School of Health Sciences
Graduate Program

Course Title: Primary Care of the Adult
Course Number: APRN 701
Credit Hours: (5:2-9) (135 clinical hours)
Semester: Fall 2016
Day and time: Wednesday: 1:30- 3:30 Hybrid Online
Location: CCHS 323

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

Course Coordinator: Tiffany Phillips, DNP, NP-C
Office Number: CCHS 357
Office Phone: 843-661-1835
 E-mail: tphillips@fmarion.edu
 Office hours: Tuesday: 9:30-11:30 LNB 207, Wednesday: 09:30-11:30 CCHS 357

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

At the end of the program the learner will be able to:

Program Outcomes	FNP Track
1. Demonstrate *leadership* in an advanced practice role that effects and changes systems to promote patient-centered care thereby enhancing human flourishing.	Demonstrate *leadership* 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 evidence-based practice	Appraise current *interdisciplinary evidence* to identify gaps in nursing practice knowledge and formulate research questions based on the tenets of evidence-based practice.

3. Develop ***interdisciplinary teamwork*** and collaboration in the advanced practice nursing role in order to promote positive change in people, systems, and 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 the nursing profession.
4. Use ***informatics*** to analyze underlying disparities, and knowledge; formulate research questions; promote safety and quality improvement for patient care.	Use ***informatics*** to analyze underlying disparities, and knowledge; formulate research questions; ensuring safety and quality improvement in advance nursing practice for patient care.
5. Apply ***advanced concepts in science and nursing*** knowledge to implement health promotion and disease prevention.	Apply ***advanced concepts in science and nursing*** knowledge to implement health promotion 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 human flourishing	Employ knowledge in ***health policy and financin***g of health care in order for the advanced practice nurse to promote healthcare access and availability to promote human flourishing.
7. Engage in ***ethical decision-making*** and utilization of theoretical knowledge in order to provide patient-centered, cost effective care	Engage in ***ethical decision-making*** and utilization of theoretical knowledge in order to provide patient-centered, cost effective advanced practice nursing care.
8. Value ***cultural diversity*** and caring in order to provide caring, holistic patient-centered care.	Value ***cultural diversity*** and caring in order to provide caring, holistic patient-centered care by advanced practice nurses.

Course Outcomes: At the end of this course the learner will be able to:
1. Demonstrate *leadership* in advanced practice nursing role that effects and changes healthcare systems to promote patient-centered care for adults.
2. Use current *interdisciplinary evidence* to identify gaps in nursing practice knowledge and formulate research questions based on the tenets of evidence-based practice specific to the care of adult patients.
3. Developed *interdisciplinary teamwork* and collaboration in the advanced practice nursing role in order to promote quality patient care for adults.
4. Use *informatics* to analyze underlying disparities and knowledge; formulate research questions; ensuring safety and quality improvement in advance nursing practice for patient care of adults.
5. Apply *advanced concepts in science and nursing* knowledge to implement health promotion and disease prevention for adult patients
6. Employ knowledge in *health policy and financing* of health care in order for he advanced practice nurse to promote healthcare access and availability for adult patients.
7. Engage in *ethical decision-making* and utilization of theoretical knowledge in order to provide patient-centered care for adults.
8. Value *cultural diversity* and caring in order to provide holistic patient-centered care for adult patients.

Teaching Strategies:
Teaching strategies will consist of online quizzes, online lectures, in class (as scheduled) and online, problem-based learning discussions, audio-visual aids, observation of learner performance in the clinical setting, and pre- and post-conferences.

Textbook(s):
Required:

Buttaro, T. M., Trybulski, J., Bailey, P. P., & Sanberg-Cook, J. (2017). *Primary care: A collaborative practice* (5th ed.). St. Louis, MO: Elsevier. (ISBN: 978-032335518)

Cash, J. C. and Glass, C. A. (2014). Family practice guidelines (3rd ed.). Springer Publishing Company. New York, NY. (ISBN: 978-08261978250)

Publication Manual of the American Psychological Association (6th ed.). Washington, DC. (ISBN: 978-805615)

UpToDate (library resource)

Recommended:

Fitzgerald, M. A. (2015). *Nurse practitioner certification examination and practice preparation* (4th ed.). Philadelphia, PA: F.A. Davis. (ISBN: 978-0-8036-4074-0).

Goolsby, M. J. & Grubbs, L. (2015). *Advanced assessment: Interpreting findings and formulating differential diagnoses* (3rd ed.)*.* Philadelphia, PA: F.A. Davis. (ISBN: 978-0803643635).

Papadakis, M. A. & McPhee, S. J. (2016). *CURRENT medical diagnosis and treatment* (55th ed.). New York, NY: McGraw Hill. (ISBN 978-0071845090)

Rhoads, J., & Wiggins-Petersen, S. (2014). *Advanced health assessment and diagnostic reasoning* (2nd ed.) Jones & Bartlett Learning. (ISBN: 978-1449699628)

METHODS OF EVALUATION:
In order to progress in the nursing program, the learner must maintain a 3.0 cumulative GPA for all graduate courses and achieve a course grade of C or better (*FMU Catalog,* p. 219). Missed online quizzes will earn a grade of "0" for that quiz.

