



State University of New York
Upstate Medical University

College of Nursing

Nursing XXX Clinical Management in Primary Health Care: Family NP III

Credits: (6:3:0:3)

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

Times: Thursday (4:30pm – 7:50pm)

Course Faculty:

Margaret Wade, DNP, RN, FNP-C
 Clinical Assistant Professor
 Phone: 315-464-4276

Email: Wadem@upstate.edu

Office Hours:

Thursday 1-3PM or by Appointment

Patty Powers, DNP, FNP-C., NPP
 Clinical Assistant Professor
 Phone: 315-464-3910

Cell: 264-7001

Email: Powersp@upstate.edu

Thursday 1-3 PM or by Appointment

Joyce Scarpinato, MS, APRN, BC, PNP
 Clinical Assistant Professor
 Phone: 315-464-3903
scarpinj@upstate.edu
 Office Hours:
 Thursday 1-3 PM or by Appointment
 Location: CON, Room 313 A

Course Description:

This is a culminating clinical course in which students are managing client care with increasing independence. The collaborative model guides the student in the implementation and evaluation of accepted medical and nursing interventions used in the care of the patients across the lifespan. Students further develop leadership, research, teaching, and consultation skills as a basis for clinical practice. Practice issues are identified and discussed in a structured environment that incorporates ethical concepts and effective use of resources for beginning autonomous practice. Theoretical concepts of organizational systems and health care politics and policy are applied to the advanced practice setting to identify and solve complex problems

Course Objectives:

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

1. Evaluate evidence-based practice with knowledge of patients, families and environment to develop effective client management plans to elicit positive patient outcomes.
2. Effectively manage the health care of patients and families recognizing the inter-relationships of the Nurse Practitioner, the client, and the health care system.
3. Evaluate an evidence-based management plan using pharmacologic and non-pharmacologic interventions.
4. Assimilate the role of clinician, educator, leader, consultant, and researcher when interacting with health care consumers and collaborating with other healthcare professionals.
5. Develop self-appraisal strategies to facilitate ongoing professional development and contributions to the profession
6. Analyze issues in transitioning into the APN role.
7. Demonstrate professional responsibility and accountability in all interactions with peers, faculty, clients, and clinical agency personnel.

Required Textbooks:

Burns, C., Dunn, A., Brady, M., et al. (2004). *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.

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

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

Green, M. (2002) *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.

	Evaluation
Quizzes (5)	20%
Exams (1)	30%
OSCE (1)	20%
Evidenced Based Practice Paper	25%
Portfolio / Self Evaluation	5%
Preconference/Discussion Board	Pass/ Fail
Clinical Performance	Pass/Fail
Clinical Logs	Pass/Fail
Professional Behavior	Pass/Fail

1. Quiz (20%)

There will be 5 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%)

Exam questions will be based on textbook and/or journal readings and lecture content. The test questions will assess your understanding of underlying pathophysiology, history-taking, differential diagnosis, laboratory ordering and evaluation, pharmacological and non-pharmacological management and nursing interventions, at risk screening/health promotion and maintenance. There are no make up exams. A student missing the exam will need to negotiate with the faculty in advance, how knowledge will be measured.

2. OSCE (20%) (Self-Reflective Encounter)

There will be one OSCE during this course.

The purpose of this OSCE is to provide a self reflective experience which will allow the student to review (through use of audio-visual equipment) an actual standardized patient encounter in the primary care setting. The patient encounter will include:

1. obtaining a history on patients with an acute or chronic illness.
2. performing on a problem-focused physical on patients with a specific chief complaint.
3. clinical decision-making with patients with a chief complaint.

The instructor will evaluate the student's ability to write up information obtained and develop a plan of care for a specific patient's complaint (SOAP) and self-reflective evaluation of the clinical performance as noted upon audio-visual review by the student of the standardized patient encounter. A Self Reflective Evaluation should accompany the SOAP note and identify strengths and areas for improvement noted during the history taking, examination and explanation of the treatment plan. Students are to identify those areas which need to be enhanced and further developed in order to achieve optimal functioning in the primary care setting. The student should reflect on their verbal and non-verbal communication during the encounter.

