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NURS 5622.01 Primary Care II

COURSE SYLLABUS: Spring 2023

Instructor: Shelly Hanko PhD, FNP-BC

Office Location: Dallas

Office Hours: by appointment

University Email Address: Shelly.Hanko@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Biel, Andrew (2019). Trail guide to the body (7th ed). Discovery Books of Discovery, USA. ISBN-10: 0998785067

Hollier, A. (2021). *Clinical guidelines in primary care* (4th ed.). LA: Advanced Practice Education Associates, Inc.

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

Garzon, D. L., Starr, N. B., Brady, M. A., Gaylord, N. M., Driessnack, M., & Dudrstadt, K. G., (2021) *Burns' Pediatric Primary Care* (7th edition) St. Louis: Elsevier

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. There will be 225 clinical hours required in this course.

Student Learning Outcomes

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

Class objectives:

1. Integrate previously acquired knowledge necessary to manage health/illness conditions in individuals from culturally diverse populations. (AACN MSN Essential I)
2. Synthesize the five roles of the advanced practice nurse practitioner in primary health care as part of the health care delivery system. (AACN MSN Essential II)
3. Apply selected theory and research findings in the planning, implementation, and evaluation of health care. (AACN MSN Essential IV)
4. Discuss the APRN role in emergency preparedness and response. (AACN MSN Essentials III & VII)

Clinical Objectives:

1. Provide comprehensive, coordinated, holistic, individualized care to clients and families throughout the health/illness continuum. (AACN MSN Essential VIII)
2. Demonstrate competence in assessing and educating clients and families, evaluating interventions, collaborating with health care team members, and consulting or referring as appropriate. (AACN MSN Essential VII)
3. Evaluate the effectiveness of clinical prevention interventions that affect individual and population-based health outcomes. (AACN MSN Essential VII)
4. Develop active leadership in interprofessional collaboration with other health care professionals to meet the comprehensive needs of the client. (AACN MSN Essential VII)

5. Demonstrate the APRN role in emergency preparedness and response. (AACN MSN Essential III & VII)

COURSE REQUIREMENTS

Minimal Technical Skills Needed

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

Instructional Methods

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 hours required in this course—approximately 16 hours per week for 14 weeks. Focus hours in a

women's/OB clinic setting. All age groups must have been seen over your MSN experience logged in Typhon.

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

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. Repetitive behavior of tardiness or unsafe clinical practice may result in the student getting a Student Performance and Behaviors Evaluation Form and, possibly, failure of clinical/course. See MSN handbook.

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.

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

Online Etiquette: Please use the following 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.

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	50

Exam 2	50
Comprehensive Final Exam	75
Case Study presentation	25
Clinical	P/F
Exit Predictor	P/F
FEMA course/certificate	P/F

Students must achieve a minimum average of 80% on exams in order to pass the course. Other graded assignments will not be added to the final grade unless exam grade average is 80% or higher.

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 and a proctored exam. 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. **Students must achieve a minimum average of 80% on exams in order to pass the course. If an 80% exam average is achieved, then all other assignment grades will be added to the final course grade.** (Student outcomes 1-3)

Case Studies: 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. Case studies should be posted and students shall answer questions regarding their case study. (Student outcomes, class 1,3)

Clinical Log: The Typhon clinical tracking log will be turned in mid-semester and at the end of the semester and as requested by the instructor. However, the clinical tracking log in Typhon should be kept up to date and data entered during or at the end of your clinical date. Make sure to include a brief ROS/assessment and list specific medications with doses, as the system is limited on input. This information may be listed in the clinical note. (Student outcomes, clinical 1-4)

Evaluation by preceptor and clinical: PASS/FAIL.

Simulation: There will be an on campus simulation that you will be split into two groups for am and pm (each group will be present for ½ the day). Please make sure to take the whole day off, as we will not know the groups until closer time for the simulation. Simulation will be used as part of your clinical hours, you will receive 6 hrs of clinical time. You are required to complete a FEMA course 2 wks prior to this simulation. It is listed in the course content/module. You will submit your certificate to the assignment drop box 2 wks prior to the simulation as listed in the course syllabus deadline. (Student outcomes, clinical 2, 4, 5 and class outcome 4)

Standardized FNP Exit Exam: All students in the MSN program are to take a Standardized Exit Examination (Comprehensive Examination) during their final semester in the nursing program. This examination will be part of the NURS 5622 course. Students must pass the examination at a predetermined benchmark to complete the course and be eligible for graduation. If not, remediation and retesting is required. The student in consultation with the NURS 5622 course coordinator will develop the remediation plan and date for retesting. If a student does not meet the benchmark score after two attempts, they are required to submit a request to the university Graduate School requesting authorization to attempt the examination for a third and final time. If the Graduate School approves the third attempt, the NURS 5622 course coordinator and the student will schedule the examination. If the student does not pass on the third attempt, they will receive an "F" in the NURS 5622 course and will need to request readmission to the MSN program and have to retake the course.

