



# **NURS 5621.01 Primary Care I**

## **COURSE SYLLABUS: SEMESTER YEAR**

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## **COURSE INFORMATION**

### **Materials – Textbooks, Readings, Supplementary Readings**

#### **Textbook(s) Required**

Cash, J. & Glass, C. (2017). *Family practice guidelines* (4<sup>th</sup> ed.). New York: Springer Publishing.

DeCherney, A. Roman, A., Nathan, L., & Laufer, N. (2019). *Current diagnosis & treatment: Obstetrics & gynecology* (12<sup>th</sup> ed.). New York: McGraw-Hill.

Hay, W., Levin, M., Deterding, R., & Abzug, M. (2018). *Current diagnosis & treatment: Pediatrics* (24<sup>th</sup> ed.). New York: McGraw-Hill.

Maxwell, R. (2011). *Maxwell's Quick medical reference* (6<sup>th</sup> ed.). Jacksonville, FL: Maxwell Pub Co.

*Syllabus/schedule subject to change*

Papadakis, M., & McPhee, S. (2019). *Current medical diagnosis & treatment 2020*. New York: McGraw-Hill.

Stern, D., Cifu, S., & Altkorn, D. (2014). *Symptoms to diagnosis: An evidence based guide*. New York: McGraw-Hill.

### **Optional**

Collins, R. (2017). *Algorithmic diagnosis of symptoms and signs: A cost-effective approach*. Philadelphia: Lippincott, Williams, & Wilkins.

Goroll, H., & Mulley, A. (2014). *Primary care medicine: Office evaluation and management of the adult patient* (7<sup>th</sup> ed.). Philadelphia: Lippincott, Williams, & Wilkins.

McCaffrey, R. (2017). *NP notes: Nurse practitioner's clinical pocket guide*. Philadelphia: F.A. Davis.

Wolff, K., Johnson, R. A., Saavedra, A. P., & Roh, E. K. (2017). *Fitzpatrick's Color Atlas* (8<sup>th</sup> ed.). New York: McGraw-Hill.

Wright, L. (2012). *Nurses and families: A guide to family assessment and intervention*. Philadelphia: F.A. Davis.

### **Course Description (6 semester credit hours)**

This course focuses on assessment, diagnosis, and management of common episodic and chronic conditions across the lifespan. Included is the application of epidemiologic, pathophysiologic, symptom complexes, and research-based treatments as well as appropriate patient education resources and protocols. Attention is given to the integration and application of advanced health assessment and critical-thinking skills, developmental and family theories, and health promotion strategies in the diagnostic and clinical management processes of the advanced nurse practitioner role. There will be 180 clinical hours required in this course—approximately 12 hours per week for 15 weeks. 100 hours must be spent in a pediatric setting.

### **Student Learning Outcomes**

Upon completion of the course, the student will have been given the opportunity to:

1. Provide anticipatory guidance, health promotion, and disease prevention services to patients across the lifespan.

2. Synthesize clinical knowledge and research findings from the natural, behavioral, medical, pharmacological, and nursing sciences to provide appropriate primary care to clients with common acute and stable chronic conditions.
3. Manage care for individuals and families within emerging health care systems according to nationally accepted guidelines and standards of care.
4. Integrate and apply selected theory and research findings in the implementation of the nurse practitioner role.
5. Demonstrate competence in assessing and educating clients and families, and evaluating interventions.
6. Employ collaborative strategies in the design, coordination, and evaluation of patient-centered care.
7. Demonstrate commitment to the enactment of the nurse practitioner role in advanced practice.

## **COURSE REQUIREMENTS**

### **Instructional / Methods / Activities Assessments**

**Problem Based Learning:** Problem-based learning methodology will be used in order to assist students to:

Become independent thinkers who can reason their way through patient problems,

Be able to recall and apply didactic learning to the actual care of patients,

Recognize when their skills and knowledge are not adequate to the clinical task they are confronting, and

Learn new information as they need it.

