



**School of Health Sciences  
Graduate Studies**

**Course Title:** Primary Care of Women  
**Course Number:** APRN 703  
**Credit Hours:** (2:1-3) (45 hours)  
**Day and time:** Online  
**Location:** Online

**Prerequisites:** APRN: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, & 701  
**Co-requisites:** None

**Faculty:** Deborah L. Hopla, DNP  
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**Office hours:** Wednesdays from 8:30 am-11:30 am, and 12:30-1:30 pm; also by appointment

**Course Description:**

This course provides the learner with the opportunity for in depth experience in the management of selected health problems in women. The learner expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of women. This course will also discuss health promotion and teaching of women, families, and populations.

Program Outcomes	FNP Track
1. Demonstrate leadership and <i>integrity</i> in an advanced practice role that effects and changes systems to promote patient-centered care thereby enhancing human flourishing	Demonstrate leadership and <i>integrity</i> in an advanced practice nursing role that effects and changes healthcare systems to promote patient-centered care thereby enhancing human flourishing
2. Appraise current interdisciplinary evidence to identify gaps in nursing knowledge and formulate research questions based on the tenets of <i>evidence-based practice</i> .	Appraise current interdisciplinary evidence to identify gaps in nursing practice knowledge and formulate research questions based on the tenets of <i>evidence-based practice</i> .
3. Develop interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote positive change in people, systems, and <i>excellence</i> in the nursing profession.	Develop interdisciplinary teamwork and collaboration in the advanced practice nursing role in order to promote positive change in people, health care systems, and <i>excellence</i> in the nursing profession.
4. Use informatics to analyze underlying disparities, and knowledge; formulate research questions; promote <i>safety and quality improvement</i> for patient care.	Use informatics to analyze underlying disparities, and knowledge; formulate research questions; ensuring <i>safety and quality improvement</i> in advance nursing practice for patient care.
5. Apply advanced concepts in science and	Apply advanced concepts in science and nursing

nursing knowledge to implement <b>health promotion</b> and disease prevention.	knowledge to implement <b>health promotion</b> and disease prevention in advanced practice.
6. Employ knowledge in health policy and financing of health care in order to promote healthcare access and availability to promote <b>human flourishing</b> .	Employ knowledge in health policy and financing of health care in order for the advanced practice nurse to promote healthcare access and availability to promote <b>human flourishing</b> .
7. Engage in <b>ethical</b> decision-making and utilization of theoretical knowledge in order to provide patient-centered, cost-effective care	Engage in <b>ethical</b> decision-making and utilization of theoretical knowledge in order to provide patient-centered, cost-effective advanced practice nursing care.
8. Value <b>cultural and ethnic diversity</b> and <b>caring</b> in order to provide <b>holistic patient-centered</b> care.	Value <b>cultural and ethnic diversity</b> and <b>caring</b> in order to provide <b>holistic patient-centered care</b> by advanced practice nurses.

**Learning Outcomes: At the conclusion of this course, the learner will be able to:**

1. Demonstrate <b>leadership</b> in an advanced practice nursing role that effects and changes healthcare systems to promote patient-centered care for women.
2. Use current <b>interdisciplinary evidence</b> to identify gaps in nursing practice knowledge and formulate research questions based on the tenets of evidence-based practice specific to the care of women.
3. Develop <b>interdisciplinary teamwork</b> and collaboration in the advanced practice nursing role in order to promote quality patient care for women.
4. Use <b>informatics</b> to analyze underlying disparities, and knowledge; formulate research questions; ensuring safety and quality improvement in advance nursing practice for patient care of women.
5. Apply <b>advanced concepts in science and nursing</b> knowledge to implement health promotion and disease prevention for women.
6. Employ knowledge in <b>health policy and financing</b> of health care in order for the advanced practice nurse to promote healthcare access and availability for women.
7. Engage in <b>ethical decision-making</b> and utilization of theoretical knowledge in order to provide patient-centered care for women.
8. Value <b>cultural diversity</b> and caring in order to provide holistic patient-centered care for women.

**Teaching Strategies:**

Teaching strategies will consist of discussions, journals, presentations, written assignments, Objective Structured Clinical Examination (OSCE) check-off, and clinical experience.

