



College of Nursing
SUNY Upstate Medical University Fall 2009

NURS 642: Clinical Management in Primary Health Care: Family NP II

Credit Hours: 6 credits 6:3:0:3 (1:5 ratio = 225 hrs)

Prerequisite: Clinical Management in Primary Health Care: Family NP I

Faculty:

Course Faculty:

Margaret Wade, DNP, FNP-C

Clinical Assistant Professor

Phone: 315-464-4276

Contact via email

Email: Wadem@upstate.edu

Office Hours:

Thursday 1-3PM or by Appointment

Patty Powers, DNP, FNP-C.,PMHNP

Clinical Assistant Professor

Phone: 315-464-3910

Cell: 264-7001

Email: Powersp@upstate.edu

Office Hours:

Thursday 1-3 PM or by Appointment

Jody Coppola, MS, FNP-C

Clinical Asst Professor

Phone: 315-464-4276

Email:

Office Hours:

Thursday 1-3 PM or by Appointment

Joyce Scarpinato, MS, PNP-BC, FNP

Clinical Assistant Professor

Phone: 315-464-3903

scarpinj@upstate.edu

Office hours:

Thursday 1-3 PM or by Appointment

Location: CON, Room 313 A

Location: CON, Room 313 A

Course Description

This course reflects a building of knowledge and skills from the previous clinical course, Clinical Management in Primary Health Care: Family NP I. Students continue to progress in the nurse practitioner role and in the delivery of health care to individuals with acute and chronic health care needs. In collaboration with the health care team, students are involved in the implementation and the evaluation of accepted medical and nursing interventions used in the care of patients across the lifespan. Effective use of skills required for clinical management, education, consultation, referral, and follow-up are emphasized. Therapeutic interventions based upon evidenced-based research are integrated along with complimentary and alternative healing approaches appropriate for individuals and their families with health care problems. Course work, classroom activities, and clinical assignments enhance students' critical thinking and decision-making skills, specifically for complex health care problem evaluation.

Pre/corequisites:

NURS 640, NURS 641. Fall semester.

Course Objectives:

At the completion of this course, the student will be able to:

1. Demonstrate proficient skills in health assessment across the lifespan.
2. Apply evidence-based management guidelines to individuals with common acute and chronic health care problems.
3. Formulate an evidenced-based management plan using pharmacologic and non-pharmacologic interventions.
4. Evaluate evidence-based findings utilizing traditional and non-traditional therapeutic interventions in the management of acute and chronic health problems.
5. Assimilate the role of clinician, educator, and researcher when interacting with health care consumers and collaborating with other healthcare professionals.
6. Demonstrate professional responsibility and accountability in all interactions with peers, faculty, clients, and clinical agency personnel.

Required Textbooks:

Burns, C., Dunn, A., Brady, M., Starr, N., & Blosser, C. (2009). *Pediatric Primary Care: A Handbook for Nurse Practitioners* (3rd). St. Louis: Saunders.

Dunphy, L., Winland-Brown, J., Porter, B., Thomas, D. (2007). *Primary Care: The Art and Science of Advanced Practice Nursing* (2nd). Philadelphia: FA Davis Company.

Graham, M., & Uphold, C. (2003). *Clinical Guidelines in Family Practice* (4th). Gainesville: Barmarre Books.

American Psychological Association. (2001). *Publication Manual of the American Psychological Association* (5th ed.). Washington, DC: American Psychological Association.

Buppert, C. (2008). *Nurse Practitioner's Business Practice and Legal Guide* (3rd ed.) Sudbury, Mass: Jones & Bartlett,

Suggested Textbooks:

American Academy of Orthopedic Surgeons. (2005). *Essentials of Musculoskeletal Care* (3rd ed.), American Academy of Orthopaedic Surgeons.

Bickley, L. (2003). *Bates' Guide to Physical Examination and History Taking* (8th ed.) Philadelphia: Lippincott-Raven.

Fitzpatrick, T. (2005). *Color Atlas & Synopsis of Clinical Dermatology*, McGraw-Hill.

