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 538
NURS 515, NURS 516
Primary Care Practicum III

course subject/crosslist  course no.  title
2 0-8

Credit hrs  lecture hrs  lab or studio hrs  per week
prerequisite

Description for catalog: Primary care practicum experience focused on caring
for individuals and families with complex and chronic health conditions across the lifespan.

Additional Attributes: Check all that apply.
☐ Crosslisting (between WSU departments)*
☐ Conjoint listing (400/500):
☐ Variable credit:
☐ 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.)
☐ 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: Sandy Carollo 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 538
COURSE TITLE: Primary Care Practicum III
CREDIT HOURS: 2 semester credits (seminar & practicum)
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: Sandy Carollo, PhD, MSN, FNP-BC
Email: scarollo@wsu.edu
Office Location: WSU-Yakima
Room 7908
Office Hours: By appointment
Phone and Fax: 509-494-7908

FNP Program Track 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 515, NURS 516
COREQUISITES: NURS 537

MANDATORY COURSE MEETING DATES: 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 26 and December 9 from 8:30 – 5PM
Live attendance is required for class seminars (synchronous videoconferencing permitted): September 16, October 7 & October 28

MEETING TIME: 4:10 PM – 8:00 PM (seminar dates)
In-class activities are supplemented by online learning activities during weeks when class sessions are not held. See details in this syllabus and on the course website.
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 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 caring for individuals and families with complex and chronic health conditions across the lifespan.

COURSE DESCRIPTION
This core course practicum is taken concurrently with NURS 537, and focuses on the role of the family nurse practitioner in providing primary care to individuals and families across the lifespan, with special emphasis on chronic and complex conditions. 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 demonstrate increasing competency and independence in providing care to individuals across the lifespan, building on outcomes from previous clinical courses, including:

1. Synthesize and apply current best evidence for clinical decision making, management, consultation, and referral for chronic and complex health conditions across the lifespan.
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, families and communities.

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 537, 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 and mandatory on-campus learning activities is required. Any unexcused absence 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

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
Academic Integrity Policy 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. 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.
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
NURS 538: Primary Care Practicum III
Course Syllabus

call 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

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”.

7
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>Graded Assignments</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diagnostic Reasoning Assignments (3 assignments – 10 points 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><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
<tr>
<td>Clinical Performance Evaluation</td>
<td>Satisfactory/ Marginal/ Unsatisfactory*</td>
</tr>
</tbody>
</table>

*See details about clinical performance evaluation below and in WSU CON 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.

<table>
<thead>
<tr>
<th>Diagnostic Reasoning Assignment: Format and Grading Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignment Content Areas</strong></td>
</tr>
<tr>
<td>1. Subjective: Complete/Appropriate History</td>
</tr>
<tr>
<td>1. HPI (including pertinent negatives)</td>
</tr>
<tr>
<td>2. Inclusion of other relevant historical data including family data</td>
</tr>
</tbody>
</table>
### Diagnostic Reasoning Assignment: Format and Grading Criteria

<table>
<thead>
<tr>
<th>Assignment Content Areas</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>II. Objective: Complete/appropriate exam</td>
<td></td>
</tr>
<tr>
<td>1. Correlation with subjective information (exam and tests/labs)</td>
<td>2.5</td>
</tr>
<tr>
<td>2. Include vital signs</td>
<td></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></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.

<table>
<thead>
<tr>
<th>Oral Case Presentation: Grading Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>6</td>
</tr>
<tr>
<td>Content</td>
<td>7</td>
</tr>
<tr>
<td>Presentation</td>
<td>7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>/20</td>
</tr>
</tbody>
</table>

**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 page 11 for grading criteria.)*

**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>Attendance</td>
<td></td>
</tr>
<tr>
<td>Present for each in-class meeting and on-campus learning experience.</td>
<td>3</td>
</tr>
<tr>
<td>Preparation</td>
<td></td>
</tr>
</tbody>
</table>
Professionalism Grading Criteria

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
</tr>
</tbody>
</table>

- Evident understanding of readings and review of content materials demonstrated.
- Participation

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
</tr>
</tbody>
</table>

  Engaged and regularly participates in meaningful scholarly discussion.