**Textbook(s):**

**Required:**

Schuling, K & Likis, F. (2013). *Women's gynecological health (3rd ed.)*. MA: Jones & Bartlett (ISBN: 978-1-28407602-8).

Dickey, R. (2010). *Managing contraceptive pill patients (14<sup>th</sup> ed.)*. CO: Emis Inc. (ISBN: 978-0-92924094-7).

American Psychological Association (2010). *Publication manual of the American psychological association, 6<sup>th</sup> edition*. WA: (ISBN: 13: 978-1-4338-0561-5).

**Recommended:**

Hatcher, R, & Zieman, M. (2013). *Managing contraception on the go*. GA: Bridging the Gap of Communications. (ISBN: 9781467574501)

## METHODS OF EVALUATION:

Successful completion of this course is dependent upon earning grades of C or better and maintaining a cumulative GPA of 3.0 or better in the current graduate grading system. Both the didactic portion and the clinical portion of this course must be completed successfully in order to pass the course.

### Classroom Evaluation Methods:

Journals	20%
Case Study	30%
Presentation	30%
CDC modules	20%
Clinical component-Typhon completion and OSCE Check-off	Pass/Fail
<b>TOTAL</b>	<b>100%</b>

### Classroom Grading Scale:

Alphabetic	Raw Score
A	93-100
B+	89-92
B	85-88
C+	81-84
C	77-80
F	76 or below

### Rounding

Per program policy, only final grades will be rounded. Final grades of 0.50 or greater will be rounded up to the next whole numeric value. Therefore, a 76.50 is the minimum grade needed to pass this course, as this is rounded to a 77. Exam and quiz scores will not be rounded and will be entered in grade book in Blackboard to the nearest hundredth of a percent.

## ACADEMIC INFORMATION

### Written Paper Requirements

This is a professional course, thus proficiency in English grammar is an expectation.

- All papers must use appropriate sentence structure, grammar, organization, punctuation and spelling.
- All papers must demonstrate evidence of logical development of thought, clarity, and organization.
- To be accepted for grading, all written papers will be typed and **consistent with APA guidelines**.
- All written assignments must be submitted in Blackboard Learning System unless instructed otherwise.

### E-mail

Electronic mail is an essential component of communication between the Nursing Faculty, administration, and learners; therefore, all nursing learners are required to have an active e-mail account. Email responses to faculty are expected within 24 hours. In return, faculty will email learners within 24 hours with the exception of weekends and holidays. Email to all faculty and learners in the department **must be addressed professionally with a proper salutation, complimentary closing, and signature**. If any of the proper ingredients are lacking, the email will be returned with a note that states “please address this email in a professional manner.” Each email should address one issue. **Note: Faculty have twenty-four hours to respond to emails unless it is a holiday or weekend. Faculty are NOT available twenty-four/seven.** Be aware that

NP faculty have a practice day and may not respond until the next day.

### **Phone Usage and Messaging**

Learners are only to call the preceptor for an emergency clinical situation. Faculty will not use verbal phone conversations or texting to discuss any issues with learner. Contacting faculty (other than an emergency clinical issue) must be done by email. There are to be **NO** cell phone usage in the clinical area. Cell phones can be kept in a vibrate mode and only used out of the clinical site.

### **Social Networking Policy**

Learners are encouraged to use their most professional judgment in regard to internet social networking sites. Information and /or pictures about the FMU nursing program, faculty, other learners, clinical experiences, and patient information, in any format, is not appropriate on social networking sites. Violations of this policy will result in dismissal from the program for lack of maintaining professional standards.

### **Learner Responsibilities**

Each learner is responsible for the proper completion of his/her academic program, for familiarity with the *FMU Catalog*, the *University Student Handbook*, and the *Department of Nursing Graduate Learner Handbook (current editions)*. Each learner is responsible for maintaining the grade point average required, and for meeting all degree requirements. The academic advisor will counsel, but the final responsibility for a successful college career rests with the learner.

### **Guidelines for Faculty Appointments**

All nursing faculty have posted office hours and are available on line. Faculty should be notified if a face to face meeting is needed.

### **Academic Dishonesty**

See Honor Code found in the *University Student Handbook: Rights and Responsibilities Standards of Conduct (current edition)*. All learners and faculty are expected to refrain from acts of academic misconduct including, but not limited to, plagiarism, the giving or falsifying of any academic documents or related materials, cheating, and the giving or receiving of unauthorized aid in tests, examinations, or other assigned work. Please see the *Department of Nursing Graduate Learner Handbook (current edition)*: Academic Integrity.

