

**ANGELO STATE UNIVERSITY**

**MASTER of SCIENCE in NURSING**

**NUR 6325 Family Primary Care I**

**Fall 2019**

**Avis Johnson-Smith, DNP, APRN, FNP-BC, CPNP-PC, CNS,  
FAANP**



**COURSE NUMBER**

NUR 6325

**COURSE TITLE**

Family Primary Care I

**CREDITS**

Three semester credit hours (3-0-0)

This course meets completely online using Blackboard as the delivery method

**PREREQUISITE COURSES**

NUR 6201, 6318, 6323, 6324, 6331

**CO-REQUISITES**

NUR 6327

**COURSE DESCRIPTION**

The course focus is on the transition from RN to Family Nurse Practitioner in the diagnosis and management of common acute and chronic conditions across the lifespan in a primary care setting. As a provider of family-centered care emphasis is placed on health promotion, risk reduction and evidence-based management of common symptoms and problems. Nursing's unique contribution to patient care and collaboration with other health care professionals is emphasized.

**COURSE OVERVIEW**

Family nurse practitioner students will participate in practical application activities that will strengthen critical thinking and clinical reasoning skills needed to the successfully identify and manage acute and chronic problems. In addition, they will also gain skills that are a crucial part of the nurse practitioner role. Three exams will be administered in this course.

**PRE-REQUISITE SKILLS**

Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are expectations of the program name. Computer access requirements are further delineated in the graduate Handbook. Tutorials for ASU Library and for Blackboard are available through RamPort. The ASU Student Handbook should be reviewed before **taking this course** <https://www.angelo.edu/student-handbook/>

**COURSE DELIVERY**

This is an online course offering. <http://blackboard.angelo.edu>

For online classes, the level of academic rigor is parallel to that of a face-to-face section of the same course and is aligned with departmental standards. Students are advised to approach this course with the same commitment they would make to a face-to-face course.

## **GENERAL GUIDELINES RELATED TO COURSE**

All students are required to follow the guidelines presented in the following documents:

- Angelo State Student Handbook <https://www.angelo.edu/student-handbook/>
- Angelo State University Graduate Catalog <https://www.angelo.edu/content/files/26596-2019-2020-graduate-catalog-archive>
- Angelo State University *Graduate Nursing Handbook*  
<https://www.angelo.edu/content/files/18423-graduate-student-handbook-fall-2014>

## **BROWSER COMPATIBILITY CHECK**

It is the student's responsibility to ensure that the browser used to access course material on his/her computer is compatible with ASU's Blackboard Learning System. Be sure to perform a browser test. Select the "Support" tab from the Blackboard homepage (<http://www.blackboard.angelo.edu>) Select "Test your Browser" option. The faculty reserve the right to deny additional access to course assignments lost due to compatibility issues. Students are responsible for reviewing the guidelines posted in this course regarding accessing Blackboard assignments. Problems in this area need to be discussed with faculty at the time of occurrence, either via a phone call (preferred) during posted acceptable hours for calling, or via email notification during times outside those posted for calls.

## **FACULTY**

Dr. Avis Johnson-Smith,  
Professor Distance  
Faculty

Phone (229) 431-2030 office

FAX: (325) 942-2236

E-mail: [ajohnsonsmith@angelo.edu](mailto:ajohnsonsmith@angelo.edu) preferred method of contact

## **OFFICE HOURS**

Dr. Avis Johnson-Smith – Virtual T, TH 9am-11am and by appointment

## **MSN PROGRAM OUTCOMES**

Upon program completion, the graduate will be prepared to:

1. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations.
2. Apply organizational and systems leadership skills.
3. Design and implement quality improvement initiatives
4. Integrate best research evidence to improve health outcomes.
5. Utilize informatics, healthcare technology and information systems.
6. Advocate through system level policy development.
7. Employ effective communication in inter-professional teams
8. Synthesize the impact of health determinants for provision of culturally relevant health promotion/disease prevention strategies.

9. Practice at the level of a Master’s prepared nurse.

**STUDENT LEARNING OUTCOMES**

<b>Student Learning Outcome</b> By completing all course requirements, students will be able to:	<b>Assessment(s) or activity(ies) validating outcome achievement:</b>	<b>Mapping to MSN Program Outcomes</b>	<b>Mapping to AACN Essentials</b>	<b>Mapping to NONPF Competencies</b>
1. Analyze pathophysiological processes and symptoms associated with common primary care illnesses that occur across the lifespan.	<ul style="list-style-type: none"> <li>• Students will work through case studies.</li> <li>• Students will listen to Grand Round lectures on various disease topics from across the United States.</li> </ul>	1, 9	1.1, 1.2, 9.6, 9.7	PI 2,3
2. Demonstrate cultural sensitivity when providing care for patients and their families	<ul style="list-style-type: none"> <li>• Students will include cultural considerations when developing patient treatment plans.</li> <li>• Students will complete a cultural competence module.</li> </ul>	8, 9	8.3, 8.4, 9.13	IP 4.C
3. Incorporate evidence-based guidelines when developing a plan of care to treat acute and chronic illnesses.	<ul style="list-style-type: none"> <li>• Students will review current evidence-based treatment guidelines and develop plans of care based on those guidelines.</li> </ul>	4, 9	4.5, 9.2	QC 1
4. Collaborate with other healthcare professional and utilize health care technology to maximize health promotion services/health care change in patients across the lifespan.	<ul style="list-style-type: none"> <li>• Students will utilize a APPS when providing patient care/ education.</li> <li>• Students will have an opportunity to “ask a clinician” about various topics.</li> </ul>	5, 7	5.5, 7.2	TIL 1

## **REQUIRED TEXTS AND MATERIALS**

- Hollier, A. (2016). *Family and adult-gero nurse practitioner certification questions* (3rd ed.). Scott, LA: Advanced Practice Education Associates ISBN: 9781892418234 Paperback
- Hollier, A. (2018). *Clinical guidelines in primary care* (3rd ed.). Scott, LA: Advanced Practice Education Associates ISBN 978-1-892418-25-8 Spiral
- Richardson, B. (2018). *Pediatric primary care* (4<sup>th</sup> ed.). Burlington, MA: Jones & Bartlett ISBN 978-1284149425 Spiral
- Wolff, K., Johnson, R. A., Saavedra, K. D., & Roh, E. (2017). *Fitzpatrick's color atlas And synopsis of clinical dermatology* (8<sup>th</sup> ed.). New York, NY: McGraw-Hill ISBN – 978-1-259-64219-7 Paperback

## **OTHER REQUIRED MATERIALS**

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University's Distance Education website for further technology requirements: [Angelo State University's Distance Education Website](#)

## **TOPICAL OUTLINE**

The topical outline is located on the course calendar and the reading assignment list. Both documents are located at the end of the syllabus.

## **GRADING SYSTEM**

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for didactic courses:

A = 90-100 percent

B = 80-89 percent

C = 70-79 percent

F = < 70

Graded activities and percent of the overall course grade:

Clinical Linked Activities	10%
Discussion Board Activities	30%
Tests – 4 Equally Weighted	60%

### **TIME ZONE**

ASU and this faculty are on Central Standard Time (CST). All due dates and times in this syllabus are CST.

