UNIVERSITY OF FLORIDA

COLLEGE OF NURSING

COURSE SYLLABUS

Fall 2014

COURSE NUMBER NGR 6247L - Section 1199

COURSE TITLE Adult-Gerontology Primary Care Nurse Practitioner Clinical 3

CREDITS 3 (144 clinical practice hours)

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

PREREQUISITES NGR 6244L Adult –Gerontology Primary Care Nurse Practitioner Clinical 2

COREQUISITES NGR 6247 Complex, High-Prevalence Illnesses of Young, Middle, and Older Adults

# 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, high-prevalence illnesses in young, middle, and older adults in acute and out-patient settings. Emphasis is on the application of theoretical principles, assessment skills, critical thinking, evidenced-based practice guidelines, and comprehensive treatment programs for young, middle, and older adults with high-prevalence illnesses including congestive heart failure, stroke, cancer, chronic pulmonary disorders, diabetes, chronic wounds, infectious diseases, and depression.

COURSE OBJECTIVES

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

1. Apply concepts from health, physiological, psychological, social and nursing sciences in the comprehensive management of young, middle, and older adults experiencing prevalent complex illnesses.

2. Integrate current research findings and evidence-based practice guidelines to direct clinical decision-making.

3. Implement plans for development and evaluation of comprehensive treatment programs to enhance outcomes for young, middle, and older adults with selected high-prevalence complex illnesses.

4. Integrate current technologies to advance the quality and accessibility of care with emphasis on safety, cost, invasiveness, simplicity, and efficacy.

5. Utilize ethical, legal, fiscal, quality improvement, and other intervening variables that affect health care environments and client outcomes.

6. Demonstrate leadership and interprofessional collaboration to enhance desired client outcomes.

7. Evaluate accessibility and quality of care for diverse, underserved, and vulnerable young, middle, and older adult populations with high-prevalence complex illnesses.

CLINICAL SCHEDULE

To be arranged with preceptor and faculty member. 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 or preferably entered directly onto the courseware calendar) is due to your faculty preceptor by **Monday, August 25th, 2014.**

SEMINAR SCHEDULE

Date Time Room

Wed., September 3rd 8:00 am – 9:00 am Classroom B (Orientation)

Tues., September 30th 8:00 am – 10:00 am Classroom B

Tues., October 28th 8:00 am – 10:00 am Classroom B

Tues., November 18th 8:00 am – 10:00 am Classroom B

Tues., December 2nd **5:00 pm – 7:00 pm---ADOBE Connect Session** (at your computer of choice, not on campus...more information later). You will need to present at this time so be sure your home (or other) computer connections are solid on this day. Or, come to Jax campus and you can share with Kathleen and I.

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 email to [helpdesk@ufl.edu](mailto: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 made available on the Friday before the first day of classes.

COURSE HOURS

The clinical lab course consists of a minimum of **144** clock hours of clinical time, including 8hours of seminar. Total minimum hours at the clinical site is **125**. Since seminar counts toward clinical hours, if you do not attend a seminar, you must make up the time at your clinical site.

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.

***Clinical Calendar***

**Students** are required to submit a written 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 email to the course faculty member **before** 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.**

Clinical practice hours may begin on August 25th and should begin at the clinical site no later than the end of the *second week (September 5)* of the semester.

ACCOMMODATIONS DUE TO DISABILITY

Each semester, students are responsible for requesting a memorandum from the Office for Students with Disabilities (<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 MENTAL HEALTH SERVICES

Students may occasionally have personal issues that arise on 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 and Wellness Center, 352-392-1575, 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, class demeanor, and professional behavior. <http://nursing.ufl.edu/students/student-policies-and-handbooks>

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 of clinical practice with onsite clinical and faculty preceptor of assigned clinical practice activities; guided clinical seminar group discussion. Clinically relevant exercises with other health professional students will also be included.

LEARNING ACTIVITIES

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

EVALUATION METHODS/COURSE GRADE CALCULATION

Minimum Required Clinical Practice Hours: **144** hours (including 9 seminar hours, 10 Interprofessional Learning Module hours, and 125 direct care clinical hours).

Please see Course Addendum for specific requirements.

Clinical experience will be evaluated through 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.

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**

EVALUATION METHODS/COURSE GRADE CALCULATION (cont.)

**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 Evaluation Form or Incidental Advisement Record. This summary will be signed by the faculty member and student. 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.

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 narrative, typed, one page ***Self-Evaluation*** (documenting the student’s own assessment of clinical growth, challenges and goals) and the faculty member completes the student’s final overall **Clinical Evaluation** using the College of Nursing Clinical Evaluation Form.

EVALUATION RUBRIC

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.

