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 515**

<table>
<thead>
<tr>
<th>course subject/crosslist</th>
<th>course no.</th>
<th>title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>(0 - )</td>
<td>NURS 513, NURS 514</td>
</tr>
</tbody>
</table>

**Credits:**

- lecture hrs: ____________
- lab or studio hrs per week: ____________
- hrs per week: ____________
- prerequisite: ____________

Description for catalog: Primary care approaches to the assessment, diagnosis, and management of individuals and families across the lifespan with common acute conditions.

**Additional Attributes:** Check all that apply.

- ☐ Crosslisting (between WSU departments)*
- ☐ Conjoint listing (400/500):
- ☐ Repeat credit (cum. max. hrs): ____________
- ☐ Variable credit: ____________
- ☐ Other (please list request): ____________

Special Grading:

- ☐ S, F; ☐ A, S, F (PEACT only); ☐ S, M, F (VET MED only);
- ☐ H, S, F (PHARMACY, PHARDSCI only)
- ☐ Cooperative with UI

☐ 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
Email: cefitzgerald@wsu.edu
Phone number: (509) 324-7279

Instructor, if different: Karen Caines PhD

Chair/date: ____________________

Dean/date: ____________________

All-University Writing Committee Approval Date: ____________________

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.
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 life course 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>Course</strong></td>
</tr>
<tr>
<td>570</td>
<td>508</td>
</tr>
<tr>
<td>573</td>
<td>573</td>
</tr>
<tr>
<td>575</td>
<td>509, 3 Theory</td>
</tr>
<tr>
<td>567 Theory = 1, Clinical = 3</td>
<td>513, 3 Theory</td>
</tr>
</tbody>
</table>

Diagnosis reasoning

Rational Prescribing

Diagnostic Testing & Interpretation

Family, Adults, & Elders
<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>568</td>
<td>(135)</td>
</tr>
<tr>
<td>569</td>
<td>(135)</td>
</tr>
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<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Present Curriculum</td>
<td>Proposed Curriculum</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td><strong>Course</strong></td>
<td><strong>Credits &amp; Hours</strong></td>
</tr>
<tr>
<td>595</td>
<td>5 Clinical (225)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Total** | 24 credits  
Theory = 10  
Clinical = 14  
630 hours | | 540 | 4 Clinical (240) | Internship: Practicum in Advancing the Primary Care Role | 27 credits  
(in addition, students will complete 9 credits of scientific foundations in pathophysiology, pharmacology, and physical assessment)  
Theory = 20  
Clinical = 10  
600 hours |
**Course Syllabus**

**COURSE NUMBER:** NURS 515  
**COURSE TITLE:** Primary Care II: Acute Health Conditions  
**CREDIT HOURS:** 3 semester (didactic) credits  
**COURSE FORMAT:** Hybrid course (on-campus, in-class and on-line activities)  
**COURSE FACULTY:** Karen Caines  
**Email:** karen.caines@wsu.edu  
**Office Location:** WSU-Spokane  
**Office Hours:** By appointment  
**Office Phone:** (509) 324-7441  
**PREREQUISITES:** NURS 513, NURS 514  
**COREQUISITES:** NURS 516: Practicum in Primary Care II  
**MEETING DATES AND TIMES:** January 16 & 30, February 13 & 27, March 13, April 3 & 17 & May 1  9:10 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**
Primary care approaches to the assessment, diagnosis, and management of individuals and families across the lifespan with common acute conditions.

**COURSE DESCRIPTION**
This core course focuses on the on the maturation of knowledge, skills and attitudes necessary for family nurse practitioners in the assessment, diagnosis, and management of common acute, episodic conditions in providing primary care to individuals across the lifespan. Students will advance their understanding of core concepts related to the provision of acute care to individuals and families from diverse populations. Emphasis is placed on improving the ability to apply collaborative interprofessional practice principles in primary care.

**STUDENT LEARNING OUTCOMES**
After the completion of this course, students will be able to:
1. Compare current best evidence and guidelines for clinical questions that focus on acute health issues in patients across the lifespan.

2. Describe the family nurse practitioner role in diagnosing and managing acute episodic illnesses including acute exacerbations of chronic conditions.

3. Identify and describe the assessment, diagnosis and management approaches for common acute health issues across the lifespan.

4. Select and analyze leadership competencies that may be used by nurse practitioners in communicating and collaborating with other members of the healthcare team.

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 516 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.
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 you campus using the URL listed in the Academic Regulations section or to http://conduct.wsu.edu/academic-integrity-policies-and-resources. Please use these resources to ensure that you don’t inadvertently violate WSU’s standard of conduct.

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

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

All students should go to the 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.
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**
  VMMC, Lower Level
  360-546-9138

- **WSU-TriCities Disability Services**
  [http://www.tricity.wsu.edu/disability/](http://www.tricity.wsu.edu/disability/)
  Student Services Department, West Bldg, Room 262
  509-372-7352.
WSU-Spokane Disability Services
http://spokane.wsu.edu/students/current/StudentAffairs/disability/disabilitystatement.html
Academic Center, Room 130
509-358-7534

Distance students may contact their ‘home’ campus office or may wish to access information at this website:
http://drc.wsu.edu/default.asp?PageID=1799

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

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

TEXTBOOKS AND LEARNING MATERIALS

Required
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:
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.