Problem-based learning is a learning methodology designed to help students develop the reasoning process used in clinical practice through problem solving simulation formats that present actual patient problems in the same manner as they occur in practice. The format allows students to inquire freely on history, carry out any part of the physical examination, and order any laboratory test in any sequence as occurs in practice. Development of this process is facilitated by faculty who stimulate participation discussion of the problem and help students identify learning issues. Students must solve learning issues in a self-directed manner that facilitates learning for the entire group.

**Clinical laboratory component:** Clinical laboratory experiences are to provide the student with opportunities to synthesize theoretical, scientific,

and contemporary clinical knowledge for the assessment and management of health and illness states. Specific domains of health promotion/disease prevention, assessing, diagnosing, monitoring, and coordinating care of individuals and families with common acute and chronic conditions, developing effective interpersonal transactions, interpreting and individualizing therapies, and implementing the nurse practitioner role are incorporated in this course. There will be 180 clinical contact hours required in this course, 100 of which will be spent in a pediatric setting.

### **Student Responsibilities**

**Class Attendance:** Students are expected to attend all scheduled classes. Absences may cause the student to be unable to meet course objectives and can affect grades. Tardiness will not be tolerated unless prior notification of instructor is made. If unable to meet the learning activity/assignment on the due date, the student must arrange for make-up with the instructor prior to the original due date. Otherwise, a grade of zero will be earned for the assignment.

**Clinical Attendance:** Tardiness or absences to clinical sites will not be tolerated. Students must be present in the clinical site for the entire scheduled hours. Failure to do so will result in a 10 point deduction per occurrence from the total clinical Log grade and may cause the student to fail clinical.

**Classroom Etiquette:** The use of electronic devices, including laptops, iPads, and voice recorders, must be approved by the course faculty prior to class. Laptops not being used to take notes should be closed. Social media activity will not be allowed during class/lab time. The use of any unapproved electronic devices during a test/quiz or test/quiz review will result in the student receiving a zero for that test/quiz. *Faculty may not be recorded, filmed, or taped without permission.* Cellular telephones that make an audible noise will not be allowed in class or lab. Bringing visitors (children, relatives, friends) to class is inappropriate; however, in an emergency or special situation, prior permission of the instructor may be sought.

**TYPHON:** Students will continue to use the Typhon clinical tracking system.

Final grades in this course will be based on the following scale:

A = 90%-100%

B = 83%-89%

C = 75%-82%

D = 60%-74%

F = 59% or Below

Evaluation Methods	
Exam 1	20%
Exam 2	20%
Comprehensive Final Exam	20%
Complex Health Management Paper	20%
In-Class Case Studies	20%
Clinical Evaluation	P/F

### Assessments

**Exams:** Exam will be a timed assessment of the units specified in the course schedule. A student who is unable to take the scheduled exam must notify the instructor prior to the start of the exam to determine whether a make-up is available.

**In-Class Case Studies/Complex Health Management paper:** The content for the case study and the Complex Health Management Paper will be taken from the course topics. As part of the problem-based learning methodology which enables the student to develop critical thinking skills used in clinical practice, actual patient scenarios (case studies) will be provided in the same manner as they occur in real outpatient settings.

**Clinical Log:** The Typhon clinical tracking log will be used to maintain records of your clinical activities.

## TECHNOLOGY REQUIREMENTS

- To fully participate in online courses you will need to use a current Flash enabled browser. For PC users, the suggested browser is Google Chrome or Mozilla Firefox. For Mac users, the most current update of Firefox is suggested.
- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)  
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.
- Run a browser check through the Pearson LearningStudio Technical Requirements website. [Browser Check](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset)  
[http://help.ecollege.com/LS\\_Tech\\_Req\\_WebHelp/en-us/#LS\\_Technical\\_Requirements.htm#Browset](http://help.ecollege.com/LS_Tech_Req_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset)

Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
  - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later)  
<https://get.adobe.com/flashplayer/>

- [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
- [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.
- For additional information about system requirements, please see: [System Requirements for LearningStudio](https://secure.ecollege.com/tamuc/index.learn?action=technical)  
<https://secure.ecollege.com/tamuc/index.learn?action=technical>

## **ACCESS AND NAVIGATION**

### **Pearson LearningStudio (eCollege) Access and Log in Information**

This course will be facilitated using Pearson LearningStudio, the learning management system used by Texas A&M University-Commerce. To get started with the course, go to [myLeo](http://www.tamuc.edu/myleo.aspx). <http://www.tamuc.edu/myleo.aspx>

**You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).**

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login to Pearson LearningStudio, click on the "My Courses" tab, and then select the "Browser Test" link under Support Services.