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| --- | --- |
| **Assignment\*** | **Satisfactory Rating** |
| Clinical practice | Clinical Evaluation Tool 100% S for each criteria |
| Clinical Documentation with Reference Article & Self Critique (3) | S = > 80% |
| Case Synthesis (1)& Response to Question (A) | S = > 80% |
| Response to Question (B) | S = > 80% |
| Response to Questions (C) | S = > 80% |
| Interprofessional Learning Module | S= > 80% |
| Clinical Log | S = Mid Term & Final Completion & Submission |
| Clinical Hours Log | S = Mid Term & Final Completion & Submission |
| Form F | S = Submission of completed form |
| Form G | S = Submission of completed form |
| Self- evaluation | S = submission |

\* See Syllabus Addendum for Details of Assignments

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).

GRADING SCALE

S Satisfactory

U Unsatisfactory

For more information on grades and grading policies, please refer to University’s grading policies: http://gradcatalog.ufl.edu/content.php?catoid=4&navoid=907#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 TEXTBOOKS

Gomella, L. G. & Haist, S.A. (2007). *Clinician’s pocket reference* *(11th ed.).* Stamford, CT: Lange Clinical Science. (Also available as Ebook on Access Medicine through Health Science Libraries)

RECOMMENDED TEXTBOOKS

Domino, F. J. (Ed.) (2012). *The 5-minute clinical consult 2012*. Philadelphia: Lippincott Williams & Wilkins.

OPTIONAL and SUPPLEMENTAL RESOURCES:

* All previous and current required texts in the AG-Acute Care program
* Clinically related Smart Phone Applications

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)

OPTIONAL and SUPPLEMENTAL RESOURCES: (cont.)

* *Up To Date* Electronic Database available through the Health Science Libraries

(Library Web Site Access): Excellent current clinical information

Personal pocket notebook, cards, or smart phone application used for recalling important information learned from class/clinical that you want at your fingertips

Approved: Academic Affairs Committee: 12/07 (Edits 04/08); 11/12

Faculty: 01/08; 01/13

UF Curriculum: 10/08; 03/13

**NGR 6247L Section 1199**

**Addendum**

**Assignments and Documentation**

***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.

**Clinical Hours Log**

Students will complete a **daily clinical hours log**. Logged hours are initialed by the clinical preceptor. This log will be reviewed on site visits with your faculty preceptor. See “Clinical Forms” on course web site.

**Clinical Patient Log**

Students will complete a **daily log form** including all patients that the student spends a considerable amount of time with in assessment and treatment planning. The log should contain: clinical setting, a coded patient ID, type of visit, age, gender, diagnosis/problem, and status of patient. The preceptor will sign the log daily. The log will be utilized on site visits for chart reviews and discussion. The student should have a method to be able to retrieve patients’ work-ups. See “Clinical Forms” on course web site. All clinical documentation must by HIPAA compliant. Logs should be accessible during site visits with the faculty.

**SEMINAR**

Students are expected to attend all scheduled seminars. If emergencies preclude attendance, please discuss available make-up activities with faculty.

**Clinical Notes**

**Three** (3) typed clinical notes (see Evaluation Criteria) are due throughout the semester (see Seminar schedule\*). 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. **Types of clinical notes** may be in the form of: admission history and physical, hospital progress notes, or initial formal consultation note. Follow text (Gomella & Haist) for general guidelines. For necessary inclusions, please see the rubric for evaluation of clinical notes found under Resources on the course website.

Each note will be accompanied by what the student considers to be the highest clinically relevant evidence-based question and answer. The question and answer may not exceed two pages (double-spaced) in length and thus should be specific, succinct, and parsimonious. The answer will be referenced with recent research literature (2009-2005) from reputable clinical journals. A separate single page, double-spaced evidence-based critique (see previous guidelines for research critique) of a related research publication (single study used in the answer) which will be the third page prior to the References section. Other references may be included as necessary.

**Case Summary Presentation**

During seminar, you will be responsible for 1 written and verbally presented case synthesis.

Refer to the Seminar schedule (last page) for due dates.

The following are required:

1. A brief summary (typed, scholarly, APA) of the patient (no more than 2 pages double spaced). The summary should include:
   1. A brief synthesis of the history
   2. Pertinent physical findings
   3. Pertinent lab/imaging data
   4. Hospital or clinic course to date
   5. Pertinent medications, IV drips
   6. Current assessment of major focal problem(s)

*The patient selected may NOT be the same patient that was submitted as one of the documentation assignments*.

