



NURS 5622.01 Primary Care II

COURSE SYLLABUS: SEMESTER YEAR

Instructor: Debbie Mahoney, PhD, APRN, FNP-BC (course coordinator)

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Preferred Form of Communication: email

Communication Response Time: Two business days

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University Email Address: Donna.Calliccoat@tamuc.edu

Preferred Form of Communication: email

Communication Response Time: Two business days

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Required Textbooks:

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

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

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

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

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* (7th 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* (8th 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 provides the opportunity to continue developing clinical expertise as a nurse practitioner. Assessment and management of additional selected health problems frequently seen in primary health care are explored.

Increasing responsibility for the diagnostic and clinical management processes of the nurse practitioner is emphasized.

Student Learning Outcomes

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

1. Provide comprehensive, coordinated, holistic, individualized care to clients and families throughout the health/illness continuum. (AACN Essential VIII)
2. Integrate previously acquired knowledge necessary to manage health/illness conditions in individuals from culturally diverse populations. (AACN Essential I)
3. Demonstrate competence in assessing and educating clients and families, evaluating interventions, collaborating with health care team members, and consulting or referring as appropriate. (AACN Essential VII)
4. Assume accountability for practice. (AACN Essential IX)
5. Evaluate the effectiveness of clinical prevention interventions that affect individual and population-based health outcomes. (AACN Essential VII)
6. Synthesize the five roles of the advanced practice nurse practitioner in primary health care as part of the health care delivery system. (AACN Essential II)
7. Apply selected theory and research findings in the planning, implementation, and evaluation of health care. (AACN Essential IV)
8. Monitor, assess and interpret own professional strengths, role, and scope of ability to peers, clients, and colleagues. (AACN Essential VII)
9. Develop active leadership in interprofessional collaboration with other health care professionals to meet the comprehensive needs of the client. (AACN Essential VII)

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 225 clinical contact hours required in this course. These hours should be scheduled as 16 hours/week for approximately 14 weeks.

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.

GRADING

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

A = 90%-100%

B = 80%-89%

C = 75%-79%

D = 60%-74%

F = 59% or Below

Evaluation Methods	
Exam 1	20%
Exam 2	20%
Comprehensive Final Exam	20%
Case Study Presentations (10% each X 2)	20%
OB Case Study	20%
Standardized FNP Exit Exam	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.

Case Studies: The content for the case study will be taken from the weekly reading assignments. 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.

Perinatal Management/Case Study Assignment: Students will select an OB patient for this paper. The paper should be developed using the grading criteria and must be posted online by midnight Friday before the class in which the student is assigned to present.

Clinical Log: The Typhon clinical tracking log will be turned in twice during the semester—once at midterm and again at the end of the semester and as requested by the instructor.

Standardized FNP Exit Exam: This exam must be passed for successful completion of the course. If this exam is not passed, the student will receive an Incomplete grade for the course until the exam is successfully completed.

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_Reg_WebHelp/en-us/#LS_Technical_Requirements.htm#Browset)
http://help.ecollege.com/LS_Tech_Reg_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.

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.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password,

contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection 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, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

Interaction with Instructor Statement

It is expected that you will check your D2L course and email at least **DAILY** for communication from the instructor. A response to any email or message will occur within two (2) business days.

Communication between faculty and students is primary and taken seriously. Preferred communication methods are individualized office hours, email, or via cell-phone. 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.

It is expected that assignments will be graded and returned to the student within two (2) weeks of submission.

Nursing Student Guide

Specific information for the nursing student regarding the nursing program and current policies and procedures can be found in the MSN Student Guide.

It is the student's responsibility to review and understand the policies and procedures provided in the student guidebook as all students are held to the statutes and policies therein.

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 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.

