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; Fall 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 514 Primary Care Practicum I

course subject/crosslist course no. title
2 NURS 508, NURS 509

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

Description for catalog: Primary care practicum experience focused on health promotion, disease prevention, and disease detection across the lifespan in primary health care.

Additional Attributes: Check all that apply.
☐ Crosslisting (between WSU departments)*
☐ Variable credit:
☐ Conjoint listing (400/500): Repeat credit (cum. max. hrs):
☐ 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.)
☐ Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval.)
☐ Request to meet UCORE in (Must have UCORE Committee Approval >> See instructions.)
☐ 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: Tracy Klein, PhD

Chair/date Dean/date 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 514
COURSE TITLE: Primary Care Practicum I
CREDIT HOURS: 2 semester credits (practicum with seminar)
COURSE FORMAT: Hybrid course (On-campus, in-class, and online activities support practicum experiences)
REQUIRED PRACTICUM/CLINICAL HOURS: This 2 credit course requires the completion of a minimum of 120 hours of hands-on, direct-care practicum/clinical experiences.
See the NP Student Handbook for details about arranging, obtaining approval for, and completing these experiences.
SUPERVISING FACULTY: Tracy Klein
Email: taklein@wsu.edu
Office Location: WSU-Vancouver VLIB-210 G
Office Hours: By appointment
Phone: (360) 546-9142
FNP Program Coordinator: Sandy Carollo, PhD, FNP
Email: scarollo@wsu.edu
Phone: (509) 494-7908
Fax: (509) 494-7915
Mailing address: 1401 W Prasch Ave Yakima, WA 98902
CLINICAL FACULTY: As assigned
PREREQUISITES: NURS 508, NURS 509
COREQUISITES: NURS 513
MANDATORY COURSE MEETING DATES AND TIMES: In addition to completing all scheduled and required clinical/practicum experiences, students must attend on-campus classes at their campus of registration (Vancouver or Spokane) on August 28th & December 11 from 8:30 – 5PM (7.5 hours of Faculty-directed activities)
Live attendance is required for class seminars: September 18, October 9 & October 30 – from 4:10 – 8:00 PM (3.5 hours of Faculty-directed activities during each seminar)
MEETING LOCATION: Spokane: SNRS 205; Vancouver: VLIB 210; Tri-Cities: TBA
CLINICAL ASSIGNMENTS: For details about all aspects of clinical placement, please consult the Graduate Handbook and DNP Student Handbook. Your
NURS 514: Primary Care Practicum I
Course Syllabus

assigned clinical faculty evaluator and preceptor will serve as additional resources.

Clinical Placement Coordinator
WSU-Vancouver
Barbara Maddox
Office: Vancouver Campus: VAN - VLIB 210Y
Email: barbara.maddox@wsu.edu
Phone: (360) 546-9164
Fax: (360) 546-9398
Mailing Address:
14204 NE Salmon Creek Ave
Vancouver, WA 98686-9600

Clinical Placement Coordinator,
WSU-Spokane
Joanie Christian
Office: Spokane Campus: SNRS 226C
Email: joanie.christian@wsu.edu
Phone: (509) 324-7226
Fax: (509) 324-7341
Mailing Address: WSU Spokane
College of Nursing
SNRS 326D
PO Box 1495
Spokane, WA 99210-1495

CATALOG DESCRIPTION
Primary care practicum experience focused on health promotion, disease prevention, and disease detection across the lifespan in primary health care.

COURSE DESCRIPTION
This core course practicum is taken concurrently with NURS 513, and focuses on the role of the family nurse practitioner in providing primary care to individuals across the lifespan with special emphasis on wellness promotion, disease prevention, risk reduction, and gender-related health. Students will complete practicum hours to meet course outcomes and gain increased competency in providing primary care services and support. Emphasis is placed on the development of increasing independence working in approved clinical sites, completing direct patient care experiences that will allow the development of knowledge and skills necessary for the nurse practitioner working in primary care. Students will complete appropriate focused and comprehensive subjective and objective data collection; use a differential diagnosis process to make clinical decisions; select appropriate interventions including diagnostic tests, medications, and referrals; and document effectively in the health record. Students will consistently demonstrate leadership and professionalism in working with healthcare professionals from a variety of disciplines to improve the health status of individuals, families, and communities.

