

**NURS 687: Clinical Management in Primary Health Care: Child Health NP II**

Prerequisite: NURS 686 Clinical Management in PHC: Child Health NP I

Semester: Fall, 2009

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

Time: Thursdays 4:30 PM-7:50 PM

Location: CON: RM XXX 3rd Floor

Course Faculty: Joyce Scarpinato, MS, PNP-BC, FNP
Pediatric Nurse Practitioner
Clinical Assistant Professor
Phone 464-3903 (w)
E-mail: scarpinj@upstate.edu
Office Hours: Thursday 2-3:00 PM or by appointment

Course Description:

This course reflects a building of knowledge and skills from the previous clinical course. The student continues to progress in the nurse practitioner role and in the delivery of health care to infants, children, adolescents and young adults with acute and chronic health care needs. Collaboration guides the students in the implementation and the evaluation of accepted medical and nursing interventions used in the care of the child health population. 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 the child health population. Course work, classroom activities, and clinical assignments enhance the student's critical thinking and decision-making skills, specifically for complex health care problem evaluation.

Course Objectives:

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

1. Demonstrate proficient skills in health assessment of infants, children, adolescents and young adults.
2. Apply evidenced-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:

Allen, P., Vessey, J. (2010). *Primary care of the child with a chronic condition* (5th)
Philadelphia: Mosby

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

Burns, C., Dunn, A., Brady, M., Barber-Starr, N., & Blosser, C. (2009). *Pediatric primary care: A handbook for nurse practitioners* (4th). St Louis: Saunders

Graham, M.V. & Uphold C. (2003). *Clinical guidelines in child health*. (3rd) Gainesville: Barmarre Books.

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

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

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.

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/

Fitzpatrick, T (2005). *Color atlas & synopsis of clinical dermatology*, McGraw-Hill

Gunn, V.L. & Nechyba, C. (2002). *Harriet Lane Handbook: A manual for pediatric house officers*. (16th edition). Philadelphia: Mosby-Year book

Wong, D. (2007). *Whaley and Wong's nursing care of infants and children* (8th ed) Philadelphia: Mosby

Pathophysiology Text

Pharmacology Text

Evaluation Criteria

Summary:

Quiz (5)	(20%)	
Final Exam	(30%)	
Evidence-base Case Management Paper	(15%)	
Module Questions	(5%)	
OSCE (1)	(30%)	
Supplemental Learning Assignments		Pass/Fail
Clinical logs/SOAP notes		Pass/Fail
Preconference		Pass/Fail
Clinical Performance		Pass/Fail
Professional Behavior		Pass/Fail

1. Quiz (20%)	Dates: Refer to Lecture / Assignment Sheet
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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. The quiz will assist you in identifying your strengths and where you may need to refocus your studying.

2. Final Exam (30%)	Date: 12-03-09
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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 your 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. Evidence-Based Case Management Paper (15%)	Due Date: 11-05-09
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Purpose: The purpose of the case study is to focus on a patient with a complex acute or chronic clinical problem that you have seen in practice

Criteria:

1. Complete history with a focused exam (5%)
2. Appropriate Assessment, Differential Diagnosis, and Diagnosis with rationale. (2%)
3. Comprehensive Plan: (8%)
 - Include: (DMERF)
 - Diagnostics
 - Medication
 - Education (education plan format: A 30 minute teaching plan that would be appropriate for the patient's initial visit)
 - Referral
 - Follow up

4. Thorough analysis of cost & time management (Visit level, medication, labs etc)
 - ❖ Google Resources or contact pharmacy, lab etc. for info.
5. Discussion of psychosocial & ethical issues include culture and economic concerns pertinent to the patient. (1%)

Directions:

- The case study should be no more than 6-8 pages in length.
- Use Three Evidenced-based resources other than course textbooks
- Cite sources using APA format.

4. Module Question Response (5%)	See Schedule
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Several independent learning assignments will be provided for the student to complete independently outside the classroom. Questions about the module will be provided and a concise write-up for each assignment topic is required.

5. OSCE (Objective Structured Clinical Evaluation)	Date: 10-08-09
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OSCE Guidelines:

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

Purpose:

To evaluate the student's:

- history taking skills on a patient with an acute or chronic illness.
- physical exam skills.
- clinical decision-making.
- 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 on 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 your assessment and plan with the patient).
- At the completion of the OSCE the student will leave the exam area.
- 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 your questions and examination.
- The student will write up the patient encounter in a SOAP note format including: CC,HPI, physical exam findings, assessment & differentials, and plan (diagnostics, medications,

patient education, follow-up, and /or referral).). **The write up 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 at the end of your write-up.

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 an 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 with a maximum score of 80% in the presence of two faculty evaluators. Failure to pass the second OSCE indicates failure to progress. Students will be counseled as needed.
- During a standardized patient encounter, should a student's actions/ plan of care have serious adverse consequences for the patient, an automatic failure. The student will be remediate as needed.

The day of your OSCE:

- Arrive on time.
- Be prepared with a Lab Coat, stethoscope, and name tag.
- There is no class scheduled the day of the OSCE.

6. SOAP Notes Pass/ Fail

One SOAP notes will be turned in every week with logs until satisfactory as determined by faculty. Faculty feedback will assist the student in refining SOAP notes writing skill. If the student is unable to successfully write a SOAP note by 10-15-09 remediation with faculty, by appointment, will be mandated.

7. Preconference

Purpose: To discuss clinical experiences.