### **Code of Ethics**

The Department of Nursing subscribes to the “**Code of Learner Conduct**” as defined in the “**Learners’ Rights and Responsibilities**” section of the current edition of the *Francis Marion University Student Handbook and Catalog (current editions)*. The Department of Nursing subscribes to the American Nurses Association (ANA) Code of Ethics; whereby, all learners and faculty are expected to be honest and honorable in all academic and professional endeavors. It is further expected that they will refrain from any activity, which might impair the image of the University, the Department of Nursing, or the nursing profession. Please see the *Department of Nursing Learner Handbook (current edition)*: Academic Integrity and <http://www.nursingworld.org/MainMenuCategories/EthicsStandards/CodeofEthicsforNurses/CodeofEthics>

### **South Carolina Nurse Practice Act**

Learners must abide by the South Carolina Nurse Practice Act (*South Carolina Department of Labor, Licensing, and Regulation: Board of Nursing, Title 40*). <http://www.scstatehouse.gov/code/t40c033.php> or the South Carolina Board of Nursing website under policies.

## **Computer Use**

Computers are an essential learning tool, with the cost dependent upon vendor and configuration. It is a requirement that nursing learners have access to his/her own personal computer. The minimum configuration should include access to the Internet and support the latest version of Windows and Windows Office Suite (Word, PowerPoint). The hardware specifications necessary should be consistent with those of your Internet Provider.

## **Definition of Unprofessional Behavior**

Unprofessional or disruptive behavior is defined as any behavior that is contentious, threatening, insulting, or potentially litigious or otherwise interferes or has the potential to interfere with an individual's or group's professional responsibilities, self-respect, or ability to collaborate productively with others. It is behavior that creates an unsafe, intimidating, hostile, destructive or offensive work, academic or clinical environment. Dictates of professional behavior apply to faculty, staff, and learners in the Department of Nursing. Examples of unprofessional or disruptive behavior include but are not limited to the following:

- Shouting or using vulgar, profane or abusive language
- Abusive behavior
- Physical assault or threat thereof
- Intimidating behavior
- Refusal to cooperate with others
- Conduct that constitutes sexual harassment
- Refusal to adhere to Department of Nursing policies
- Inappropriate comments written in official documents that impugn faculty, staff, or learners of the Department of Nursing
- Non-constructive criticism addressed to an individual in such a way to intimidate, belittle or suggest incompetence
- Imposition on staff of unnecessarily burdensome or idiosyncratic requirements that are generally not professionally accepted and do not result in improved efficiency
- Making or threatening reprisals for reporting disruptive or inappropriate behavior
- Inappropriate email conduct, lack of properly addressing faculty, shouting or using inappropriate language.

## **Disciplinary Action for Unprofessional Behavior**

Unprofessional or disruptive behavior demonstrated by a Department of Nursing learner towards another learner, patient, faculty, or staff will be managed as follows:

1. If possible and reasonable, the complainant should first attempt to resolve the issue by asking the individual to discontinue the inappropriate behavior. The complainant should document the attempted resolution and forward to his/her course coordinator or academic nursing advisor. Learner violations will warrant a warning for unprofessional behavior.
2. If behavior is repeated and deemed as an Honor Code violation, the complainant should bring the incident to the attention of the Department Chair and use the procedures as referred to in the *University Catalog and Student Handbook*.
3. If behavior is repeated and is not an Honor Code Violation, the complainant should contact the Chair for the Department of Nursing and a second warning for unprofessional behavior will be initiated. The third occurrence will warrant a course failure. \*All academic warnings are cumulative throughout the program.

### **Americans with Disabilities Act (ADA):**

If a learner has a documented disability and requires special assistance or accommodations, they should contact the University Counseling and Testing Center (*Francis Marion University Student Handbook*, current edition). Accommodations will be made with proper documentation from the University Counseling and Testing Center. The learner must provide documentation to any or all course or clinical instructors of classes or clinical rotations in which the learner would like to use the accommodations. If at any time during the semester the learner's accommodations need to be altered, the learner will provide documentation from the University Counseling and Testing Center.