TOTAL /10

Clinical Performance Evaluation

All detail regarding clinical performance and evaluation may be found in the DNP student handbook. Students are referred to review this document for detail regarding evaluation.
# 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>Data Collection</td>
<td>Demonstrates competency in data acquisition with attention to organization, systematic approach and cultural sensitivity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Student presents as confident-assertive.</td>
<td>1. Identifies patterns/ deviations &amp; utilizes to continually coordinate subjective &amp; objective data.</td>
<td>1. Student is apprehensive/ unsure about data.</td>
<td></td>
</tr>
<tr>
<td>2. Attentive to subtle patterns &amp; deviations.</td>
<td>3. May miss subtle data.</td>
<td>2. Unable to focus on more than obvious data &amp; patterns/deviations.</td>
<td></td>
</tr>
<tr>
<td>3. Responsive to broad objective &amp; subjective data.</td>
<td>4. Seeks input from client and family.</td>
<td>3. Acquires unrelated data, misses important data.</td>
<td></td>
</tr>
<tr>
<td>4. Seeks input from client &amp; family, utilizes to direct assessment &amp; plan.</td>
<td></td>
<td>4. Limited client/family interactions.</td>
<td></td>
</tr>
<tr>
<td>Intervention</td>
<td>Demonstrates competency in performing clinical assessment.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Demonstrates expertise in selection and performance of clinical skills including attention to accuracy and speed.</td>
<td>1. Competent selection and demonstration of clinical skills. Precision and timing could be improved.</td>
<td>1. Lacks confidence and competence in recognition and practice of clinical skills.</td>
<td></td>
</tr>
<tr>
<td>2. Interventions are individualized.</td>
<td>2. Identifies interventions based on pertinent information.</td>
<td>2. Focuses interventions on clear data without consideration of client specific need.</td>
<td></td>
</tr>
<tr>
<td>3. Close monitoring of interventions with planned adjustment for effect if needed.</td>
<td>3. Monitors efficacy of interventions without consideration of potential need for adjustments.</td>
<td>3. Progress is evaluated but unable to adjust for effect.</td>
<td></td>
</tr>
<tr>
<td>4. Communication is clear, direct, reassuring to client-family-team, confirms understanding.</td>
<td>4. Communication is clear, involves client-family-team. May lack relationship building skills.</td>
<td>4. Communication is limited and ineffective.</td>
<td></td>
</tr>
<tr>
<td>5. Consistent leadership skills-calm, confident, reassuring, delegates</td>
<td>5. Demonstrates leadership skills in most situations-calm and confident. May be stressed in complex cases.</td>
<td>5. Partial leadership skills observed-supportive &amp; assuring in uncomplicated cases can be easily displaced-stressed-hesitant to take control.</td>
<td></td>
</tr>
<tr>
<td>Data Interpretation</td>
<td>Analyze, synthesize, and prioritize clinical data,</td>
<td></td>
<td></td>
</tr>
<tr>
<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>
<td></td>
</tr>
<tr>
<td>Indicators</td>
<td>Exemplary (10 points each Indicator)</td>
<td>Accomplished (8 points each Indicator)</td>
<td>Needs Improvement (7 points each indicator)</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| laboratory and diagnostic testing to develop a diagnosis.                  | 2. Able to navigate complicated data, identify patterns and apply evidence based interventions to support successful outcomes. | 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. | 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. |
| 2. Apply evidence based research to positively impact health outcomes.     |                                                                                                      |                                                                                                      |                                                                                                           |