	App Title:	iPhone – Pearson LearningStudio Courses for iPhone Android – LearningStudio Courses - Phone
	Operating System:	iPhone - OS 6 and above Android – Jelly Bean, Kitkat, and Lollipop OS
	iPhone App URL:	https://itunes.apple.com/us/app/pearson-learningstudio-courses/id977280011?mt=8
	Android App URL:	https://play.google.com/store/apps/details?id=com.pearson.lsp hone

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>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

[Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

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

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.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#)

document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Week	Content	Readings
1 1/15/20	Introduction/Overview Female Reproductive Care I Preconception counseling Prenatal care Normal labor/delivery Abortion Abruptio placentae Dystocia Ectopic pregnancy Fetal distress Gestational diabetes Gestational trophoblastic Disease/Molar pregnancy Multiple gestation Placenta previa Postpartum hemorrhage Pregnancy-induced hypertension Premature rupture of membranes Infertility Postpartum care	Current OB/Gyn: Ch 6, 7, 10, 12-19, 21, 22, 24, 32, 53
2 1/22/20	Female Reproductive Care II Normal Menstrual Cycle Amenorrhea Dysmenorrhea Abnormal uterine bleeding Premenstrual syndrome (PMS) Contraception Spermicides Barrier methods	Current OB-Gyn: Ch 4, 5, 36, 38, 39-42, 56, 60, 62 Current Med-Surg: Ch 17

	Nonprescription Prescription Emergency contraception IUDs Hormonal contraception Endometriosis Ovarian Cancer Endometrial Cancer Vulvar Cancer Vaginal Cancer Ectopic pregnancy Toxic shock syndrome Perimenopause Breast disorders Breast mass Mastitis/breast abscess Galactorrhea Abnormal cervical cytology Atrophic vaginitis Bartholin gland cyst/abscess Bacterial vaginosis Vaginal candidiasis Leiomyoma Benign ovarian cysts Polycystic Ovary Syndrome (PCOS) Pelvic Inflammatory Disease (PID) Sexual assault	
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<p>3 1/29/20</p>	<p>Male Reproductive Care Contraception Benign Prostatic Hyperplasia (BPH) Prostatitis Prostate Cancer Cryptorchidism Hydrocele Spermatocele Varicocele Epididymitis Testicular torsion Testicular cancer Phimosis Erectile dysfunction (ED) Peyronie disease Priapism Sexually Transmitted Infections Trichomoniasis Gonorrhea Chlamydia Mucopurulent cervicitis Genital Herpes Simplex Virus (HSV) Syphilis LGBT Health issues</p>	<p>Current Pediatrics: Ch 44 Current Med-Surg: 23, 42</p>
<p>4 2/5/20</p>	<p>Endocrine Disorders Diabetes Mellitus Type 1 Diabetes Mellitus Type II Hyperthyroidism Thyroid storm Hypothyroidism Thyroid nodules Cushing Syndrome Adrenal Insufficiency (Addison's disease) Pituitary adenoma Precocious puberty Obesity Hypoglycemia Acromegaly/gigantism Hyperparathyroidism</p>	<p>Current Pediatrics: Ch 34, 35 Current Med-Surg: 26, 27</p>

	Hypoparathyroidism	
5 2/12/20	Renal and Urologic Disorders Congenital abnormalities of the GU tract Asymptomatic bacteriuria Urinary tract infection Proteinuria Acute pyelonephritis Urinary incontinence Enuresis Hematuria Urolithiasis/Nephrolithiasis Acute glomerulonephritis Chronic Kidney Disease (CKD) Wilm's tumor	Current Med-Surg: Ch 22, 23 Current Pediatrics: Ch 24
6 2/19/20	Meet on Campus Exam 1 @ noon Class 1 PM-4 PM Case Study presentations	
7 2/26/20	Musculoskeletal Disorders I Developmental hip dysplasia Scoliosis Osteoarthritis Rheumatoid arthritis Gout Osteoporosis Osteomyelitis Malignant bone tumors Hip pain Slipped Capital Femoral Epiphysis Osgood-Schlatter Disease Knee injury Ankle pain Shoulder pain Epicondylitis Radial head subluxation (nursemaid's elbow) Wrist pain	Current Pediatrics: Ch 26 Current Med-Surg: Ch 20, 41
8 3/4/20	Musculoskeletal Disorders II Fractures Stress fracture Muscle strain	

