



NURS 5621.01 Primary Care I

COURSE SYLLABUS: Fall 2020

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COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Hollier, A. (2018). *Clinical guidelines in primary care* (3rd ed.). LA: Advanced Practice Education Associates, Inc.

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

Optional

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

- 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.
- Hay, W., Levin, M., Deterding, R., & Abzug, M. (2018). *Current diagnosis & treatment: Pediatrics* (24th ed.). New York: McGraw-Hill.
- McCaffrey, R. (2017). *NP notes: Nurse practitioner's clinical pocket guide*. Philadelphia: F.A. Davis.
- Papadakis, M., & McPhee, S. (2019). *Current medical diagnosis & treatment 2020*. New York: McGraw-Hill.
- Wolff, K., Johnson, R. A., Saavedra, A. P., & Roh, E. K. (2017). *Fitzpatrick's Color Atlas* (8th ed.). New York: McGraw-Hill.

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. Essential VIII
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. Essential IX

3. Manage care for individuals and families within emerging health care systems according to nationally accepted guidelines and standards of care. Essential IX
4. Integrate and apply selected theory and research findings in the implementation of the nurse practitioner role. Essential IV
5. Demonstrate competence in assessing and educating clients and families, and evaluating interventions. Essential III, IX
6. Employ collaborative strategies in the design, coordination, and evaluation of patient-centered care. Essential VII
7. Demonstrate commitment to the enactment of the nurse practitioner role in advanced practice. Essential II

COURSE REQUIREMENTS

Minimal Technical Skills Needed

Using the learning management system, EHR Tutor and using Microsoft Word, Microsoft Excel and PowerPoint.

Instructional Methods

This is an online course requiring students to complete online activities and independent study to be successful. Course objectives may be met through individual study using suggested resources, active involvement in activities, formal, and informal exchange of ideas with classmates and colleagues regarding specific topics as well as utilizing critical thinking skills. Teaching methods include independent study of texts and library resources, computer-assisted instruction, audio-visual aids, and the assignments listed. While the professor will provide guidance and consultation, the student is responsible for identification of learning needs, self-direction, seeking consultation and demonstration of course objectives.

Student Responsibilities

Online Etiquette: This class will be conducted entirely online. Please use the following a guide to your online behavior.

- Make a personal commitment to learning about, understanding, and supporting your peers.

- Assume the best of others in the class and expect the best from them.
- Recognize and value the experiences, abilities, and knowledge each person brings to class. Value the diversity of the class.
- Participate actively in the discussions, having completed the readings and thought about the issues.
- Pay close attention to what your classmates write in their online comments. Ask clarifying questions, when appropriate. These questions are meant to probe and shed new light, not to minimize or devalue comments.
- Think through and re-read your comments before you post them.
- Never make derogatory comments toward another person in the class.
- Do not make sexist, racist, homophobic, or victim-blaming comments at all.
- Disagree with ideas, but do not make personal attacks.
- Be open to be challenged or confronted on your ideas or prejudices.
- Challenge others with the intent of facilitating growth. Do not demean or embarrass others.
- Encourage others to develop and share their ideas.
- Be willing to change.

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, 125 of which will be spent in a pediatric setting.

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%
Complex Health Management Paper	20%
In-Class Case Studies	20%
Clinical Evaluation	P/F

Late Submissions:

It is expected that you will submit all class assignments on time. If you need an extension, it should be requested before the due date/time 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.

Multiple instances of late clinical assignments will result in receipt of a Student Performance and Behaviors Evaluation Form and, possibly, failure of clinical/course.

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.

Assignments

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.

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.

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.

Communication between faculty and students is primary and taken seriously. Preferred communication methods are individualized office

hours, email, or via office 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 located

here: <https://www.tamuc.edu/academics/colleges/educationHumanServices/departments/nursing/documents/MSN%20Student%20Guide%202019.pdf>

COURSE AND UNIVERSITY PROCEDURES/POLICIES

University Specific Procedures/Policies

A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.

Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

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>

Students with Disabilities-- ADA Statement

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 162

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

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<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 SPECIFIC PROCEDURES/POLICIES

CLASS :

1. Exam dates are listed in each course syllabus, and the student is expected to be present online for exams. In the event that the student will be absent, the course coordinator must be notified in advance. Failure to do so may result in the student receiving a zero for the missed exam or quiz. Review the MSN Student Guide for the exam absence process

COURSE OUTLINE / CALENDAR

Week	Content	Readings
1 8/28/20 In class 9am-3pm	Introduction/Overview -*Health Maintenance(Promotion)/Immunizations throughout the lifespan -*Growth Parameters/Developmental milestones/Accidental injury prevention -Obesity -*Childhood obesity	Hollier Ch 7 Additional/Optional readings: Current: Ch 29 Current Pediatrics: Ch 2-4, 10, 11
2 9/4/20	Infectious Disease I Viral Infections -Fifth disease -*Herpangia -*Hand, foot & mouth disease -Mononucleosis -Influenza -*Measles (Rubeola) -*Roseola -*Rubella (German Measles) -*Rubeola -*Varicella Zoster (Chicken Pox)	Hollier Ch 2 Additional/Optional readings: Current: Ch 31, 32 Current Pediatrics: Ch 40, 41
3 9/11/20	Infectious Disease II Bacterial Infections -Lyme Disease -Pertussis -Rheumatic Fever -*Scarlet Fever -Kawasaki Disease	Hollier Ch 2 & 1 Additional/Optional readings: Current: Ch 33 Current Pediatrics: Ch 42, 43
4 9/18/20	Dermatology I: Allergy -Eczema/atopic derm -Psoriasis -Seborrheic dermatitis -Actinic keratosis -Acne -Hidradenitis Suppurativa -Diaper dermatitis -Pityriasis Rosacea -Paronychia -Fungal infections -Tinea Versicolor -Tinea capitus/corporis -Tinea cruris -Tinea pedis -Oral Candidiasis	Hollier Ch 2 Additional/Optional readings: Current: Ch 6 Current Pediatrics: Ch 15

	<p>Bacterial infections</p> <ul style="list-style-type: none"> -Cellulitis -Impetigo -Folliculitis, Furuncle, Carbuncle <p>Viral infections</p> <ul style="list-style-type: none"> -Herpes Zoster (shingles) -Human Papilloma -Verruca/warts 	
5 9/25/20	<p>Dermatology II:</p> <ul style="list-style-type: none"> -*Common benign pediatric skin lesions (mongolian spots, hemangiomas, milia, freckles) -*Café au lait spots <p>Parasitic Infestions/bites</p> <ul style="list-style-type: none"> -Scabies -Insect stings -Pediculosis (lice) <p>-Tumors</p> <ul style="list-style-type: none"> -Basal Cell Carcinoma -Squamous Cell Carcinoma -Malignant melanoma <p>-Burns</p> <p>-Hidradenitis suppurativa</p>	<p>Hollier Ch 2</p> <p>Additional/Optional readings:</p> <p>Current: Ch 6</p> <p>Current Pediatrics: Ch 15</p>
6 10/2/20	<p>Meet on Campus</p> <p>Exam 1 @ 8 AM</p> <p>Class 9 AM-3 PM</p> <p>Case Study Presentations</p>	
7 10/9/20	<p>Eye, Ear, Nose, Throat, & Neck Disorders I</p> <p>Eye Disorders</p> <ul style="list-style-type: none"> -Refractive errors/color blindness -Blepharitis -Hordeolum and Chalazion -*Strabismus - Conjunctivitis -*Neonatal conjunctivitis -Cataract -Glaucoma -*Dacryostenosis <p>Ocular Trauma</p> <ul style="list-style-type: none"> -Ocular chemical burn -Corneal abrasion -Ocular Foreign Body 	<p>Hollier Ch 3 & 12</p> <p>Additional/Optional readings:</p> <p>Current: Ch 7</p> <p>Current Pediatrics: Ch 16</p>
8 10/16/20	<p>Eye, Ear, Nose, Throat, & Neck Disorders II</p>	<p>Hollier Ch 3 & 12</p> <p>Additional/Optional readings:</p> <p>Current: Ch 8</p>

	<p>Ear Disorders</p> <ul style="list-style-type: none"> -Hearing loss -Otitis externa -Otitis media -Mastoiditis -Vertigo <p>Nose/Sinus Disorders</p> <ul style="list-style-type: none"> -Rhinitis, allergic -Epistaxis -Sinusitis/rhinosinusitis <p>Pharyngeal Disorders</p> <ul style="list-style-type: none"> -Pharyngitis/tonsillitis -Epiglottitis -Peritonsillar abscess <p>Mouth Disorders</p> <ul style="list-style-type: none"> -Dental avulsion 	Current Pediatrics: Ch 18
9 10/23/20	<p>Respiratory Disorders I</p> <ul style="list-style-type: none"> -Acute bronchitis -*Bronchiolitis -*Croup -Pneumonia -Asthma -COPD 	Hollier Ch 15 Additional/Optional readings: Current: Ch 9 Current Pediatrics: Ch 19
10 10/30/20	<p>Meet on Campus for PPP exam @ 9am</p> <p>Cardiovascular Disorders I</p> <ul style="list-style-type: none"> -Hypertension -Dyslipidemia -Angina pectoris -Stable -Unstable -Prinzmetal's/variant -Chronic Heart Failure -Anticoagulation -Atrial fibrillation -Heart murmurs -*Congenital heart disease/defects -Patent ductus arteriosus (PDA) -Atrial septal defect (ASD) -Ventricular septal defect (VSD) -Coarctation of the aorta (COA) -Tetralogy of Fallot 	Hollier Ch 1 Additional/Optional readings: Current: Ch 10, 11, 28 Current Pediatrics: Ch 20
11 11/6/20	<p>Cardiovascular Disorders II</p> <ul style="list-style-type: none"> -Acute rheumatic fever -Valvular disease (nonsurgical) -Aortic stenosis/insufficiency -Mitral stenosis/insufficiency -Mitral valve prolapse -Tricuspid stenosis/insufficiency 	Hollier Ch 1 Additional/Optional readings: Current: Ch 12

