Course Information

Course Description
A guided clinical experience providing the opportunity to apply family-centered primary care related to health promotion and evidence-based diagnosis and management of common acute and chronic conditions across the lifespan. Students complete a minimum of 150 clock hours of practicum. Course Grading will be either pass or fail. Prerequisites: NUR 6318, NUR 6324, NUR 6331, NUR 6325, NUR 6327, NUR 6105, NUR 6326, NUR 6336 and acceptance into the FNP Program

Course Credits
(0-0-150) pass/fail
Online Class: Meets completely online using Blackboard

Prerequisite Courses
NUR 6201, 6318, 6323, 6324, 6331
Co-requisites COURSES
NUR 6325 if not taken previously

Prerequisite Skills
Accessing internet web sites, use of ASU Library resources, and proficiency with Microsoft Word and/or PowerPoint are an expectation of on-line course delivery. Computer access requirements are further delineated in the Graduate Handbook, but include document scanning and pdf abilities. [https://www.angelo.edu/content/files/18423-graduate-student-handbook-fall-2014](https://www.angelo.edu/content/files/18423-graduate-student-handbook-fall-2014)
Tutorials for ASU Library and for Blackboard are available through RamPort and Blackboard

Program Outcomes
Upon completion of the program of study for the MASTER’S OF SCIENCE IN NURSING, 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**

The student learning outcomes (SLOs) summarize how this course meets the required AACN and NONPF rules/regulations/guidelines that will help to make you successful in your future APRN role.
### Student Learning Outcome

By completing all course requirements, students will be able to:

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Assessment(s) or activity(ies) validating outcome achievement:</th>
<th>Mapping to MSN Program Outcomes</th>
<th>Mapping to AACN Essentials</th>
<th>Mapping to NONPF Competencies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Functions as a developing family nurse practitioner with supervision.</td>
<td>Precepted clinical experiences; semester and daily objectives; clinical logs; SOAPE notes (part of analyzed daily objectives DOs).</td>
<td>1 5 8 9</td>
<td>1.1, 1.5, 5.6, 8.3, 9.13</td>
<td>Independent Practice 1</td>
</tr>
<tr>
<td>2. Demonstrates acceptable level of accountability for professional practice.</td>
<td>Precepted clinical experiences; case study presentation; semester and daily objectives; clinical logs; SOAPE notes (part of analyzed daily objectives DOs; reflective journal).</td>
<td>1 5 8 9</td>
<td>1.1, 1.5, 5.6, 8.2, 9.13, 9.14</td>
<td>Independent Practice 2</td>
</tr>
<tr>
<td>3. Manages previously diagnosed and undiagnosed patients as a developing family nurse practitioner with supervision.</td>
<td>Precepted clinical experiences; SOAPE notes (part of analyzed daily objectives DOs).</td>
<td>1 8 9</td>
<td>1.1, 1.5, 8.2, 9.13</td>
<td>Independent Practice 3</td>
</tr>
<tr>
<td>4. Provides a full spectrum of health care services to include health promotion, disease prevention, health protection, anticipatory guidance, counseling, disease management, palliative and end of life care as a developing family nurse practitioner with supervision.</td>
<td>Precepted clinical experiences; case study presentation; SOAPE notes (part of analyzed daily objectives DOs).</td>
<td>1 8 9</td>
<td>1.1, 1.5, 8.3, 9.13</td>
<td>Independent Practice 3a</td>
</tr>
<tr>
<td>5. Applies advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings as a developing family nurse practitioner with supervision.</td>
<td>Precepted clinical experiences; case study presentation; SOAPE notes (part of analyzed daily objectives DOs). Student facilitated discussion board assignments</td>
<td>1</td>
<td>1.1, 1.5, 8.3, 9.13</td>
<td>Independent Practice 3b</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>6. Employs screening and diagnostic strategies in the development of diagnoses as a developing family nurse practitioner with supervision.</td>
<td>Precepted clinical experiences; case study presentation; SOAPE notes (part of analyzed daily objectives DOs).</td>
<td>1</td>
<td>1.1, 1.5, 8.3, 9.13</td>
<td>Independent Practice 3c</td>
</tr>
<tr>
<td>7. Prescribes medications within scope of practice as a developing family nurse practitioner with supervision.</td>
<td>Precepted clinical experiences; case study presentation; SOAPE notes (part of analyzed daily objectives DOs).</td>
<td>1</td>
<td>1.1, 1.5, 8.3, 9.13</td>
<td>Independent Practice 3d</td>
</tr>
</tbody>
</table>

### Course Delivery

This is an online course offering. [http://blackboard.angelo.edu](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.