STUDENT LEARNING OUTCOMES
At the completion of the course, student will be able to:
1. Synthesize and apply current best evidence for clinical decision making, management, consultation, and referral for wellness promotion, disease prevention, risk reduction, and gender-related health.
2. Integrate advanced health assessment skills to identify normal, normal variant, and abnormal findings, and in the development of differential diagnoses for individuals across the lifespan.
3. Demonstrate appropriate selection and interpretation of diagnostics, including screening tools and lab analysis, with consideration of risk and benefits.
4. Apply understanding of pharmacodynamics and pharmacokinetics in prescribing, monitoring, and modifying pharmacologic interventions.
5. Accurately and concisely present clinical findings and care plan, orally and in written documentation.
6. Demonstrate progressive role development and leadership competency, including effective communication and collaboration in the care of individuals across the lifespan.

INSTRUCTIONAL STRATEGIES
A variety of teaching and learning strategies will be employed in this course including: seminar discussion, small group activities, written assignments, clinical performance, and oral simulation exams. This course is to be taken in conjunction with NURS 513, and constitutes the clinical component to this rotation.

PRACTICUM DETAIL
This course places emphasis on self-leadership and the advancement of clinical nurse practitioner skills through practicum experiences. The clinical practicum will be coordinated at various clinical sites where students will be providing direct patient care under the guidance of a program-approved preceptor (nurse practitioners, physicians, or physician’s assistants).

Students arrange clinical experiences (with the assistance of campus-based clinical coordinators), and organize clinical schedules so as to complete the required 120 hour minimum exposure to patients across the lifespan within the semester timeframe.

Clinical faculty/evaluators who are certified and licensed nurse practitioners will provide clinical site evaluations twice during the semester; evaluating clinical performance and role development. Additional site visits beyond the minimum number will be made if student performance warrants additional evaluation. Clinical faculty/evaluators will serve as additional supervision (in addition to preceptor and course faculty) during the clinical rotation and will interact with students during clinical seminar sessions.

All detail regarding the clinical practicum experience may be found in the DNP Nurse Practitioner student handbook. Students are referred to review this document for further detail.

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 seminar sessions, mandatory on-campus learning activities, and scheduled clinical/practicum experiences is required. Any unexcused absence or failure to notify a preceptor in advance of an absence from a scheduled clinical/practicum session may result in a 25% 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 calendar and assignments.

**Dead Week or Closed Week**
According to Academic Regulation (#79) per the Office of the 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](http://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 Policy
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. 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. Any student who violates the University's standard of conduct relating to academic integrity will be referred to the Office of Student Conduct and may fail the assignment or the course. In some cases, the violation also may lead to the student’s dismissal from the WSU College of Nursing. 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 Spokane is committed to maintaining a safe environment for its faculty, staff, and students. 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.
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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 more information
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contact a Disability Specialist on your home campus:

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

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

WSU-Vancouver Disability Services
http://studentaffairs.vancouver.wsu.edu/student-resource-center/disability-services
VMMC, Lower Level
360-546-9138

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
All textbooks and courses materials required for the following courses are required for this course:
   1. NURS 562, Advanced Health Assessment.
   2. NURS 563, Advanced Pharmacology
   3. NURS 581, Advanced Pathophysiology
   4. NURS 573, Rational Prescribing
   5. NURS 513 Primary Care: Health Promotion
   6. NURS 539- Advanced Practice Roles

Recommended
Selected Additional Readings

Optional
To be selected by course faculty.
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” opportunities provided in this course. Plan to do well on all assignments.