Hoppenfeld, S. (1976). *Physical Examination of the Spine and Extremities*, Appleton-Century-Crofts.

Green, M.(2009). *Bright Futures Guidelines for Health Supervision of Infants, Children and Adolescents*, Arlington, VA: National Center for Education in Maternal and Child Health. Website: www.brightfutures.org/

Melnyk, B., & Fineout-Overholt, E. (2005). *Evidence-Based Practice in Nursing and Healthcare*. Philadelphia: Lippincott.

A Pathophysiology textbook.

A Pharmacology textbook

Evaluation Criteria	
---------------------	--

Exams (1) (30%)	
Preconference case studies- (5%)	
Quiz (5) (20%)	
Evidenced Based Case Management Project (1) (15%)	
OSCE (1) (30%)	

Clinical logs/SOAP notes	Pass/Fail
Clinical Performance	Pass/Fail
Professional Behavior	Pass/Fail

1. Quiz (20%)

There will be five quizzes over the semester. The quizzes will be accessed via Blackboard and will be taken prior to class. The quiz will be timed and graded when submitted by the student with immediate feedback.

2. Exam (30%)

There will be one comprehensive exam containing multiple choice, matching, and/or fill in the blank questions. Exam questions will be based on textbook and/ or journal article readings and lecture content. The exam questions will assess understanding of underlying pathophysiology, history taking, differential diagnosis, laboratory ordering and evaluation, pharmacologic and non-pharmacologic management, nursing interventions, risk screening/health promotion and maintenance. A student with a legitimate reason for missing an exam should contact the course faculty in advance to schedule a make-up exam.

3. Preconference case studies- (5%)

Purpose: To discuss case studies with a variety of clinical presentations and the management of the identified diagnosis.

Directions:

- The student will access the case study on Blackboard (refer to as BB Case study)/or handout on assigned week. Please refer to course assignment section for applicable due dates
- Prior to class complete the case study as directed by faculty and be ready to discuss
- Write up must be typewritten. Students will hand in their written case to their class advisor.

4. Evidence-Based Case Management Project (15%)

Purpose: The purpose of the case study is to focus on a patient with a **complex** acute or chronic clinical problem. Students shall email their case description to their class advisor at least 2 weeks prior to due date for approval.

Criteria:

1. Complete history with a focused exam (5%)
2. Appropriate Assessment and Differential Diagnosis with rationale. (2%)
3. Comprehensive Plan: (8%)
Include:
 - Diagnostics, Medication, Education, Referral, & Follow up (DMERF) with rationale.
 - Student must include 3 references (not including textbooks) for their EBP treatment plan. Evidence-based guidelines or current studies are acceptable.
 - Thorough analysis of cost & time management (Visit level, medication, labs etc)
 - Discussion of psychosocial & ethical issues include culture and economic concerns pertinent to the patient

Directions:

- The case study should be no more than 6-8 pages in length.
- Use three resources other than course textbooks and cite sources using APA format.

5. OSCE (Objective Structured Clinical Evaluation) 30%

OSCE Guidelines:

There will be one OSCE in this course. The OSCE is worth 30% of the total grade.

Purpose:

To evaluate the student's:

- history taking skills for a patient with an acute or chronic illness.
- physical exam skills.
- clinical decision-making and communication skills.
- ability to plan and manage a patient with a specific complaint.
- ability to collect and document information in a logical and concise manner.

Objectives:

The student will:

- Obtain an appropriate history on a patient with an acute or chronic

illness.

- Perform a problem-focused physical on a patient with a specific chief complaint.
- Demonstrate clinical decision-making by verbalizing the diagnosis / differential diagnosis and the management plan for the patient with a chief complaint.
- Document collected data and a management plan in a logical concise manner.