### Required Texts and Materials

Textbooks from FNP I Didactic

Culmination of all textbooks from FNP program

### Technology Requirements

To participate in one of ASU’s distance education programs, you need this technology:

- 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. Mozilla Firefox is the recommended browser for blackboard.
- 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
• High Speed Internet Access
• Document scanner. Ability to pdf documents. No faxed items, JPEG, or other formats will be accepted for scanned documents. PDF/Word is the acceptable format. Scanner is required.
• Video recording capability (MAC or Windows Movie Maker, or camcorder)
• Audio recording device such as computer MP3 capability
• Logitech USB microphone headset

**Topic Outline**
The topical outline is also located at the end of the syllabus on course calendar and is based on clinical experiences.

Identification of lesions and Review of Therapies for Cutaneous Disorders
Exploring the Factors that Influence Nurse Practitioner Role Transition
FNP prep assignment
Risk Recommendations for Medication Management and Prescribing; Malpractice Discussion; Potential benefits, limitations, and harms of clinical guidelines
Motivational Interviewing
Pain Management in an Opioid Epidemic
Psychosocial Interviewing Skills
ECG Interpretation
Heart Failure: A Dynamic Approach to Classification and Management with Review of ACC/AHA/HFSA guidelines
COPD management
Xray interpretation
American College of Radiology Appropriateness Criteria
FNP Competencies
Diabetes Management
HTN Management
Hematology/Anemia

**Communication**
Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.
Written communication via email: All private communication will be done exclusively through your ASU email address. Check DAILY for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line. The ASU Help Desk (800-942-2911 or 325-942-2911) can help you get your ASU email on your cell phone to assist with this essential communication.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone, Collaborate, Skype, etc. General questions may be asked on the Discussion Board ‘I have a question’ forum where other students can have the same questions answered. More urgent questions may be asked by email. Emergent questions/contact may be accomplished via phone or text. If your clinical faculty miss your phone call, the call will be returned as soon as possible. Please use the contact method that meets the urgency of your need. Routine Phone meeting appointments may be scheduled.

Written communication via Blackboard: It is an expectation of this class that you use formal writing skills giving appropriate credit to the source for your ideas. Follow APA 7th edition guidelines for referencing.

Use 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.
- It is extremely rude to forward someone else's messages without their permission.
- It is fine 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.)
Grading

Evaluation and Grades

Course grades will be determined as indicated in the table below.

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>GRADING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Precepted Clinical Experience - including successful passing of evaluations performed by preceptor and faculty, completing hours, and submitting clinical paperwork on time, including clinical logs, COMPETENCY VIDEO &amp; SOAPE note</td>
<td>P/F</td>
</tr>
<tr>
<td>Semester &amp; Daily Objectives</td>
<td>P/F</td>
</tr>
<tr>
<td>Case Study Presentation Discussion Board</td>
<td>P/F</td>
</tr>
<tr>
<td>Psychosocial evaluation assignment adult/geri</td>
<td>P/F</td>
</tr>
<tr>
<td>FNP prep exam assignment</td>
<td>P/F</td>
</tr>
<tr>
<td>Reflective Journal</td>
<td>P/F</td>
</tr>
<tr>
<td>Bonus Points</td>
<td></td>
</tr>
<tr>
<td>Course Surveys (Final Course IDEA Survey 3 points)</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>(Must pass all assignments with a 70% or greater)</td>
</tr>
</tbody>
</table>