## **CLINICAL INFORMATION**

### **Clinical Attendance and Punctuality Clinical Attendance Policy Clinical Attendance Policy**

100% attendance and punctuality of all clinical experiences is expected. The following policies apply to clinical absences and lateness:

- When a student cannot attend the clinical session, the student must call and speak directly to staff at the assigned clinical unit one hour prior to the start of the clinical session. Additionally, the student must email the clinical instructor one hour prior to the start of the clinical session.
- Failure of the student to notify the clinical instructor prior to a clinical absence may result in a recommendation for clinical failure.
- Following an absence, students are responsible for contacting the course coordinator about make-up requirements.
- Punctual attendance is required at all clinical sessions. Tardiness is not a professional attribute. Late is defined as arrival at the clinical site past the designated start time. Any student who arrives at the clinical site 15 or minutes past the designated start time, even if a first occurrence, will be sent home.
- The first time a student is late; he/she will receive a written warning for tardiness/unprofessional behavior. The second time a student is late, he/she will receive a second written warning for tardiness/unprofessional behavior, and will be sent home from the clinical setting for the day; this constitutes a clinical absence, and will be subject to the above attendance policy. The third time a student is late, he/she will be sent home, and will receive a course failure.
- The student who arrives at his/her clinical setting with symptoms of illness may be sent home by the clinical faculty, constituting a clinical absence.

### **Maintaining current certification is the sole responsibility of the learner.**

If you have not presented a copy of your current AHA: BLS-HCP card to the Learner Services Coordinator by the required deadline, you will not be permitted to attend classes and/or clinical and this will be considered an absence. Any questions or concerns about this policy should be addressed to the Student Services Coordinator.

### **Typhon**

Students must complete entries into Typhon within three days of the clinical experience. Late entries will not be accepted. Entries should include appropriate ICD and CPT coding and a brief bulleted appropriate SOAP note. Rejected entries must be corrected within seven days and the faculty sent an email that they are updated. Students must contact their preceptor and assigned faculty with any absences or changes in the clinical schedule. Please review the full Typhon guidelines on the APRN Student Graduate Site.

### **Faculty Clinical Assignments**

Faculty has been assigned to students for the semester for the purpose of meeting and observing the student and preceptor interaction. Pre-arranged times can be made or a spontaneous visit may occur.

## **Professional Dress**

Professional dress is expected at all times during clinical experiences. This includes close-toed shoes and either long pants, or a skirt and hose for women; along with the FMU lab coat and badge. Flip flops, sandals, Capri pants, shorts, and revealing clothing are not appropriate dress for clinical. Students not in compliance will be issued a clinical warning.

## **Preceptor Agreement:**

Preceptor agreements and Preceptor Demographics must be signed and in place prior to beginning clinical. Failure to do so will result in a delay in your time to begin. No one may begin any clinical rotation until the Faculty preceptor has approved your start date and all documents are received. Sites must be appropriate to achieve the student learning outcomes.

## **Faculty Clinical Assignment:**

Faculty has been assigned to students for the semester for the purpose of meeting and observing the student and preceptor interaction. Pre-arranged times can be made or a spontaneous visit may occur. Each faculty will visit the student at least one time per semester. Be sure to contact your assigned Faculty preceptor with the location, dates of clinical times, and contact phone numbers as soon as you know your schedule.

## **Final Clinical Documents:**

At the end of the semester, each of you will be responsible for handing in the following documents:

1. The signed Clinical Evaluation by the Preceptor
2. Clinical Site Evaluation
3. Student Evaluation of Preceptor
4. Evaluation of Faculty Oversight

All Typhon entries must be **approved** by the faculty assigned to you.

Any delay in handing in these documents could delay your final grade.

## **Disclaimer**

Faculty members have the prerogative to schedule extra learning activities, change course content and test/exam dates as deemed appropriate, related to learning outcomes. If the syllabus is changed for any reason faculty will notify learners in the following manner, verbally in class and/or on the announcement page of Blackboard and/ or by email.

## **FMU Non-Discrimination Policy**

Francis Marion University follows all federal and state laws banning discrimination in public institutions of higher learning. Francis Marion adheres to all Title IX policies, and does not discriminate on the basis of race, color, sex, religion, ethnicity, national origin, age, sexual orientation, gender identity, veteran status or any other protected category under applicable local, state, or federal law. General questions regarding Title IX can be directed to the Office of Civil Rights ([www.ed.gov/ocr](http://www.ed.gov/ocr)). Specific questions may be referred to the University's Title IX Coordinator ([titleixcoordinator@fmarion.edu](mailto:titleixcoordinator@fmarion.edu)).

