Participation)	10
TOTAL	100
*Students must complete all required assignments in order to pass the course.	

Quizzes and Exams

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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.

Discussion Boards

Discussion Board assignments will be graded on quality of evidence, participation, and evidence of preparation. For each question, you will be expected to answer all questions fully in your group or individual Discussion Board assignments.

Discussion Board Grading Criteria	
Content Area	Points
Quality of Evidence	
Utilizes appropriate (pertinent to FNP practice) and evidence based citations to support postings.	0.5
Postings are informative and concise serving to deepen understanding and inquiry.	0.5
Participation	
Communication is professional with peers and faculty.	0.5
Actively responds to comments/contributions of others.	0.5
Conduct is respectful, encouraging, and supportive.	0.5
Does not dominate discussion. Is not argumentative or dismissive of others ideas.	0.5
Evidence of Preparation	
Actively participates in each discussion board.	0.5
Postings are timely and pertinent.	0.5
Contributes by connecting current and prior reading, activities, or discussion	0.5
Further discussion with questions or statements that encourage dialogue.	0.5
TOTAL	/5

Clinical Case Study

The clinical case study assignment will be graded based on the following inclusion data:

- *Identifying information* (age, gender, occupation, and informant)
- *Subjective data*-history of present illness (HPI) including pertinent negatives and relative historical data including family data
- *Objective data*-correlate with subjective information and to include lab, tests, and vital signs
- *Assessment*-accurate identification of problems/needs, differential diagnosis(es), and family diagnosis(es)
- *Plan*- including medications, treatments, lab, referral, patient education and follow-up, family interventions (completed and proposed), and CPT code for this visit
- *Revision* of SOAP note
- *Written narrative*.

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Clinical Case Study Assignment: Format and Grading Criteria	
Assignment Content Areas	Points
Identifying Info: 1. Client age, sex, occupation, person(s) accompanying patient if relevant 2. Informant – describe who provided the information you included in your family assessment	2.5
I. Subjective: Complete/Appropriate History 1. HPI (including pertinent negatives) 2. Inclusion of other relevant historical data including <i>family data</i>	2.5
II. Objective: Complete/appropriate exam 1. Correlation with subjective information (exam and tests/labs) 2. Include vital signs	2.5
III. Assessment 1. Accurate Identification of Problems/Needs 2. Differential diagnoses for your main priority diagnosis	2.5
IV. Plan 1. Diagnostics 2. Medications 3. Treatments 4. Patient education 5. Follow-up Cite the appropriate CPT code for this visit	5
V. Revision of the SOAP note	2.5
VI. Written narrative	2.5
Total score/grade	20

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

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<p>patients/<i>individuals</i> and families across the lifespan.</p> <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>4) Describe and apply strategies for family nurse practitioners in performing advanced assessments, diagnostic evaluations, and in developing, evaluating, and revising comprehensive plans of care for individuals across the lifespan.</p> <p>3) Discuss the role of the family nurse practitioner in providing culturally safe, collaborative, and team-based therapeutic clinical practice approaches for wellness promotion, disease prevention, risk reduction, and gender-related health in primary care and community settings.</p>	<ul style="list-style-type: none"> • In class discussion • Online discussion boards • Quizzes/Exams • Clinical case study <ul style="list-style-type: none"> • In class discussion • Online discussion boards • Quizzes/Exams • Clinical case study
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WASHINGTON STATE UNIVERSITY COLLEGE OF NURSING | DOCTOR OF NURSING PRACTICE
FAMILY NURSE PRACTITIONER PROGRAM
NURSING 513: PRIMARY CARE I: HEALTH PROMOTION, DISEASE PREVENTION, & DISEASE DETECTION

COURSE CALENDAR

DATES	TOPIC	READINGS	LEARNING & EVALUATION ACTIVITIES
Preparation for Week #1 Online (Minimum expected time commitment: 1 hour) <i>Faculty-directed activities-1 hours</i>	Course introduction	In preparation for Week 1 Review <ul style="list-style-type: none"> • Course syllabus • FNP Student Handbook Graduate Student Handbook 	Introductions/ Discussion Board -Respond to all questions posed by professor
Week #1 August 24 9 AM - Noon <i>Faculty-directed activities-3 hours</i>	Approaching the Primary Care Client: The NP Role <i>(Personalized Medicine, Ethical & Policy Content)</i> <i>Prep for OSCE</i>	-Buttaro Text Part 1 - TBD-articles	<i>Preclinical Interprofessional OSCE (for N514)</i>
Week #2 August 31 Online (Minimum expected time commitment: 3 hours) <i>Faculty-directed activities-3 hours</i>	Application of Health Literacy & Motivational Interviewing Concepts to Promote Wellness	TBD-articles	-Begin working in assigned small groups. -Select one case and answer all questions posed by professor in preparation for discussion board #1.
Week # 3 Sept 7 9 AM - Noon	Utilizing Evidence to Personalize Health Maintenance in Primary Care	Buttaro Text Part 3 Edelman Text Unit 1 & 2	-Participate in classroom discussion of this week's topics.