COURSE GRADING RUBRIC

<table>
<thead>
<tr>
<th>Assessment/Points of Total Grade</th>
<th>Points toward Final Grade</th>
<th>Final Grading Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asynchronous Discussion Board - includes case studies with NONPF Core competencies (4 DBs x 2.5 points each)</td>
<td>10</td>
<td>PASS/FAIL</td>
</tr>
<tr>
<td>Course Orientation activities</td>
<td>1</td>
<td>PASS/FAIL</td>
</tr>
<tr>
<td>Webinar Assignment</td>
<td>2</td>
<td>PASS/FAIL</td>
</tr>
<tr>
<td>Psychosocial Evaluation Assignment</td>
<td>3</td>
<td>PASS/FAIL</td>
</tr>
<tr>
<td>FNP exam prep assignment</td>
<td>3</td>
<td>PASS/FAIL</td>
</tr>
<tr>
<td>Semester Objectives (6)</td>
<td>3</td>
<td>PASS/FAIL</td>
</tr>
<tr>
<td>Proposed Daily Objectives (3 submitted weekly x 12)</td>
<td>4</td>
<td>PASS/FAIL</td>
</tr>
<tr>
<td>Assessment/Points of Total Grade</td>
<td>Points toward Final Grade</td>
<td>Final Grading Status</td>
</tr>
<tr>
<td>---------------------------------------------------------------------</td>
<td>---------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>Analyzed Daily Objectives (submitted weekly x 10)</td>
<td>10</td>
<td>PASS/FAIL</td>
</tr>
<tr>
<td>Reflective Journal Assignments (2 @5 points each)</td>
<td>10</td>
<td>PASS/FAIL</td>
</tr>
<tr>
<td><strong>CORE COMPETENCIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Precepted clinical experience 150 hours</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Input of data into Typhon</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>PRECEPTOR (S) EVAL OF STUDENT</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>STUDENT SELF EVAL</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>STUDENT EVAL OF PRECEPTOR/ SITE</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>SIGNED CLINICAL HOURS LOG.</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Maintaining CLINICAL CALENDAR</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Competency Video &amp; SOAPE note</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td><strong>NOTE: if the student does not pass any one part of this section of the class then the student will fail the class regardless of success in other areas of the class and class assignments</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bonus Points for Course Survey (Final Course IDEA Survey 3 points)</td>
<td>3 points</td>
<td></td>
</tr>
</tbody>
</table>

**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 NP practicum courses: Pass/Fail.
A passing grade 70% or higher is required to pass this class.

**Late Submissions**

Late Submissions are not accepted without prior approval of faculty. Students must complete all work for this course to pass this course, even if the late submission is not accepted for a grade. Faculty reserve the right to deduct points if late assignments are accepted past the original due date.
Teaching Strategies
Precepted clinical experiences, asynchronous discussion board, written assignments, case studies, clinical logs, collaborative experiences, and reflective writing. 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 Water cooler”) to share websites, articles, apps, and clinical experiences relevant to the course topics.

Assignment and Activity Descriptions
*Please note: Rubrics for all assignments and activities are located at the end of this syllabus.
Please note: Rubrics for all assessments are located at the end of this syllabus.

Reflection Assignments: There are 2 reflective assignments that students will complete during this course. Reflective writing gives insights to the student and can lead to further learning. Reflection is a mental process. It is contemplation used to analyze and examine the meaning and impact of the topic. Students will be asked to reflect on the transition into the role of an Advanced Practice nurse. The Reflection assignment is designed to provide the student with insight on their professional growth and to benchmark with NONPF competencies throughout the program. Instructions are listed in Blackboard. Reflection assignments are to assist the student in learning about own self and practice to prepare for future FNP role. This activity is designed to fulfill EBP/NONPF standards.

Webinar: The student will view a webinar on a timely and important topic related to the FNP role. The webinar is designed to help students bridge the gap between the classroom and clinical practice to ensure professional competency. The student will post an analysis of the topic and how to apply the information to their specific future role as an APRN.

Case Study Presentation/Facilitation: Discussion Boards provide an avenue for synthesis of material / information. Case Study Discussion Boards are provided in this course as a way to help students’ process course materials, express thoughts, and engage others’ opinions and ideas in a healthy and productive learning environment. The grade is based on student presentation and/or discussion of a patient case study. Students will receive a grade based on participation in discussions about these cases with classmates and instructor. Each student may be required to lead one case discussion. The guidelines and grading rubric are provided in Blackboard and in this document. Please note: it is expected that, as a graduate FNP student, the case study presentation will be interesting and complex enough to
inspire fellow students to research an acute or chronic condition, such as DM, etc. This assignment provides an interactive forum, in which the student and peers practice AACN & NONPF competencies; and learn/review clinical practice guidelines.

**FNP Prep Exam Assignment:** Each FNP practicum will provide at least one assignment to assist the student in preparing for the FNP exam. This semester, the student will research/review and perform an analysis of each credentialing agency’s test blueprint and develop a study plan to prepare for the upcoming practice exam found in FNP II, the FNP comp exam, found in the FNP integrated class; and finally, the national FNP certification exam.