### **Pearson Learning Studio Student Technical Support**

Texas A&M University-Commerce provides students technical support in the use of Pearson LearningStudio.

Technical assistance is available 24 hours a day/ 7 days a week.

If at any time you experience technical problems (e.g., you can't log in to the course, you can't see certain material, etc.) please contact the Pearson LearningStudio Help Desk, available 24 hours a day, seven days a week.

The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with a Pearson Learning Studio Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with Pearson Learning Studio Technical Support Representative.
- **Email:** [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) to initiate a support request with Pearson LearningStudio Technical Support Representative.

**Accessing Help from within Your Course:** Click on the '*Tech Support*' icon on the upper left side of the screen inside the course. You then will be able to get assistance via online chat, email or by phone by calling the Help Desk number noted below.

**Note:** Personal computer problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, an Internet cafe, or a bookstore, such as Barnes & Noble, etc.

### **Policy for Reporting Problems with Pearson LearningStudio**

Should students encounter Pearson LearningStudio based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed:

- Students must report the problem to the help desk. You may reach the helpdesk at [helpdesk@online.tamuc.org](mailto:helpdesk@online.tamuc.org) or 1-866-656-5511
- Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
- Once a helpdesk ticket number is in your possession, students should email me to advise me of the problem and to provide me with the helpdesk ticket number
- At that time, I will call the helpdesk to confirm your problem and follow up with you



**PLEASE NOTE:** Your personal computer/access problems are not a legitimate excuse for filing a ticket with the Pearson LearningStudio Help Desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the Pearson LearningStudio tutorial offered for students who may require some extra assistance in navigating the Pearson LearningStudio platform. **ONLY** Pearson LearningStudio based problems are legitimate.

### Internet Access

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

### myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu) or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at [myLeo](https://leo.tamuc.edu). <https://leo.tamuc.edu>

### Learner Support

Go to the following link [One Stop Shop](http://www.tamuc.edu/admissions/onestopshop/)- created to serve you by attempting to provide as many resources as possible in one location.

<http://www.tamuc.edu/admissions/onestopshop/>


Go to the following link [Academic Success Center](http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/)- focused on providing academic resources to help you achieve academic success.

<http://www.tamuc.edu/campusLife/campusServices/academicSuccessCenter/>

## FREE MOBILE APPS

The Courses apps for phones have been adapted to support the tasks students can easily complete on a smaller device. Due to the smaller screen size course content is not presented.

The Courses app is free of charge. The mobile Courses Apps are designed and adapted for different devices.

	<b>App Title:</b>	<b>iPhone</b> – Pearson LearningStudio Courses for iPhone <b>Android</b> – LearningStudio Courses - Phone
	<b>Operating System:</b>	<b>iPhone</b> - OS 6 and above <b>Android</b> – Jelly Bean, Kitkat, and Lollipop OS

	<b>iPhone App URL:</b>	<a href="https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8">https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8</a>
	<b>Android App URL:</b>	<a href="https://play.google.com/store/apps/details?id=com.pearson.lphone">https://play.google.com/store/apps/details?id=com.pearson.lphone</a>

Once downloaded, search for Texas A&M University-Commerce, and it should appear on the list. Then you will need to sign into the myLeo Mobile portal.

The Courses App for Android and iPhone contain the following feature set:

- View titles/code/Instructor of all Courses enrolled in online
- View and respond to all discussions in individual Courses
- View Instructor Announcements in individual Courses
- View Graded items, Grades and comments in individual Courses
- Grade to Date
- View Events (assignments) and Calendar in individual Courses
- View Activity Feed for all courses
- View course filters on activities
- View link to Privacy Policy
- Ability to Sign out
- Send Feedback

## COMMUNICATION AND SUPPORT

Communication between faculty and students is important and taken seriously. To that end, faculty are committed to student success in this course. Students are responsible for making appointments and asking questions to clarify any questions or procedures. Preferred communication methods are through individualized faculty office hours, email, or office phone and occur during regular business hours. If a phone call is not answered, please leave a message and send an e-mail using the direct e-mail link on the course home page. You will be treated with collegial respect and you are expected to communicate likewise in a professional manner.

