



FNP Primary Care I

NURS 5351

Spring 2023

Scheduled Class Days and Times: Online

Instructor's Name: Dr. Megan Reynolds, DNP, APRN, FNP-C

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Office Hours: Wednesday 12 pm-3 pm CST and additional times via appointment, email, conference call and/or Zoom.

*Best way to contact me. Email is the preferred method of contact. Please allow 24 hours for a reply on weekdays. Messages received on Saturday, and Sunday will be responded to the following Monday. Please reserve texting and calling for urgent issues. The message should include your name, course number, and immediate concern.

Course Description

Application of major concepts and therapies necessary for development, implementation, and provision of primary health care. Emphasis on the pediatric population and genomics knowledge needed for counseling families. Strategies to eliminate health disparities will be explored.

Prerequisite

NURS 5339 AND Admission to MSN FNP program or NURS 5339 AND Admission to FNP Cert program.

Student Learning Outcomes

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

1. Construct a patient-centered plan of care incorporating current evidence to provide health promotion and/or restoration of health with emphasis on the pediatric population and their families.
2. Incorporate basic knowledge of genetics and genomics into providing primary health care for patients and their families.

3. Provide high-quality and appropriate care in a cost-effective and ethical manner.
4. Refer clients to other interprofessional healthcare teams as appropriate.

Required Textbooks/Materials:

Burns, Dunn, Brady, Starr, Blosser (2021)

Pediatric Primary Care

7th ed.

ISBN: 9780323581967

All students are required to have an active InPlace subscription (This can be purchased through the bookstore, or directly through InPlace at a discounted rate)

All students are required to purchase the pediatric APEA Q Banks and APEA Pediatric Comprehensive Final Exam.

All students are required to purchase the Dermatology for Primary Care subscription.

Recommended Text/ Reading:

The Sanford Guide to Antimicrobial Therapy 2021

50th ed.

978-1944272142

Required

Ferri's Clinical Advisor (2022)

ISBN: 9780323755773

Special Course Notes:

- 1) Proctoring Notice: Exams in this course will be proctored using ProctorU. You will need to have a webcam and microphone. If you are not able to provide these items, you must contact me 10 days prior to Exam 1 so we can arrange for you to take your exam on campus.
- 2) Exams may be live proctored using Zoom. You will need to make sure you have, at a minimum, a cell phone with a camera and microphone. If you are not able to provide these items, you must contact me 10 days prior to the scheduled exam so we can arrange for you to take your exam on campus.

Assignments and Weights/Percentages:

Criteria for Evaluation:	Percentage of Grade:
1. Exams (3) and module quizzes (>80%)	50%
2. APEA Comprehensive Final Exam	10%
3. APEA Q Bank completion (>80%)	10%
4. SOAP Notes (4) and Assignments	10%
5. OSCES/Clinical checkoffs completed successfully	20%
TOTAL:	100%

Grading Scale:

Specific guidelines and grading criteria for all assignments are in the Modules. Final grades for the course will be determined based upon the following point assignments:

- A - 90-100
- B - 80-89
- C - 70-79
- D - 60-69
- F - Below 60

Grades will not be rounded when calculating the average (79.5 is not rounded to 80, and 89.5 is not rounded to 90). The simple average of all unit exam grades, including a final, must be at or above 80% in order to pass the course. Once the student has achieved a simple unit exam average of 80% or higher, course grades will be determined based on the weighted calculation of exams and other required course work. Students are required to achieve an average of 80% (B) to complete the course successfully.

Academic Integrity: Cheating of any kind, as defined in Section 8 of the UT Tyler Manual of Policies and Procedures (MOPP) for Student Affairs (<https://www.uttyler.edu/mopp/>), will not be tolerated. Consequences may include:

- reprimand
- exam failure
- course failure
- expulsion from the Nursing program
- expulsion from the University
- other consequences as assigned

Exam and homework materials, questions, and problems are the intellectual property of faculty, UT Tyler, or publishers.

- These materials may not be distributed without permission.
- Distributing or uploading them to online resources destroys the integrity of the assignment and the course, allowing others an unfair advantage by letting them view the materials.

- Uploading these materials to online resources is a violation of UT Tyler's academic misconduct policies and may result in formal conduct charges.
- Sanctions for uploading or otherwise divulging the contents of these materials can include:
 - a reduced or failing grade on an assignment
 - a reduced or failing grade for the course
 - removal from the Nursing program
 - removal from UT Tyler

Late Policy: 5% will be deducted each day an assignment is past due unless prior arrangements have been made with your course faculty. Extenuating circumstances may apply.

Repeating a Course: Students repeating this course may not use previously submitted assignments nor utilize the same patients for an assignment. Submitting the same or slightly modified assignments from previous semesters is considered self-plagiarism and is subject to academic discipline, including failing the assignment or the course.

Attendance and Make-up Policy: Attendance/participation is expected. Make-up for exams, quizzes, assignments, and clinical time missed is at the discretion of the instructor.