	Bursitis Carpal tunnel syndrome Low back pain/herniated nucleus Pulposus Ankylosing spondylitis Systemic lupus erythematosus (SLE) Scleroderma Sjogren's syndrome Fibromyalgia Restless legs syndrome Standardized FNP exam	
9 3/11/20	Spring Break	
10 3/18/20	Neurologic Disorders I Spina Bifida Occulta Down Syndrome (Trisomy 21) Cerebral palsy Fragile X Syndrome Tourette syndrome/Tics Headache Tension Migraine Cluster Brain Tumors Trigeminal neuralgia Bell's palsy	Current Pediatrics: Ch 25 Current Med-Surg:Ch 24
11 3/25/20	Neurologic Disorders II Stroke/TIA Alzheimer's Disease/Multi-infarct Dementia Multiple sclerosis (MS) Vertigo Meningitis Seizure disorders Epilepsy Neonatal seizure Febrile seizures Essential tremor Huntington's disease Parkinson's disease Diabetic peripheral neuropathy Guillain-Barré syndrome Myasthenia gravis	

12 4/1/20	Hematologic Disorders Normocytic anemias Aplastic anemia Hypochromic anemias Macrocytic anemias Folic acid deficiency Hemolytic anemias Sickle cell anemia/trait Thalassemia Glucose-6-Phosphate dehydrogenase (G6PD) Deficiency Immune hemolysis Hemochromatosis Polycythemia Vera Leukemias Idiopathic Thrombocytopenia Purpura Factor VIII disorders Factor IX disorders Factor XI disorders Lymphoma Multiple myeloma Deep Venous Thrombosis (DVT)	Current Pediatrics: Ch 30 Current Med-Surg: 13, 14
13 4/8/20	Meet on Campus Exam 2 @ noon Class 1 PM-4PM Case study presentations	
14 4/15/20	Psychiatric/Mental Health Disorders Anxiety disorders Depression Bipolar disorder Obsessive-Compulsive Disorder (OCD) Post Traumatic Stress Disorder (PTSD) Somatic Symptom Disorder Tobacco dependence Alcohol dependence Abuse/Neglect/Violence Anorexia Nervosa Bulimia Attention Deficit Hyperactivity	Current Pediatrics: pp 83-97, Ch 7 Current Ob-Gyn: Ch 25

	Disorder (ADHD) Autism Spectrum Disorders (ASD) Oppositional Defiant Disorder (ODD) Intermittent explosive disorder Antisocial personality disorder	
15 4/22/20	OB Case Study Paper due at 11:59 4/22/20 Sleep disorders Insomnia Obstructive Sleep Apnea (OSA) Somnambulism Bruxism Night terrors Outpatient Emergencies/Wounds Transitioning into the FNP role	Current Med-Surg: Review relevant content in Ch 9 & 25 Current Pediatrics: pp 80-83.
16 4/29/20	Comprehensive final exam Standardized FNP exit exam Final clinical evaluations	
5/8/20	13:00 Hooding Ceremony 16:00 Graduation	

Perinatal Management Paper: Grading Criteria

Criteria	Possible Points	Score	Comments
Subjective <ul style="list-style-type: none"> • Patient Profile • Relevant Patient History (PMH, FH[genogram], SH, OB, Menstrual Hx, ROS) • Current medications • Hx GBS? • Pregnancy intentional? • Was contraception in use at time of pregnancy? • Date of +hCG? • Sxs since LMP? • Date of Quickening? 	20		
Objective <ul style="list-style-type: none"> • Physical Examination and documentation • Labs • U/S 	20		
Assessment <ul style="list-style-type: none"> • EDD (dates, initial exam, U/S) • Risk(s) identified • Plan of care for risk factor(s) 	20		
Plan of Care (specific to patient) <ul style="list-style-type: none"> • Education 	25		
Red Flags/When to consult/refer/hospitalize Important warning signs not to miss Discuss potential complications When to refer to other health care professional or for hospitalization	15		
TOTAL	100		

In-Class Case Study: Grading Criteria

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

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