UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

SUMMER 2014

COURSE NUMBER NGR 6244L Section 8457

COURSE TITLE Adult –Gerontology Primary Care Nurse Practitioner 2

# CREDITS 02 (96 clinical practice hours)

# PLACEMENT DNP Program: Adult-Gerontology Primary Care Nurse Practitioner Track

PREREQUISITES NGR 6241L: Common Adult Health Problems: Clinical

# CO-REQUISITES NGR 6244: Complex Adult-Gerontology Health Problems

# **FACULTY OFFICE PHONE Pager or OFFICE HOURS**

 **Cell Phone**

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COURSE DESCRIPTION This course provides the student with clinical experiences necessary for the management of complex health problems, including wellness promotion, and illness prevention and treatment in young, middle and older adults from diverse backgrounds. Emphasis is on the application of theoretical principles, assessment skills, critical thinking and evidence based practice to formulate differential diagnoses, clinical impressions, diagnoses, and treatment and evaluation plans for young, middle and older adults with multi-system, complex diseases in both acute care and out-patient settings.

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

1. Apply the concepts of wellness promotion, illness prevention and treatment, in the advanced nursing management of young, middle, and older adults with selected multi-system, complex health problems in acute care and out-patient settings.
2. Integrate current research findings, evidence based practice guidelines, and standards of care into the management of multi-system, complex young, middle and older adult health problems.
3. Comprehensively assess young, middle, and older adult clients presenting with multi-system complex health care problems and develop accurate differential diagnoses.
4. Implement individualized comprehensive management plans for young, middle, and older adults with multi-system complex health problems.
5. Evaluate the effectiveness of management plans in achieving optimal client outcomes.
6. Collaborate with the interdisciplinary health care team in facilitating optimal health care outcomes for young, middle, and older adults with selected multi-system, complex health problems.
7. Integrate cultural, legal and ethical principles to guide decision-making in the advanced nursing practice role.
8. Demonstrate professional verbal and written communication skills appropriate for the advanced nursing practice role.

CLINICAL SCHEDULE

Variable – Minimum required clinical practice hours are **96**.

You will begin at your clinical site no later than the second week of the semester. Your clinical schedule (in calendar form as an attachment) is due via email to your faculty preceptor by **Monday, May 19**, **2014.**

Please post this clinical schedule on the calendar on the Sakai courseware and keep it up to date for clinical coverage and site visit planning purposes.

***Seminar Schedule:*** *Accounts for 8 clinical hours*

* Location: College of Nursing Office Suite, Classroom B located in the Health Science Center Jacksonville
* Time and Day of Week: 0800-1000 Tuesdays
* Dates: May 13 (Orientation), May 27, June 17, July 15

COURSE MANAGEMENT SYSTEM

E-Learning in *Sakai* is the course management system that you will use for this course. E-Learning in Sakai is accessed by using your Gatorlink account name and password at <http://lss.at.ufl.edu>. There are several tutorials and student help links on the e-Learning login site. If you have technical questions call the UF Computer Help Desk at 352-392-HELP or send an email to helpdesk@ufl.edu.

It is important that you regularly check your Gatorlink account email for College and University

wide information and the course E-Learning site for announcements and notifications.

Course websites are generally made available on the Friday before the first day of classes.

ATTENDANCE

Students are expected to be present for all scheduled clinical practice experiences and seminars. Students who have extraordinary circumstances preventing attendance should explain these circumstances to the course instructor via email **prior to** the scheduled clinical practice experience or seminar. Instructors will then make an effort to accommodate **reasonable** requests. A grade penalty may be assigned for unexcused seminar and/or clinical absences.

**Graduate Students** are required to submit a calendar of planned clinical practice dates and times to the course faculty member **prior to** beginning the clinical rotation. Any changes to the calendar (dates and times) must be submitted via the course email system to the course faculty member at least twenty four hours (24 hours) **before** (except in extreme emergency) the change is planned to occur. **Clinical hours accrued without prior knowledge of the faculty member will not be counted toward the total number of clinical hours required for the course.**

***Special Note***: Please see Addendum and Seminar with assignment due dates. Assignments and evaluations must be turned in by listed due dates in order to progress with clinical activities. If assignments are tardy, the student may not progress with accruing clinical time until assignments are submitted and current. Faculty must be informed of any resulting clinical schedule changes.

