NUR 6326
Family Primary Care II
Spring Semester 2022

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

Email: ajohnsonsmith@angelo.edu
Phone: 229-431-2030
Office: Virtual
Office Hours: By Appointment. If you have a question and an email response would suffice, then simply let me know this when you contact me.
Time Zone: All due dates and times in this syllabus are Central Standard Time (CST)

Course Information

Course Description

The focus is on the progression in the role of the 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 more complex symptoms and problems. Nursing's unique contribution to patient care and collaboration with other health care professionals is emphasized

Course Credits

Three semester credit hours (3-0-0)
This course meets completely online using Blackboard as the delivery method

Prerequisite / Co-requisite Courses

NUR 6201, 6318, 6323, 6324, 6325, 6331/ NUR 6336

Prerequisite 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 Graduate Nursing Student Handbook[1] should be reviewed before taking this course.

Program Outcomes

Upon completion of the program of study for the MSN Program, 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

Student Learning Outcome By completing all course requirements, students will be able to:	Assessment(s) or activity(ies) validating outcome achievement:	Mapping to MSN Program Outcomes	Mapping to MSN Essentials	Mapping to NLN Educator Competencies
1. Analyze pathophysiological processes and clinical manifestations associated with acute and chronic multisystem illnesses.	• Students will create an episodic SOAP note centered around a diagnosis that affects multi-systems. A Multi-dimensional approach to care will be included. • Students will complete a	1, 9	1.1, 1.2, 9.6, 9.7	PI 2, 3

	multi-dimensional interactive case study with a genomic/ genetic component			
2. Synthesize knowledge from nursing and related disciplines to formulate effective patient management strategies and optimize patient outcomes.	• Students will review scholarly/ peer reviewed journal articles related to a weekly topic and share significant findings with colleagues. • Students will participate in Interprofessional Collaborative experiences.	1, 9	1.1, 1.5, 9.2	PI 2, SI 2
3. Utilize technology to generate appropriate differential diagnoses and final diagnoses that are congruent with subjective and objective data obtained during the history and physical exam, improve patient education, and promote the learning process.	• Students will utilize a variety of reputable Apps to generate differential diagnoses, help identify final diagnoses based on subjective and objective data collected	5, 9	5.5, 9.4	TI 1

	during the H &P, improve patient education, and enhance patient outcomes.			
4. Apply proven scientific findings, current evidence-based practice guidelines, and well documented standards of care when developing pharmacologic and non-pharmacologic treatment plans and rendering patient education.	• Students will develop a comprehensive SOAP note centered around a provided diagnosis. Evidence-based treatment plans will be included as a component of the SOAP Note. • Students will review scholarly/peer reviewed journal articles related to a weekly topic and share significant findings with colleagues. • Students will be assigned a topic and asked to locate a clinical guideline in a peer reviewed	4, 9	4.5, 9.2, 9.7	QC 1, SF 3

	journal. Students should summarize the guideline, briefly discuss practice implications, and share information with colleagues. • Students will review updated evidence-based guidelines, apply them in the practices setting, and share the application results with colleagues.			

Course Delivery

This is an online course offering. The course will be delivered via the Blackboard Learning Management System. The course site can be accessed at ASU's Blackboard Learning Management System[2]

Required Texts and Materials

Hollier, A. (2016). *Family and adult-gero nurse practitioner certification questions* (3rd ed.). Advanced Practice Education Associates ISBN: 9781892418234 Paperback Hollier, A.
(2018). *Clinical guidelines in primary care* (4th ed.). Advanced Practice Education Associates ISBN 978-1-892418-27-2

Richardson, B. (2018). *Pediatric primary care* (4th 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 (8th ed.). McGraw-Hill ISBN
– 978-1-259-64219-7 Paperback

Recommended Texts and Materials

N/A

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
- 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 Online Education](#)[3] website for further technology requirements.

Topic Outline

Module 1: Weeks 1 and 2 – Genetic, Genomics, Pharmacogenetics, Pharmacogenomics, Ethical Issues
Module 1: Weeks 3 and 4 – Women's Health, Men's Sexual Health Issues, STD, GYN, LGBTQIA Health
Module 1: Week 5 – Women's Health OB Issues
Module 2: Weeks 6 – Women's Health OB Issues
Module 2: Weeks 7 and 8 – Neurological Related Issues
Module 2: Week 9 – Spring Break; Week 10 – Systemic Disorders
Module 3: Week 11 – Systemic Disorders; Week 12 – Infectious Diseases
Module 3: Week 13 – Infectious Diseases; Week 14 – Genitourinary Issues
Module 3: Week 15 Genitourinary; Week 16 Interprofessional Collaboration and Telehealth

Communication

Faculty will respond to email and/or telephone messages within 36 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 frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

Virtual communication: Office hours and/or advising may be done with the assistance of the telephone or Collaborate.