Clinical Documents for final clinical evaluations at end of semester.

The following documents must be brought and turned in at the student's evaluation:

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

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

Last day to drop class with a “W” is April 22, 2022.

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 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

2. COURSE OUTLINE / CALENDAR

3.

Week	Content	Readings
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<p>1 1/17/23</p>	<p>APEA Predictor Exam #1 due by 1/18/2023 11pm</p> <p>Introduction/Overview Female Reproductive Care I Medication use in pregnancy Pregnancy and lactation labeling rule Immunizations during pregnancy Preconception care/counseling Prenatal care Physiologic and psychologic changes of pregnancy Adolescent pregnancy Nutrition and exercise in pregnancy Common discomforts of pregnancy Ankle edema Backache Constipation Hemorrhoids Leg cramps Leukorrhea Nasal congestion and epistaxis Nausea and vomiting Round ligament pain Urinary frequency Varicose veins Conditions that complicate pregnancy Abruptio placentae Acute cystitis Cervical insufficiency Ectopic pregnancy Gestational diabetes Gestational trophoblastic disease/molar pregnancy Hyperemesis gravidarum Iron deficiency anemia Multiple gestation pregnancy Placenta previa</p>	<p>Hollier Ch 14 Current OB/Gyn: Review Section I Section II Section III Section IV Section VI (49,50)</p> <p>Garzon 42 APEA #15</p>
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	<p>Preeclampsia, Eclampsia Preterm labor Postpartum depression Postterm labor Spontaneous abortion Substance use disorder Umbilical cord prolapse Polymorphic eruption of pregnancy Assessment of fetal well-being Aminocentesis Biophysical profile Cordocentesis percutaneous umbilical blood sampling Maternal assessment of fetal activity Nonstress testing Ultrasound of the fetus</p>	
<p>2 1/23/23</p>	<p>Female Reproductive Care II Normal Menstrual Cycle Amenorrhea Dysmenorrhea Abnormal uterine bleeding Contraception—all forms Spermicides Barrier methods Nonprescription Prescription Emergency contraception IUDs Nexplanon Hormonal contraception Ovarian Cancer Vulvar Cancer Vulvar intraepithelial neoplasia Vulvar lichen sclerosus Vulvodynia Genitourinary syndrome of Menopause Menopause Breast disorders</p>	<p>Hollier Ch 18 Current- Section I, V and VII APEA #10</p>

	<p>Fibroadenoma Fibrocystic breast disease Intraductal papilloma Breast mass/cancer PAP screening guidelines Abnormal cervical cytology Cervical cancer Bartholin gland cyst/abscess Bacterial vaginosis Vulvo/Vaginal candidiasis Vaginal foreign body Benign ovarian cysts Polycystic Ovary Syndrome (PCOS)</p>	
<p>3 1/30/23</p>	<p>Lactation and Breastfeeding Breastfeeding Benefits Disadvantages Contraindications Nutrition Breast care Techniques Determination of adequate intake Storage of breast milk Vitamin supplementation of breastfed infant Weaning from breasts Lactation Physiology Medication use Alcohol use Smoking Common problems of lactation Candidal infection of nipples Engorgement Flat or inverted nipples Inadequate letdown reflex Jaundice during lactation Leaking breasts Lactational mastitis Plugged milk duct</p>	<p>Hollier Ch 15 Garzon Ch 16</p>

	Sore nipples	
4 2/6/23	<p>Male Reproductive Care Acute bacterial prostatitis Benign Prostatic Hyperplasia (BPH) Chronic prostatitis Cryptorchidism Epididymitis Erectile dysfunction (ED) Hydrocele Hypospadias Phimosis Prostate Cancer Spermatocele Testicular cancer Testicular torsion Varicocele</p> <p>Sexually Transmitted Infections Bacterial vaginosis Chlamydia Genital Herpes Simplex Virus (HSV) Gonorrhea Human papillomavirus Pelvic inflammatory disease Syphilis Trichomoniasis *Case study presentation due by 9pm</p>	<p>Hollier Ch 9 & 16</p> <p>Garzon Ch 42 APEA #11, #7B</p>
5 2/15/23	Exam 1 @ -09AM	
6 2/20/23	<p>Endocrine Disorders Cushing Syndrome Diabetes Mellitus Type 1 Diabetes Mellitus Type II Gynecomastia Hyperthyroidism Thyroid storm</p>	<p>Hollier Ch 5</p> <p>Garzon Ch 45 APEA #12</p>