### **TEACHING STRATEGIES**

- Asynchronous discussion board activities which include varied approached case studies, clinical linked activities, peer reviewed journal article analysis, evidence-based clinical guideline reviews, lectures, PowerPoint presentations, and webcasts.
- Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers. A Discussion Board is provided in Blackboard specifically for students (“Student Lounge”) to share websites, articles, apps, and clinical experiences relevant to the course topics.

### **ASSIGNMENT DESCRIPTIONS**

**\*Please note: Rubrics for all assessments are located at the end of this syllabus.**

#### **Discussion Board Activities (Graded Forums and Clinical Linked Assignments):**

Discussion Board Activities are practical application activities designed to strengthen a student’s critical thinking and clinical reasoning skills. Through the use of Discussion Board Activities, students are given the opportunity to synthesize and process information in order to acquire new knowledge, reinforce current knowledge, and/or reinterpret existing knowledge. In addition, Discussion Board Activities afford students the opportunity to express thoughts and ideas that corroborate and/or challenge current findings, and meaningfully engage the ideas, opinions, and thoughts of others in a healthy and productive learning environment. Students are expected to participate in all discussion board activities using the “**Online Discussion Rubric**” to support individual responses.

### **ASSESSMENT SUBMISSION**

In this class, **all** assessments must be submitted through the **Assessments** link in **Blackboard**. Assignments submitted through email will not be accepted or graded. This is for grading purposes and not meant to be punitive. Issues with technology use arise from time to time. If a technology issue does occur regarding an assessment submission, email your instructor, attach a copy of what you are trying to submit, and call IT Service Center at 325-942-2911 to

request that a ticket be opened and add my name as your instructor to the ticket. This lets your faculty know you completed the assessment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assessment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

### **LATE WORK OR MISSED ASSESSMENTS POLICY**

The course is set up in four modules. Module I houses Orientation, Module II houses weeks 1-6, Module III houses weeks 7-11, and Module IV houses weeks 12-16. The course week begins on Monday at 8:00 AM and ends on Saturday at 11:59 PM. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. ***Late work will incur a 5 % grade deduction per day up to one week.*** Papers or assignments that are more than one week past the due date will not be accepted and will receive a zero for a grade. There will be no re-do allowed for these items.

### **ACADEMIC HONESTY**

Academic honesty is expected on all work. Students are expected to maintain complete honesty and integrity in their online experiences. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The **Archer College of Health and Human Services** adheres to the academic honesty statement as set forth in the Angelo State University Student Handbook: Angelo State University's Academic Integrity Policy. The University "faculty expects all students to engage in all academic pursuits in a manner that is above reproach and to maintain complete honesty and integrity in the academic experience both in and out of the classroom setting and may initiate disciplinary proceedings against a student accused of any form of academic dishonesty, including but not limited to, cheating on an examination or other academic work, plagiarism, collusion, and the abuse of resource materials."

### **PLAGARISM**

Plagiarism at ASU is a serious topic. The Angelo State University's Honor Code gives specific details on plagiarism and what it encompasses. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft. In your discussions and/or your papers, it is unacceptable to copy word for word without quotation marks and the source of the quotation. We use the *APA Style Manual of the American Psychological Association* as a guide for all writing assignments. Quotes should be used sparingly. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list. Papers may be evaluated for originality via Turnitin or Safe Assign. Resources to help you understand this policy better are available at the ASU Writing Center [http://www.angelo.edu/dept/writing\\_center/academic\\_honesty.php](http://www.angelo.edu/dept/writing_center/academic_honesty.php).

## STUDENT RESPONSIBILITIES & ATTENDANCE

This class is asynchronous, meaning you do not have to be on-line at a certain time. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course assignments, etc. Students are expected to engage in course activities and submit work by due dates and times. Scholarly contribution is an expectation.

- **Individual Work and Collaborative Work** - An expectation of this course is that you submit original work that reflects your ideas. If the assignment is of a collaborative nature, then you are expected to work together on group assignments in the spirit of collaboration. Every member is expected to make a reasonable contribution. Because this is an on-line course, you must participate and contribute to receive credit.
- **Absences** - This class has many graded activities. Should you choose to travel during this class, you are held responsible for making arrangements for Internet access. Generally, this is not a problem. Planning ahead will help to avoid unexpected problems with technology and/or assignment submission. Contact your section faculty should you have problems meeting course objectives due to serious illness or extreme hardship. The ASU Student Handbook provides guidelines <https://www.angelo.edu/student-handbook/>

## STUDENT ABSENCE FOR OBSERVANCE OF RELIGIOUS HOLY DAYS

“A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence.” OP 10.19 Student Absence for Observance of Religious Holy Days <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>

## IMPORTANT UNIVERSITY DATES

Students are responsible for adhering to all dates set forth in the ASU Academic Calendar for the semester. [https://www.angelo.edu/services/registrar\\_office/academic\\_calendar.php](https://www.angelo.edu/services/registrar_office/academic_calendar.php)

IMPORTANT DATES	EVENT
AUGUST 26	First Day of Class
AUGUST 29	Last Day to Register Fall 2019
SEPTEMBER 2	Labor Day
OCTOBER 31	Last Day to Drop a Class or Withdraw from University for Fall 2019
NOVEMBER 27, 28, 29	Thanksgiving Holiday
DECEMBER 9-13	Final Exams Week

<b>DECEMBER 13</b>	Last Day of Class
<b>DECEMBER 14</b>	Commencement

### Special Notes for Graduate Students:

- a. If you are graduating this semester, please make sure you complete your application for graduation.
- b. If you are taking the Comprehensive Exam this semester, please register for this exam.
- c. Please note the University Calendar for the Last day to drop a class or withdraw from a regular semester Drop an online class - <https://www.angelo.edu/content/forms/290-drop-request-form-for-online-courses-only>

Withdraw from school - [https://www.angelo.edu/services/saem/withdrawal form.php](https://www.angelo.edu/services/saem/withdrawal_form.php)

- d. Notify your faculty if you plan to drop or withdraw. A general understanding of the circumstances will be helpful for program development.

### COMMUNICATION

Students are encouraged to contact faculty with questions or problems associated with the course. Faculty are available during the work week and encourage students to call, email or post questions in the group discussion forum "I Have a Question". Faculty will respond to email and/or telephone messages within 24 -36 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

### USE OF GOOD "NETIQUETTE":

- Check the discussion frequently and respond appropriately and on subject. Focus on one subject per message and use pertinent subject titles.
- Capitalize words only to highlight a point or for titles. Otherwise, capitalizing is generally viewed as SHOUTING!
- Be professional and careful with your online interaction. Proper address for faculty is by formal title such as Dr. or Ms./Mr. Jones unless invited by faculty to use a less formal approach. Cite all quotes, references, and sources.
- When posting a long message, it is generally considered courteous to warn readers at the beginning of the message that it is a lengthy post.
- Be sure to get consent before forwarding someone else's messages. It is extremely rude to forward someone else's messages without their permission.
- It is acceptable to use humor but use it carefully. The absence of face-to-face cues can cause humor to be misinterpreted as criticism or flaming (angry, antagonistic criticism). Feel free to use emoticons such as J or :) to let others know you are being humorous.