## **CONTENT INFORMATION**

### **Topical Outline**

<b>Week/ date</b>	<b>Content:</b>	<b>Resources:</b>	<b>Evaluation Methods:</b>
1. Jan 11-18	Intro to Women's Gynecological Health	Schuiling and Likis Chapters 1-3	
2. Jan 18-25	Health Assessment and Promotion	Schuiling and Likis Chapters 4-7	<b>Journal #1</b> from readings: <b>Chapters 1, 2, &amp; 3.</b>  <b>Due: January 18<sup>th</sup> by 11:59 pm</b>
3. Jan 25-February 1	Women's Issues and Sexuality	Schuiling and Likis Chapters 8-10	
4. Feb 1- Feb 8	Contraception, Unintended Pregnancy, and Infertility	Schuiling and Likis Chapter 11, 12, 17, 18.	<b>CEU certificates from CDC modules due February 1 by 11:59 pm</b>
5. Feb 8-15	Intimate Partner Violence, Sexual Assault, and Alterations in Sexual Function	Schuiling and Likis Chapters 13, 14, 16	
6. February 15-22	Menopause, Breast Conditions, Menstrual-Cycle Pain and Premenstrual Conditions, Normal and Abnormal Uterine Bleeding	Schuiling and Likis Chapters 12, 15, 23, & 24	<b>Journal #2</b> from readings <b>Weeks 3-6 due February 15 by 11:59 pm</b>
7. February 22-March 1	Gynecologic Infections, STDs and UTIs	Schuiling and Likis Chapter 19-22	
8. March 1-8	Hyperandrogenic Disorders, Benign Gynecologic Conditions	Schuiling and Likis Chapters 25 and 26	
9. March 13-17	<b>SPRING BREAK! ENJOY</b>	<b>SPRING BREAK! ENJOY</b>	<b>SPRING BREAK! ENJOY</b>
10. March 22-29	Gynecologic Cancers, Chronic Pelvic Pain	Schuiling and Likis Chapters 27 and 28	<b>Journal #3</b> from readings: <b>Weeks 7-10</b> <b>Due: March 22 at 11:59 pm</b>
11. March 29-April 5	Anatomy and Physiologic Adaptations of Normal Pregnancy, Diagnosis of Pregnancy and Overview of Prenatal Care	Schuiling and Likis Chapter 29 and 30	
12. April 5-12	Common Complications of Pregnancy, Postpartum Care	Schuiling and Likis Chapter 31 & 32	<b>Presentations with voiceover PowerPoints due April 12 by 11:59 pm</b>
13. April 12	Objective Structured Clinical Examination (OSCE)	<b>OSCE Check-off Simulation Lab</b>	<b>Written Case Study Due Due: April 12 at 11:59 pm</b>
14. April	Review Weeks 11-14 with PP's		<b>Journal #4</b> from readings:



19	and write up Journal #4		<b>Weeks 11-14 Due April 19 by 11:59 pm</b>
15.April 26	Wrap-Up		<b>All clinical information must be done with evaluations turned in by April 26. All Typhon entries must be approved.</b>

**Assignments are due by Dates indicated by 11:59 pm. Late submissions have 10 points per day deduction.**

## GRADING RUBRICS

**Journal Papers:** Journal writing will be done in response to readings. Journals are graded according to completeness. Be sure to do a concise but thorough summary of your understanding and insights from the assigned reading. **Do not** merely summarize the content, show how it may be **applied to practice** or how it has added to your knowledge regarding the care of women as a Nurse Practitioner. **Please include cultural and diversity information about each topic.** This should be a three to four-page Journal with current references (No older than five years) discussing the content topic with assigned chapters and PowerPoints. APA format is required.

90-100	80-89	60-79	0-59
Journal covers insights into the readings with application to practice. One to two references cited. Correct APA format. One to two spelling or grammar issues possible.	Journal is missing an essential component to the readings or application. One reference cited. One-two APA issues. Two to three spelling or grammar issues possible.	Journal entry shows little insight into readings. Little to no application to practice. More than three spelling or grammar issues. More than two APA issues.	Journal entry shows poor understanding of the readings. No application to practice. More than four APA, spelling or grammar issues. No references cited.