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### CLASS

1. Exam dates are listed in each course syllabus, and the student is expected to take the exams as scheduled.

2. As an adult learner and responsible professional, the student is responsible for reading and completing assignments prior to class and for being prepared to participate in discussions over the assigned material. It should not be expected that all material will be covered in class. Students are expected to come to class prepared.
3. Assignments must be handed in on time. Assignments submitted late without prior arrangement with the classroom instructor will receive a zero.

### **Paper submissions**

All documents submitted online are to be in .docx, .rtf or .pdf format. No other formats will be accepted (JPEG, GIF, etc.). Assignments need to be submitted in a maximum of one document per assignment. Failure to follow these guidelines will result in a grade of "0" on the assignment.

### **Late Submissions**

It is expected that students will submit all assignments on time. If an extension is needed, it should be requested before the due date and may or may not be approved at the discretion of the course coordinator. Unexcused late assignments will be penalized 10% per day for each of the first two days overdue; on the 3rd day, the grade will be assigned as 0%. Communication on these matters is the student's responsibility.

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

## **University Specific Procedures**

### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See current Student Guidebook).

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](http://www.albion.com/netiquette/corerules.html)  
<http://www.albion.com/netiquette/corerules.html>

## ADA Statement

### Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

### Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: [Rebecca.Tuerk@tamuc.edu](mailto:Rebecca.Tuerk@tamuc.edu)

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

## COURSE OUTLINE / CALENDAR

Week	Content	Readings
1 8/28/19	<b>Introduction/Overview</b> Family Theory Health Maintenance/Immunizations throughout the lifespan Nutrition Care of Newborn Growth Parameters/Developmental milestones Exercise/Weight control Unintentional weight loss Accidental injury prevention	Current: Ch 29 Current Pediatrics: Ch 2-4, 10, 11
2 9/4/19	<b>Infectious Disease I</b> Fever of Unknown Origin (FUO) Childcare exclusion criteria Viral Infections	Current: Ch 31, 32 Current Pediatrics: Ch 40, 41

	<p>Fifth disease  Herpangia (foot &amp; mouth disease)  Mononucleosis  Influenza  Measles (Rubeola)  Mumps (Parotitis)  Roseola  Rubella (German Measles)  Varicella Zoster (Chicken Pox)  West Nile Virus</p> <p><b>Texas Nurse Practitioner  Conference 9/5/19-9/7/19 Austin,  TX</b></p>	
<p>3  9/11/19</p>	<p><b>Infectious Disease II</b>  HIV  Bacterial Infections  Lyme Disease  Pertussis  Rheumatic Fever  Rocky Mountain Spotted Fever  Scarlet Fever  Kawasaki Disease  Biologic weapons  Tropical diseases</p>	<p>Current: Ch 33  Current Pediatrics: Ch 42,  43</p>
<p>4  9/18/19</p>	<p><b>Dermatology I:</b>  Changes with aging  Allergy  Eczema  Psoriasis  Seborrheic dermatitis  Acne  Rosacea  Hidradenitis Suppurativa  Hyperhidrosis  Pityriasis Rosacea  Paronychia  Fungal infections  Tinea Versicolor  Tinea capitus/corporis  Tinea cruris  Onychomycosis  Candidiasis  Bacterial infections  Cellulitis  Impetigo  Folliculitis, Furuncle, Carbuncle  Erysipelas  Viral infections  Herpes Simplex Virus (HSV)  Herpes Zoster (shingles)</p>	<p>Current: Ch 6  Current Pediatrics: Ch 15</p>