ACCOMMODATIONS DUE TO DISABILITY

Each semester, students are responsible for requesting a memorandum from the Disability Resource Center (<http://www.dso.ufl.edu/index/php/drc>) to notify faculty of their requested individual accommodations. This should be done at the start of the semester.

COUNSELING AND STUDENT HEALTH

Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling Center, 352-392-1575 or Student Mental Health Services. Visit their web site for more information: <http://www.counseling.ufl.edu/cwc/>.

STUDENT HANDBOOK

Students are to refer to the College of Nursing Student Handbook for information about College of Nursing student policies, honor code, and professional behavior. <http://nursing.ufl.edu/students/student-policies-and-handbooks/>. Of particular importance for this course are the sections on appearance in clinical practice areas, personal liability insurance, and student safety.

ACADEMIC HONESTY

The University of Florida Student Conduct and Honor Code may be found at <http://www.dso.ufl.edu/index.php/sccr/process/student-conduct-honor-code/>

TEACHING METHODS

Supervision with onsite and faculty preceptor of assigned clinical practice activities; guided clinical seminar

LEARNING ACTIVITIES

Supervised clinical practice including: clinical practice under supervision with selected clients; taking client histories and conducting physical examinations; constructing differential diagnoses and working (provisional) diagnoses utilizing appropriate diagnostic reasoning; developing treatment plans congruent with evidence-based practice; presenting cases in written and verbal forms to peer groups and interdisciplinary teams; writing, entering and dictating medical record activities; analyzing scholarly works to support diagnostic approaches and treatment plans.

# CLINICAL EVALUATION METHODS

**Minimum Required Clinical Practice Hours (including 8 seminar hours) : 96 hours**

**See Course Addendum for specific requirements.**

Clinical courses are evaluated using the Clinical Evaluation form. Clinical evaluation will be based on faculty observation, verbal communication with the student, written work, and agency staff reports using a College of Nursing Clinical Evaluation Form. Faculty reserve the right to alter clinical experiences, including removal from client care areas, of any student to maintain patient safety and to provide instructional experiences to support student learning.

Final clinical evaluation is the responsibility of the **faculty preceptor**. Evaluation is based upon feedback from clinical preceptors, direct observation of the students’ performance (including verbal case presentations on clinical rounds), HIPAA compliant documentation samples, and participation in seminar, including all written assignments. A minimum of two progressive clinical evaluations (midterm and final) will be completed by the clinical preceptor and faculty. More than two evaluations may be performed at faculty discretion, based on students’ performance and learning needs.

Evaluation will be based on achievement of course and program objectives using a College of Nursing Clinical Evaluation Form. All areas are to be rated. A rating of ***Satisfactory*** represents satisfactory

performance and a rating of ***Unsatisfactory*** represents unsatisfactory performance. **The student must**

**achieve a rating of *Satisfactory* in each area by completion of the semester in order to achieve a passing grade for the course**. A rating of less than satisfactory in ***any*** of the areas at semester end will constitute an ***Unsatisfactory*** course grade.

The faculty member will hold evaluation conferences with the student and clinical preceptor at each site visit. The faculty member will document or summarize each conference on the Clinical Site Visit Form . This summary will be shared with the student via e-mail or in person. Mid-rotation evaluation conferences will be made available to each student. **Final evaluation conferences with the faculty member are mandatory** and will be held during the last week of each clinical rotation. A student may request additional conferences at any time by contacting the clinical faculty.

# CLINICAL EVALUATION METHODS (cont.)

Students enrolled in advanced practice courses with a clinical component will use **Clinical Experience** **Form F** to document clinical experiences including hours, practice location and preceptor for their personal records. Students also assess their learning experience using **Clinical Site Assessment Form G**. Completed Form G is collected in class and submitted to the Coordinator of Clinical Resources at the College. At the end of the clinical experience the student completes a S**elf-** **reflective evaluation** and the faculty member completes a student evaluation using the College of Nursing Clinical Evaluation Form.

MAKE UP POLICY

Students who are unable to attend scheduled clinical practice times must notify the clinical and faculty preceptor prior to the scheduled clinical and make individual arrangements with the clinical preceptor to reschedule the clinical time. Students missing seminar must make arrangements with the faculty to complete any assigned activity that is missed. Missed seminar hours are heavily discouraged, but if unavoidable, must be made up with clinical practice hours

(hour for hour).