Procedure:

- The students sign up for 30 minute slots of time. The student NP has 25-30 minutes to complete the patient encounter (history, physical, review of your assessment and plan with the patient).
- The OSCE grade is determined by the patient encounter, the SOAP note and self-reflection write up.
- The simulated patient will have received the necessary training to respond to your questions and examination.
- Upon completion of the patient encounter, the student will be allotted 45 minutes to review their patient encounter and will receive at this time, the standardized patient's comments regarding the encounter. The review and comments should be addressed and part of your self-reflective comments.
- 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). A Self-Reflective Note is to accompany the SOAP note. **The write up (to include the SOAP note and Self Reflective Evaluation is due the following day of the OSCE NO LATER THAN 8 AM.** A resource text may be used for the write up of the plan only and cite resources used.
- 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 with a maximum score of 80% 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.

The day of your OSCE:

- **Arrive on time.**
- Be prepared with a pen, paper, stethoscope, lab coat and name tag.
- There is no class scheduled the day of the OSCE.
- Faculty will not be present during the examination, but may be reached by phone if an issue arises.

3. Evidenced Based Practice Paper

EBP Paper (25%)

1. Discuss your identified specialized population and specific problem and objective.

Briefly discuss issues:

- Trends- (including incidence and prevalence)
- Disparities
- Risk factors
- Opportunities for prevention or intervention- (identify if intervention is primary, secondary or tertiary)
- Explore the impact on society. (cost and impact on health promotion, and prevention of disease).

2. Analyze the EBP data from the (literature) research, focusing on the identified intervention, including how you will apply it to your clinical population in NP III. (utilize your literature synthesis from NP II)

3. Briefly describe the simulated intervention plan. Also, include the following in your plan.

- The clinical site approval body to implement research / intervention
- Duration of implementation plan
- Recruitment of patients (Number of subjects, how identified, contacted, and advertisement)
- Benefits and Risks
- Costs associated with Project (labs/ radiology tests, extra clinic visits etc.)
- Funding sources: identify potential sources of funding. (List three)

Directions:

1. APA format will be expected and **up to five points** may be deducted for incorrect format.
2. Paper length 10-12 pages.

4. Portfolio / Self Evaluation: 5%

Write a brief two-three page paper including the following:

Part A: Qualitative Evaluation of MS Program Critical Elements:

- Describe the extent to which your communication skills have evolved over the course of this program.
 - Be specific by giving examples of your growth in each of the following areas:
 - 1) the ability to express yourself verbally,
 - 2) the ability to express yourself in writing, and
 - 3) the ability to interact and document information via the computer
- Think of a recent professional scenario in which you have applied critical thinking to resolve a problem or issue (see definition below).
 - What experiences in this program have helped you to handle this situation differently than you would have prior to being in this program?
 - **Definition of critical thinking: Critical thinking is a process of decision making that involves examining underlying assumptions, creatively reframing problems, using inductive and deductive reasoning, considering multiple possibilities, proposing solutions to problems, and evaluating outcomes within the context of complex and dynamic situations**
- Describe how this program has influenced your development as an advanced practice nurse. Give an example from your role as a practitioner and at least one other role: educator, researcher, leader, and/or consultant
- In your role as an APN, how will you advocate for the client and nursing based on professional values?

Part B: Portfolio

- Review your Self Evaluation after your clinical is completed. Identify your strengths and areas to improve.
- Develop a Five Year Plan: Identify three professional goals you plan to achieve in the next five years.

Update your portfolio with accomplishments, conferences & professional development.

Provide a completed Portfolio including the above and review with designated faculty.

5: Preconference

Preconference Purpose:

This presentation provides the NP student the opportunity to orally present a patient to other health care providers using a concise and systematic approach. The patient must be chosen from your present clinical practice. The presentation must be based on a **interesting, complex** case that you have seen in practice.

Objectives:

The student will:

- Briefly explain the pertinent chronological development of the patient's chief complaint and present illness.
- Use logical order, following the sequence of the history and physical examination to present **significant, relevant findings**.
- Include **positive findings** from x-ray or lab to confirm or rule out the differential diagnoses.
- Briefly discuss management of diagnosis.