**Psychosocial Exam Assignment:** Primary care is the foundation of patient care. Therefore, the student must be knowledgeable of the psychosocial (PS) exam as a key component in evaluating the well-being of each patient. The student will be provided scenarios in which they will evaluate the psychosocial dynamics of two different individuals.

**SEMESTER AND DAILY OBJECTIVES:** Students will develop semester and daily objectives based upon the competencies of the National Organization of Nurse Practitioner Faculties (NONPF). The semester objectives (SOs) are submitted for approval. Daily objective (DOs) for the following clinical week will be evaluated weekly. Students will submit these objectives under the “Submit Assignments” tab. Six semester objectives, weekly proposed daily objectives with 3 objectives in each submission, and 12 Analyzed daily objective submissions are required for this semester. Guidelines are provided in Blackboard. The proposed DOs meet the BON/NONPF requirements of preparing the student for the clinical rotations, by assisting the student in setting goals and directing own specific learning experiences in the clinical arena. (In fact, the BON requires it). The DOs are then analyzed, to demonstrate that the student was successful in clinical learning experiences. Again, this to satisfy BON/NONPF standards/competencies.

**CLINICAL Logs:** Clinical logs are designed to help the student maintain a record of clinical encounters. All patient encounters must be entered into the Typhon clinical log system within 48 hours of the clinical date. Students are encouraged to enter all data immediately following each clinical experience. This will provide the student with an accurate record of patient populations to ensure that encounters cover the lifespan. Students in clinical courses are required to input data on every patient seen each day spent at the clinic. This data input is part of the required clinical paperwork for this course. Please note that the TYPHON system is time-sensitive, and you may not be able to go back and enter data older than 1-2 weeks. Therefore, it is REQUIRED to enter data ASAP (within 48 hours) after the specific date of clinical experience.
Guidelines and instructions are available on Typhon. An email regarding access to our clinical tracking program Typhon (NPST) is sent to each student. Tutorials on using this software are available on the site once you sign in. Instructions for contacting Typhon regarding technical issues with the software are also provided. The log in page is: [https://www.typhongroup.net/np/](https://www.typhongroup.net/np/) The clinical logs validate the student’s time in the clinical setting. Typhon documents the clinical encounters.

**COMPETENCY VIDEO & SOAPE NOTE:**
The COMPETENCY video will evaluate the student’s ability to determine the appropriate body system(s) needing examination based on a brief scenario provided for a complaint common to primary care. This assignment also evaluates the student’s ability to differentiate between normal findings and findings expected of a given complaint (for example: wheezing for asthma, lower right abdominal quadrant pain for appendicitis). The student will be evaluated on technique in examining the “patient” and the use of special examination techniques appropriate to the complaint (for example: confrontation test, McMurray test, etc.). Information regarding the purpose and structure are located in Blackboard. The grading rubric is located later in the syllabus and on Blackboard. The required SOAPE note must be submitted along with the video. The preceptor/faculty evaluations and end of semester videos demonstrate clinical competency (BON/NONPF requirements).

**Grading Rubrics**
Grading rubrics will be included in assignment instructions inside of the Blackboard Learning Management System.

**Assignment Submission**
All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email your instructor at their angelo.edu email address and attach a copy of what you are trying to submit. Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue. This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

*All final documents MUST be submitted to the appropriate link as a PDF document with all forms in ONE file.*
Late Work or Missed Assignments Policy
The week begins on Monday and ends on Saturday. Assignment due dates are shown on the calendar/schedule or posted within Blackboard. **Late submissions are not accepted without prior approval of faculty.** Students must complete all work for this course to pass this course, *even if the late submission is not accepted for a grade.* Faculty reserve the right to deduct points if late assignments are accepted past the original due date.

Clinical Expectations and Requirements
To keep everyone safe, graduate nursing students are expected to adhere to the screening and safety protocols related to the clinical practicum guided by our clinical partners and governmental regulations. For clinical courses, students need to **read** the **COVID-19 Screening and Safety Protocols** and **sign** the **COVID-19 Acknowledgement and Consent Form.** These can be found under the **COVID-19 Screening and Safety Protocols** in the Clinical Practicum section of the **Graduate Nursing Student Handbook.** Submit the COVID-19 Acknowledgement and Consent Form to the Graduate Secretary.