Graded Course Requirements Information:

SOAP Notes: Four SOAP notes are required for the course (Two episodic and two well-child checks). SOAP notes must be completed on patients seen in the current course. All work must be original. SOAP—or subjective, objective, assessment, and plan—notes allow students to document patient encounters in a structured way allowing the translation, implementation, and dissemination of nursing science into patient care. *Additional detailed information will be provided in canvas.*

Clinical Documentation: All clinical documentation must be submitted by the assigned due dates for success in the course. This includes a preceptor signature sheet, a summary of clinical hours, and Midterm and Final Clinical Performance Evaluations. *Additional detailed information will be provided in canvas.*

APEA Pediatric Exam: The APEA Exam will be given as a practice exam in preparation for Board Certification exams. The goal of the exam is to identify areas of weakness and to promote active participation in practice questions. *Additional detailed information will be provided in canvas.*

APEA Q-Banks: All q-bank domains will be complete by the assigned due date. These comprehensive quizzes assist in the preparation for the APEA exam and identify specific areas of weakness. Students can remediate for future courses and certification exams. *Additional detailed information will be provided in canvas.*

Dermatology for Primary Care Modules: DFPC Modules for this course include; Hives, Pityriasis Rosea, Bites, Stings, Infestations, Acne Vulgaris, and Eczema. You will have 3 attempts on each quiz

and must achieve a score greater than 80% to receive a grade. Upload your completion certificate for the assigned Dermatology modules and quizzes. *Additional detailed information will be provided in canvas.*

OSCE: Objective Simulation Clinical Experience will comprise 20% of your course grade. OSCEs scores are composed of three online quizzes and on-campus face-to-face clinical check-off by School of Nursing Faculty. *Additional detailed information will be provided in canvas.*

Please Note: Detailed information along with grading rubrics for course assignments will be provided in Canvas

Clinical Course Requirements Information

1) Clinical Hours Required

NURS 5351 is a 14-week course. Students can expect a minimum of 8.5 hours of clinical per week.

A minimum of 120 clinical hours is required for satisfactory completion of this course and a total of 675 clinical hours is required for the entire program.

The breakdown of clinical hours for the entire NP program is as follows:

- Pediatrics – 120 hours total
- Women’s Health – 75 hours total
- Family Practice – 480 hours total

Twenty-five percent of all hours for the entire program are recommended to be completed with an Advanced Practice Nurse. The remainder of the clinical hours may be completed with a physician (MD or DO) or PA. To meet the course learning objectives, a student may choose to work with physicians, physician assistants, and nurse practitioners at a setting that meets the educational needs for the semester. **Please remember that students are not allowed to do clinicals where they are employed nor with a relative.** Each course has a specific population focus for clinicals, and clinical sites/preceptors must be approved by the clinical instructor.

2) Appropriate Clinical Attire

A lab coat with the UT Tyler School of Nursing patch on the left chest and ID badge are worn at all times while in the clinical area. All clothing should be clean, pressed, with no frayed hems showing. Men are to wear button up shirts that are tucked in and a belt. Ties are optional. Ladies are to wear professional dresses or pants and shirts that do not show cleavage. Running shoes and jeans are considered unacceptable and may result in dismissal from the clinic for the day. Should a preceptor advise the student to wear scrubs then this is permitted only in that preceptor’s setting. Scrubs are not the normal attire of NPs in clinics. Students should ask their preceptor how they should dress prior to arrival at the clinical site. Remember, UT Tyler NP students are representing themselves and the university as future NP’s and need to look the part.

3) Preceptor Handbooks

Students are required to give each preceptor a UT Tyler Preceptor Handbook and review the contents of the handbook with them. The Preceptor Handbook is available on Mission Possible in Canvas. **In addition, students are expected to develop specific clinical objectives and provide them to each of their preceptors at the beginning of their clinical rotations.**

4) Clinical Hours Documented within InPlace

Clinical hours data should be entered into InPlace each night within 72 hours of the clinical date. Clinical time should not be used to enter data into InPlace. The InPlace hours and preceptor signature sheet hours must match.

Students are to use the clinical time to see patients as quickly and efficiently as possible. Do not count lunch into the hours entered into InPlace if a break was taken for lunch. If the student ate while charting, then this time will count as clinical hours.

Confidentiality - maintain patient confidentiality by not removing any patient identifiers from clinics other than patient initials for the InPlace log as this would be considered a HIPPA violation. Students may not take a printed patient schedule, lab, or any other printed information from the clinic setting. No screenshots or copies of any patient records are allowed.

5) Preceptor Signature Sheets

Preceptor signatures should be obtained each day the student is in clinical.

Please use the preceptor signature sheet located in Canvas. Students will need to verify their InPlace submissions by showing they correlate with their preceptor signature sheets. **The student must add up the time on their preceptor signature sheet and the time on their InPlace entries (excluding lunch) and these hours must correlate.**

6) Clinical Performance Evaluations

Students must obtain a passing clinical performance evaluation by the student's faculty member before a grade in the course will be determined. For this course, the student is expected to make an appropriate plan of care for every patient seen in clinical. Students must also meet the satisfactory level of 80% on CPE and/or OSCEs.