Procedure:

- The students sign up for 45 minute slots of time. The student NP has 25-30 minutes to complete the patient encounter (history, physical, review of assessment and plan with the patient).
- The OSCE grade is determined by the patient encounter evaluation by faculty and the SOAP write up.
- The simulated patient will have received the necessary training to respond to questions and examination.
- The student will write up the patient encounter in a SOAP note format including: CC,HPI, ROS, physical exam findings, assessment & differentials, and plan (any diagnostics, medications, patient education, follow-up, or referral). **The write up is due the day following the OSCE-NO LATER THAN 8 AM.** A resource text may be used for the write up of the plan only. Cite resource used.
- **The addendum** is an important part of the written OSCE, which addresses areas omitted in the student’s assessment and management plan during the OSCE. There will be no additional credit given to the OSCE grade for information included in the addendum, but credit will be deducted if addendum is not included.
- To pass the OSCE, a student must achieve a grade of 80% or better. A grade below 80% constitutes a failure or “0” grade. If it appears that the student is unprepared, unable to complete the OSCE exam, or receives a grade less than 80%, remediation for the OSCE will be scheduled with the faculty evaluator. The student must pass the OSCE retake in the presence of two faculty evaluators. The highest score a student can achieve on an OSCE retake is 80%. Failure to pass the second OSCE indicates failure to progress. Students will be counseled appropriately.
- ***During a standardized patient encounter, should a student’s actions/ plan of care have serious adverse consequences for the patient, an automatic failure with remediation will occur.***

The day of the OSCE:

- Arrive on time.
- Be prepared with a pen, paper, lab coat, name tag, and stethoscope.
- There is no class scheduled the day of the OSCE.

6. Clinical Log/SOAP notes	Pass/Fail	Bi-weekly
-----------------------------------	------------------	------------------

Each student will be required to maintain a clinical log of all patients seen during the clinical experience and must reflect tract population. Log templates are designed to protect patient confidentiality according to HIPPA regulations. Logs will be turned into faculty every other week (beginning week two), with a SOAP note for review. Faculty feedback will assist the student in refining SOAP note writing. **SOAP notes will be turned in until satisfactory as determined by Faculty.** Logs will be returned for student review of any additional comments. Students are required to maintain a copy of their logs. ALL logs for the semester must be resubmitted with the **completed and totaled** Clinical Summary Form at the end of the semester.

The student is responsible for completing the appropriated clinical hours for their track, calculating the hours and reviewing the summary form with their faculty designee. Student and faculty will sign the Clinical Summary Forms when clinical hours are completed. Eight hours of clinical time are allotted toward the 225 hours for:

- Preconference participation (8hr)
- A full day, professional APN nursing conference, approved by the track faculty. Student must provide attendance verification for their school record. (8 hr)
- Logs will be turned in bi-weekly to faculty in order to maintain the privilege to attend clinical practice.

7. Clinical Performance Evaluation Pass/Fail

- Clinical evaluations are to be completed by the preceptor and student at the time the clinical hours are completed. Faculty will discuss student's performance with their clinical preceptors at least once each semester. Students whose clinical performance is evaluated as unsatisfactory cannot proceed to NP III.
- The CON requires that legal contracts with agencies be in place and on file **prior** to starting clinical. Please email Pam Bowman at bowmanp@upstate.edu to see if there is a contract in place for your chosen site. Be advised that legal contracts may take up to one month **or more** before they are in place. Completed [Preceptor/Clinical Site Information for Nursing Student](#) **must** be submitted to Pam Bowman **BEFORE** starting clinical for her review and signature. Once this form has been signed by Pam, she will distribute copies to the course advisors. **The student is responsible to ensure an agency contract is in place before starting a clinical rotation. Failure to initiate a contract will result in the clinical time NOT counting toward the hours needed for the course.**

8. Professional Behavior & Integrity: Pass/Fail

Students must demonstrate fulfillment of professional responsibilities:

- to patients, health care providers, peers, academic and clinical faculty.
- by working with health team members in a collegial and civil manner.
- by relaying accurate and truthful information (clinical logs, patient records, course work)

Students must adequately demonstrate objectivity and sensitivity to the needs of others. Students must demonstrate flexibility with role change and continuous adaptations for learning. Please refer to the following policies in your student handbook: **Unprofessional behavior, class and clinical attendance, graduate grading system, the judicial process, and technical standards.**

Academic Dishonesty/ Plagiarism/Student Code of Conduct:

The Council of the Upstate Medical University is authorized to make regulations governing the conduct and behavior of students. Students are expected to adhere to the highest professional and academic behaviors set forth by the Council cited in the document, *The State University of New York Medical University Student Code of Conduct and Related Policies*. The document can be found in the current *Student Handbook* and includes explicit components of the student code of conduct, student rights, violations and other related policies.