1. Related Case Questions and Answers
2. The written synthesis should be accompanied by THREE (3) **related advanced practice** case questions including: (Question A) ***Most pertinent*** clinical question, highest priority, addressed with current clinical research; ***explain rationale for considering this the highest priority question***; (Question B) Clinical question for evidence-based management; and (Question C)legal/age-group/cultural/ethical/end-of-life/economics question. Care should be taken to pose focused single questions that do not contain multiple sub-questions and that are answerable by more than a simple yes/no.
3. Post the synthesis and questions under course website *Discussion Board* and *Assignments* sitesby the individually assigned date.
4. Each student will be responsible for: (a) one Question A response; (b) two Question B responses; and (c) one Question C response (see Seminar Schedule).

1. Case Presenter: Post the summary and questions under course website **“Discussion Board”** by the **Thursday** (midnight) prior to your scheduled (see Seminar Schedule under Course Information on web site) verbal presentation on the following Tuesday.
2. Post all responses (Questions A, B, & C) under **“Assignments”** by **Monday** (5 p.m.) prior to your scheduled Tuesday verbal presentation.
3. The verbal summary and answer to Question A presentation should take no longer than 15 minutes.

**Case Question Response Criteria**

Answers must be submitted in writing (typed, scholarly, APA format) under “**Assignments**” on the course web site and verbally presented to the class during the related seminar.

Post your response to Questions under **“Assignments”** by **Monday** prior to your scheduled **Tuesday** verbal presentation.

Questions should be singular (not multiple) and be Responses should be no longer than 2 narrative pages and in APA format (excluding references).

The clinical questions must be related to therapy and ***answered*** with evidence to minimally include an evidence-based **research** 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) justification and any related standards of care. Rate the research as a DOE or POEM with brief rationale.

The legal, cultural, ethical, end-of-life, or economics question does not require (but may have) a research evidence-based critique but does require scholarly references for professional current sources.

All references should be current **(>2009**). A minimum of 3 references is required for each question answered. Older references need to be justified. References must be from published/catalogued sources (no online “quick” references such as “UpToDate”. Appropriate sources can be retrieved again next year without changing narrative. Professional journals serve as an example.

**Interprofessional Learning Module**

This assignment is found on separate Sakai site. All Fall Term DNP NP clinical students are required to complete the exercise in team problem solving. The assignment requires you to work in interprofessional groups (NP and Pharm D students) to analyze a clinical case involving a medication error, conduct a root cause analysis, and verbally present your analysis and recommendation during an Adobe Connect to all AG-ACNP and AG-PCNP and associated Pharm D students (six group presentations) and faculty on December 2 between 5-7 p.m.. Successful completion of this requirement is supported by 10 clinical contact hour credits.

**Self Evaluation**

At the completion of this clinical rotation, the student is to write a one-page typed narrative self evaluation addressing clinical performance during the semester. This should minimally include areas of growth achieved as well as areas for further clinical learning emphasis.

**CLINICAL FORMS SUBMISSION**

Submit electronically (under Assignments) your **midterm** completed clinical: (a) Clinical Evaluation with preliminary evaluation signed by clinical preceptor to be completed by faculty, (b) Hours log, and (c) Patient log upon completion of **65 clinical hours. These hours should maximally be completed by October 21**.

Submit the following at least by **end of term** (**December 10**) or earlier if complete:

1. Final Clinical Evaluation
2. Clinical Hours Log
3. Clinical Patient Log
4. Form G: Clinical agency evaluation form (electronic)
5. Form F: Cumulative clinical experience form
6. Self Evaluation: One page narrative

SEMINAR SCHEDULE FOR NGR 6247L & 6248L

Jacksonville Campus 2014

Tuesdays: 8-10 a.m.; Classroom B (Except where noted)

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| DATE | ASSIGNMENTS | SPECIFICS |
| September 3  **8-9 a.m.** | Course Orientation |  |
| September 30 | Clinical Note 1 |  |
| October 21 | *Final Due Date for Midterm Clinical Evaluation.*  *Submit as soon as 65 clinical hours completed or at most, by this date, whichever comes first.* | No Seminar…just materials due |
| October 28 | Clinical Note 2 |  |
| November 18 | Clinical Note 3 |  |
| November 18-December 4 | Individual Final Evaluation Conferences: Schedule with Faculty  **Submit on Sakai Assignments**    Form F  Form G  Final Clinical Evaluation  Self-Evaluation  Clinical Hours Log  Clinical Patient Log |  |
| December 2  **5-7 p.m.**  **Adobe Connect** | Interprofessional Learning Module Group Verbal Presentations | 20 minutes allotted for each group (6 groups in all) |

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| --- | --- | --- | --- |
| Date | Question A | Question B\* | Question C |
| September 30 | Bowman | Copley  Georgoudiou | Simmons |
| October 28 | Copley | Bowman  Simmons | Georgoudiou |
| October 28 | Simmons | Copley  Georgoudiou | Bowman |
| November 18 | Georgoudiou | Bowman  Simmons | Copley |

\*Both students answer the same question.

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 any way 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. | |