Precepted Clinical Experience
Each student will spend **150 hours,** in the **Family Practice clinical setting** with an approved preceptor (advanced practice nurse (APRN/CNS), MD/DO (or PA, in selected sites). If the student is approved to have more than one preceptor, a minimal of 80 hours is required to be at least one of the preceptors. Clinical hours are allowed Monday-Friday 0800-1700. No clinicals are allowed on university holidays. The clinical practicum provides the opportunity for the student to practice advanced skills in health assessment, diagnose common acute, and chronic illnesses throughout the lifespan, and suggest management/treatments under supervision. **Please note:** at least 50% of the student’s overall clinical experience (for the FNP program) should be with a FNP/APRN.

Clinical Documents
All clinical documents are located in Bb in the Clinical Forms folder. Information regarding preceptor agreements and profiles, clinical evaluations, clinical hours log sheets and the student-preceptor handbook as well as information on current clinical agencies and immunizations requirements is available on the nursing website: [http://www.angelo.edu/dept/nursing/student_resources/grad_info.php](http://www.angelo.edu/dept/nursing/student_resources/grad_info.php)
CLINICAL BEHAVIOR EXPECTATIONS/REQUIREMENTS

The student is expected to perform safely in the clinical setting, failure to do so may result in the student being removed from the clinical rotation. Students deemed unsafe or incompetent will fail the course and receive a course grade of “F.”

The following behaviors constitute clinical failure:

- Demonstrates unsafe performance and makes questionable decisions
- Lacks insight and understanding of own behaviors and behaviors of others
- Needs continuous specific and detailed supervision and/or
- Fails to show progression in clinical and/or critical thinking skills
- Fails any of the clinical evaluations-preceptor or faculty
- Has difficulty adapting to new ideas and roles
- Fails to submit required written clinical exercises/assignments in a timely manner
- Falsifies clinical hours
- Violates student confidentiality agreement

Please note, you may have a site visit if any of these behaviors are present or if indicated.

Prior to the first clinical experience, the student will:

Present each preceptor with a copy of the MSN Preceptor Orientation Packet and contact information of the course instructor (found in Blackboard under Faculty Information). Please note: The student is responsible for being familiar with this packet to ensure compliance with the program requirements

- Submit the signed and dated Preceptor Agreement sheet and other required documents (Biographical Data Sheet, CV, Facility Agreement) to the graduate secretary by the deadline indicated. If you did not use this preceptor last semester, ask them to also complete the biographical data sheets found in the Preceptor Orientation Packet.
- Develop and submit the required number of measurable goals that you need to accomplish this semester and daily objectives for the first week of clinicals. Submit these under the “Submit Assignments” link for instructor approval. Once they have been approved, share them daily with all preceptors.
- Provide the instructor with a clinical calendar with all prearranged clinical dates and preceptor information (see rubric). The instructor will evaluate the schedule and insure that it meets the following criteria:
  - **Scheduled clinical hours do not start until the beginning of week three. Hours per week, cannot exceed 30, and must be staggered, in such a manner, that the hours are not completed until week 13 of the class.**
  - **Clinical hours are not allowed to be scheduled during evenings, weekends, or on scheduled school break time and holidays. No exceptions!**
IMPORTANT: You will not be allowed to participate in clinical practicum until AFTER you have received a letter of approval from the graduate secretary, which will also be sent to your preceptor and instructor; AND, the above items are approved by Faculty. If in doubt, contact your instructor.

Each week, the student will:

- Submit three proposed daily objectives (PDO) for the following week under the “submit assignments” link. After instructor approval is provided, the student is required to share these with the preceptor. One of these focused daily objectives, will be analyzed (see rubric and calendar) which facilitate the achievement of the broad course objectives identified for the semester.
- Maintain a Clinical Log (a separate log for each preceptor) of patient data, which will be signed DAILY by the preceptor. Please make sure that the information on the approved University clinical log is complete and tallied before submitting the information in the “Submit Assignments” link.
- Maintain the clinical log system (Typhon) daily. The student is required to input all patient data for the day, up to 20 patients. Please note that the TYPHON system is time sensitive and you may not be able to go back and enter older data. Therefore, it is important to enter data ASAP (within 48 hours) after a specific date of clinical experience.
- Communicate with the instructor if a student/preceptor issue arises in the clinical setting.
- Assist in setting up a phone meeting (toward the end of the semester) between the preceptor and instructor, more information will be provided by your instructor.

Midterm, the student will:

Obtain and submit midterm clinical evaluations and clinical logs from all preceptors including a self-evaluation for each clinical site. Set up clinical evaluation conference between the preceptor and instructor. Please visit with your instructor before you do this.