Please see the Clinical Performance Evaluation (CPE) for specific areas evaluated. Students will be evaluated by their clinical faculty member using several means including, but not necessarily limited to, the following: observation, chart review, speed of patients seen, discussions with the student's preceptor(s), and review of feedback provided by the preceptor CPEs. Clinical performance requires application of key concepts in providing care to individuals and families as evidenced by documentation in the CPE. **TWO CPE's** are required for this course – **one mid-term and one final evaluation**. Students must satisfactorily complete the clinical performance component of the course to be eligible to pass the course. A minimum of 80% on OSCE performance from faculty and a minimum of two satisfactory CPE's from the preceptor must be

completed to provide evidence of satisfactory performance. Failure to complete the clinical component satisfactorily will result in a course failure.

Note: At the discretion of the faculty additional site visits and/or clinical hours (in 40-hour segments) may be added to the student's overall course requirement if the student does not perform satisfactorily during evaluation by either faculty or preceptor. In addition, faculty may make unannounced visits to the clinical site or call the preceptor at any time to evaluate a student's progress. Please be sure to keep faculty informed of any changes in clinical schedule/times. Should an unsatisfactory CPE/OSCES be documented, a subsequent CPE/OSCE may be needed. The subsequent CPE/OSCES must demonstrate satisfactory performance in order for the student to pass the clinical portion of the course. Please note that there is a course requirement that ALL site visits (and all clinical hours) must be completed by the date on the course calendar. If the student fails their OCSEs or CPE, this may result in course failure.

Important Course Dates:

Classes Begin: January 9, 2023

Census Date (withdraw without penalty): January 20, 2023

Last Date to Withdraw: March 20, 2023. Students please notify your course faculty and contact your advisor.

Final Exam: April 7, 2023

Calendar of Topics, Readings, and Due Dates:

Course Schedule				
Week #	Module	Topic, Reading	Assignment	Due Date
1	Module 1A Module 1B	Orientation Care of the Pediatric Patient (Ch 1-7, 25,26)	Good-to-go email submission	1/13
	Module 1C Module 1D	Immunizations (Ch 22) Childhood Nutrition (Ch 16, 17, 18)	Clinical Objectives Assignment	1/16
2	Module 2A Module 2B	The Newborn (Ch 29,30) Child Development (Ch 8-15, 18,20)	Module 1 Quiz	1/20

	Module 2C Module 2D	Child Abuse (Ch 24) The Adolescent (Ch 13, 21)		
3	Module 3	Bright Futures and Well-Child	Module 2 Quiz	1/27
			SOAP #1	1/30
4	Module 3A	Dermatologic Conditions (Ch 34)		
			Exam One 8 am-12 pm	2/3
5	Module 3B	HEENT (Ch 23, 35, 36)	Faculty Site Visit Scheduled with Preceptor	2/6-2/10
			SOAP #2	2/10
6	Module 3C	Respiratory and Allergic Disorders (Ch 33, 37)	DFPC Due	2/13
			Module 3 Quiz	2/17
7	Module 4A	Cardiovascular (Ch 38)	Exam Two 8 am-12 pm	2/24
			Clinical Communication Video Assignment Mid CPE Submitted	2/27
8	Module 4B	Gastro (Ch 40)	SOAP #3	3/03
9	Module 4C	GU and Sexually Transmitted Infections (Ch 41,42)	APEA Q-Banks Due	3/06
			APEA Exam 8 am-12 pm *LIVE PROCTOR	3/10
10		SPRING BREAK March 13-18		
			SOAP #4 Due LAST DAY TO DROP	3/20
11	Module 5A	Neurologic (Ch 46)	OSCE Quizzes (3)	3/24

		Musculo Disorders /Orthopedic (Ch 19,43)		
12	Module 5B	Hematologic and HIV (Ch 31,39)	OSCE ON CAMPUS CHECK OFF	3/27-3/31
			Module 4 Quiz	3/27
	Module 5C	Emergencies, Injuries, and poisoning (Ch 44)	Module 5 Quiz	4/3
13	Module 5D	Genetics and Dymorphology (Ch 32)	Final CPE, preceptor signature form submitted	4/7
			Final Exam 8 am-12 pm	4/7
14		FINAL GRADES DUE		

UT Tyler School of Nursing Justice, Equity, Diversity and Inclusion Statement:

The University of Texas at Tyler School of Nursing aspires to create, foster, and sustain a culture of justice, equity, diversity, and inclusion, irrespective of one's identity. We value and embrace all backgrounds, experiences, and identities, realizing that no one group, person or perspective has all the answers. We are richer when our individual skills, knowledge, experiences, cultures, backgrounds, and identities are combined in an accepting community. We strive to ensure that every individual gets a fair and equal chance to participate and thrive in a nurturing environment where all feel a sense of belonging. We are committed to intentionally and deliberately creating a diverse community that instills a sense of equitable justice and belonging for everyone affiliated with our school.

School of Nursing Policies and Additional Information:

https://www.uttyler.edu/nursing/college/student_guide_and_policies.php

Student Resources and University Policies are provided in Canvas.