Classroom Evaluation Methods:

Assignment	Percent of Final Grade
Online quizzes (7 @ 2% each)	**14%**
In-class quizzes (3 @ 7%)	**21%**
Problem-Based Learning Modules (3 @ 15% each)	**45%**
Case Presentation (Final Exam)-required	**20%**
Total	**100%**

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.

Scheduled Quizzes

Class weeks will run from Thursday through the following Wednesday. Online quizzes will be open on Thursday at 8am and will close the following Wednesday at 11:59pm…expect on PBL weeks. On PBL weeks, the quiz will be given in class. There will **not** be any quizzes reopened for any reason. Have a secure wired-in site. The online quizzes will be timed, therefore **be prepared** (i.e.-read the selected chapters and guidelines, view PowerPoint lectures) to take the quiz **before** you begin. The in-class quizzes will be closed book, timed, and cover the body systems associated with the PBL. If you stay fully engaged in the PBL process, read through the assigned reading, and respond to the other groups, as instructed, you will be prepared for the quiz.

Quiz Taking Guidelines: Before each quiz learners will:
- Review provided material (i.e.-PowerPoint presentations, assigned readings, additional materials within each module)
- Once a learner accepts a quiz, he/she cannot stop taking test and postpone taking it for any reason.
- Quizzes are to be an individual effort.
- The student will be able to review his/her quiz once the quiz is closed—everyone has taken it.
- In-class quizzes: All bookbags, cell phones, etc will be placed at the front of the classroom. **Anyone with a cell phone after the quiz begins will be asked to leave the room and receive a grade of zero (0).**

ACADEMIC INFORMATION

Classroom Attendance Policy

The University policy regarding class attendance states, "It is the responsibility of the learner to attend all scheduled meetings in the course in which he/she is enrolled. Attendance sheets are required, and it is the learner's responsibility to sign the attendance roster. Please refer to "Class Attendance Policy" *FMU Catalog (current edition)*.

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 as appropriate for the assignment.
- 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. Students are expected to reply to faculty emails within 24 hours with the exception of weekends and holidays. In return, faculty will reply to student emails within 24 hours with the exception of weekends and holidays. Any emails received after Friday at 5pm or on the weekend will be returned on the next school day. Email to all faculty and learners in the department must be professional in content.

Phone Usage and Messaging
Learners are only to call 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.

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 Student 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 learners should do their best to schedule appointments at those times. If those times are not feasible the learner may request the faculty to meet at another time.

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 Lerner 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/Code-of-Ethics.aspx

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.

Taping Classes and Test Reviews
Learners need to ask faculty permission in order to tape any public session, class, or test review. If the faculty grants permission to tape the taped content may only be used for educational purposes. If the taped session is used for purposes other than study or review, the learner will receive a warning for unprofessional behavior.

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
100% attendance and punctuality of all clinical experiences is expected. Exceptions, if made, will be made up at the discretion of the clinical faculty and/or the course coordinator. Faculty may request medical certification about the health status of the learner for every absence or lateness, but a medical certification does not excuse an absence. The following policies apply to clinical absences and lateness:
- When the learner cannot attend the clinical session, the learner must:
  - **Call and speak directly to the assigned clinical faculty member, one hour prior to the start of the clinical session.**
  - **If the learner is late related to an incident on the way they must call and notify the faculty member.**
- Following an absence, learners are responsible to contact the faculty member and course coordinator about make-up alternatives;
- Punctual attendance is required at all clinical sessions. Tardiness is not a professional attribute. The faculty member has the discretion of sending the learner home for clinical lateness.
- The learner who arrives at his/her clinical setting with symptoms of illness may be dismissed by the clinical faculty, constituting a clinical absence.
- Two clinical absences constitute a clinical failure.
- This class encompasses the healthcare needs of the adult patient and does not include pediatrics at this time.

Clinical warnings are cumulative from semester to semester

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 SOAP note. Rejected entries must be corrected within seven days. Faculty will review the Typhon entries at least every two weeks for completeness of entries, correct CPT/ ICD coding, and appropriate number of patients per day for the level of the patients seen at the site. If any entry is rejected, the faculty will have one week to review the revised entry for approval. Those entries not approved may not be counted in the total number of hours as required by the course description.

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.