End of course, the student will:

For successful completion of this course, submit all completed forms and evaluations in Bb under Submit Assignments by the indicated due date. You must provide evidence of 150 clinical practicum hours. The clinical practicum provides the opportunity for the student to develop and practice advanced skills in health assessment, diagnose common acute and chronic illnesses, and suggest management/treatments under an approved clinical preceptor. Detailed information is available in Blackboard and on the Graduate Student web site: http://www.angelo.edu/dept/nursing/student_resources/grad_info.php.
General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- Angelo State University Student Handbook
- Angelo State University Catalog
- Preceptor/Student Orientation Handbook http://www.angelo.edu/content/files/19273-final--msn-preceptorstudent-orientation-handbook--
- ASU Graduate Catalog located on the ASU website https://www.angelo.edu/catalogs/

Student Responsibility and Attendance

This class is asynchronous, meaning you do not have to be on-line at a certain time. There are readings which you will have to complete to be able to adequately participate in individual and group assessments. In order to complete this course successfully, you do have to participate in all course activities i.e. discussion boards, course projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times.

The expectation is that students will make substantive contributions which reflect integration of assigned materials as well as any outside readings as appropriate. Scholarly contribution is an expectation. For planning purposes, this class will probably require a minimum of 6-9 study hours per week on average.

Collaborate sessions may be conducted on a regular basis or as deemed necessary by faculty. Student participation is expected.

Academic Integrity

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

The College of Health and Human Services adheres to the university's Statement of Academic Integrity.

Accommodations for Students with Disabilities

ASU 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 of 2008 (ADAAA) and subsequent legislation.
Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student’s responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the Student Disability Services website. The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford  
Director of Student Disability Services  
Office of Student Affairs  
325-942-2047  
dallas.swafford@angelo.edu  
Houston Harte University Center, Room 112

Incomplete Grade Policy  
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. See ASU Operating Policy 10.11 Grading Procedures for more information.

Plagiarism  
Plagiarism is a serious topic covered in ASU’s Academic Integrity policy in the Student Handbook. 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. 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 are subject to be evaluated for originality. Resources to help you understand this policy better are available at the ASU Writing Center.

TIME ZONE  
ASU and this faculty are on Central Standard Time (CST). All due dates and times in this syllabus are CST. Students working outside of CST will need to make the necessary adjustments and comply with CST.

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. See ASU Operating Policy 10.19 Student Absence for Observance of Religious Holy Day for more information.
Copyright Policy
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 Changes
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.