Grading

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Contribution to Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>95-100</td>
</tr>
<tr>
<td>A–</td>
<td>3.7</td>
<td>90-94</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>86-89</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-85</td>
</tr>
<tr>
<td>B–</td>
<td>2.7</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>76-79</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>73-75</td>
</tr>
<tr>
<td>C–</td>
<td>1.7</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>66-69</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60-65</td>
</tr>
<tr>
<td>F</td>
<td>Points 59 or below – NO POINTS; NO COURSE CREDIT</td>
<td></td>
</tr>
</tbody>
</table>

Assignments
Please review the course calendar and online LMS site for a list of topics and basic readings for the course. Most assignments will require reading and preparation, as well as active participation.

Grading Criteria
Details about each assignment follow

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Percentage Contribution to Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostic Reasoning Assignments (3 assignments-10% each)</td>
<td>30</td>
</tr>
<tr>
<td>Clinical Case Presentation</td>
<td>20</td>
</tr>
<tr>
<td>OSCE</td>
<td>40</td>
</tr>
<tr>
<td>Professionalism</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Clinical Performance Evaluation
Satisfactory/ Marginal/ Unsatisfactory*

*See details about clinical performance evaluation below and in the NP Student Handbook.

Diagnostic Reasoning Assignment
These three assignments provide an opportunity to reflect on the diagnostic reasoning process and improve clinical documentation utilizing an expanded problem-oriented progress note format (SOAP). Grading will be based on the following: complete and relevant subjective findings; complete focused exam; diagnosis consistent with subject and objective findings; differential diagnoses list; appropriate rationale for most likely diagnosis; complete plan including diagnostics, education, treatment, follow-up and referral as appropriate; rationale for plan; quality and organization of note. Additional detail will be available on the course website.
Diagnostic Reasoning Assignment: Format and Grading Criteria

<table>
<thead>
<tr>
<th>Assignment Content Areas</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Subjective: Complete/Appropriate History</td>
<td></td>
</tr>
<tr>
<td>1. HPI (including pertinent negatives)</td>
<td></td>
</tr>
<tr>
<td>2. Inclusion of other relevant historical data including family data</td>
<td>2.5</td>
</tr>
<tr>
<td>II. Objective: Complete/appropriate exam</td>
<td></td>
</tr>
<tr>
<td>1. Correlation with subjective information (exam and tests/labs)</td>
<td></td>
</tr>
<tr>
<td>2. Include vital signs</td>
<td>2.5</td>
</tr>
<tr>
<td>III. Assessment</td>
<td></td>
</tr>
<tr>
<td>1. Differential diagnoses</td>
<td>2.5</td>
</tr>
<tr>
<td>IV. Plan</td>
<td></td>
</tr>
<tr>
<td>1. Diagnostics</td>
<td></td>
</tr>
<tr>
<td>2. Medications</td>
<td></td>
</tr>
<tr>
<td>3. Treatments</td>
<td></td>
</tr>
<tr>
<td>4. Patient education</td>
<td></td>
</tr>
<tr>
<td>5. Follow-up &amp; Referral</td>
<td></td>
</tr>
<tr>
<td>Cite the appropriate CPT code for this visit</td>
<td>2.5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>/10</td>
</tr>
</tbody>
</table>

Clinical Case Presentation
Each student will provide an oral presentation of a clinical case to the class during one of the seminar sessions. Grading will be based on organization and content. Additional detail will be available on the course website.

| Oral Case Presentation: Grading Criteria                                                  |        |
| Content                                                                                   | Points |
| Organization                                                                             | 6      |
| Content                                                                                  | 7      |
| Presentation                                                                             |        |
| TOTAL                                                                                     | /20    |

Objective Structured Clinical Evaluations (OSCE)
There will be 2 opportunities for OSCE evaluation. The first will be completed as a pre-clinical activity and will serve as an opportunity for students to assess areas of need. The second will take place at the conclusion of the clinical practicum and will serve as a final evaluation of student performance. Additional detail will be available on the course website. (See grading rubric page 11).

