

Washington State University
MAJOR CURRICULAR CHANGE FORM - - NEW/RESTORE COURSE

- Please attach rationale for your request, a complete syllabus, and explain how this impacts other units in Pullman and other campuses (if applicable).
- Obtain all required signatures with dates.
- Provide original stapled packet of signed form/rationale statement/syllabus PLUS 10 stapled copies of complete packet to the Registrar's Office, campus mail code 1035.
- Submit one electronic copy of complete packet to wsu.curriculum@wsu.edu.

Requested Future Effective Date: Fall 2015 (term/year) Course Typically Offered: Spring Semester

DEADLINES: For fall term effective date: **October 1st**; for spring or summer term effective date: **March 1st**. See instructions.

NOTE: Items received after deadlines may be put to the back of the line or forwarded to the following year. Please submit on time.

New Course

Temporary Course

Restore Course

NURS 537 Primary Care III: Chronic and Complex Health Conditions
 course subject/crosslist course no. title

3 (0 -) NURS 515, NURS 516

Credit hrs	lecture hrs per week	lab or studio hrs per week	prerequisite
------------	----------------------	----------------------------	--------------

Description for catalog: Synthesis of clinical management approaches for care of individuals with chronic and complex conditions across the lifespan and their families.

Additional Attributes: Check all that apply.

- | | |
|--|---|
| <input type="checkbox"/> Crosslisting (between WSU departments)* | <input type="checkbox"/> Conjoint listing (400/500): _____ |
| <input type="checkbox"/> Variable credit: _____ | <input type="checkbox"/> Repeat credit (cum. max. hrs): _____ |

Special Grading: S, F; A, S, F (PEACT only); S, M, F (VET MED only); H, S, F (PHARMACY, PHARDSCI only)

Cooperative with UI Other (please list request): _____

The following items require prior submission to other committees/depts. (SEE INSTRUCTIONS.)

- | |
|---|
| <input type="checkbox"/> Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval.) |
| <input type="checkbox"/> Request to meet UCORE in _____ (Must have UCORE Committee Approval >> See instructions.) |
| <input type="checkbox"/> Special Course Fee _____ (Must submit request to University Receivables.) |

Contact: Cindy Fitzgerald Phone number: (509) 324-7279 Campus mail code: 107

Email: cefitzgerald@wsu.edu Instructor, if different: Sandy Carollo PhD

Cynthia E. Fitzgerald 10/1/14

Patricia G. Ballefield

All-University Writing Com Date

Chair (if crosslisted/interdisciplinary)*

Dean (if crosslisted/interdisciplinary)*

UCORE Committee Approval Date

Catalog Subcommittee Approval Date

GSC or AAC Approval Date

Faculty Senate Approval Date

*If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.



Course Syllabus

COURSE NUMBER:	NURS 537
COURSE TITLE:	Primary Care III: Chronic and Complex Health Conditions
CREDIT HOURS:	3 semester (didactic) credits
COURSE FORMAT:	Hybrid course (on-campus, in-class and on-line activities)
COURSE FACULTY:	Sandy Carollo, PhD, MSN, FNP-BC Email: scarollo@wsu.edu
Office Location:	WSU-Yakima Room 7908
Office Hours:	By appointment
Office Phone:	509-494-7908
PREREQUISITES:	NURS 515, NURS 516
COREQUISITES:	NURS 538
MEETING DATES AND TIMES:	August 26, September 9 & 23, October 7 & 21, November 11, & December 9 9:00 AM- 12:00 (noon) 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.
MEETING LOCATION:	Spokane: SNRS 203; Vancouver: CES 214

CATALOG DESCRIPTION

Synthesis of clinical management approaches for care of individuals with chronic and complex conditions across the lifespan and their families.

COURSE DESCRIPTION

This core course focuses on the synthesis of clinical management approaches for chronic and complex conditions for family nurse practitioners providing primary care to individuals across the lifespan. Students will advance understanding of core concepts related to chronic care issues 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, critically analyze, and select current best evidence-based resources and recommendations for the care of individuals across the lifespan who have chronic and complex conditions, and their families.

NURS 537: Primary Care III: Chronic Health Conditions
Course Syllabus

2. Analyze concepts of chronic care and self-care in the development, evaluation, and revision of a clinical care plan.
3. Describe and analyze the family nurse practitioner role in caring for individuals and families with chronic and complex health conditions.
4. Synthesize clinical management approaches for use by family nurse practitioners in select chronic and complex health conditions.
5. Describe and analyze leadership competencies, including effective communication and collaboration, to enhance team performance.

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 538 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.

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.