# EVALUATION

All course clinical and seminar assignments must achieve a ***Satisfactory (S)*** rating to successfully complete the course with an overall S rating . An ***Unsatisfactory (U)*** rating in ***any*** clinical or seminar assignment will result in an overall U rating for the entire course.

|  |  |
| --- | --- |
| **Assignment\*** | **Satisfactory Rating** |
| Clinical practice | Clinical Evaluation Tool 100% S for each criteria |
| Clinical Documentation with Self Critique (3) | S = > 80%  |
| Case Synthesis & Response to Question (A)  | S = > 80% |
| Response to Question (B)  | S = > 80% |
| Response to Questions (C)  | S = > 80% |
| Reflective Journal (Blogs) | S = Submission |
| Clinical Documentation (Data Collection) Template – Midterm and Final format (2) | S= > 80% |
| Clinical Log | S = Mid Term and Final Completion and Submission |
| Clinical Hours Log | S = Mid Term and Final Completion and Submission |
| Self – reflective evaluation | S = Submission  |

 \* See Syllabus Addendum for Details

GRADING SCALE:

S Satisfactory

U Unsatisfactory

Faculty Feedback Expectations:

•Written assignments will be graded within ten (10) business days of receipt.

•Response to emails received by faculty via the course Sakai email system will be sent within three (3) business days of receipt.

**Students must complete ALL of the following criteria to successfully pass the course:**

1.     Maintain patient safety in the clinical setting.

2.     Satisfactory demonstration of advanced practice professional accountability to include:

a.    Compliance with attendance and appearance guidelines as described in this syllabus and the student handbook.

b.    Complete and submit written assignments within established guidelines and time frames and expectations as described in this syllabus.

 3. Satisfactory performance in the clinical setting as indicated using the NGR 6244L

 clinical evaluation tool.

 4.    **A rating of less than satisfactory in any of the above stated criteria at semester**

**end will constitute a course grade of U (Unsatisfactory).**

For more information on grades and grading policies, please refer to University’s grading policies: <http://gradcatalog.ufl.edu/content.php?catoid=2&navoid=762#grades>

**FACULTY EVALUATION**

Students are expected to provide feedback on the quality of instruction in this course based on ten criteria. These evaluations are conducted online at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu>.

REQUIRED TEXTS

All texts from previous and current required courses in current graduate program

Gomella, L. G. & Haist, S.A. (2007). *Clinician’s Pocket Reference* (11th ed.). Stamford, CT: Lange Clinical Science.

RECOMMENDED CLINICAL RESOURCES (OPTIONAL):

Aehlert, B. J. (2012). *Pocket reference for ECGs made easy* (5th ed.). St. Louis, MO Mosby

 Elsevier Mosby. (ISBN 978-0-323-10108-0)

Buttaro, T.M., Trybulski, J., Bailey, P.P., & Sandberg-Cook, J. (2013). *Primary care - A collaborative practice* (4th ed.). St. Louis, MO: Mosby Elsevier.

 (ISBN 978-0-323-07501-5)

Foster, C., Mistry, N, Peddi, P.F., & Sharma, S. (2010). *The Washington manual of medical therapeutics (33rd ed.).* Philadelphia: Lippincott Williams & Wilkins. (ISBN 978-1—605-47014-6)

Grauer, K. (2011).  *ECG-2011 Pocket brain.* (5th ed.). Gainesville, FL: KG-EKG Press.

Hamilton, R. J. (Ed.) (2013). *Tarascon pocket pharmacopoeia* – *2013 Deluxe lab-coat edition.* Burlington, MA : World Headquarters – Jones & Bartlett Learning. (ISBN 978-1-4496-7361-1)

Greenwald, J. L. (2003). *Writing a history and physical*. Philadelphia, PA: Hanely & Belfus.

 (ISBN 1-56053-602-0)

Maxwell, R. W. (2012). *Maxwell quick medical reference (6th ed.).* Tulsa, OK: Maxwell Publishing ([www.MAXWELLBOOK.com](http://www.MAXWELLBOOK.com)). (ISBN 978-0-964-51915-2)

Uzelac, P.S., Moon, R.W., & Badillo, A.G. (2004). *SOAP for internal medicine*. Philadelphia:

 Lippincott Williams & Wilkins. (ISBN 978-1-405-10436-4)

Whinshal, J.S., & Lederman, R.J. (2008). *Tarascon internal medicine & critical care pocketbook (4th ed.)*. Burlington, MA: World Headquarters - Jones & Bartlett Publishers.