**Late submissions will be deducted 10 points per day.**

## Case Study

Section	Information to Include
Introduction (patient and chief complaint) Presentation 10%	<ul style="list-style-type: none"> <li>Explain who the patient is (Age, gender, etc.)</li> <li>Explain what the problem is (What was she diagnosed with, or what happened?)</li> <li>What was the presentation?</li> </ul>
Pathophysiology 20%	<ul style="list-style-type: none"> <li>Explain the disease (What are the symptoms? What causes it?)</li> </ul>
History 10%	<ul style="list-style-type: none"> <li>Explain what health problems the patient has (Has she been diagnosed with other diseases? Describe and state how these diseases may impact the current diagnosis).</li> <li>Detail any and all previous treatments (Has she had any prior surgeries and what are her medications?)</li> </ul>
Physical Assessment 10%	<ul style="list-style-type: none"> <li>List all the patient's health stats in sentences with specific numbers/levels (Review of Systems and Physical Exam use Bates as a guide)</li> </ul>
Related Treatments 10%	<ul style="list-style-type: none"> <li>Explain what treatments the patient is receiving because of her disease.</li> <li>Include CAM (Contemporary Alternative Medications and Treatments).</li> </ul>
Diagnosis 10%	<ul style="list-style-type: none"> <li>Explain the evidence and the decision-making process. Include the three</li> </ul>

	differential diagnoses and the final diagnosis.
Interventions 10%	<ul style="list-style-type: none"> <li>Explain how you will accomplish the patient's healthcare goals, and support this with citations. Include referrals to other members of the healthcare team. Are there cultural or diversity issues to consider?</li> </ul>
Evaluation 10%	<ul style="list-style-type: none"> <li>Explain how effective the intervention will be: cite the research for validation. Were there any ethical considerations?</li> </ul>
Health Promotion 10%	<ul style="list-style-type: none"> <li>Explain the health promotion for the future to continue recovery/improvement and prevent relapse. Explain how this health issue impacts the family, and the community. What are the implications for research? Are there cultural issues involved in your health promotion?</li> </ul>

**Use current evidence (no reference greater than 5 years prior) and APA format. There will be points lost for grammar and APA issues. Late submissions will be deducted 10 points per day.**

**Presentations:** A voice-over PowerPoint will be submitted about a Woman's Health Issue. This presentation should be no longer than 15 minutes. This presentation **MUST** include cultural and diversity issues. Describe ethical considerations. This must include the leadership role of the APRN. You must identify interdisciplinary team members. Identify Health policy related to the issue. A reference page must be done in APA format. No references older than 5 years. **There will be 10 points per day deduction for late submissions.** See the following grading rubric:

<b>Areas:</b>	<b>94-100 Excellent</b>	<b>87-93 Above Average</b>	<b>80-86 Average</b>	<b>73-79 Minimal</b>	<b>72-0 Not Addressed</b>
<b>Attractiveness</b>	Layout enhances information  (8-10 points)	Balanced and uncluttered  (6-7 points)	Balanced  (4-5 points)	Cluttered, too much information or not related to the topic (1-3 points)	Not attractive  (0 points)
<b>Creativity</b>	Creative and original (8-10 points)	Creative and attractive (6-7 points)	Average creativity (4-5 points)	Below average creativity (1-3 points)	No creativity (0 points)
<b>Readability</b>	Information is clearly readable  (10 points)	Above average readability (6-9 points)	Average readability (2-5 points)	Difficult to read (1 point)	Unable to read Slides  (0 points)
<b>Quality of information: Must include cultural and ethical considerations</b>	Description is clear, concise and complete with a full grasp of the material. All issues listed above are addressed  (28-30 points)	Description is clear, concise but could have additional information (25-27 points)	Description is clear and concise but average information (16-24 points)	Description is unclear and lacking completeness (11-15 points)	Description is unclear and lacks completeness  (0-10 points)
<b>Grammar and spelling</b>	No grammar or spelling errors.	No grammar or spelling	One grammar or spelling	Two to three spelling or	More than two spelling or grammar errors