CONTENT INFORMATION:
Topic Outline

Week	Dates	Class Topics	Readings and other materials	Evaluation Methods
1	Aug 24	Intro/syllabus review Typhon/Clinical Expectations, Diagnosis & Treatment Pearls	Go to the Announcements page for instruction.	**IN-CLASS**
1	Aug 25-31	HEENT	Buttaro: Part 6, 7, 8, 9	Online **Quiz:** due Aug 31st at 11:59 pm
2	Sep 1-7	Neurology	Buttaro: Part 16	Online **Quiz**: due Sept. 7th at 11:59 pm
3-4	Sep 8-21	Respiratory/Skin PBL	Buttaro: Part 5, 10	**IN-CLASS** Sep 21 PBL Discussion **Quiz:** due Sep 21st at 11:59pm
5	Sep 22-28	Renal	Buttaro: Part 13	Online **Quiz:** due Sep 28th at 11:59 pm
6-7	Sep 29-Oct 12	Cardiovascular/Hematologic	Buttaro: Part 11, 21	**IN-CLASS** Oct 12 PBL Discussion **Quiz:** due Sep Oct 12th at 11:59pm
8	Oct 13-19	Psychosocial	Buttaro: Part 23	Online **Quiz:** due Oct 19th at 11:59 pm
9-10	Oct 20-Nov 2	Abdominal/Endocrine PBL	Buttaro: Part 12, 17	**IN-CLASS** Nov 2 PBL Discussion **Quiz:** due Nov 2nd at 11:59pm
11	Nov 3-6, & 9	Musculoskeletal	Buttaro: Part 15	Online **Quiz:** due Nov 9th at 11:59 pm
	November 7 & 8	Fall Break	Fall Break	Fall Break
12	Nov 10-16	Men's Health	Buttaro: Part 13	Online **Quiz:** due Nov 16th at 11:59 pm
13	Nov 17-23	Palliative/transitional care	Buttaro: Ch. 14	Online **Quiz:** due Nov 22nd at 11:59 pm
	Nov 24	Thanksgiving		
14	Nov 28-30	**Clinical Documents DUE: November 30th by 5 pm-----**		**Case Study PowerPoint** due Nov 30th

| 15 | Dec 1-7 | Finals Week | | **Responses** due Dec 7th by 5pm |

| 15 | Dec 1-7 | Finals Week | | **Responses** due Dec 7th by 5pm |

Problem-Based Learning (PBL) Modules:

Please review the Problem-Based Learning Process document in the "Information" section of Blackboard. Each PBL discussion will take place in a Blackboard WIKI where you will post in the WIKI within your assigned group. The link for each PBL Discussion group can be found under the appropriate week. The PBL process is an imperative part of clinical practice; it is evidence-based and provides an excellent opportunity to utilize multiple ways of learning the content required for this course.

Each PBL case will have five steps that are outlined in the Problem-Based Learning Process document. Regular and active participation is an essential and important aspect of this online course. Students must post a minimum of once during each step of the PBL process and the expectation is that everyone will log on a minimum of three times per week, however everyone will probably log on more as PBL cases are engaging and dynamic. Please review the PBL Discussion Rubric for the grading criteria and the expectations for each step in the PBL.

Discussion postings are scholarly work, and the content should be professional and positively impact learning. Discussion postings are held to the University's plagiarism policy and require appropriate citation in APA. Remember that discussion and collaboration are the foundation that make this course a meaningful experience through sharing information, reflections, opinions and critical analysis. While the online format allows for a great deal of flexibility, this does not detract from the importance of frequent participation.

References for the PBL should be primarily the most current evidence-based guidelines—not a textbook. Look to major organizations (ie-American College of Cardiology, Infectious Disease Society of American, ACOG, American Diabetes Association, etc) for the most up to date information.

Each PBL will last **two weeks**. The scenarios will open on a Thursday morning at 8am and will culminate in an **in-class** discussion 14 days later (on Wednesday). **All students are required to attend class.**

There **will not** be PowerPoint lectures during these bi-weekly modules. Self-directed student learning will be expected. Just like in the real world, you will be expected to search for guidelines, read them, and apply them to the PBL scenarios.

There **will be** an in-class quiz at the end of each PBL to reinforce major learning points. If you work hard on your PBL, read though the other groups and reflect and read the assigned text, the material on the quiz will be familiar.

Instructor(s) will be monitoring the discussions and providing input/guidance when needed. But, the students are expected to engage each other in the learning process.

Case Study PowerPoint (Final Exam):

The case study PowerPoint with voiceover will reflect a patient the student has evaluated in the clinical setting. A SOAP note format is expected. Evidence-based clinical guidelines are required in the treatment plan. The patient case chosen is expected to have at least three co-morbidities (ie-HTN, DM, COPD, asthma, GERD, AR, etc…). The patient chosen also needs to have an actual chief complaint rather than be a routine follow up for medication refills. Students must respond to 4 other student's presentations; responses are expected to be meaningful and referenced. Please refer to the additional case study documents in the 'Information' section of

Blackboard for the **PowerPoint Case Study and Response RUBRIC**. **Omitting this required assignment will result in lowering your final grade by one full letter grade.**

Clinical Information:

Clinical practicum - 135 hour	P/F
Clinical documents/ Typhon	P/F
TOTAL	**100%**

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. A Wiki will be set up on Bb for each of you to post your clinical site information and dates you will be on site. Any changes during the semester must be noted on the Wiki as soon as you know of the change.

Final Clinical Documents: All due Nov. 30, 2015
At the end of the semester, each of you will be responsible for send me the following documents:
   1. Final Clinical Evaluation by the preceptor
   1. Clinical Site Evaluations by the student
   2. Student Evaluation of Preceptor
   3.Student Evaluation of the Faculty Oversight
   Any delay in handing in these documents will delay your final grade.