NURS 537: Primary Care III: Chronic Health Conditions
Course Syllabus

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.
- Then send it.
- For examples and information on APA, please refer to the following site:
<http://nursing.wsu.edu/library/apa5format.html>

NURS 537: Primary Care III: Chronic Health Conditions
Course Syllabus

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 zzusis portal at <http://zzusis.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 zzusis 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>.

NURS 537: Primary Care III: Chronic Health Conditions
Course Syllabus

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/>

NURS 537: Primary Care III: Chronic Health Conditions
Course Syllabus

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 videotaped classes and other information related to classroom use and videoconferencing. To access videotaped sessions you will need the user name and password assigned for use with MyWSU.

TEXTBOOKS AND LEARNING MATERIALS

Required

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.

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>

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

NURS 537: Primary Care III: Chronic Health Conditions
Course Syllabus

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.

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.

There are no extra credit opportunities provided in this course. Plan to do well on all assignments.

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

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

NURS 537: Primary Care III: Chronic Health Conditions
Course Syllabus

Chronic care/Self care Assignment	20
Professionalism (Attendance, Preparation, Participation)	10
TOTAL	100
*Students must complete all required assignments in order to pass the course.	

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.

Discussion Board Assignments

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

Chronic Care/Self Care Assignment

Grading criteria for this assignment are provided below. A critical component of the Chronic Care Model is self-management support, emphasizing the need for patient-centered interventions. For this assignment the focus will be on the patient rather than health care system redesign.(Fiandt,2006) Please review the tool kit on this Web site. <http://www.swselfmanagement.ca/smtoolkit/>. At the end of this review, you should be able to 1) Assess where patients are with their self-care 2) Assist patients to set a behavioral goal that address their self-care needs 3) Develop a simple self-care plan that helps patients achieve their goal. 4) Assist patients with enacting their action plans and undertake follow-up. Additional information will be provided on the course website.

NURS 537: Primary Care III: Chronic Health Conditions
Course Syllabus

Chronic Care/Self Care 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	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 & Referral Cite the appropriate CPT code for this visit	5
V. Revision of the SOAP note	2.5
VI. Written narrative Include chronic care/self care assessment	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
- *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



WASHINGTON STATE UNIVERSITY COLLEGE OF NURSING | **DOCTOR OF NURSING PRACTICE**
FAMILY NURSE PRACTITIONER PROGRAM
NURSING 537: PRIMARY CARE III: CHRONIC HEALTH CONDITIONS

COURSE CALENDAR

DATES	TOPIC	READINGS	LEARNING & EVALUATION ACTIVITIES
Preparation for Week #1 Online (Minimum expected time commitment: 1 hour)	Course introduction	In preparation for Week 1 Review <ul style="list-style-type: none">• Course syllabus• FNP Student HandbookGraduate Student Handbook	Introductions Discussion Board -Respond to all questions posed by professor
Week #1 August 26 9 AM - Noon <i>On Campus Learning Experience #1</i> <i>Faculty-directed activities-3 hours</i>	Family Nurse Practitioner Role in Managing Chronic Conditions in the Primary Care Setting <i>(Policy/Burden Content, Chronic Case Presentations)</i>	-Buttarro Text ERes Readings	On Campus learning experience #1- <i>Preclinical Interprofessional OSCE(for N538)</i>
Week # 2 Sept 2 Online (Minimum expected time commitment: 3 hours) <i>Faculty-directed activities-3 hours</i>	Chronic Pain Management Scheduled Rx Complementary Interventions	ERes Readings	-Begin working in assigned small groups. -Select one case and answer all questions posed by professor in preparation for discussion board #1.

NURS 537: Primary Care III: Chronic Health Conditions
Course Syllabus

DATES	TOPIC	READINGS	LEARNING & EVALUATION ACTIVITIES
Week # 3 Sept 9 9 AM – Noon <i>Faculty-directed activities-3 hours</i>	Care of Individuals with Chronic Pulmonary Conditions	Buttarro Text Part 10 ERes Readings	-Participate in classroom discussion of this week's topics. -Discussion Board #1-post group summary of selected case. Engage in scholarly discussion with other groups.
Week # 4 Sept 16 Online (Minimum expected time commitment: 3 hours) <i>Faculty-directed activities-3 hours</i>	Management of Individuals with Chronic Cardiovascular Conditions	Lecture Buttarro Text Part 11 ERes Readings	-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 23 9 AM - Noon <i>Faculty-directed activities-3 hours</i>	Care of the Individual with Diabetes and Thyroid dysfunction	Buttarro Text Part 17 ERes Readings	-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 30 Online (Minimum expected time commitment: 3 hours) <i>Faculty-directed activities-3 hours</i>	Caring for Individuals with Hematologic and Infectious Disease Conditions	Buttarro Text Part 18 & 20 ERes Readings	-Quiz #2 -Select & Develop Self Care Case Assignment