(The above "netiquette" guidelines were adapted from Arlene H. Rinald's article, The Net User Guidelines and Netiquette, Florida Atlantic University, 1994, available from Netcom.)

### **STUDENTS WITH DISABILITIES**

1. "Angelo State University is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments Act of 2008 (ADAAA), and subsequent legislation."
2. The Office of Student Affairs is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability, and it is the student's responsibility to initiate such a request by contacting the Office of Student Affairs, University Center, Room 112 at [\(325\) 942-2047](tel:3259422047) or [\(325\) 942-2211](tel:3259422211) (TDD/FAX) or by e-mail at [studentservices@angelo.edu](mailto:studentservices@angelo.edu) to begin the process. The Office of Student Affairs will establish the particular documentation requirements necessary for the various types of disabilities.

Reasonable accommodations will be made for students determined to be disabled or who have documented disabilities.

### **Title IX at Angelo State University:**

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex. You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

**Online:** [www.angelo.edu/incident-form](http://www.angelo.edu/incident-form)  
**Face to Face:** Mayer Administration Building,  
Room 210  
**Phone:** 325-942-2022  
**E-Mail:** [michelle.boone@angelo.edu](mailto:michelle.boone@angelo.edu)

*Note, as a faculty member at Angelo State, I am a mandatory reporter and must report*

*incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).*

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: [www.angelo.edu/title-ix](http://www.angelo.edu/title-ix)

### **INCOMPLETE GRADE POLICY (OP 10.11 Grading Procedures)**

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required.

### **COPYRIGHT**

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

### **SYLLABUS CHANGE**

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

### **COURSE EVALUATIONS**

Students are provided the opportunity and are strongly encouraged to participate in a course evaluation at midterm through a Bb Midterm Evaluation and at the end of the semester through the IDEA Course Evaluation. Areas of IDEA Evaluation include:

1. Gaining a basic understanding of the subject (i.e. factual knowledge, methods, principles, generalizations, theories)
2. Learning how to find, evaluate and use resources to explore a topic in depth
3. Acquiring skills in working with others as a member of a team
4. Learning to apply course material (to improve thinking, problem solving, and decisions)

### **COURSE DISCLAIMER**

Although it is never the intention of this course instructor to offend anyone, on rare occasions students do become offended during discussions. The nature of the content of this course may lead to someone being offended by ideas read or presented, or someone's ideas or opinions shared. The purpose is to encourage you to consider, objectively, the viewpoints reflected in other's works as you examine your own views, assumptions, and preconceptions

in an attempt to formulate an informed, thoughtful, and defensible position. It is not the intent of this class to “indoctrinate” you into any particular point of view, persuade you to adopt any specific position, or even “challenge” your personal beliefs. The hope is that, together, we can all remain as objective as possible and keep our discussions on a high intellectual plane.

## RUBRICS FOR ASSESSMENTS

### Discussion Board Grading Rubric

Criteria	Novice	Competent	Proficient
<b>Quantitative</b>	<b>0%</b> A lurker reads messages in the group discussion forums on a weekly or more frequent basis but does not post messages. Initial post made late in the week.	<b>12.5%</b> Accesses group discussion forums at least twice a week on two separate days. Reads messages. Posts constructive messages each week in group forums. Initial post made by midweek.	<b>25%</b> Accesses group discussion forums 3 or more days a week. Reads all messages. Posts three or more constructive messages each week in group forums. Initial post made early in the week.
<b>Content</b>	<b>0%</b> Messages tend to address peripheral issues and/or ramble. Content is generally accurate, but with omissions and/or errors. Tendency to recite fact.	<b>17.5%</b> Messages tend to provide good general answers but may not always directly address discussion topics. Assertions are not always supported by evidence. Avoids unsupported opinions.	<b>35%</b> Messages are characterized by conciseness, clarity of argument, depth of insight into theoretical issues, originality of treatment, relevancy as supported by scientific evidence and sometimes include unusual insights.
<b>Questions</b>	<b>0%</b> Rarely includes questions that promote	<b>7.5%</b> Sometimes includes questions that stimulate discussion.	<b>15%</b> Often includes good questions that stimulate

	discussion. Rarely responds to questions.	Sometimes responds to questions raised by others.	discussion. Frequently responds to questions from others.
<b>Collaboration</b>	<b>0%</b> Shows little evidence of collaborative learning. Most comments are directed to the instructor/facilitator. Does not respond to any student posts.	<b>7.5%</b> Shows some evidence of collaborative learning with a few comments directed student-to- student (1-2 students) but the majority are student-to- instructor/facilitator. There is little evidence of support and encouragement exchanged between students, nor a willingness to critically evaluate the work of others with constructive comments.	<b>15%</b> Collaborative learning is evidenced by comments directed primarily student-to- student (more than 2 students) rather than student-to- instructor/facilitator. Evidence of support and encouragement is exchanged between students, as well as a willingness to critically evaluate the work of others with constructive comments.
<b>Tone</b>	<b>0%</b> Aggressive and unprofessional postings.	<b>2.5%</b> Members are empathic rather than aggressive in tone but are not always respectful or professional in their postings.	<b>5%</b> Members are empathic rather than aggressive in tone but are not always respectful or professional in their postings.
<b>Mechanics</b>	<b>0%</b> Some messages contain numerous errors in spelling, grammar and/or APA formatting.	<b>2.5%</b> Messages contain few if any errors in spelling, grammar and/or APA formatting (indicating proofreading). Messages are well-	<b>5%</b> Messages contain no errors in spelling, grammar and/or APA formatting

		formatted with spacing and are easy to read.	(indicating proofreading). Messages are well- formatted with spacing and are easy to read.
<b>Total 100%</b>			

**Discussion Board Clinical Linked Activity Grading Rubric**

<b>Criteria</b>	<b>Novice</b>	<b>Competent</b>	<b>Proficient</b>
<b>Thoughts/Experiences Related to the Process</b>	<b>0%</b> No thoughts/experiences related to the process are shared.	<b>7.5%</b> One or two superficial thoughts/experiences related to the process shared.	<b>15%</b> Thoughts/experiences related to the process were well identified and led to new discovery or self-awareness.
<b>Findings/Responses</b>	<b>0%</b> More than two components missing or unanswered.	<b>20%</b> One or two components missing or unanswered	<b>40%</b> All components present and answered.
<b>Opportunities for Teachable Moments or Patient Education</b>	<b>0%</b> No teachable moments or patient education need identified.	<b>15%</b> One teachable moment or patient education need identified.	<b>30%</b> Two or more teachable moments or patient education needs identified.
<b>Follow-up or Further Evaluation</b>	<b>0%</b> Follow-up or further evaluation status not mentioned.	<b>7.5%</b> Identifies need for follow-up or further evaluation but no elaboration.	<b>15%</b> Identifies need for follow-up or further evaluation and elaborates on what follow-up or further evaluation should include.  OR Clearly states if no follow-up or further evaluation is needed based on findings.
<b>Total 100%</b>			