	No APA issues (10 points)	issues One APA issue (9 points)	errors One to two APA issues (8 points)	grammar errors Two to three APA issues (6-7 points)	More than three APA issues (0-5 points)
<b>Oral Presentation</b>	Speaks clearly about topic, Very knowledgeable, easy to follow and understand  (15 points)	Speaks well about topic, Above average information  (11-14 points)	Average presentation  (6-10 points)	Below average presentation  (1-5 points)	Presentation greatly lacking  (0 points)
<b>References No older than five years.</b>	Three or more References (15 points)	Two to three References (11-14 points)	One to two References (6-10 points)	One Reference (1-5 points)	No references (0 points)

**10 points per day deducted for late submissions.**

**CDC Self- study modules:**

Follow the instructions for enrolling in the self-study modules on the CDC website at:

<http://www2a.cdc.gov/stdtraining/self-study/default.htm>

You can register in the CDC system at CDC

Registration Link: <http://www2a.cdc.gov/TCEOnline/index.asp>

Modules must be completed for Gonorrhea, Chlamydia, Human Papilloma Virus (HPV), Herpes Simplex Virus (HSV), Pelvic Inflammatory Disease (PID), Vaginitis, and Syphilis. Upload the CEU certificates once you have completed the modules.

**Objective Structured Clinical Examination (OSCE) Check-Off Evaluation Tool**

**Bring this Check-Off tool AND your Partner with you to the Carter Center, School of Health Sciences Third floor. Be on time or you will forfeit your grade. An assigned time will be sent to you later in the semester. This is a Pass/Fail Check-Off.**

School of Health Sciences  
Graduate Nursing Program  
Faculty Clinical Evaluation of MSN/FNP Student

Name of Student		Course		
<b>I. Professionalism</b>		<b>Satisfactory</b>	<b>Unsatisfactory</b>	
1	Recognizes areas in need of further skill development and seeks to remediate these seeks assistance from team members if needed.			
2	Demonstrates time management.			
3	Addresses ethical and or cultural considerations.			
4	Demonstrates responsibility and professionalism in manner, communication appearance, and practice.			
<b>II. Interviewing and History Taking</b>		<b>Satisfactory</b>	<b>Unsatisfactory</b>	
1	Established good patient rapport and therapeutic relationships with patient.			
2	Modifies interviewing techniques to accommodate patient circumstances, development level, and /or culture.			
3	Accurately and completely			
	<p>identifies and explores chief complaint performs symptom analysis of each presenting problem.</p> <p>obtains relevant health, family, and social histories.</p> <p>obtains preventive health screening assessment when appropriate.</p> <p>completes appropriate review of systems.</p>			
<b>III. Physical Examination</b>		<b>Satisfactory</b>	<b>Unsatisfactory</b>	
1	Accurately selects appropriate exam components and performs appropriate physical examinations systematically.			
2	Differentiates normal vs. abnormal exam findings.			
3	Demonstrates proficient use of instruments used in physical examination.			
<b>IV. Assessment</b>		<b>Satisfactory</b>	<b>Unsatisfactory</b>	

1	Determines accurate, complete problem list.		
2	Determines accurate, prioritized health promotion/health maintenance needs list appropriately.		
3	Formulates & prioritizes diagnosis accurately.		
V. Plan		Satisfactory	Unsatisfactory
1	Requests diagnostic and screening studies.		
2	Identifies non-pharmacy treatment.		
3	Identifies appropriate pharmacologic strategies.		
4	Provides appropriate education/anticipatory guidelines to address health problems and health promotion.		
5	Implements evidence-based research in health care plan and preventive care.		
6	Incorporates patient's input in development of health care plan.		
7	Plan for appropriate follow-up or referral.		
VI. Documentation and Preceptor Presentation		Satisfactory	Unsatisfactory
1	Articulates a succinct, organized, and accurate presentation to faculty member.		
2	Records patient data concisely, using appropriate terminology and format.		
VII. Critical Thinking		Satisfactory	Unsatisfactory
1	Analyzes chart data and health records.		
2	Applies pathophysiologic concepts and diagnostic reasoning.		
3	Identifies and interprets diagnostic cues and necessity of diagnostic testing based on history and physical exam.		
4	Synthesizes subjective and objective data to formulate differential diagnosis.		
Comments:			

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Faculty Signature	Date
Student Signature	Date

\*Adapted from University of Minnesota School of Nursing Family Nurse Practitioner Student Clinical Performance Evaluation.