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

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Attendance</strong></td>
<td></td>
</tr>
<tr>
<td>Present for each in-class meeting and on-campus learning experience.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Preparation</strong></td>
<td></td>
</tr>
<tr>
<td>Evident understanding of readings and review of content materials demonstrated.</td>
<td>3</td>
</tr>
<tr>
<td><strong>Participation</strong></td>
<td></td>
</tr>
<tr>
<td>Engaged and regularly participates in meaningful scholarly discussion.</td>
<td>4</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>/10</td>
</tr>
</tbody>
</table>
## Objective Structured Clinical Evaluation (OSCE) Grading Rubric

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Exemplary (10 points each Indicator)</th>
<th>Accomplished (8 points each Indicator)</th>
<th>Needs Improvement (7 points each indicator)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data Collection</strong>&lt;br&gt;Demonstrates competency in data acquisition with attention to organization, systematic approach and cultural sensitivity.</td>
<td>1. Student presents as confident-assertive.&lt;br&gt;2. Attentive to subtle patterns &amp; deviations.&lt;br&gt;3. Responsive to broad objective &amp; subjective data.&lt;br&gt;4. Seeks input from client &amp; family, utilizes to direct assessment &amp; plan.</td>
<td>1. Competent selection and demonstration of clinical skills. Precision and timing could be improved.&lt;br&gt;2. Identifies interventions based on pertinent information.&lt;br&gt;3. Monitors efficacy of interventions without consideration of potential need for adjustments.&lt;br&gt;4. Communication is clear, involves client-family-team. May lack relationship building skills.&lt;br&gt;5. Demonstrates leadership skills in most situations-calm and confident. May be stressed in complex cases.</td>
<td>1. Lacks confidence and competence in recognition and practice of clinical skills.&lt;br&gt;2. Focuses interventions on clear data without consideration of client specific need.&lt;br&gt;3. Progress is evaluated but unable to adjust for effect.&lt;br&gt;4. Communication is limited and ineffective.&lt;br&gt;5. Partial leadership skills observed-supportive &amp; assuring in uncomplicated cases can be easily displaced-stressed-hesitant to take control.</td>
</tr>
<tr>
<td><strong>Intervention</strong>&lt;br&gt;1. Demonstrates competency in performing clinical assessment.&lt;br&gt;2. Integrates knowledge of pathogenesis, pathophysiology, health assessment and diagnostic reasoning to develop a comprehensive care plan (include risk reduction, health promotion/ maintenance and illness prevention).&lt;br&gt;3. Utilizes leadership skills including effective communication and collaboration in healthcare delivery and evaluation.</td>
<td>1. Demonstrates expertise in selection and performance of clinical skills including attention to accuracy and speed.&lt;br&gt;2. Interventions are individualized.&lt;br&gt;3. Close monitoring of interventions with planned adjustment for effect if needed.&lt;br&gt;4. Communication is clear, direct, reassuring to client-family-team, confirms understanding.&lt;br&gt;5. Consistent leadership skills-calm, confident, reassuring, delegates</td>
<td>1. Student presents as skilled/practiced.&lt;br&gt;2. Identifies patterns/ deviations &amp; utilizes to continually coordinate subjective &amp; objective data.&lt;br&gt;3. May miss subtle data.&lt;br&gt;4. Seeks input from client and family.</td>
<td>1. Student is apprehensive/ unsure about data.&lt;br&gt;2. Unable to focus on more than obvious data &amp; patterns/deviations.&lt;br&gt;3. Acquires unrelated data, misses important data.&lt;br&gt;4. Limited client/family interactions.</td>
</tr>
<tr>
<td><strong>Data Interpretation</strong>&lt;br&gt;1. Analyze, synthesize, and prioritize clinical data,</td>
<td>1. Interprets data with attention to relevance.</td>
<td>1. Interprets data appropriately in all but rare cases.</td>
<td>1. Ability to interpret basic data, difficulty with complex data.</td>
</tr>
</tbody>
</table>
# NURS 514: Primary Care Practicum I
## Course Syllabus