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
Face to face: Mayer Administration Building, Room 210
Phone: 325-942-2022
Email: 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.
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<thead>
<tr>
<th>Week/Date</th>
<th>Topic and Assignments</th>
<th>Due Date</th>
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</table>
| **Week 1: Aug 23-28** | **TOPIC:** Learning Module #1 Course Orientation  
**ASSIGNMENT:**  
Review the course - set up and click on each tab to familiarize yourself with the content.  
View online Orientation video with quiz, located on Week 1 Orientation Module.  
Student introductions in the Main Db  
Web site assignment in the Main Db  
Secure preceptor(s) and complete appropriate documents – Clinical practicum may begin 9-7-21  
Begin to compile your clinical calendar for instructor approval | 8-23-21  
8-25-21, 2359pm  
8-25-21, 2359  
First post by 8-24, 2359pm. Closes 8-28, 2359 |
| **Week 2: Aug 30-Sept 4** | **TOPIC:** Learning Module #2 Risk Recommendations for Medication Management and Prescribing; Malpractice; Clinical Guidelines  
**ASSIGNMENT:**  
Submit Semester Objectives (3) for Weeks 1-7  
Submit clinical calendar for instructor approval (use template/rubric) Calendar must be submitted before you can begin clinicals  
Submit 3 proposed daily objectives (DOs) for first week of clinicals (#1) | 8-30-21, 2359pm  
8-31-21, 2359pm  
9-4-21, 2359PM |
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<th>Week/Date</th>
<th>Topic and Assignments</th>
<th>Due Date</th>
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<tr>
<td></td>
<td>Preceptor agreements due</td>
<td>9-2-21, 2359pm</td>
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<tr>
<td></td>
<td>Review Learning Module #2</td>
<td>9-4-21, 2359pm</td>
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</table>
| **Week 3: Sep 7-11** | **TOPIC:**<br>
Learning Module #3 NP Role Transition<br>FNP role prep | |
| **Sep 6th is a holiday** | **ASSIGNMENT:**<br>
May start clinicals if all preceptor paperwork in and approved by instructor and official letter received from Felicia, if semester and daily objectives approved<br>
Review Learning Module #3<br>Submit Proposed DOs(3) for following week (#2)<br>FNP prep assignment | |
| **Week 4: Sep 13-18** | **TOPIC:**<br>
Learning Module #4 Common GI Disorders/Anemia/Hematology | |
| | **ASSIGNMENT:**<br>
Submit Analyzed DO #1 (from clinicals previous week)<br>Submit Proposed DOs(3) for following week (#3)<br>Update Typhon log after each clinical day<br>Review Learning Module #4<br>Sign up for EHRgo software program and Complete program Orientation | |
| **Week 5: Sep 20-25** | **TOPIC:**<br>
Learning Module #5 MOTIVATIONAL INTERVIEWING | |
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<th>Week/Date</th>
<th>Topic and Assignments</th>
<th>Due Date</th>
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| Week 6: Sep 27-Oct 2 | **TOPIC:**  
*Learning Module #6 Pain Management*  
*Psychosocial Exam*  
**ASSIGNMENT:**  
Submit ADO #3  
Submit PDOs (#5)  
Update Typhon log after each clinical day  
Review Learning Module #6 Pain Management  
Psychosocial Exam assignment due | 09-29, 2359PM  
10-02, 2359pm  
10-02, 2359pm |
| Week 7: Oct 4-9 | **TOPIC:**  
*Learning Module #7 ECG Challenge; Pain Management*  
**ASSIGNMENT:**  
DB #1 Case Study on pain management scenario (patient Sandy Johnson, LBP)  
Submit ADO #4 | first post 10-05, 2359.  
Closes 10-09, 2359.  
10-06, 2359PM |
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<th>Week/Date</th>
<th>Topic and Assignments</th>
<th>Due Date</th>
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<tr>
<td></td>
<td>Submit PDOs (#6)</td>
<td>10-09, 2359pm</td>
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<td></td>
<td>Submit Semester Objectives (3) for Weeks 8-16</td>
<td>10-09, 2359pm</td>
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<td>Update Typhon log after each clinical day</td>
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<td></td>
<td>Review Learning Module #7</td>
<td>10-09, 2359pm</td>
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<td>Week 8:</td>
<td><strong>TOPIC:</strong></td>
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<td>Oct 11-16</td>
<td><em>Learning Module #8 CHF</em></td>
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<td><strong>ASSIGNMENT:</strong></td>
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<td>Reflection #1</td>
<td>10-16, 2359pm</td>
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<td>Submit ADO #5</td>
<td>10-13, 2359PM</td>
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<td><strong>MIDTERM PAPERWORK DUE.</strong> Schedule your Faculty/Preceptor phone conference after you have completed 70 hours with one preceptor.**</td>
<td>10-16-21, 2359</td>
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<td>Submit PDO (#7)</td>
<td>10-16, 2359pm</td>
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<td>Review Learning Module #8</td>
<td>10-16, 2359</td>
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<td>Update Typhon log after each clinical day</td>
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<td>Week 9:</td>
<td><strong>TOPIC:</strong></td>
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<td>Oct 18-23</td>
<td><em>Learning Module #9 Management of COPD</em></td>
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<td><strong>ASSIGNMENT:</strong></td>
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<td>DB #2 Case Study on COPD</td>
<td>first post 10-19, 2359. Closes 10-23, 2359.</td>
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<td>Submit ADO #6</td>
<td>10-20, 2359pm</td>
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<td>Submit PDO (#8)</td>
<td>10-23, 2359pm</td>
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<td>Update Typhon log after each clinical day</td>