	Human Papilloma virus/verruca/warts Molluscum Contagiosum	
5 9/25/19	<b>Dermatology II:</b> Parasitic Infestations/bites Scabies Insect stings Pediculosis (lice) Tumors Basal Cell Carcinoma Squamous Cell Carcinoma Malignant melanoma Alopecia Areata Lichen simplex chronicus Lichen planus Stevens-Johnson syndrome/ Toxic epidermal necrolysis Epithelial inclusion cysts Erythema multiforme Bullous pemphigoid Acanthosis nigricans Burns Decubitus ulcers/leg ulcers Hidradenitis suppurativa Lipomas Melasma Vitiligo	
6 10/2/19	<b>Meet on Campus</b> <b>Exam 1 @ 8 AM</b>  <b>Class 9 AM-3 PM</b> <b>Case Study Presentations</b>	
7 10/9/19	<b>Eye, Ear, Nose, Throat, &amp; Neck Disorders I</b> Eye Disorders Blepharitis Nasolacrimal duct obstruction Hordeolum and Chalazion Strabismus Retinoblastoma Conjunctivitis Iritis/Uveitis/Keratitis Amaurosis fugax Cataract Age related macular degeneration Pterygium Diabetic retinopathy Hypertensive retinopathy Ocular Trauma	Current: Ch 7 Current Pediatrics: Ch 16

	Subconjunctival hemorrhage Hyphema Corneal abrasion Ocular Foreign Body	
8 10/16/19	<b>Eye, Ear, Nose, Throat, &amp; Neck Disorders II</b> Ear Disorders Hearing loss Impacted cerumen Otitis externa Otitis media Mastoiditis Meniere's disease Labyrinthitis Nose/Sinus Disorders Rhinitis Epistaxis Sinusitis Pharyngeal Disorders Pharyngitis/tonsillitis Epiglottitis Mouth Disorders Oral candidiasis (thrush) Gingivostomatitis Apthous ulcer Neck Disorders Cervical adenitis	Current: Ch 8 Current Pediatrics: Ch 18
9 10/23/19	<b>Respiratory Disorders I</b> Acute bronchitis Bronchiolitis Croup Respiratory syncytial virus infection Persistent cough Hemoptysis Pneumonia Primary lung malignancy Tuberculosis Asthma COPD Pulmonary nodules Bronchiectasis	Current: Ch 9 Current Pediatrics: Ch 19
10 10/30/19	<b>Respiratory Disorders II</b> Chronic bronchitis Cystic fibrosis Emphysema Pleural effusion Pneumothorax- Primary and secondary Pneumothorax- Traumatic and tension Pulmonary embolism Pulmonary hypertension	

	Cor pulmonale Pneumoconiosis Sarcoidosis Acute respiratory distress syndrome Hyaline membrane disease Alpha-1 antitrypsin deficiency Foreign body aspiration	
11 11/6/19	<b>Cardiovascular Disorders I</b> Hypertension Dyslipidemia Angina pectoris Stable Unstable Prinzmetal's/variant Coronary artery disease/ischemic heart disease Acute coronary syndrome (ACS) Chronic Heart Failure Mitral Valve Prolapse (MVP) Atrial fibrillation Heart murmurs Congenital heart defects Patent ductus arteriosus (PDA) Atrial septal defect (ASD) Ventricular septal defect (VSD) Coarctation of the aorta (COA) Tetralogy of Fallot	Current: Ch 10, 11, 28 Current Pediatrics: Ch 20
12 11/13/19	<b>Cardiovascular Disorders II</b> Cardiomyopathy Acute rheumatic fever Giant cell arteritis Valvular disease (nonsurgical) Aortic stenosis/insufficiency Mitral stenosis/insufficiency Mitral valve prolapse Tricuspid stenosis/insufficiency Pulmonary stenosis/insufficiency Acute and subacute bacterial endocarditis Peripheral arterial disease Superficial and deep venous thrombosis Venous insufficiency Varicose veins	Current: Ch 12
13 11/20/19	<b>Exam 2 @ 8 AM</b> <b>Meet on Campus 9 AM-3 PM</b> <b>Case Studies</b>	