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Exemplary (10 points each Indicator)</th>
<th>Accomplished (8 points each Indicator)</th>
<th>Needs Improvement (7 points each indicator)</th>
</tr>
</thead>
<tbody>
<tr>
<td>laboratory and diagnostic testing to develop a diagnosis. 2. Apply evidence based research to positively impact health outcomes.</td>
<td>2. Able to navigate complicated data, identify patterns and apply evidence based interventions to support successful outcomes.</td>
<td>2. Focuses on important data, supplements as needed, may attempt to address less pertinent data. 3. Utilizes evidence based research to support interventions in all but complex cases when consultation is suitable. 4. Appropriately seeks consultation as needed.</td>
<td>2. Ability to prioritize but addresses less beneficial data. 3. Ability to utilize evidence based research to support development of interventions in common conditions. 4. Inappropriate use of consultation.</td>
</tr>
</tbody>
</table>

### Evaluation

Demonstrates effective self-evaluation skills and accountability in quality improvement.


1. Aware of need for improvement. 2. Limited insight regarding personal accountability of interventions. 3. With prompting can articulate superficial interventions. 4. Willingness to extend effort toward improvement.
<table>
<thead>
<tr>
<th>Program Outcome</th>
<th>Student Learning Outcome/Course Specific Outcomes</th>
<th>Demonstration of Student Learning (assignments, presentations, etc.)</th>
</tr>
</thead>
</table>
| Translate and Integrate evidence based theory, clinical judgment, research findings and interprofessional perspectives into advanced nursing practice to improve outcomes for patients/individuals and families across the lifespan. | 1) Synthesize and apply current best evidence for clinical decision making, management, consultation, and referral for wellness promotion, disease prevention, risk reduction, and gender-related health.  
2) Integrate advanced health assessment skills to identify normal, normal variant, and abnormal findings, and in the development of differential diagnoses for individuals across the lifespan.  
3) Demonstrate appropriate selection and interpretation of diagnostics, including screening tools and lab analysis, with consideration of risk and benefits.  
4) Apply understanding of pharmacodynamics and pharmacokinetics in prescribing, monitoring, and modifying pharmacologic interventions | Diagnostic reasoning assignments  
OSCE examination  
Professionalism  
Clinical performance and evaluation |
| Demonstrate ethical and critical thinking with diagnostic management and reasoning skills in the process of clinical decision making for patients/individuals and families across the lifespan. | Demonstrate progressive role development and leadership competency, including effective communication and collaboration in the care of individuals across the lifespan                                                                                                       | Professionalism  
Clinical case presentation |
| 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. | 2) Integrate advanced health assessment skills to identify normal, normal variant, and abnormal findings, and in the development of differential diagnoses for individuals across the lifespan.  
3) Demonstrate appropriate selection and interpretation of diagnostics, including screening tools and lab analysis, with consideration of risk and benefits.  
4) Apply understanding of pharmacodynamics and pharmacokinetics in prescribing, monitoring, and modifying pharmacologic interventions  
5) Accurately and concisely present clinical findings and care plan, orally and in written documentation. | Diagnostic reasoning assignments  
Clinical case presentation  
OSCE examination  
Professionalism  
Clinical performance and evaluation |
|---|---|---|
| Demonstrate knowledge of health protection, health promotion, and disease prevention/treatment strategies to improve or maintain health | 2) Integrate advanced health assessment skills to identify normal, normal variant, and abnormal findings, and in the development of differential diagnoses for individuals across the lifespan.  
3) Demonstrate appropriate selection and interpretation of diagnostics, including screening tools and lab analysis, with consideration of risk and benefits.  
4) Apply understanding of pharmacodynamics and pharmacokinetics in prescribing, monitoring, and modifying pharmacologic interventions | Diagnostic reasoning assignments  
Clinical case presentation  
OSCE examination  
Professionalism  
Clinical performance and evaluation |
## COURSE CALENDAR