**\*End of syllabus – Course calendar with topical outline begins on next page.**

**Course Calendar**  
**NUR 6325 – Family Primary Care I**  
**Fall 2019**

WEEK	DATE	TOPICS	TESTS ASSIGNMENTS	TOPIC FACILITATOR
1	8/26- 8/31	<b>Cultural diversity</b>  <b>Health promotion and maintenance</b>	*Briefly introduce yourself in the community discussion forum and include what you hope to gain from this course.  *Discussion Board Activities	Johnson-Smith
2	9/2-9/7	<b>Dermatology topics</b> <ul style="list-style-type: none"> <li>• Rosacea</li> <li>• Acne Vulgaris</li> <li>• Benign Skin Lesions</li> <li>• Cancers of the Skin</li> <li>• Candidiasis</li> <li>• Contact Dermatitis</li> <li>• Eczema or Atopic Dermatitis</li> <li>• Hand-Foot-and-Mouth Syndrome</li> <li>• Molluscum Contagiosum</li> <li>• Herpangina</li> <li>• Herpes Zoster</li> <li>• Lice (Pediculosis)</li> <li>• Pityriasis Rosea</li> <li>• Fungal Infections (Tinea)</li> <li>• Scabies</li> <li>• Seborrheic Dermatitis</li> <li>• Warts</li> </ul> <b>Labor Day 9-2-19</b>		Johnson-Smith
3	9/9-9/14	<b>Dermatology topics</b> <ul style="list-style-type: none"> <li>• Rosacea</li> <li>• Acne Vulgaris</li> <li>• Benign Skin Lesions</li> <li>• Cancers of the Skin</li> </ul>	*Discussion Board Activities	Johnson-Smith

		<ul style="list-style-type: none"> <li>• Candidiasis</li> <li>• Contact Dermatitis</li> <li>• Eczema or Atopic Dermatitis</li> <li>• Hand-Foot-and-Mouth Syndrome</li> <li>• Molluscum Contagiosum</li> <li>• Herpangina</li> <li>• Herpes Zoster</li> <li>• Lice (Pediculosis)</li> <li>• Pityriasis Rosea</li> <li>• Fungal Infections (Tinea)</li> <li>• Scabies</li> <li>• Seborrheic Dermatitis</li> <li>• Warts</li> </ul>		
4	9/16-9/21	<p><b>EENT topics</b></p> <ul style="list-style-type: none"> <li>• Congenital Nasolacrimal Duct Obstruction</li> <li>• Blepharitis</li> <li>• Chalazion</li> <li>• Hordeolum (Stye)</li> <li>• Conjunctivitis</li> <li>• Corneal Abrasion</li> <li>• Cataract in Adults</li> <li>• Glaucoma in Adults</li> <li>• Acute Otitis Media</li> <li>• Cerumen Impaction</li> <li>• Hearing Loss</li> <li>• Otitis Externa</li> <li>• Otitis Media with Effusion</li> <li>• Foreign Body</li> <li>• Tinnitus</li> <li>• Allergic Rhinitis</li> <li>• Epistaxis</li> <li>• Nonallergic Rhinitis</li> <li>• Sinusitis</li> <li>• Strabismus</li> <li>• Pharyngitis/Tonsillitis</li> <li>• Aphthous Stomatitis</li> <li>• Thrush</li> <li>• Caries</li> </ul>	<p><b>EXAM I – Cultural Diversity, Health Promotion and Maintenance, Dermatology</b></p> <p><b>Exam Opens on 9-17 @ noon and closes on 9-19 @ 6:00 PM</b></p>	Johnson-Smith

5	9/23-9/28	<p><b>EENT topics</b></p> <ul style="list-style-type: none"> <li>• Congenital Nasolacrimal Duct Obstruction</li> <li>• Blepharitis</li> <li>• Chalazion</li> <li>• Hordeolum (Stye)</li> <li>• Conjunctivitis</li> <li>• Corneal Abrasion</li> <li>• Cataract in Adults</li> <li>• Glaucoma in Adults</li> <li>• Acute Otitis Media</li> <li>• Cerumen Impaction</li> <li>• Hearing Loss</li> <li>• Otitis Externa</li> <li>• Otitis Media with Effusion</li> <li>• Foreign Body</li> <li>• Tinnitus</li> <li>• Allergic Rhinitis</li> <li>• Epistaxis</li> <li>• Nonallergic Rhinitis</li> <li>• Sinusitis</li> <li>• Strabismus</li> <li>• Pharyngitis/Tonsillitis</li> <li>• Aphthous Stomatitis</li> <li>• Thrush</li> <li>• Caries</li> </ul>	*Discussion Board Activities	Johnson-Smith
6	9/30-10/5	<p><b>Respiratory topics</b></p> <ul style="list-style-type: none"> <li>• Asthma</li> <li>• Acute bronchitis</li> <li>• Chronic bronchitis</li> <li>• Cough</li> <li>• Croup</li> <li>• RSV</li> <li>• Viral pneumonia</li> <li>• Bacterial pneumonia</li> <li>• Bronchiolitis</li> <li>• COPD</li> <li>• Common cold/URI</li> <li>• Influenza</li> <li>• TB</li> <li>• Nicotine dependence</li> </ul>		Johnson-Smith

7	10/7-10/12	<b>Respiratory topics</b> <ul style="list-style-type: none"> <li>• Asthma</li> <li>• Acute bronchitis</li> <li>• Chronic bronchitis</li> <li>• Cough</li> <li>• Croup</li> <li>• RSV</li> <li>• Viral pneumonia</li> <li>• Bacterial pneumonia</li> <li>• Bronchiolitis</li> <li>• COPD</li> <li>• Common cold/URI</li> <li>• Influenza</li> <li>• TB</li> <li>• Nicotine dependence</li> </ul>	*Clinical Linked Activity	Johnson-Smith
8	10/14-10/19	<b>Cardiac topics</b> <ul style="list-style-type: none"> <li>• Stable Angina</li> <li>• Hyperlipidemia</li> <li>• Chest Pain</li> <li>• Congenital Heart Disease</li> <li>• Heart Failure</li> <li>• Atrial Fibrillation</li> <li>• Hypertension</li> <li>• Murmurs</li> <li>• Palpitations</li> <li>• Peripheral Arterial Disease</li> <li>• Syncope</li> <li>• Deep Vein Thrombosis</li> <li>• Atrial Fibrillation</li> <li>• Varicose Vein</li> <li>• Anticoagulation</li> </ul>		Johnson-Smith
9	10/21-10/26	<b>Cardiac topics</b> <ul style="list-style-type: none"> <li>• Stable Angina</li> <li>• Hyperlipidemia</li> <li>• Chest Pain</li> <li>• Congenital Heart Disease</li> <li>• Heart Failure</li> <li>• Atrial Fibrillation</li> <li>• Hypertension</li> <li>• Murmurs</li> <li>• Palpitations</li> </ul>	*Discussion Board Activities  <b>EXAM II – EENT, Respiratory, Health Promotion and Maintenance</b>  <b>Exam Opens on 10-22 @ noon and closes on 10-24 @ 6:00 PM</b>	Johnson-Smith