14 11/27/19	<b>Gastrointestinal Disorders I</b> Physiologic jaundice of newborn Colic Pyloric stenosis Failure to thrive Cystic fibrosis Intussusception Encopresis Pediatric abdominal pain Dysphagia Abnormal liver function tests (LFTs) Hepatitis Diarrhea	Current: Ch 15 Current Pediatrics: Ch 21, 22
15 12/4/19	<b>Complex Health Management Paper due at 11:59 12/4/19</b> <b>Gastrointestinal Disorders II</b> Acute abdominal pain Acute gastroenteritis Gastroesophageal reflux disease (GERD) Peptic ulcer disease (PUD) Irritable bowel syndrome Constipation Crohn's disease Appendicitis Hernia Cholecystitis Diverticular disease Hemorrhoids Anal fissure Colorectal cancer Pancreatitis Pancreatic cancer Celiac disease	
16 12/11/19	<b>Comprehensive final exam</b> <b>Final clinical evaluations</b>	

### Complex Health Management Paper: Grading Criteria

Criteria	Possible Points	Score	Comments
<b>Subjective</b> <ul style="list-style-type: none"> <li>Chief Complaint &amp; patient Profile</li> <li>Relevant Patient History (HPI, PMH, FH[genogram], SH, ROS)</li> </ul>	15		
<b>Objective</b> <ul style="list-style-type: none"> <li>Physical Examination and documentation</li> </ul>	15		
<b>Assessment</b> <ul style="list-style-type: none"> <li>Differential diagnoses with ICD 10 codes</li> <li>Plan of Care for each differential Dx (Include pertinent diagnostics with rationale)</li> <li>Developmental lifespan considerations</li> <li>Pertinent positives &amp; negatives with rationale for ruling out diff dx</li> <li>Algorithm reflecting differentials as the pertain to CC</li> </ul>	25		
<b>Plan of Care</b> (specific to patient) <ul style="list-style-type: none"> <li>Best practice rationale for plan of care (include 2 current EBP pertinent resources)</li> <li>Clinical decision-making algorithm</li> <li>Pharmacological &amp; non-Pharmacological</li> <li>How long to treat</li> <li>Follow-up</li> </ul>	25		
<b>Red Flags/When to consult/refer/hospitalize</b> Important warning signs not to miss Discuss potential complications When to refer to other health care professional or for hospitalization	20		
<b>TOTAL</b>	100		

### In-Class Case Study: Grading Criteria

Criteria	Possible Points	Score
<b>Description/Etiology</b> Briefly describe the disease process with its etiology if known	10	
<b>Incidence/Demographics/Risk Factors</b> Does the incidence of this disease process increase at expected times of the year, in certain areas? What populations are at risk? What factors increase the risk of this disease process for an individual, family, or aggregate?	5	
<b>Prevention/Screening</b> Any measures to prevent the occurrence of this disease process? What screening is recommended to detect this disease process?	5	
<b>Assessment</b> Pertinent aspects of history Physical exam Diagnostic studies	15	
<b>Differential Diagnoses with Rationale</b> 3 most likely dx with rationale (#1 is most likely) Include ICD 10 codes	10	
<b>Management/ Evidence-based plan of care</b> Specific treatment options Pharmacologic Non-Pharmacological treatment options How long to treat Patient Education Follow-up	20	
<b>Red Flags</b> Important warning signs not to miss	10	
<b>When to consult/Hospitalize</b> Discuss potential complications When to refer to other health care professional or for hospitalization	15	
<b>Special Considerations</b> Any considerations for special populations, such as those with liver/renal disease, pregnant or breast feeding patients, very young or elderly?	10	
<b>Total</b>		

### **Clinical Documents**

The following documents must be turned in with each student's clinical log:

1. Preceptor Evaluation of Student
2. Evaluation of Clinical Preceptor
3. Evaluation of Clinical Site
4. Statistical Data Analysis (Typhon)
  - a. Gender
  - b. Age
  - c. Diagnosis
  - d. Total clinical hours for each rotation
5. Each log must include summative statistical analysis in graphic form as well as in numerical form.
6. Submit documents to clinical instructor and make appointment for final clinical evaluation