As a condition of taking this course, designated course written assignments will be submitted to the faculty by both paper copy (hard copy of written work) and electronically in e-mail to the course faculty via an attachment formatted as a word document. Electronic copies of student

work will be retained at the College of Nursing. Plagiarism detection software programs are available to all faculty and student work may be routinely screened. The range of disciplinary sanctions for cases of academic dishonesty may be found in the current Student Handbook.

Course Expectations:

- It is expected that you know how to use the CON computer system & Blackboard to access information. If you do not know how to access the system, please contact the system administrator Sanju Johri at 464-3906. Clinical evaluation forms and announcements can be retrieved from the blackboard site. Check blackboard and Groupwise frequently.
- It is expected that you complete the required reading assignments.
- It is expected that you complete all assignments by the date they are due. If extraordinary circumstances prevent you from meeting the date, prior notification of faculty is mandatory. Grading modifications will be at the discretion of each individual faculty member. Failure to obtain approval will result in an automatic zero.
- It is expected that students attend every class. Students should notify faculty members in advance if unable to attend class. For any class missed, a case study reflective of understanding of the lecture material missed is to be submitted for a Pass/Fail grade within one week of absence.

*****Students who have a documented disability that may affect their performance in this class are encouraged to speak with the faculty member at the beginning of each course. A letter from the Office of Student Affairs must be presented to the faculty member in order to facilitate appropriate accommodations.**

Grading Scale

89.5-100 constitutes an “A”

80-89.4 constitutes a “B”

A minimum letter grade of “B” is required at the graduate level. Successful completion of this course requires that the student satisfactorily meet the theoretical and clinical objectives.

NURS 683 NP II Family Nurse Practitioner Fall 2009 Lecture / Assignments				
Week / Date 2005	Pre-conference	Topic	Due Dates Assignments	Readings
Week # 1 8-27	Introduction Course Groups meet	Syllabus review Diagnostics/labs		
Week #2 9-03	Case study due	Cardiovascular	*Logs SOAP	Dunphy: Chapter 9 U & G Chapter 11
Week # 3 9-10	Quiz BB #1 (Posted 9/5) Groups meet	Cardiovascular (HTN and CHF)		
Week # 4 9-17	Case study due	Cardiovascular (Pediatric)	*Logs SOAP	Burns: Chapter 31
Week # 5 9-24	Quiz BB #2 (Posted 9/19)	No Class Hepatitis & CAM module		To Be Announced
Week # 6 10-01	Case Study Due	Acute & Chronic GI/Hepatitis	*Logs SOAP note	Dunphy: Chapter 10 U & G: Chapter 12
Week #7 10-08	OSCE			
Week # 8 10-15	Quiz #3 Posted 10/10	In Class: Preconception/ Pregnancy (Module online: Peds GI)		TBA (To be announced) Burns- Chapter 14, 33
Week # 9 10-22	Case Study due	In Class: Oncology (BB: online PEDS GU)	EB Case Management Paper due	Burns 866-905; 253-268; Dunphy Chapter 19
Week # 10 10-29	Quiz BB #4 (Posted 10/24)	Women's Health		Dunphy- 13; U & G- 14, 15, 16 Burns- chapter 20
Week # 11 11-05	Case Study due	Male/Female GU		Dunphy- Chapter 11 U& G: 13
Week #12 11-12	Quiz BB #5 (Posted 11-7)	Respiratory COPD Asthma		Dunphy Ch 8; U & G: Ch 10; Burns Ch. 32
Week # 13 11-19	Case Study due	Wound Care/ Polypharmacy in geriatrics		Dunphy: 591-603 and Chapter 19
Week # 14 11-26	Thanksgiving	NO CLASS		
Week # 15 12-3	FINAL EXAM	Paperwork submission due		