		<ul style="list-style-type: none"> <li>• Peripheral Arterial Disease</li> <li>• Syncope</li> <li>• Deep Vein Thrombosis</li> <li>• Atrial Fibrillation</li> <li>• Varicose Vein</li> <li>• Anticoagulation</li> </ul>		
10	10/28-11/2	<p><b>Gastrointestinal topics</b></p> <ul style="list-style-type: none"> <li>• Abdominal Pain</li> <li>• Appendicitis</li> <li>• Cholecystitis</li> <li>• Colic</li> <li>• Constipation</li> <li>• Crohn’s Disease</li> <li>• Diarrhea</li> <li>• Encopresis</li> <li>• Gastroenteritis</li> <li>• Gastroesophageal Reflux Disease (GERD)</li> <li>• Hemorrhoids</li> <li>• Hepatitis – Viral</li> <li>• Intussusception</li> <li>• Irritable Bowel Syndrome (IBS)</li> <li>• Jaundice</li> <li>• Nausea and Vomiting</li> <li>• Peptic Ulcer Disease</li> <li>• Pinworm – Enterobiasis Vermicularis</li> <li>• Pyloric Stenosis</li> <li>• Ulcerative Colitis</li> </ul> <p><b>Oct 31 Last Day to Drop Class or Withdraw from the University</b></p>		Johnson-Smith
11	11/4-11/9	<p><b>Gastrointestinal topics</b></p> <ul style="list-style-type: none"> <li>• Abdominal Pain</li> <li>• Appendicitis</li> <li>• Cholecystitis</li> <li>• Colic</li> <li>• Constipation</li> <li>• Crohn’s Disease</li> </ul>	*Discussion Board Activity	Johnson-Smith

		<ul style="list-style-type: none"> <li>• Diarrhea</li> <li>• Encopresis</li> <li>• Gastroenteritis</li> <li>• Gastroesophageal Reflux Disease (GERD)</li> <li>• Hemorrhoids</li> <li>• Hepatitis – Viral</li> <li>• Intussusception</li> <li>• Irritable Bowel Syndrome (IBS)</li> <li>• Jaundice</li> <li>• Nausea and Vomiting</li> <li>• Peptic Ulcer Disease</li> <li>• Pinworm – Enterobiasis Vermicularis</li> <li>• Pyloric Stenosis</li> <li>• Ulcerative Colitis</li> </ul>		
12	11/11-11/16	<p><b>Musculoskeletal topics</b></p> <ul style="list-style-type: none"> <li>• Fibromyalgia</li> <li>• Gout</li> <li>• Osteoarthritis</li> <li>• Osteoporosis</li> <li>• Carpal Tunnel Syndrome</li> <li>• Plantar Fasciitis</li> <li>• Sprains: Ankle and Knee, Elbow Pain, Joint Pain</li> <li>• Osgood Schlatter</li> <li>• Genu Valgum</li> <li>• Genu Varum</li> <li>• Juvenile Rheumatoid (Idiopathic) Arthritis</li> <li>• Rheumatoid Arthritis</li> <li>• Scoliosis</li> <li>• Low back Pain</li> <li>• Pes Planus</li> <li>• Metatarsus Adductus</li> <li>• Talipes Equinovarus</li> <li>• Developmental Dysplasia of Hip</li> </ul>	<p><b>EXAM III – Cardiac, Gastrointestinal, Health Promotion and Maintenance</b></p> <p><b>Exam Opens on 11-12 @ noon and closes on 11-14 @ 6:00 PM</b></p>	Johnson-Smith

		<ul style="list-style-type: none"> <li>• Internal Tibial Torsion</li> <li>• Growing Pains</li> <li>• Shoulder Pain</li> <li>• Costochondritis</li> </ul>		
13	11/18-11/23	<p><b>Musculoskeletal topics</b></p> <ul style="list-style-type: none"> <li>• Fibromyalgia</li> <li>• Gout</li> <li>• Osteoarthritis</li> <li>• Osteoporosis</li> <li>• Carpal Tunnel Syndrome</li> <li>• Plantar Fasciitis</li> <li>• Sprains: Ankle and Knee, Elbow Pain, Joint Pain</li> <li>• Osgood Schlatter</li> <li>• Genu Valgum</li> <li>• Genu Varum</li> <li>• Juvenile Rheumatoid (Idiopathic) Arthritis</li> <li>• Rheumatoid Arthritis</li> <li>• Scoliosis</li> <li>• Low back Pain</li> <li>• Pes Planus</li> <li>• Metatarsus Adductus</li> <li>• Talipes Equinovarus</li> <li>• Developmental Dysplasia of Hip</li> <li>• Internal Tibial Torsion</li> <li>• Growing Pains</li> <li>• Shoulder Pain</li> <li>• Costochondritis</li> </ul>	*Discussion Board Activities	Johnson-Smith
14	11/25-11/30	<p><b>Endocrine topics</b></p> <ul style="list-style-type: none"> <li>• Delayed Puberty</li> <li>• Diabetes</li> <li>• Galactorrhea</li> <li>• Gynecomastia</li> <li>• Hyperthyroidism</li> <li>• Hypothyroidism</li> <li>• Klinefelter's Syndrome</li> <li>• Metabolic Syndrome/Insulin</li> </ul>		Johnson-Smith

		Resistance Syndrome <ul style="list-style-type: none"> <li>• Obesity</li> <li>• Precocious Puberty</li> <li>• Raynaud's Phenomenon</li> <li>• Short Stature/Delayed Growth</li> <li>• Thyroid Nodule</li> <li>• Turner's Syndrome</li> </ul> <b>Thanksgiving Holiday 11/27 – 11/29</b>		
15	12/2-12/7	<b>Endocrine topics</b> <ul style="list-style-type: none"> <li>• Delayed Puberty</li> <li>• Diabetes</li> <li>• Galactorrhea</li> <li>• Gynecomastia</li> <li>• Hyperthyroidism</li> <li>• Hypothyroidism</li> <li>• Klinefelter's Syndrome</li> <li>• Metabolic Syndrome/Insulin Resistance Syndrome</li> <li>• Obesity</li> <li>• Precocious Puberty</li> <li>• Raynaud's Phenomenon</li> <li>• Short Stature/Delayed Growth</li> <li>• Thyroid Nodule</li> <li>• Turner's Syndrome</li> </ul>	*Discussion Board Activities	Johnson-Smith
16	12/9-12/13	<b>Finals Week</b>  <b>Last Day of Class</b>  <b>12-13-19</b>	<b>EXAM IV – Musculoskeletal, Endocrine, Health Promotion and Maintenance</b>  <b>Exam Opens on 12-10 @ noon and closes on 12-12 @ 6:00 PM</b>	Johnson-Smith
	12/14	<b>Graduation 12-14-19</b>		