	<p>Hypoglycemia secondary to DM Hypothyroidism *Precocious puberty Thyroid nodules</p>	
<p>7 2/27/23</p>	<p>Musculoskeletal Disorders I Anterior cruciate ligament injury Baker's cyst Bursitis Clavicular fracture De Quervain's tenosynovitis *Developmental hip dysplasia Epicondylitis Fractures Gamekeeper's thumb Gout Hammer toe deformity Iliotibial band syndrome *Legg-Calve-Perthes disease Low back pain/herniated nucleus Pulposus Medial collateral ligament injury *Metatarsus adductus Osgood-Schlatter Disease</p>	<p>Hollier Ch 12 Garzon Ch 43 APEA #9</p>
<p>8 3/6/23</p>	<p>Musculoskeletal Disorders II Osteoarthritis Osteoporosis Pain management in orthopedics Pes cavus Pes planus Plantar fasciitis Rotator cuff syndrome Scoliosis Shoulder impingement syndrome Slipped Capital Femoral Epiphysis Sprain/strain Stress fracture *Subluxation of radial head (nursemaid's elbow) *Talipes equinovarus</p>	

	<p>*Transient (toxic) synovitis of the hip in children</p> <p>*Upper extremity joint derangement</p>	
<p>9 3/20/23</p>	<p>Neurologic Disorders</p> <p>Alzheimer's Disease/Multi-infarct Dementia</p> <p>Bell's palsy</p> <p>Carpal tunnel syndrome</p> <p>Headaches</p> <p>Cluster</p> <p>Migraine</p> <p>Tension</p> <p>Concussion</p> <p>Major neurocognitive disorder</p> <p>Meningitis</p> <p>Parkinson's disease</p> <p>Restless legs syndrome</p> <p>Syncope</p> <p>Transient ischemic attack</p> <p>Trigeminal neuralgia</p> <p>Diabetic peripheral neuropathy</p> <p>Genetic disorders</p> <p>Down syndrome (Trisomy 21)</p> <p>Genetic disorders</p>	<p>Hollier Ch 10</p> <p>Garzon Ch 46</p> <p>APEA #3</p>
<p>3/22/23</p>	<p>FEMA Certificate due by 9pm</p>	
<p>10 3/29/23</p>	<p>Exam 2 @ 09AM</p>	
<p>11 4/3/23</p>	<p>Psychiatric/Mental Health Disorders I</p> <p>Attention Deficit Hyperactivity Disorder (ADHD)</p> <p>Anxiety disorders</p> <p>Autism Spectrum Disorders (ASD)</p> <p>Binge eating disorder</p> <p>Anorexia Nervosa</p> <p>Bulimia nervosa</p>	<p>Hollier Ch 13</p> <p>Current Ob-Gyn: Section VIII</p> <p>Garzon Ch 15,30</p> <p>APEA#5</p>

	Domestic violence/sexual assault Major depressive disorder Obsessive-Compulsive Disorder (OCD)	
12 4/10/23	Psychiatric/Mental Health Disorders II Alcohol dependence Tobacco dependence Substance use disorder Obstructive Sleep Apnea (OSA) Post Traumatic Stress Disorder (PTSD)	Hollier Ch 13 Current Ob-Gyn: Section VIII Garzon Ch 15,30
13 4/17/23	Comprehensive final exam @ 09AM	
13 4/24/23	Study week- focus on APEA *test taking skills	
14 5/3/23	Standardized FNP university exit exam #1 attempt @ 9AM-12 noon Final clinical evaluations Typhon Log submitted	
15 5/10/23	Standardized FNP university exit exam #2 attempt @ 9AM-12 noon (Should not be needed)	
16 5/12/2023	Afternoon Hooding Ceremony Graduation	

Case Study: Grading Criteria

Criteria	Possible Points	Score
Description/Etiology Briefly describe the disease process with its etiology if known	2	
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?	2	
Prevention/Screening Any measures to prevent the occurrence of this disease process? What screening is recommended to detect this disease process?	2	
Assessment Pertinent aspects of history Physical exam Diagnostic studies	3	
Differential Diagnoses with Rationale 3 most likely dx with rationale (#1 is most likely) Include ICD 10 codes	3	
Management/ Evidence-based plan of care Specific treatment options Pharmacologic Non-Pharmacological treatment options How long to treat Patient Education Follow-up	5	
Red Flags Important warning signs not to miss	3	
When to consult/Hospitalize Discuss potential complications When to refer to other health care professional or for hospitalization	3	
Special Considerations Any considerations for special populations, such as pregnant or breast feeding patients, very young or elderly?	2	
Total	25	