**Evaluation**  
Demonstrates effective self-evaluation skills and accountability in quality improvement.  
1. Performs self-evaluation independently.  
2. Ability to critically evaluate strengths & needs.  
3. Identifies appropriate interventions.  
4. Accepts responsibility for continual self-evaluation and development.  
1. Performs self-evaluation with minimal prompting.  
2. Ability to identify strengths & needs.  
3. Desires to improve performance.  
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.  
1. Performs self-evaluation with minimal prompting.  
2. Ability to identify strengths & needs.  
3. Desires to improve performance.  
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>Week</th>
<th>Topics/Content</th>
<th>Assignment/Readings</th>
</tr>
</thead>
</table>
| Week 1-August 26  
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 2  
*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 9  
*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 16  
4-8 PM | **Seminar session** | **Case Presentations (Group #1)** |
<p>| <strong>Faculty-directed activities-4 hours</strong> | | |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Time</th>
<th>Activities</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 5</td>
<td>September 23</td>
<td>Online</td>
<td>Faculty-directed activities-2 hours</td>
<td>Practicum experience continues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Minimum expected time commitment: 2 hours)</td>
<td></td>
<td>Begin work on diagnostic reasoning assignment #2.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Begin outline for oral presentation. Group 2</td>
</tr>
<tr>
<td>Week 6</td>
<td>September 30</td>
<td>Online</td>
<td>Faculty-directed activities-2 hours</td>
<td>Practicum experience continues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Minimum expected time commitment: 2 hours)</td>
<td></td>
<td>Diagnostic Reasoning Assignment #2 due to clinical faculty/evaluator no later than midnight on Saturday</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>work in small groups to peer review and finalize oral presentations.</td>
</tr>
<tr>
<td>Week 7</td>
<td>October 7</td>
<td>4-8 PM</td>
<td>Faculty-directed activities-4 hours</td>
<td>Seminar session</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Case Presentations (Group #2)</td>
</tr>
<tr>
<td>Week 8</td>
<td>October 14</td>
<td>Online</td>
<td>Faculty-directed activities-2 hours</td>
<td>Practicum experience continues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Minimum expected time commitment: 2 hours)</td>
<td></td>
<td>Work in small groups to peer review and finalize oral presentations.</td>
</tr>
<tr>
<td>Week 9</td>
<td>October 21</td>
<td>Online</td>
<td>Faculty-directed activities-2 hours</td>
<td>Practicum experience continues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Minimum expected time commitment: 2 hours)</td>
<td></td>
<td>Work in small groups to peer review and finalize oral presentations.</td>
</tr>
<tr>
<td>Week 10</td>
<td>October 28</td>
<td>4-8 PM</td>
<td>Faculty-directed activities-4 hours</td>
<td>Seminar session</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Case Presentations (Group #3)</td>
</tr>
<tr>
<td>Week 11 - November 4</td>
<td>Practicum experience continues</td>
<td>Begin work on diagnostic reasoning assignment #3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------------------------</td>
<td>--------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Online</strong> (Minimum expected time commitment: 2 hours)</td>
<td>Faculty-directed activities-2 hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 12 - November 11</td>
<td>Practicum experience continues</td>
<td>Continue work on assignment #3. Work in small groups, peer review and dialogue regarding assignment #3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Online</strong> (Minimum expected time commitment: 2 hours)</td>
<td>Faculty-directed activities-2 hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13 - November 18</td>
<td>Practicum experience continues</td>
<td>Diagnostic Reasoning Assignment #3 due to clinical faculty/evaluator no later than midnight on Saturday</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Online</strong> (Minimum expected time commitment: 2 hours)</td>
<td>Faculty-directed activities-2 hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14 - November 25</td>
<td>Thanksgiving Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 15 - December 2</td>
<td>Finalize all clinical/practicum documentation</td>
<td>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</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Online</strong> (Minimum expected time commitment: 2 hours)</td>
<td>Faculty-directed activities-2 hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 16 - December 9</td>
<td>On Campus Mandatory Attendance OSCE Evaluation</td>
<td><strong>OSCE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>8:30 AM – 5 PM</strong></td>
<td><strong>Faculty-directed activities-7.5 hours</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Outcome</td>
<td>Student Learning Outcome/Course Specific Outcomes</td>
<td>Demonstration of Student Learning (assignments, presentations, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 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. | 1) Synthesize and apply current best evidence for clinical decision making, management, consultation, and referral for chronic and complex health conditions across the lifespan.  
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 |
| 2) Demonstrate ethical and critical thinking with diagnostic management and reasoning skills in the process of clinical decision making for | 6) Demonstrate progressive role development and leadership competency, including effective communication and collaboration in the care of individuals across the lifespan. | - Professionalism  
- Clinical case presentation |
patients/individuals and families across the lifespan.

<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>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.</td>
</tr>
<tr>
<td>3) Demonstrate appropriate selection and interpretation of diagnostics, including screening tools and lab analysis, with consideration of risk and benefits.</td>
</tr>
<tr>
<td>4) Apply understanding of pharmacodynamics and pharmacokinetics in prescribing, monitoring, and modifying pharmacologic interventions</td>
</tr>
<tr>
<td>5) Accurately and concisely present clinical findings and care plan, orally and in written documentation.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4) Demonstrate knowledge of health protection, health promotion, and disease prevention/treatment strategies to improve or maintain health</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

- Diagnostic reasoning assignments
- Clinical case presentation
- OSCE examination
- Professionalism
- Clinical performance and evaluation
| 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 | • Clinical performance and evaluation |