**\*\*Course Reading Assignments Begin on Next Page**



			<p>Pediatric Growth</p> <p>Charts:</p> <p><a href="https://www.cdc.gov/growthcharts/data/set1clinical/set1color.pdf">https://www.cdc.gov/growthcharts/data/set1clinical/set1color.pdf</a></p> <p>Richardson – Chapters 4, 7-20 <b>*Each chapter is less than 15 pages)</b></p> <p>Immunization Schedules and Vaccine Information Statements (VIS) Pediatric and Adults:</p> <p>Always use the most current vaccination schedules- these are released every Fall</p> <p><a href="https://www.cdc.gov/vaccines/schedules/downloads/child/0-18yrs-child-combined-schedule.pdf">https://www.cdc.gov/vaccines/schedules/downloads/child/0-18yrs-child-combined-schedule.pdf</a></p> <p><a href="https://www.cdc.gov/vaccines/schedules/downloads/adult/adult-combined-schedule.pdf">https://www.cdc.gov/vaccines/schedules/downloads/adult/adult-combined-schedule.pdf</a></p> <p>CDC Vaccine Schedule App:  <a href="https://www.cdc.gov/vaccines/schedules/hcp/schedule-app.html">https://www.cdc.gov/vaccines/schedules/hcp/schedule-app.html</a></p>
2	9/2-9/7	<p><b>Dermatology topics</b></p> <ul style="list-style-type: none"> <li>• Rosacea</li> <li>• Acne Vulgaris</li> <li>• Benign Skin Lesions</li> <li>• Cancers of the Skin</li> <li>• Candidiasis</li> <li>• Contact Dermatitis</li> <li>• Eczema or Atopic Dermatitis</li> <li>• Hand-Foot-and-Mouth Syndrome</li> </ul>	<p>Hollier – Dermatologic Disorders - <b>DO NOT READ</b> (Burns, Cafe au lait Spots, Cat Scratch Fever, Common Benign Pediatric Skin Lesions, Fifth Disease, Herpes Zoster, Hidradenitis Suppurativa, Lyme Disease, Roseola, Rubella, Rubeola, Scarlet Fever, Spider/Insect Bites and Stings, Varicella).</p> <p>Richardson – Chapter 21</p> <p>Wolff, K., Johnson, R. A., &amp; Saavedra, A. P - 2-11,</p>

		<ul style="list-style-type: none"> <li>• Molluscum Contagiosum</li> <li>• Herpangina</li> <li>• Herpes Zoster</li> <li>• Lice (Pediculosis)</li> <li>• Pityriasis Rosea</li> <li>• Fungal Infections (Tinea)</li> <li>• Scabies</li> <li>• Seborrheic Dermatitis</li> <li>• Warts</li> </ul> <p><b>Labor Day 9-2-19</b></p>	19-61, 65-67, 525-529, 590-593, 653-654, 660-667, 675-680, 710-716
3	9/9-9/14	<p><b>Dermatology topics</b></p> <ul style="list-style-type: none"> <li>• Rosacea</li> <li>• Acne Vulgaris</li> <li>• Benign Skin Lesions</li> <li>• Cancers of the Skin</li> <li>• Candidiasis</li> <li>• Contact Dermatitis</li> <li>• Eczema or Atopic Dermatitis</li> <li>• Hand-Foot-and-Mouth Syndrome</li> <li>• Molluscum Contagiosum</li> <li>• Herpangina</li> <li>• Herpes Zoster</li> <li>• Lice (Pediculosis)</li> <li>• Pityriasis Rosea</li> <li>• Fungal Infections (Tinea)</li> <li>• Scabies</li> <li>• Seborrheic Dermatitis</li> <li>• Warts</li> </ul>	<p>Hollier – Dermatologic Disorders - <b>DO NOT READ</b> (Burns, Cafe au lait Spots, Cat Scratch Fever, Common Benign Pediatric Skin Lesions, Fifth Disease, Herpes Zoster, Hidradenitis Suppurativa, Lyme Disease, Roseola, Rubella, Rubeola, Scarlet Fever, Spider/Insect Bites and Stings, Varicella).</p> <p>Richardson – Chapter 21</p> <p>Wolff, K., Johnson, R. A., &amp; Saavedra, A. P - 2-11, 19-61, 65-67, 525-529, 590-593, 653-654, 660-667, 675-680, 710-716</p>
4	9/16-9/21	<p><b>EENT topics</b></p> <ul style="list-style-type: none"> <li>• Congenital Nasolacrimal Duct Obstruction</li> <li>• Blepharitis</li> <li>• Chalazion</li> <li>• Hordeolum (Stye)</li> <li>• Conjunctivitis</li> <li>• Corneal Abrasion</li> <li>• Cataract in Adults</li> </ul>	<p>Hollier – EENT Disorders - <b>DO NOT READ</b> (Vertigo, Infectious Mononucleosis, Dental Avulsion, Influenza, Peritonsillar Abscess; Ophthalmic Disorders - <b>DO NOT READ</b> (Ocular Chemical Burns, Refractive Errors, Hyphema)</p> <p>Richardson – Chapters 22, 23, 24 – <b>DO NOT READ</b> (Chemical Burns, Hyphema, Ocular Trauma)</p>

		<ul style="list-style-type: none"> <li>• Glaucoma in Adults</li> <li>• Acute Otitis Media</li> <li>• Cerumen Impaction</li> <li>• Hearing Loss</li> <li>• Otitis Externa</li> <li>• Otitis Media with Effusion</li> <li>• Foreign Body</li> <li>• Tinnitus</li> <li>• Allergic Rhinitis</li> <li>• Epistaxis</li> <li>• Nonallergic Rhinitis</li> <li>• Sinusitis</li> <li>• Strabismus</li> <li>• Pharyngitis/Tonsillitis</li> <li>• Aphthous Stomatitis</li> <li>• Thrush</li> <li>• Caries</li> </ul>	<p><b>EXAM I – Cultural Diversity, Health Promotion and Maintenance, Dermatology</b></p> <p><b>Exam Opens on 9-17 @ noon and closes on 9-19 @ 6:00 PM</b></p>
5	9/23-9/28	<p><b>EENT topics</b></p> <ul style="list-style-type: none"> <li>• Congenital Nasolacrimal Duct Obstruction</li> <li>• Blepharitis</li> <li>• Chalazion</li> <li>• Hordeolum (Stye)</li> <li>• Conjunctivitis</li> <li>• Corneal Abrasion</li> <li>• Cataract in Adults</li> <li>• Glaucoma in Adults</li> <li>• Acute Otitis Media</li> <li>• Cerumen Impaction</li> <li>• Hearing Loss</li> <li>• Otitis Externa</li> <li>• Otitis Media with Effusion</li> <li>• Foreign Body</li> <li>• Tinnitus</li> <li>• Allergic Rhinitis</li> <li>• Epistaxis</li> <li>• Nonallergic Rhinitis</li> <li>• Sinusitis</li> </ul>	<p>Hollier – EENT Disorders - <b>DO NOT READ</b> (Vertigo, Infectious Mononucleosis, Dental Avulsion, Influenza, Peritonsillar Abscess; Ophthalmic Disorders - <b>DO NOT READ</b> (Ocular Chemical Burns, Refractive Errors, Hyphema)</p> <p>Richardson – Chapters 22, 23, 24 – <b>DO NOT READ</b> (Chemical Burns, Hyphema, Ocular Trauma)</p>