NURS 537: Primary Care III: Chronic Health Conditions
 Course Syllabus

DATES	TOPIC	READINGS	LEARNING & EVALUATION ACTIVITIES
Week # 7 Oct 7 9 AM - Noon <i>Faculty-directed activities-3 hours</i>	Mid-term	Review Readings To Date for Exam	-Mid-Term Exam
Week # 8 October 14 Online (Minimum expected time commitment: 3 hours) <i>Faculty-directed activities-3 hours</i>	Caring for Individuals with Chronic Musculoskeletal Conditions	Lecture Buttaro Text Part 15	Week 8 -Participate in classroom discussion of this week's topics.
Week 9- October 21 9 AM - Noon <i>Faculty-directed activities-3 hours</i>			Week 9 --Working in assigned small groups, review case and answer all questions posed by professor in preparation for discussion board #3.
Week #10 Oct 28 Online (Minimum expected time commitment: 3 hours) <i>Faculty-directed activities-3 hours</i>	Chronic Neurologic Conditions	Buttaro Text Part 16 ERes Readings	-Case Based Discussion Board #3- post group summary of selected case. Engage in scholarly discussion with other groups.

NURS 537: Primary Care III: Chronic Health Conditions
 Course Syllabus

DATES	TOPIC	READINGS	LEARNING & EVALUATION ACTIVITIES
Week # 11 November 4 Online learning activies <i>Faculty-directed activities-3 hours</i>	Chronic Dermatologic Disorders	Buttaro Text Part 5	Week 11 -Participate in classroom discussion of this week's topics. -Participate in small group peer review of chronic care/self care assignments
Week # 12 November 11 9 AM – Noon <i>Faculty-directed activities-3 hours</i>			Week 12 -Chronic Care/Self-Management Assignment Due
Week #13 Nov 18 Online (Minimum expected time commitment: 3 hours) <i>Faculty-directed activities-3 hours</i>	Chronic Mental Health Issues Management of Oncologic Disorders	Buttaro Text Part 22 & 21 ERes Readings	-Quiz #3
Week #14 Nov 25	Thanksgiving Week		
Week # 15 Dec 2			-Participate in on-line discussion & Prep for final in small groups

NURS 537: Primary Care III: Chronic Health Conditions
Course Syllabus

DATES	TOPIC	READINGS	LEARNING & EVALUATION ACTIVITIES
Online (Minimum expected time commitment: 3 hours) <i>Faculty-directed activities-3 hours</i>			
Week #16 Dec 9 9 AM - Noon <i>Faculty-directed activities-3 hours</i>	Final Written and Oral Exams		On Campus learning experience #2- <i>Post Clinical Interprofessional OSCE(for N538)</i> Final Exam



**FAMILY NURSE PRACTITIONER PROGRAM
NURSING 537: PRIMARY CARE III: CHRONIC HEALTH CONDITIONS
COURSE MAP**

Program Outcome	Student Learning Outcome	Demonstration of Student Learning (assignments, presentations, etc.)
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.	1) Identify, critically analyze, and select current best evidence-based resources and recommendations for care of individuals across the lifespan who have chronic and complex conditions, and their families. 2) Analyze concepts of chronic care and self-care in the development, evaluation, and revision of a clinical care plan.	<ul style="list-style-type: none">• In class discussion• Online discussion boards• Quizzes/Exams
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.	3) Describe the family nurse practitioner role in caring for individuals and families with chronic and complex health conditions. 5) Analyze leadership competencies, including effective communication and collaboration, to enhance team performance.	<ul style="list-style-type: none">• In class discussion• Online discussion boards

NURS 537: Primary Care III: Chronic Health Conditions
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) Analyze concepts of chronic care and self-care in the development, evaluation, and revision of a clinical care plan.</p> <p>4) Synthesize clinical management approaches for use by family nurse practitioners in select chronic and complex health conditions.</p> <p>2) Analyze concepts of chronic care and self-care in the development, evaluation, and revision of a clinical care plan.</p> <p>4) Synthesize clinical management approaches for use by family nurse practitioners in select chronic and complex health conditions.</p>	<ul style="list-style-type: none">• In class discussion• Online discussion boards• Quizzes/Exams• Chronic care/self-care assignment <ul style="list-style-type: none">• In class discussion• Online discussion boards• Quizzes/Exams• Chronic care/self-care assignment
--	---	---