Objective :The student(s) will discuss patient:

- ❖ Clinical presentations
- ❖ The management plan of the clinical patient (DMERF)

8. Clinical Log Pass/Fail

Date: Start 9-03-09

Each student will be required to maintain a clinical log of all patients seen during the clinical experience and the log must reflect your track population. Log templates are designed to protect patient confidentiality according to HIPPA regulations. The log will be turned in to faculty every week (beginning week two) and will be returned with faculty comments for student review. Students are required to maintain a copy of their logs and return the original log at the end of the semester for their clinical school record.

- ❖ Logs will be turned in weekly to faculty in order to maintain the privilege to attend clinical practice.

ALL logs for the semester must be resubmitted with the completed and totaled Clinical Summary Form at the end of the semester. The clinical logs become the property of the CON. The student is responsible for completing the appropriated clinical hours for their track, calculating the hours and

reviewing the summary form with their faculty. The Clinical Summary Forms will be signed by student and faculty when clinical hours are completed. Eight hours of clinical time are allotted toward your 225 hours:

- Preconference participation (8hr)
- A full day professional APN nursing conference, approved by the track faculty. Verification of conference attendance is needed for your student record. (8 hr)

9. Clinical Performance Evaluation	Pass/Fail
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- Clinical evaluations are to be completed by the **preceptor and student by the end of the semester**. 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.**

10. Professional Behavior & Integrity	Pass/Fail
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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. Course information/ changes, clinical evaluation forms and current announcements can be retrieved from Blackboard. Check this site frequently for new course information.
- It is expected that you complete the required reading assignments.
- 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.
- It is expected that you complete all assignments by the date they are due. If extraordinary circumstances prevent the student from meeting the date, prior notification of faculty is mandatory. Faculty may extend a deadline under certain circumstances or mandate a percentage point deduction. **Failure to contact faculty before handing in a late assignment will result in an automatic zero.**

*****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 687 NP II Child Health Fall 2009 Lecture / Assignments *Subject to change without notice.				
Week / Date 2007	Quiz	Topic	Due Dates Assignments	Readings
Week # 1 8-27-09		Syllabus Diagnostic/		
Week #2 9-03-09		PNP Role Genetics Preconception Newborn / BF	*Logs/SOAP Note	NAPNAP Website Burns: p. 1159-1180 (G) Reading provided p. 1111-1133 (NB) p. 235-252 (BF)
Week # 3 9-10-09		Role Relationship /Child Abuse Temperament Community Network Chronic Illness		Burns: p 366-394(RR) P 414-415 (Temp) Allen: : p. 3-29 (Chronic) p.22-29 p. 42-59 p.74-87 p. 90-98 (Com N) Packet provided
Week # 4 9-17-09	Cardiac Quiz Posted 9-18-09 thru 9-24-09	Cardiac Issues	*Logs/SOAP Note	Burns: p 727-764 (CV) Allen 385-403 (CHD) Guest: Dr. Frank Smith
Week # 5 9-24-09		Hepatitis Module/ CAM Module	No Class Independent Learning Assignment	CDC Module Burns: p1166-1183 (CM) p. 505-508 (Hep)
Week # 6 10-01-09		Nutrition GI Acute	*Logs/SOAP Note	Burns: p.191-254 (Nut) p. 795-844 (GI) Allen: p. 686 (Obesity) p. 470 (Eat dis)
Week # 7 10-08-09		OSCE	No class	Practice/Protocol Guidelines /stethoscope/ Lab Coat
Week # 8 10-15-09		OB Primary Care		Journal Readings Speaker TBA
Week #9 10-22-09	GI Quiz Posted: 10-22-09 thru 10-29-09	GI Chronic	*Logs /SOAP Note	Allen: p 313 (Cel D) p. 347 (CI & P) p. 562 (IBD) p. 739 (PKU)
Week # 10 10-29-09	GYN Quiz posted 10-30-09 thru 11-05-09	GYN Health Adolescent	*Logs	Burns: p 906-941 (GYN) Journal Reading Speaker: Maria Wheelock
Week # 11 11-05-09	GU Quiz posted 11-06-09thru 11-12-09	GU Acute / Chronic Toilet Training	Case Management Paper Due	Burns: p 866-905 GU p. 253-268 (Elim) Allen: p.607 (Ch Kid)

Week # 12 11-12-09	Respiratory Quiz Posted 11-13-09 thru 11-19-09	Respiratory Chronic	*Logs	Allen : p168-196(Asthma) p 405-426 CF Burns: P 555-567 (Asthma) Review (NP I) p.767-790
Week # 13 11-19-09		PNP Practice	No Class Independent Learning Assignment	Buppert: Chapters 1-5
Week # 14 11-26-09	No Class Thanksgiving Vacation			
Week #15 12-03-09		Final Exam	Final Clinical Paperwork Due	

This schedule may be changed without notice.

Readings:

- ❖ Allen, P., Vessey, J. (2010) Primary Care of the Child with a Chronic Condition (5th) Mosby
- ❖ Buppert, C. (2008). *Nurse Practitioner's Business Practice and Legal Guide*. (3rd) Sudbury, Mass: Jones & Bartlett.
- ❖ Burns, C., Dunn, A., Barber Starr, N. & Blosser, C. (2009) Pediatric Primary Care a Handbook for Nurse Practitioners(4th) Saunders
- ❖ Independent Learning Assignments will be provided.