		<ul style="list-style-type: none"> <li>• Strabismus</li> <li>• Pharyngitis/Tonsillitis</li> <li>• Aphthous Stomatitis</li> <li>• Thrush</li> <li>• Caries</li> </ul>	
6	9/30-10/5	<p><b>Respiratory topics</b></p> <ul style="list-style-type: none"> <li>• Asthma</li> <li>• Acute bronchitis</li> <li>• Chronic bronchitis</li> <li>• Cough</li> <li>• Croup</li> <li>• RSV</li> <li>• Viral pneumonia</li> <li>• Bacterial pneumonia</li> <li>• Bronchiolitis</li> <li>• COPD</li> <li>• Common cold/URI</li> <li>• Influenza</li> <li>• TB</li> <li>• Nicotine dependence</li> </ul>	<p>Chen, H. H. (2018). Chronic cough. <i>Medscape</i>. Retrieved from <a href="https://emedicine.medscape.com/article/1048560-overview">https://emedicine.medscape.com/article/1048560-overview</a></p> <p>Herchline, T. E. (2018). Tuberculosis (TB). <i>Medscape</i>. Retrieved from <a href="https://emedicine.medscape.com/article/230802-overview">https://emedicine.medscape.com/article/230802-overview</a></p> <p>Hollier – Pulmonary Disorders - <b>Do Not Read</b> (Pertussis)</p> <p>Lande, R. G. (2018). Nicotine Addiction. <i>Medscape</i>. Retrieved from <a href="https://emedicine.medscape.com/article/287555-overview">https://emedicine.medscape.com/article/287555-overview</a></p> <p>Richardson – Chapter 25 - <b>DO NOT READ (Pertussis)</b></p>
7	10/7-10/12	<p><b>Respiratory topics</b></p> <ul style="list-style-type: none"> <li>• Asthma</li> <li>• Acute bronchitis</li> <li>• Chronic bronchitis</li> <li>• Cough</li> <li>• Croup</li> <li>• RSV</li> <li>• Viral pneumonia</li> <li>• Bacterial pneumonia</li> <li>• Bronchiolitis</li> <li>• COPD</li> <li>• Common cold/URI</li> <li>• Influenza</li> <li>• TB</li> <li>• Nicotine dependence</li> </ul>	<p>Chen, H. H. (2018). Chronic cough. <i>Medscape</i>. Retrieved from <a href="https://emedicine.medscape.com/article/1048560-overview">https://emedicine.medscape.com/article/1048560-overview</a></p> <p>Herchline, T. E. (2018). Tuberculosis (TB). <i>Medscape</i>. Retrieved from <a href="https://emedicine.medscape.com/article/230802-overview">https://emedicine.medscape.com/article/230802-overview</a></p> <p>Hollier – Pulmonary Disorders - <b>Do Not Read</b> (Pertussis)</p> <p>Lande, R. G. (2018). Nicotine Addiction. <i>Medscape</i>. Retrieved from <a href="https://emedicine.medscape.com/article/287555-overview">https://emedicine.medscape.com/article/287555-overview</a></p>

			Richardson – Chapter 25 - <b>DO NOT READ</b> (Pertussis)
8	10/14-10/19	<b>Cardiac topics</b> <ul style="list-style-type: none"> <li>• Stable Angina</li> <li>• Hyperlipidemia</li> <li>• Chest Pain</li> <li>• Congenital Heart Disease</li> <li>• Heart Failure</li> <li>• Atrial Fibrillation</li> <li>• Hypertension</li> <li>• Murmurs</li> <li>• Palpitations</li> <li>• Peripheral Arterial Disease</li> <li>• Syncope</li> <li>• Deep Vein Thrombosis</li> <li>• Atrial Fibrillation</li> <li>• Varicose Vein</li> <li>• Anticoagulation</li> </ul>	<p>Hollier – Cardiovascular Disorders - <b>DO NOT READ</b> (Kawasaki Syndrome, Rheumatic Fever)</p> <p>Richardson – Chapter26 - <b>DO NOT READ</b> (Kawasaki Disease, Rheumatic Fever)</p>
9	10/21-10/26	<b>Cardiac topics</b> <ul style="list-style-type: none"> <li>• Stable Angina</li> <li>• Hyperlipidemia</li> <li>• Chest Pain</li> <li>• Congenital Heart Disease</li> <li>• Heart Failure</li> <li>• Atrial Fibrillation</li> <li>• Hypertension</li> <li>• Murmurs</li> <li>• Palpitations</li> <li>• Peripheral Arterial Disease</li> <li>• Syncope</li> <li>• Deep Vein Thrombosis</li> <li>• Atrial Fibrillation</li> <li>• Varicose Vein</li> <li>• Anticoagulation</li> </ul>	<p>Hollier – Cardiovascular Disorders - <b>DO NOT READ</b> (Kawasaki Syndrome, Rheumatic Fever)</p> <p>Richardson – Chapter26 - <b>DO NOT READ</b> (Kawasaki Disease, Rheumatic Fever)</p> <p><b>EXAM II – EENT, Respiratory, Health Promotion and Maintenance</b></p> <p><b>Exam Opens on 10-22 @ noon and closes on 10-24 @ 6:00 PM</b></p>

10	10/28 - 11/2	<p><b>Gastrointestinal topics</b></p> <ul style="list-style-type: none"> <li>• Abdominal Pain</li> <li>• Appendicitis</li> <li>• Cholecystitis</li> <li>• Colic</li> <li>• Constipation</li> <li>• Crohn’s Disease</li> <li>• Diarrhea</li> <li>• Encopresis</li> <li>• Gastroenteritis</li> <li>• Gastroesophageal Reflux Disease (GERD)</li> <li>• Hemorrhoids</li> <li>• Hepatitis – Viral</li> <li>• Hernia</li> <li>• Intussusception</li> <li>• Irritable Bowel Syndrome (IBS)</li> <li>• Jaundice</li> <li>• Nausea and Vomiting</li> <li>• Peptic Ulcer Disease</li> <li>• Pinworm – Enterobiasis Vermicularis</li> </ul> <p><b>Oct 31 Last Day to Drop Class or Withdraw from the University</b></p>	<p>Hollier - Gastrointestinal Disorders - <b>DO NOT READ</b> (Obesity)</p> <p>Richardson – Page 58 Jaundice, Chapter 27</p>
11	11/4 - 11/9	<p><b>Gastrointestinal topics</b></p> <ul style="list-style-type: none"> <li>• Abdominal Pain</li> <li>• Appendicitis</li> <li>• Cholecystitis</li> <li>• Colic</li> <li>• Constipation</li> <li>• Crohn’s Disease</li> <li>• Diarrhea</li> <li>• Encopresis</li> <li>• Gastroenteritis</li> <li>• Gastroesophageal Reflux Disease (GERD)</li> </ul>	<p>Hollier - Gastrointestinal Disorders - <b>DO NOT READ</b> (Obesity)</p> <p>Richardson – Page 58 Jaundice, Chapter 27</p>