 (ISBN 978-0-763-76919-2)

OTHER RESOURCES:

***Up To Date*** (Library Web Site Access) **Electronic Database**: Excellent current clinical information accessed on site only through the Health Science Library in Gainesville and Jacksonville.

**Smart Phone Application Options**: Epocrates (drug emphasis but also general), Merck Medicus (general medical), Medscape (latest news/research), Med Calc (frequently used equations), Blackbag (new research and news), Eponyms (medical terms, signs & symptoms, dictionary), Sanford Guide to Antimicrobial Therapy (antibiotic standards), Harrison’s Internal Medicine (general medical), American College of Cardiology (cardiac standards)

Personal Pocket Pal: Personal pocket notebook/cards on important information learned from class/clinical that you want at your fingertips. Also, helpful for writing down questions that need to be researched.

Approved: Academic Affairs Committee: 10/03; 12/07

 Edits (04/08)

 Faculty: 10/03; 01/08

 UF Curriculum Committee: 05/04; 10/08

**Addendum**

**NGR 6244L: Adult Gerontology Primary Care Nurse Practitioner 2 Laboratory**

# ***SPECIAL NOTE***: Please see Assignment and Seminar Activity ***due dates***. Students may *not attend clinical* and thus clinical hours may not be accumulated unless assignments and activities are submitted by posted due dates. All written assignments must be in *WORD (Microsoft Office)* format.

# **Clinical Hours Log**

# The student is required to complete a **daily clinical hours log** initialed daily by the clinical preceptor. This log will be reviewed on site visits with your faculty preceptor. See “Forms” on course web site.

 **Clinical Patient Log**

Students will complete a **daily log form** documenting clinical setting, a coded patient ID, type of visit, age, gender, diagnosis/problem, and status of patient. Only patients that the student had major assessment/planning time with should be documented on this form. Documentation includes date, type of visit, age, gender, diagnoses, status of patient, and a brief summary of the management plan. The clinical preceptor should review and sign the log daily. The log will be utilized on site visits for chart reviews and discussion. See “Forms” on course web site. All clinical documentation must by ***HIPAA compliant***.

**Clinical Documentation Submissions**

**Three** (3) typed academic, reflective, expanded and analyzed notes of actual clinical encounters are due throughout the semester. These notes must be **HIPAA compliant** and cannot be actual notes or copies of notes from the clinical setting. Absolutely no notes from clinical settings may be turned in as part of clinical assignments. Clinical documentation formats may include: Admission, Consultation, Progress, Discharge, or Office notes. The document should be labeled with your name, date, and type of note, and include (in addition to standard information) an introductory synthesis of the significant PMH and hospital stay to date, rationales for diagnoses and plan, and one clinical advanced practice question raised and answered (referenced), and a critique of documentation. See related ***Evaluation criteria*** on course website. For any hospitalized Medicare patients, you may document only the history in the official medical record. You may not document the physical findings, assessment or plan on Medicare patients. ***HIPPA*** compliant notes on all patients listed on your Clinical Log should be available during clinicals and seminars for faculty review and comment.

**Seminar Assignments**

**Documentation Templates**:

The student is expected to **develop** two (2) templates for documentation including an: (a) Admission or Consultation template and (b) Daily Note template. These templates are intended to guide the student to collection of pertinent patient data as well as documentation of the related diagnoses and plan.

A cursory search of the Internet will yield multiple examples of various types of medical documentation templates, including those focused on acute care. The student is to develop templates that are useful to them in their current practice setting and thus should reflect information necessary in the specific practice setting.

These templates will be shared with student and faculty online on the course Discussion Board.

Both templates will be developed early in the semester and then revised (after use) with the 2nd submission, later in the semester. See *Seminar Schedule* for due dates.

Please share any existing templates in use at your clinical facility with all via the Template Discussion Board.