	<ul style="list-style-type: none"> -Pulmonary stenosis/insufficiency -Peripheral arterial disease -Superficial and deep venous thrombosis -Varicose veins 	
12 11/13/20	<p>Complex Health Management Paper due at 11:59 11/13/2020</p> <p>Gastrointestinal Disorders I Physiologic jaundice of newborn -*Colic -*Pyloric stenosis -*Intussusception -*Encopresis -*Functional abdominal pain, pediatric -Hepatitis -Non-alcoholic fatty liver disease</p> <p>Gastrointestinal Disorders II -Recurrent abdominal pain -Acute gastroenteritis -Gastroesophageal reflux disease (GERD) -Peptic ulcer disease (PUD) -Irritable bowel syndrome -Constipation -Crohn's disease -Appendicitis -Hernia (inguinal) -Cholecystitis -Diverticular disease -Hemorrhoids -Nausea/vomiting Adults/children -Ulcerative colitis -Pinworm infection</p>	Hollier Ch 5 Additional/Optional readings: Current: Ch 15 Current Pediatrics: Ch 21, 22
13 11/20/20	<p>Exam 2 @ 8 AM Meet on Campus 9 AM-3 PM Case Studies</p>	
14 11/27/20 Thanks	<p>Renal and Urologic Disorders -Asymptomatic bacteriuria -Urinary tract infection -Albuminuria/Proteinuria -Acute pyelonephritis -Diabetic nephropathy -Urinary incontinence -*Enuresis -Hematuria -Urolithiasis/Nephrolithiasis</p>	Hollier Ch 18 Additional/Optional readings: Current Med-Surg: Ch 22, 23 Current Pediatrics: Ch 24

	<ul style="list-style-type: none"> -Poststreptococcal glomerulonephritis -Renal insufficiency -Urethritis -Vesicoureteral reflux -*Wilm's tumor 	
15 12/4/20	<p>Hematologic Disorders</p> <ul style="list-style-type: none"> -Lead toxicity -Iron deficiency anemia/Normocytic anemias -Anemia of chronic disease Macrocytic anemias <ul style="list-style-type: none"> -Folic acid deficiency -Vitamin B12 deficiency anemia Hemolytic anemias <ul style="list-style-type: none"> -Sickle cell anemia/trait -Thalassemia -Leukemias -Immune/Idiopathic Thrombocytopenia Purpura -Lymphoma -*Neonatal hyperbilirubinemia -*RH incompatibility 	Hollier Ch 8 Additional/Optional readings: Current Pediatrics: Ch 30 Current Med-Surg: 13, 14
16 12/8/20	<p>Comprehensive final exam on campus at 8am</p> <p>Final clinical evaluations</p>	

***Denotes pediatric diagnosis**

Complex Health Management Paper: Grading Criteria

Criteria	Possible Points	Score	Comments
Subjective <ul style="list-style-type: none"> • Chief Complaint & patient Profile • Relevant Patient History (HPI, PMH, FH[genogram], SH, ROS) 	15		
Objective <ul style="list-style-type: none"> • Physical Examination and documentation 	15		
Assessment <ul style="list-style-type: none"> • Differential diagnoses with ICD 10 codes • Plan of Care for each differential Dx (Include pertinent diagnostics with rationale) • Developmental lifespan considerations • Pertinent positives & negatives with rationale for ruling out diff dx • Algorithm reflecting differentials as the pertain to CC 	25		
Plan of Care (specific to patient) <ul style="list-style-type: none"> • Best practice rationale for plan of care (include 2 current EBP pertinent resources) • Clinical decision-making algorithm • Pharmacological & non-Pharmacological • How long to treat • Follow-up 	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	20		
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 those with liver/renal disease, 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