Recommended
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


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

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (3 quizzes- 5 points each)</td>
<td>15</td>
</tr>
<tr>
<td>Exams (2 exams-mid-term/final- 20 points each)</td>
<td>40</td>
</tr>
<tr>
<td>Discussion Boards (3 boards – 5 points each)</td>
<td>15</td>
</tr>
<tr>
<td>Health Literacy Assessment</td>
<td>20</td>
</tr>
<tr>
<td>Professionalism (Attendance, Preparation, Participation)</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

*Students must complete all required assignments in order to pass the course.

Quizzes and Examinations
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.

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

The health literacy 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)
- **Plan**- including medications, treatments, lab, referral, patient education and follow-up.
- **CPT code** for this visit
- **Revision of SOAP note**
- **Written narrative** which includes a health literacy assessment.

Additional instructions will be provided on the course website.

### Health Literacy Assignment: Format and Grading Criteria

<table>
<thead>
<tr>
<th>Assignment Content Areas</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identifying Info:</strong></td>
<td></td>
</tr>
<tr>
<td>1. Client age, sex, occupation, person(s) accompanying patient if relevant</td>
<td>2.5</td>
</tr>
<tr>
<td>2. Informant – describe who provided the information</td>
<td></td>
</tr>
<tr>
<td><strong>I. Subjective:</strong></td>
<td>2.5</td>
</tr>
<tr>
<td>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></td>
</tr>
<tr>
<td><strong>II. Objective:</strong></td>
<td>2.5</td>
</tr>
<tr>
<td>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></td>
</tr>
<tr>
<td><strong>III. Assessment:</strong></td>
<td>2.5</td>
</tr>
<tr>
<td>1. Accurate Identification of Problems/Needs</td>
<td></td>
</tr>
<tr>
<td>2. Differential diagnoses for your main priority diagnosis</td>
<td></td>
</tr>
<tr>
<td><strong>IV. Plan:</strong></td>
<td>5</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></td>
</tr>
<tr>
<td><strong>V. Revision of the SOAP note</strong></td>
<td>2.5</td>
</tr>
<tr>
<td><strong>VI. Written narrative</strong></td>
<td>2.5</td>
</tr>
<tr>
<td>Include health literacy assessment</td>
<td></td>
</tr>
<tr>
<td><strong>Total score/grade</strong></td>
<td>20</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Professionalism Grading Criteria</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>TOTAL</td>
<td>/10</td>
</tr>
<tr>
<td>DATES</td>
<td>TOPIC</td>
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<td>-------</td>
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</tr>
</tbody>
</table>
| Preparation for Week #1 Online (Minimum expected time commitment: 1 hour) | Course introduction | In preparation for Week 1 Review  
- Course syllabus  
- FNP Student Handbook  
Graduate Student Handbook | Introductions Discussion Board  
-Respond to all questions posed by professor |
| Week #1  
January 16  
9 AM - Noon  
*On Campus Learning Experience #1*  
*Faculty-directed activities-3 hours* | **Family Nurse Practitioner Role:**  
Acute Health in Primary Care & Community Settings.  
*(Legal & Collaborative Strategy content)* | -Buttaro Text  
Part 1  
ERes Readings | On Campus learning experience  
#1- *Preclinical Interprofessional OSCE (for N516)* |
| Week #2  
January 23  
Holiday MLK (1/19)  
Online (Minimum expected time commitment: 3 hours)  
*Faculty-directed activities-3 hours* | **Review & Application of Health Literacy Concepts & Evidence Based Resources**  
*(Cultural Awareness content)* | | -Begin working in assigned small groups.  
-Select one case and answer all questions posed by professor in preparation for discussion board #1. |
<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>LEARNING &amp; EVALUATION ACTIVITIES</th>
</tr>
</thead>
</table>
| Weeks # 3  
January 30  
9 AM - Noon  
-Case Based Discussion Board #1- post group summary of selected case. Engage in scholarly discussion with other groups. |
| Week # 4  
February 6  
Online (Minimum expected time commitment: 3 hours)  
*Faculty-directed activities-3 hours* | **Acute Signs & Symptoms**  
Adults: Chest Pain, Syncope, Acute Allergic Reaction  
Children: Fever, Fluid & Electrolyte Therapy |  | -Quiz #1  
- Working in assigned small groups, review case and answer all questions posed by professor in preparation for discussion board #2. |
| Week # 5  
Feb 13  
9 AM - Noon  
*Faculty-directed activities-3 hours* | **Caring for Individuals with Acute HEENT Conditions** | Lecture  
Buttaro Text Part 6,7,8,9  
London article | -Participate in classroom discussion of this week’s topics.  
-Continue small group work on case study. |
| Week # 6  
Feb 20  
Online (Minimum expected time commitment: 3 hours)  
*Faculty-directed activities-3 hours* | **Caring for Individuals with Acute Respiratory Conditions** | Buttaro Text Part 10  
Meng article | -Case Based Discussion Board #2-- post group summary of selected case. Engage in scholarly discussion with other groups. |
<table>
<thead>
<tr>
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</thead>
</table>
| Week # 7      | Caring for Individuals with Acute Cardiovascular Conditions | Lecture Buttaro Text Part 11 Ak article | --Participate in classroom discussion of this week’s topics.  
- Review content to date. Discuss & Prep for midterm in small groups |