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<td>Review Learning Module #9 Management of COPD</td>
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<td><strong>Week 10: Oct 25-30</strong></td>
<td><strong>TOPIC:</strong> Learning Module #10 Radiology Appropriateness Criteria</td>
<td>10-23, 2359pm</td>
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<td><strong>ASSIGNMENT:</strong> DB #3 Case Study on orthopedic fractures</td>
<td>First Post by 10-26, 2359pm. Closes 10-30, 2359pm</td>
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<td>Submit ADO #7</td>
<td>10-27, 2359PM</td>
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<td>Submit PDO (#9)</td>
<td>10-30, 2359pm</td>
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<td>Review Learning Module #10</td>
<td>10-30, 2359pm</td>
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<td>Update Typhon log after each clinical day</td>
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<td><strong>Week 11: Nov 1-6</strong></td>
<td><strong>TOPIC:</strong> Learning Module #11 Dermatology</td>
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<td><strong>ASSIGNMENT:</strong></td>
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<td>Submit ADO #8</td>
<td>11-3, 2359PM</td>
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<td>Submit PDO (#10)</td>
<td>11-06, 2359pm</td>
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<td>Update Typhon log after each clinical day</td>
<td>11-06, 2359pm</td>
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<td>Review Learning Module #11</td>
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<td><strong>Week 12: Nov 8-13</strong></td>
<td><strong>TOPIC:</strong> Learning Module #12 Competency Week</td>
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<td><strong>ASSIGNMENT:</strong></td>
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<td>Submit ADO #9</td>
<td>11-10, 2359PM</td>
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<td>Submit PDO (#11)</td>
<td>11-13, 2359pm</td>
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<td>Week 13: Nov 15-20</td>
<td>COMPETENCY VIDEO &amp; SOAPE note Update Typhon log after each clinical day</td>
<td>11-13, 2359</td>
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<td>TOPIC: Learning Module #13 Diabetes Management</td>
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<td>ASSIGNMENT: Discussion Board Case Study # 4 Alec Allard, resistant HTN</td>
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<td>Submit ADOs # 10</td>
<td>11-17, 2359PM</td>
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<td>Submit PDO (#12)</td>
<td>11-20, 2359pm</td>
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<td>Update Typhon log after each clinical day</td>
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<td></td>
<td>Review Learning Module # 13</td>
<td>11-20, 2359pm</td>
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<td>Week 14: Nov 22-27</td>
<td>TOPIC: Learning Module #14 Management of HTN</td>
<td>11-23, 2359pm</td>
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<td>Nov 24-26 are school holidays</td>
<td>ASSIGNMENT: Reflection #2</td>
<td>11-23, 2359pm</td>
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<td>Update Typhon log after each clinical day</td>
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<td>Learning Module #14</td>
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<td>Complete IDEA survey</td>
<td>Data TBA</td>
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<td>Week 15: Nov 29-Dec 4</td>
<td>TOPIC: Learning Module #15 Course Wrap-Up</td>
<td>12-04-21</td>
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<td>ASSIGNMENT: Last date to do clinicals</td>
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<td>Week/ Date</td>
<td>Topic and Assignments</td>
<td>Due Date</td>
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| Week 16: Dec 6-10 | **TOPIC:** Course Wrap-Up, Finals Week  
**ASSIGNMENT:** All FINAL CLINICAL PAPERWORK SUBMITTED BEFORE  
MONDAY 12/06/21 at 0800 – in Bb Submit Assignments  
- PRECEPTOR (S) EVAL OF STUDENT  
- STUDENT SELF EVAL FOR EACH SITE  
- EVAL OF PRECEPTOR (S)/ SITES  
- ALL SIGNED PRECEPTOR CLINICAL LOG HOURS (tally hours on each page before submitting)  
- TYPHON (NPST) LOGS COMPLETED – Submit summary | 12-06-21  
0800 |

**Student Evaluation of Faculty and Course**

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences. Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

Areas on the IDEA evaluation include:
1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures
3. Learning to apply course material (to improve thinking, problem solving, and decisions)
4. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
5. Acquiring skills in working with others as a member of a team
6. Developing creative capacities (inventing, designing, writing, performing in art, music, drama, etc.)
7. Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
8. Developing skill in expressing oneself orally or in writing
9. Learning how to find, evaluate, and use resources to explore a topic in depth
10. Developing ethical reasoning and/or ethical decision making
11. Learning to analyze and critically evaluate ideas, arguments, and points of view
12. Learning to apply knowledge and skills to benefit others or serve the public good
13. Learning appropriate methods for collecting, analyzing, and interpreting numerical information

End of Syllabus

1 https://www.angelo.edu/student-handbook/
2 https://www.angelo.edu/catalogs/
3 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
4 https://www.angelo.edu/services/disability-services/
5 https://www.angelo.edu/content/files/14197-op-1011-grading-procedures
6 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
7 https://www.angelo.edu/dept/writing_center/academic_honesty.php
8 https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of