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Course Outline

DATES	TOPIC	READINGS	LEARNING & EVALUATION ACTIVITIES
<i>Faculty-directed activities-3 hours</i>	Family Centered Care <i>(Discussion of Clinical Case Study to include family diagnosis and interventions)</i>	- BiNational Resource Tool (Mexico/US) CDC- http://www.cdc.gov/vaccines/schedules/downloads/child/binational-schedule-pr.pdf -US Preventive services task force http://www.uspreventiveservicestaskforce.org/	-Discussion Board #1-post group summary of selected case. Engage in scholarly discussion with other groups.
Week # 4 Sept 14 Online (Minimum expected time commitment: 3 hours) <i>Faculty-directed activities-3 hours</i>	Disease Prevention, Healthy Lifestyle & Safety	Edelman Text Unit 3 -National Center for Health Promotion & Disease Prevention http://www.prevention.va.gov/Resources_for_Clinicians.asp	-Quiz #1 - Working in assigned small groups, review case and answer all questions posed by professor in preparation for discussion board #2.
Week # 5 Sept 21 9 AM - Noon <i>Faculty-directed activities-3 hours</i>	Anticipatory Guidance: Newborn & Toddler	Lecture Buttaro Text Part 2 Edelman Text Unit 4 Bright Futures http://brightfutures.aap.org/3rd_edit/guidelines_and_pocket_guide.html	-Participate in classroom discussion of this week's topics. -Discussion Board #2 - post group summary of selected case. Engage in scholarly discussion with other groups.
Week # 6 Sept 28 Online (Minimum expected time commitment: 3 hours) <i>Faculty-directed activities-3 hours</i>	Anticipatory Guidance: Children & Adolescent	Buttaro Text Part 2 & 3 TBD-articles	-Quiz #2 -Select & Develop Clinical Case Study
Week # 7 Oct 5 9 AM - Noon	Screening: Adult & Elder	Buttaro Text Part 2 & 3 TBD-articles	-Participate in classroom discussion of this week's topics.

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DATES	TOPIC	READINGS	LEARNING & EVALUATION ACTIVITIES
<i>Faculty-directed activities-3 hours</i>			
Week # 8 Oct 12 Online (Minimum expected time commitment: 3 hours) <i>Faculty-directed activities-3 hours</i>	Mid-term	Review Readings To Date for Exam	-Mid-Term Exam
Week 9 Oct 19 9 AM - Noon Online week 10 (Minimum expected time commitment: 3 hours) <i>Faculty-directed activities-3 hours</i>	Gender-related health care	Buttaro Text Part 13 & 14 TBD-articles	-Participate in classroom discussion of this week's topics. Week 10 -Working in assigned small groups, review case and answer all questions posed by professor in preparation for discussion board #3.
Week 10 October 26 Online (Minimum expected time commitment: 3 hours) <i>Faculty-directed activities – 3 hours</i>			
Week #11 Nov 2 Online (Minimum expected time commitment: 3 hours) <i>Faculty-directed activities-3 hours</i>	Reproductive Health Issues	Buttaro Text Part 14 TBD-articles	- Clinical Case Study Due - Continue small group work on selected case in preparation for discussion board #3.

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DATES	TOPIC	READINGS	LEARNING & EVALUATION ACTIVITIES
Week # 12 Nov 9 9 AM – Noon <i>Faculty-directed activities-6 hours</i>	Pregnancy	Buttaro Text Part 2 Edelman Text Unit 4 TBD-articles ICSI Guidelines-Routine Prenatal Care https://www.icsi.org/_asset/13n9y4/Prenatal.pdf	-Participate in classroom discussion of this week’s topics. Week 13 - Discussion Board #3 - post group summary of selected case. Engage in scholarly discussion with other groups.
Week #13 Online Online week 13 (Minimum expected time commitment: 3 hours) <i>Faculty-directed activities-6 hours</i>			
Week #14 Nov 23	Thanksgiving Break		
Week #15 Nov 30 Online (Minimum expected time commitment: 3 hours) <i>Faculty-directed activities-3 hours</i>	Postpartum and Breastfeeding	TBD-articles	-Quiz #3
Week #16 Dec 7 9 AM – Noon <i>Faculty-directed activities-3 hours</i>	Final Written and Oral Exams		Post Clinical Interprofessional OSCE (for N514) Final Exam

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