| Feb 27        | Faculty-directed activities-3 hours                 |                                |                                                                                                 |
| Week # 8      | Mid-term                                           | Review Readings To Date for Exam | -Mid-Term Exam  
-- Working in assigned small groups, review case and answer all questions posed by professor in preparation for discussion board #3. |
| Mar 6         | Online (Minimum expected time commitment: 3 hours)  |                                |                                                                                                 |
| Faculty-directed activities-3 hours | Caring for Individuals with Acute GI Conditions | Lecture Buttaro Text Part 17 | --Participate in classroom discussion of this week’s topics.  
-Case Based Discussion Board #3- post group summary of selected case. Engage in scholarly discussion with other groups. |
| Weeks # 9     | Mar 13                                             |                                |                                                                                                 |
| Mar 13        | 9 AM - Noon                                        |                                |                                                                                                 |
| Faculty-directed activities-3 hours | Caring for Individuals with Acute GI Conditions | Lecture Buttaro Text Part 17 |                                                                                                 |
| Week #10      | SPRING BREAK                                       |                                |                                                                                                 |
| Mar 20        |                                                   |                                |                                                                                                 |
| Week #11      | Acute GU Conditions                                | Buttaro Text Part 12 & 13      | -Quiz #2  
- Peer review health literacy assignments in small groups |
<p>| Mar 27        | Online (Minimum expected time commitment: 3 hours)  |                                |                                                                                                 |</p>
<table>
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</table>
| Week #12  
April 3  
9 AM - Noon  
*Faculty-directed activities-3 hours* | Psychosocial Disorders, Abuse & Assault | Lecture  
Buttaro Text Part  | --Participate in classroom discussion of this week’s topics.  
- Health Literacy Assignment Due |
| Week #13  
April 10  
Online (Minimum expected time commitment: 3 hours)  
*Faculty-directed activities-3 hours* | Acute dermatitis, abscess and soft tissue infection | Buttaro Text Part 5 | -Quiz #3 |
| Week #14  
April 17  
9 AM - Noon  
*Faculty-directed activities-3 hours* | Musculoskeletal Injuries: Strains, Sprains and Fractures (*pain management content*) | Buttaro Text Part 15 | --Participate in classroom discussion of this week’s topics. |
| Week #15  
April 24  
Online (Minimum expected time commitment: 3 hours)  
*Faculty-directed activities-3 hours* | Acute Neurologic Presentations | Buttaro Text Part 16 | - Review content to date.  
Discuss & Prep for final in small groups |
<table>
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<tbody>
<tr>
<td>Week #16</td>
<td>Final Written and Oral Exams</td>
<td></td>
<td>On Campus learning experience #2-</td>
</tr>
<tr>
<td>May 1</td>
<td></td>
<td></td>
<td>Post Clinical Interprofessional</td>
</tr>
<tr>
<td>9 AM - Noon</td>
<td></td>
<td></td>
<td>OSCE</td>
</tr>
<tr>
<td>Faculty-directed</td>
<td></td>
<td></td>
<td>Final Exam</td>
</tr>
<tr>
<td>activities-3 hours</td>
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</tbody>
</table>

Finals- May 4---grades due May 12
### Program Outcome

1) 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.

2) 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.

### Student Learning Outcome

1) Compare current best evidence and guidelines for clinical questions that focus on acute health issues in patients across the lifespan.

2) Describe the family nurse practitioner role in diagnosing and managing acute episodic illnesses, including acute exacerbation of chronic illness.

5) Select and analyze leadership competencies that may be used by nurse practitioners in communicating and collaborating with other members of the healthcare team.

### Demonstration of Student Learning (assignments, presentations, etc.)

- In class discussion
- Online discussion boards
- Quizzes & Exams
- Health literacy assignment

- In class discussion
- Online discussion forums
- Health literacy assignment
<table>
<thead>
<tr>
<th>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.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4) Demonstrate knowledge of health protection, health promotion, and disease prevention/treatment strategies to improve or maintain health</td>
</tr>
<tr>
<td>2) Describe the family nurse practitioner role in diagnosing and managing acute episodic illnesses, including acute exacerbation of chronic illness.</td>
</tr>
<tr>
<td>3) Identify and describe the assessment, diagnosis, and management approaches for common acute health issues across the lifespan</td>
</tr>
<tr>
<td>Online discussion boards</td>
</tr>
<tr>
<td>Quizzes/Exams</td>
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