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics/Content</th>
<th>Assignment/Readings</th>
</tr>
</thead>
</table>
| Week 1-August 28 8:30 AM – 5 PM | Introduction to Clinical Experience and Requirements  
*Mandatory on-campus session* | Review syllabus  
Throughout the semester, maintain current  
E*Value documentation including passport & clinical time tracking, Px/Dx, & evaluations  
*Pre-clinical OSCE* |
| Faculty-directed activities-7.5 hours | | |
| Week 2- September 4  
*Online (Minimum expected time commitment: 2 hours)* | Practicum experience continues | Begin work on diagnostic reasoning assignment #1.  
Begin outline for oral presentation Group 1. |
| Faculty-directed activities-2 hours | | |
| Week 3- September 11  
*Online (Minimum expected time commitment: 2 hours)* | Practicum experience continues | Diagnostic Reasoning Assignment #1 due to clinical faculty/evaluator no later than midnight on Saturday  
Work in small groups to peer review and finalize oral presentations. |
| Faculty-directed activities-2 hours | | |
| Week 4- September 18 4 – 8 PM |  
*Seminar session* |  
*Case Presentations (Group #1)* |
| Week 5-September 25  
*Online (Minimum expected time commitment: 2 hours)* | Practicum experience continues | Begin work on diagnostic reasoning assignment #2. Begin outline for oral presentation. Group 2 |
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td><strong>Faculty-directed activities-2 hours</strong></td>
<td></td>
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</tr>
</tbody>
</table>
| Week 6- October 2  
*Online (Minimum expected time commitment: 2 hours)* | Practicum experience continues | Diagnostic Reasoning Assignment #2 due to clinical faculty/evaluator no later than midnight on Saturday. Work in small groups to peer review and finalize oral presentations. |
| **Faculty-directed activities-2 hours** | | |
| Week 7- October 9  
**4-8 PM** | **Seminar session** | **Case Presentations (Group #2)** |
| **Faculty-directed activities-3.5 hours** | | |
| Week 8- October 16  
*Online (Minimum expected time commitment: 2 hours)* | Practicum experience continues | Work in small groups to peer review and finalize oral presentations. |
| **Faculty-directed activities-2 hours** | | |
| Week 9-October 23  
*Online (Minimum expected time commitment: 2 hours)* | Practicum experience continues | Work in small groups to peer review and finalize oral presentations. |
| **Faculty-directed activities-2 hours** | | |
| Week 10-October 30  
**4-8 PM** | **Seminar session** | **Case Presentations (Group #3)** |
| **Faculty-directed activities-3.5 hours** | | |
| Week 11-November 6  
*Online (Minimum expected time commitment: 2 hours)* | Practicum experience continues | Begin work on diagnostic reasoning assignment #3. |
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<tbody>
<tr>
<td><strong>Faculty-directed activities-2 hours</strong></td>
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</tbody>
</table>
| Week 12-November 13  
*Online (Minimum expected time commitment: 2 hours)* | Practicum experience continues | Continue work on assignment #3. Work in small groups, peer review and dialogue regarding assignment #3. |
| **Faculty-directed activities-2 hours** | | |
| Week 13-November 20  
*Online (Minimum expected time commitment: 2 hours)* | Practicum experience continues | Diagnostic Reasoning Assignment #3 due to clinical faculty/evaluator no later than midnight on Saturday |
| **Faculty-directed activities-2 hours** | | |
| Week 14-November 27 | Thanksgiving Break | |
| Week 15- December 4  
*Online (Minimum expected time commitment: 2 hours)* | Finalize all clinical/practicum documentation | Final meeting/debriefing with preceptor-feedback for application in next rotation. Complete all required documents: preceptor and site evaluations and clinical logs. Ensure that clinical faculty/evaluator can access completed E*Value documentation |
| **Faculty-directed activities-2 hours** | | |
| Week 16- December 11  
8:30 – 5 PM | On Campus Mandatory Attendance OSCE Evaluation | **OSCE** |
| **Faculty-directed activities-7.5 hours** | | |
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.