Directions:

- You may use one "cue" index card
- Clearly state chief complaint
- **Present positive findings utilizing the logical order of the history & physical (Do not include negative findings unless pertinent to the rationale for diagnosis).**
- Include relevant findings from x-ray or lab
- Identify problems: diagnosis / differential diagnosis
- Suggest appropriate management of problems identified
- **Be brief and concise. You will be allowed 3 minutes for presentation;**
- **2 minutes for questions (you will be timed)**
- **If you are unable to fit your presentation into the timeframe you will be remediated by your designated faculty and you will then present your case to the NP III Faculty.**

6: Clinical logs (Pass/Fail)

In order for the CON to maintain a record of the types of patients seen by the student, as well as any procedures performed by the students, we require that you maintain a log for all of your clinical experiences. A log form, to document your clinical hours, will be utilized by the student and found on the NP III Blackboard site. Logs will be handed into the faculty member bi-weekly to faculty in order to maintain the privilege to attend clinical practice. All logs will be collected at the end of the course along with the clinical summary form and kept for the CON records.

Final Logs inclusive of ALL preceptor evaluations with attached clinical logs and clinical hours summary sheet must be submitted for faculty review by a date to be determined by clinical faculty.

7. Clinical Performance (Pass/Fail)

The clinical hour requirement for NP III is 225 hours. Sixteen alternative clinical hours may be counted towards the clinical time total.

- 8 hours of pre-conference time
- 8 hours of professional development. A student may attend a professional conference which has been approved by their faculty. A CEU certificate or proof of attendance must be provided by the student.

Clinical evaluations are to be completed by the preceptor and student at the end of the semester. Faculty will discuss each student's performance with their clinical preceptors at least once each semester. Students whose clinical performance is evaluated as unsatisfactory will not meet graduation requirements.

All clinical hours must be completed by the last day of class to meet the course requirements.

8. Student Policies

. Policies regarding grading, academic status and grade distribution can be found in the *Student Handbook 2009-2010*.

- **Missed Classes:** It is expected that students attend every NP III 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.
- **Late 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.

Code of Conduct & Academic Standards:

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 Grade Distribution:

A = 89.5-100 %

B = 80-89.4 %

Graduate students must achieve a grade of “B” in all nursing courses. Successful completion of this course requires that the student satisfactorily meet the theoretical and clinical objectives.

9. Additional Information

It is also expected that all required readings for the course be read prior to assigned class.

- 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 CON Web Site and Blackboard. Check this site weekly.

***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.

**NP III Class Schedule
2009**

Week/Date	Pre-conference	Topic	Due Dates	Readings
Week #1 January 8	Clinical Group Meets	Introduction to the Course Neuro		Dunphy: Chapter 5 U&G: 876-923 Burns: 673-706
Week # 2 January 15th	Group Demo- MS	Neuro Osteoporosis	Clinical Logs	Bring MS Bood (demo) U & G : 840-848 Dunphy : 770-777
Week # 3 January 22th	Students' Presents Neuro Quiz (Posted 1-17)	Musculoskeletal- (student demo) Neuro (guest)		Dunphy: Chapter 14 U & G: 789-876 Burns: 1047-1082
Week # 4 Jan. 29	Students' Present	Musculoskeletal	Clinical Logs	
Week #5 February 5th	Student's Present MS Quiz (Posted 1-31)	Endocrine Rheumatology		Dunphy: Chapter 15 U&G: 164-219 Burns: 623-647
Week #6 February 12	Students' Present	Endocrine (Diabetes)	Clinical Logs	
Week # 7 February 19	XXXXXXX	OSCE		
Week # 8 Feb 26	Students' Present Endocrine quiz (Posted 2-14)	Peds Endocrine Anemia	Clinical Logs Evidence Based Paper	U&G: 924-936 Burns: 649-672; 588-590; 613-621 Dunphy: Chapter 16
March 5	SPRING BREAK	NO CLASS	XXXXX	XXXXXXXXXX

Week #9 March 12th	Students' Present Anemia/Peds endo quiz (Posted 2-21)	Chronic & Acute Renal Disease Behavioral Module- online (BB)		Dunphy: Chp. 11 Buns: 916-928
Week #10 March 19	Students' present (<i>moved from April 9th</i>) Renal/Behavioral Quiz Posted 3-14	Psych: Adult	Clinical Logs	Dunphy: Chapter 17 U&G: 88-161
March 26 Thursday	Comprehensive Exam Presentation Week			
Week # 11 April 2	Students' Present (<i>remain same date</i>)	Peds Psych		Handouts will be provided.
Week #12 April 9		Exam Practice Agreement DEA Coding	Portfolio	Paper work sent home- to be filled out and returned the following week for review
Week #13 April 16 Thursday		Legal Discussion Certificate review	Preceptor & self evaluations Final Cumulative logs: Semester Summary Sheet(s)	
Week # 14 April 23	Poster Session			