**Case Synthesis Presentation**

 Case Synthesis Presentation

Each student will be responsible for presenting 1 written case synthesis. The source case must be from this term’s clinical practice setting and must be a patient that has been assessed and managed by the student. Refer to the ***Seminar Schedule*** due dates. Students will be assigned individual dates for presentation. Students may exchange dates with other students if needed.

The following are required:

1. A brief synthesis (typed, scholarly, APA) of the patient (no more than 2 page double spaced). *The patient selected may NOT be the same patient that was submitted as one of the documentation assignments*. A synthesis is a summary of significant PMH and the hospital stay to date, much like a discharge summary (without the necessity of the patient selected having to be discharged). Although you are only presenting a synthesis of the case, you should be prepared to answer any related questions by faculty or students during seminar.
	1. The written synthesis should be accompanied by THREE (3) **related** **advanced practice** case questions including: (A)Disease/PathophysiologyAnatomy ; (B) Clinical evidence-based

**Case Synthesis Presentation (Cont.)**

 management; and (C) legal/age-group/cultural/ethical/end-of-

 life/economics question.

* 1. Post the synthesis and questions under course website *“Discussion Board and Assignments”* by the individually assigned date.
1. Label the questions A, B, and C. The question you select to respond to should be labeled “A”.
2. Post your response to Question A under both the *Discussion Board and Assignments* sites as scheduled.
3. Case Written Responses (2)

Each student is responsible for responding to three (3) total case synthesis questions. These include 1 of each type: A (from own synthesis, B & C from other student presentations. The following are required:

1. Review the Seminar Schedule to determine when you are scheduled

 to respond to questions (B or C) posed by another student.

 2. Review the case synthesis and related clinical questions. Answer question B or C as directed on the ***Seminar Schedule***.

 3. Response Criteria

* + - * Answers must be submitted in writing ( typed, scholarly,

 APA format) under **“Assignments”.**

* + - * Responses should be **no longer than 2 narrative double spaced pages** and in APA format (excluding references).
			* Question A is answered by the student who wrote the synthesis. It must be written in a narrative scholarly manner and referenced with scholarly and current references.
			* Question B, the clinical management question must be answered with research and guideline (both ) evidence and **minimally must include related evidence-based *research* (single study) critique** (including under “Bottom Line” the internal & external validity and readiness for application to clinical practice) with Level of Evidence (LOE) (CEBM system of rating) : <http://www.cebm.net/index.aspx?o=1025> with justification of ranking, POEM/DOE status and any related standards of care.
			* Question C, the legal, cultural, ethical, end-of-life, or economics question, does not require a **research** evidence-based critique. However, it does require scholarly references from reputable sources.
			* All references should be current **(= or > 2009**). A **minimum of 3 references** is required for each question answered. No web-only references are permitted, including UpToDate, Medscape, etc.

**Blogs**

Each student is responsible for self-reflective progress blog postings. These postings should occur at the completion of each 36 hour segment of clinical practice (4 blogs total). At the bottom of the blog, you can select your blogs ***to be visible to yourself and the faculty only*** (see below). You may decide to share them with classmates as well but this is only an option. Blogs should reflect major activities but minimally should assess clinical progress, strengths, and challenges.



**Clinical Folder**

Students should have an initial clinical folder started during NGR 6241L. The students should continue to add and build this folder to contain information that can be referred to in the future to guide practice. The students will be asked to share their folders intermittently throughout the semester.

 **Self Evaluation**

At the completion of this clinical rotation, the student is to type a one-page double-spaced narrative self evaluation addressing clinical professional clinical growth and challenges during the semester as well as clinical learning frontiers not yet conquered.

CLINICAL FORMS SUBMISSION

# You will need to submit the following items both at **midterm** (Date = date at 50% completion of clinical hours or **at latest by** **June 20th** ) and completion of semester (**August 8th**):

 Clinical Hours Log – Signed by preceptor

 Completed Clinical Log – Signed by preceptor

 Preceptor’s MidTerm & Final Clinical Evaluation form

Clinical practice hours **may not accumulate past June 20** until midterm evaluations are completed and submitted to faculty preceptors.