*NONPF = National Organization of Nurse Practitioner Faculties, member organization (with the American Association of College of Nursing) of the National Task Force on Nurse Practitioner Education (NTF)
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.

<table>
<thead>
<tr>
<th>Present Curriculum</th>
<th>Proposed Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course</strong></td>
<td><strong>Credits &amp; Hours</strong></td>
</tr>
<tr>
<td>570</td>
<td>2</td>
</tr>
<tr>
<td>573</td>
<td>2</td>
</tr>
<tr>
<td>575</td>
<td>3</td>
</tr>
<tr>
<td>567</td>
<td>4 Theory = 1 Clinical = 3</td>
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</tbody>
</table>

DNP-FNP CURRICULUM: CURRENT & PROPOSED
Fall 2014
<table>
<thead>
<tr>
<th>Course</th>
<th>Credits &amp; Hours</th>
<th>Focus/Content</th>
<th>Course</th>
<th>Credits &amp; Hours</th>
<th>Proposed Title</th>
<th>Proposed Focus/Content</th>
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</thead>
<tbody>
<tr>
<td>568</td>
<td>4 Theory = 1 Clinical = 3 (135)</td>
<td>Family, Infants, Children, &amp; Adolescents</td>
<td>514</td>
<td>2 Clinical (120)</td>
<td>Primary Care Practicum I</td>
<td>detection for individuals and families across the lifespan.</td>
</tr>
<tr>
<td>569</td>
<td>4 Theory = 1 Clinical = 3 (135)</td>
<td>Family, Women’s Health, Men’s Health, Obstetrics</td>
<td>515</td>
<td>3 Theory</td>
<td>Primary Care II: Acute Health Conditions</td>
<td>Primary care approaches to the assessment, diagnosis, and management of individuals and families across the lifespan with common acute conditions.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>516</td>
<td>2 Clinical (120)</td>
<td>Primary Care Practicum II</td>
<td>Primary care clinical practicum that focuses on caring for individuals and families across the lifespan with common, acute health conditions.</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>537</td>
<td>3 Theory</td>
<td>Primary Care III: Chronic and Complex Health</td>
<td>Synthesis of clinical management</td>
</tr>
<tr>
<td>Present Curriculum</td>
<td>Proposed Curriculum</td>
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<td><strong>Course</strong></td>
<td><strong>Credits &amp; Hours</strong></td>
<td><strong>Focus/Content</strong></td>
<td><strong>Course</strong></td>
<td><strong>Credits &amp; Hours</strong></td>
<td><strong>Proposed Title</strong></td>
<td><strong>Proposed Focus/Content</strong></td>
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<tr>
<td>595</td>
<td>Clinical (225)</td>
<td>Internship</td>
<td>538</td>
<td>2 Clinical (120)</td>
<td>Primary Care Practicum III</td>
<td>approaches for care of individuals with chronic and complex conditions across the lifespan and their families.</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>24 credits</td>
<td></td>
<td></td>
<td>Internship: Practicum in Advancing the Primary Care Role</td>
<td>Primary care practicum experience focused on caring for individuals and families with complex and chronic health conditions across the lifespan.</td>
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<tr>
<td>Total</td>
<td></td>
<td>Theory = 10</td>
<td></td>
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<td>27 credits</td>
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<td></td>
<td></td>
<td>Clinical = 14</td>
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<td></td>
<td>(in addition, students will complete)</td>
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<td></td>
<td></td>
<td>630 hours</td>
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<td>9 credits of scientific foundations in pathophysiology, pharmacology, and physical assessment</td>
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<td></td>
<td>Theory = 20</td>
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<td></td>
<td>Clinical = 10</td>
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<td></td>
<td></td>
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<td>600 hours</td>
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