		<ul style="list-style-type: none"> <li>• Hemorrhoids</li> <li>• Hepatitis – Viral</li> <li>• Hernia</li> <li>• Intussusception</li> <li>• Irritable Bowel Syndrome (IBS)</li> <li>• Jaundice</li> <li>• Nausea and Vomiting</li> <li>• Peptic Ulcer Disease</li> <li>• Pinworm – Enterobiasis Vermicularis</li> </ul>	
12	11/11-11/16	<p><b>Musculoskeletal topics</b></p> <ul style="list-style-type: none"> <li>• Fibromyalgia</li> <li>• Gout</li> <li>• Osteoarthritis</li> <li>• Osteoporosis</li> <li>• Carpal Tunnel Syndrome</li> <li>• Plantar Fasciitis</li> <li>• Sprains: Ankle and Knee, Elbow Pain, Joint Pain</li> <li>• Osgood Schlatter</li> <li>• Genu Valgum</li> <li>• Genu Varum</li> <li>• Juvenile Rheumatoid (Idiopathic) Arthritis</li> <li>• Rheumatoid Arthritis</li> <li>• Scoliosis</li> <li>• Low back Pain</li> <li>• Pes Planus</li> <li>• Metatarsus Adductus</li> <li>• Talipes Equinovarus</li> <li>• Developmental Dysplasia of Hip</li> <li>• Internal Tibial Torsion</li> <li>• Growing Pains</li> </ul>	<p>Boomershine, C. S. (2018). Fibromyalgia. <i>Medscape</i>. Retrieved from <a href="https://emedicine.medscape.com/article/329838-overview">https://emedicine.medscape.com/article/329838-overview</a></p> <p>Hollier – Orthopedic Disorders</p> <p>Richardson – Chapter 31</p> <p>Sherry, D. D. (2109). Juvenile idiopathic arthritis. <i>Medscape</i>. Retrieved from <a href="https://emedicine.medscape.com/article/1007276-overview">https://emedicine.medscape.com/article/1007276-overview</a></p> <p><b>EXAM III – Cardiac, Gastrointestinal, Health Promotion and Maintenance</b></p> <p><b>Exam Opens on 11-12 @ noon and closes on 11-14 @ 6:00 PM</b></p>

		<ul style="list-style-type: none"> <li>• Shoulder Pain</li> <li>• Costochondritis</li> </ul>	
13	11/18-11/23	<p><b>Musculoskeletal topics</b></p> <ul style="list-style-type: none"> <li>• Fibromyalgia</li> <li>• Gout</li> <li>• Osteoarthritis</li> <li>• Osteoporosis</li> <li>• Carpal Tunnel Syndrome</li> <li>• Plantar Fasciitis</li> <li>• Sprains: Ankle and Knee, Elbow Pain, Joint Pain</li> <li>• Osgood Schlatter</li> <li>• Genu Valgum</li> <li>• Genu Varum</li> <li>• Juvenile Rheumatoid (Idiopathic) Arthritis</li> <li>• Rheumatoid Arthritis</li> <li>• Scoliosis</li> <li>• Low back Pain</li> <li>• Pes Planus</li> <li>• Metatarsus Adductus</li> <li>• Talipes Equinovarus</li> <li>• Developmental Dysplasia of Hip</li> <li>• Internal Tibial Torsion</li> <li>• Growing Pains</li> <li>• Shoulder Pain</li> <li>• Costochondritis</li> </ul>	<p>Boomershine, C. S. (2018). Fibromyalgia. <i>Medscape</i>. Retrieved from <a href="https://emedicine.medscape.com/article/329838-overview">https://emedicine.medscape.com/article/329838-overview</a></p> <p>Hollier – Orthopedic Disorders</p> <p>Richardson – Chapter 31</p> <p>Sherry, D. D. (2109). Juvenile idiopathic arthritis. <i>Medscape</i>. Retrieved from <a href="https://emedicine.medscape.com/article/1007276-overview">https://emedicine.medscape.com/article/1007276-overview</a></p>
14	11/25-11/30	<p><b>Endocrine topics</b></p> <ul style="list-style-type: none"> <li>• Delayed Puberty</li> <li>• Diabetes</li> <li>• Galactorrhea</li> <li>• Gynecomastia</li> <li>• Hyperthyroidism</li> <li>• Hypothyroidism</li> <li>• Klinefelter's Syndrome</li> <li>• Metabolic Syndrome/ Insulin Resistance</li> </ul>	<p>Defendi, G. L. (2018). Klinefelter syndrome. <i>Medscape</i>. Retrieved from <a href="https://emedicine.medscape.com/article/945649-overview">https://emedicine.medscape.com/article/945649-overview</a></p> <p>Hollier – Pages 281-284, Endocrine Disorders</p> <p>Richardson – Pages 67-68, Chapter 30 – <b>DO NOT READ</b> (Polycystic Ovary Syndrome); Chapter 34</p>

		<ul style="list-style-type: none"> <li>Syndrome</li> <li>• Obesity</li> <li>• Precocious Puberty</li> <li>• Raynaud's Phenomenon</li> <li>• Short Stature/Delayed Growth</li> <li>• Thyroid Nodule</li> <li>• Turner's Syndrome</li> </ul> <p><b>Thanksgiving Holiday 11/27-11/29</b></p>	<p>Wang, S.S. (2017). Metabolic syndrome. <i>Medscape</i>. Retrieved from <a href="https://emedicine.medscape.com/article/165124-overview">https://emedicine.medscape.com/article/165124-overview</a></p>
15	12/2-12/7	<p><b>Endocrine topics</b></p> <ul style="list-style-type: none"> <li>• Delayed Puberty</li> <li>• Diabetes</li> <li>• Galactorrhea</li> <li>• Gynecomastia</li> <li>• Hyperthyroidism</li> <li>• Hypothyroidism</li> <li>• Klinefelter's Syndrome</li> <li>• Metabolic Syndrome/ Insulin Resistance Syndrome</li> <li>• Obesity</li> <li>• Precocious Puberty</li> <li>• Raynaud's Phenomenon</li> <li>• Short Stature/Delayed Growth</li> <li>• Thyroid Nodule</li> <li>• Turner's Syndrome</li> </ul>	<p>Defendi, G. L. (2018). Klinefelter syndrome. <i>Medscape</i>. Retrieved from <a href="https://emedicine.medscape.com/article/945649-overview">https://emedicine.medscape.com/article/945649-overview</a></p> <p>Hollier – Pages 281-284, Endocrine Disorders</p> <p>Richardson – Pages 67-68, Chapter 30 – <b>DO NOT READ</b> (Polycystic Ovary Syndrome); Chapter 34</p> <p>Wang, S.S. (2017). Metabolic syndrome. <i>Medscape</i>. Retrieved from <a href="https://emedicine.medscape.com/article/165124-overview">https://emedicine.medscape.com/article/165124-overview</a></p>
16	12/9-12/13	<p><b>Finals Week</b></p> <p><b>Last Day of Class 12-13-19</b></p>	<p><b>EXAM IV – Musculoskeletal, Endocrine, Health Promotion and Maintenance</b></p> <p><b>Exam Opens on 12-10 @ noon and closes on 12-12 @ 6:00 PM</b></p>
	12/14	<b>Graduation 12-14-19</b>	

**\*The course week begins on Monday at 8:00 AM and ends on Saturday at 11:59 PM.**