Submit the following only once by **end of term** (August 8th) or any time when the clinical hours are completed:

**Form G**: Online (via Sakai ***Assignments*** link)

 **Form F**: As attachment - Clinical experience form (via Sakai **Assignments** link)

**Self Evaluation :** As attachment (via Sakai Assignments link)

Minimal Requirements for Appearance in Clinical Practice Areas

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|  **Any faculty member has the right to remove any student from a clinical area if, in the** **faculty member's judgment, the student presents an unprofessional appearance or in anyway is a threat to patient safety or comfort.**  |
| 1. | Graduate students are identified with the Health Science Center ID badge in clinical settings at all times during planning and/or provision of care.  |
| 2.  | Graduate students wear clothing/scrubs appropriate for the clinical setting. For example, in an office setting: clean, pressed, white lab coats over professional attire. |
| 3. | Overall appearance conveys a professional image. This includes *as a minimum*: |
|  | * Minimal jewelry (one earring per lobe)
 | * No perfumes/scented lotions/etc.
 |
|  | * Minimal makeup
 | * No artificial fingernails or nail polish
 |
|  | * Hair extending beyond collar length must be neatly secured away from face (ponytail)
* Closed-toes shoes (sandals are not allowed)
 | * Neat, short fingernails (*not visible from the palmar surface of the hand*)
* No gum chewing.
* Length of shirts and/or blouses must prevent exposure of upper and/or lower torso (no low-rise pants and/or low cut blouses/shirts).
 |
| 4. | Personal hygiene and grooming are of a standard that ensures the safety and comfort of clients. |
| 5. | Students arrive in clinical areas with all the required equipment (e.g., stethoscope) necessary for client care.  |
| 6. | Cell phones and pagers must be on silent/vibrate and no communications/activities are allowed during classroom sessions or patient care activities.  |

**Seminar Schedule of Assignments**

 Summer 2014

Note: ***Assignments must be turned in by listed due dates in order to progress with clinical activities.***

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| --- | --- | --- | --- | --- |
| **Assignment** | **Meeting****Wed 8-10 am** | **Cases and Responses** | **Latest Date Due** | **Submission Location on Course Web Site** |
| Orientation | May 13 | Orientation to the Course  |
| Seminar | May 27  | Simmons |  |  |
| Seminar | June 17 | Georgoudiou  |  |  |
| Seminar | July 15 | Copley |  |  |
| Initial Templates (2) NGR 6243L |  |  | May 27 | Assignments and Discussion Board |
| Final Templates (2)NGR 6243L |  |  | July 30  | Assignments and Discussion Board |
| Clinical Note 1 |  |  | May 27 | Assignments |
| Clinical Note 2 |  |  | June 17 | Assignments |
| Clinical Note 3 |  |  | July 15 | Assignments |
| Mid Term Clinical and Hours Logs |  No clinical practice may be completed past accumulation of 50% of hours or by the latest, June 20, prior to logs and evaluation submission | June 20\* | Course Email: Scanned AttachmentFAX,: 904-244-3246Mail or personally deliver  |
| Midterm Evaluation: *First Completed by Clinical Preceptor, the Faculty Preceptor* | June 20 | Course Email: Scanned AttachmentFAX,: 904-244-3246Mail or personally deliver   |
| Final Clinical and Hours Logs |  |  | August 8 | Course Email: Scanned AttachmentFAX,: 904-244-3246Mail or personally deliver |
| Self Evaluation |  |  | August 8 | Course Assignments |
| Final Evaluation: *First Completed by Clinical Preceptor, then Faculty Preceptor* |  |  | August 8 | Assignments (scanned attachment) orPersonally deliver to faculty orUS Mail or FAX\* |
| Form F |  |  | August 8 | Assignments |
| Form G |  |  | August 8 | Assignments/Electronic |
| Self Evaluation  |  |  | August 8 | Assignments |

SEMINAR SCHEDULE OF ACTIVITIES WITH DUE DATES

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| **SYNTHESIS WITH A,B,C ADVANCED PRACTICE QUESTIONS DUE** |
| **Student** | **Due**  |   Submit on 2 Course Website Locations 1. Discussion Board
2. Assignments
 |
| Simmons  | May 22 |
| Georgoudiou | June 12 |
| Copley | July 10 |

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| --- |
| Responses to Questions |
| **Date Due** | **Question A**  | **Question B**  | **Question C**  | Submit under Assignments |
| May 27 | Simmons | Georgoudiou | Copley |
| June 17 | Georgoudiou | Copley | Simmons |
| July 15 | Copley | Simmons | Georgoudiou |