"Netiquette" Guidelines

The online setting of our course promotes the advancement of knowledge through positive and constructive discussion. Professional netiquette should be used when communicating with students and faculty online, including discussions and emails. Basic academic rules of good behavior and proper "Netiquette" are required and must prevail. Students should be timely in their online communication and should ensure to post discussion responses and replies on time. Students should not discuss
confidential information in discussion responses and replies. The absence of face-to-face interaction increases the likelihood of misinterpretation. Avoid using offensive language, excessive exclamation points, all caps, humor and sarcasm, acronyms, emojis, and slang. Watch your "tone"- it can be very easy to misinterpret someone's meaning online. Never write anything that you would not want posted on the wall of a face- to-face classroom. Recognize and value the experiences, abilities, and knowledge each person brings to class. Remember that there is a real live person to be treated with respect at the other end reading your posts and emails. If you disagree with ideas, state opposing argument in a diplomatic and respectful manner. Think about what you have written before you submit it. Be concise, use appropriate formatting, proofread and spell check your message.

Grading

Evaluation and Grades

The table below contains the assessments employed and how they will be graded in this course.

Assessment	Percent
Clinical Linked Assignments	25%
Discussion Board Activities	15%
Tests – 4 Equally Weighted	60%

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 this course:

A = 90-100
B = 80-89
C = 70-79
F = < 70

All grades to include final course grade, assignments, and exams are not rounded up to the nearest whole number.

Teaching Strategies

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. Examples of learning strategies used in this course include, but are not limited to case studies, discussion board activities, clinical linked assignments, lectures, PPT presentations, Webcasts.

Assignment and Activity Descriptions

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

Discussion Board Activities (Graded Forums and Clinical Linked Assignments):
Discussion Board Activities and Clinical Linked Assignments are practical application activities designed to strengthen a student's critical thinking and clinical reasoning skills. Through the use of Discussion Board Activities and Clinical Linked Assignments, 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 and Clinical Linked Assignments 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. The "**Online Discussion Rubric"** and **"Clinical Linked Assignment Rubric"** will be used to support individual responses for the Discussion Board Graded Forums and Clinical Linked Assignments.

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 me at ajohnsonsmith@angelo.edu 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.

Late Work or Missed Assignments Policy
Assignment due dates are shown on the calendar/schedule or posted within Blackboard. **Late assignments are not accepted without prior approval of faculty.** Faculty reserve the right to deduct points for late assignments that are accepted past the original due date.

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](#)[4]
- [Angelo State University Graduate Catalog](#)[5]
- https://www.angelo.edu/live/files/27781-graduate-nursing-student-handbook-ay-2020-2021-rev

COVID-19

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 Graduate Student Resources https://www.angelo.edu/departments/nursing/student_resources/grad_info.php

Student Responsibility and 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 projects, reflective logs, etc. Students are expected to engage in course activities and submit work by due dates and times. The hope 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.

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 of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university's [Statement of Academic Integrity.](#)[7]

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.[8] 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 Policies for more information
https://angelo.policystat.com/v2/policy/10659448/latest

Plagiarism

Plagiarism is a serious topic covered in ASU's Academic Integrity policy[10] 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.[11]

Academic Calendar

Students are responsible for adhering to all dates set forth in the ASU Academic Calendar[12] for the semester.

Special Notes:
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[13]
Withdraw from school[14]
d) Notify your faculty if you plan to drop or withdraw. A general understanding of the circumstances will be helpful for program development.

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 Days for more information
https://angelo.policystat.com/v2/policy/10659368/latest

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.

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.

Course Schedule

See course schedule following the syllabus.

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. The following are considered essential and Important evaluation items for this course.

1. Learning to apply course material (to improve thinking, problem solving, and decisions). **Essential**
2. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course. **Essential**
3. Acquiring skills in working with others as a member of a team. **Essential**
4. Developing ethical reasoning and/or ethical decision making. **Important**

Grading Rubrics

Discussion Board Clinical Linked Assignment Grading Rubric

Criteria	Novice	Competent	Proficient
Thoughts/Experiences Related to the Process	0% No thoughts/experiences related to the process are shared.	7.5% One or two superficial thoughts/experiences related to the process shared.	15% Thoughts/experiences related to the process were well identified and led to new discovery or self-awareness.
Findings/Responses	0% More than two components missing or unanswered.	20% One or two components missing or unanswered	40% All components present and answered.
Opportunities for Teachable Moments or Patient Education	0% No teachable moments or patient education need identified.	15% One teachable moment or patient education need identified.	30% Two or more teachable moments or patient education needs identified.

Follow-up or Further Evaluation	0%	7.5%	15%
	Follow-up or further evaluation status not mentioned.	Identifies need for follow-up or further evaluation but no elaboration.	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.
Total 100%			

Discussion Board Grading Forum Rubric

Criteria	Novice	Competent	Proficient
Quantitative	0% 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.	12.5% 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.	25% 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.
Content	0% Messages tend to address peripheral issues and/or ramble. Content is generally accurate, but with omissions and/or errors. Tendency to recite fact.	17.5% 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.	35% 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.

Questions	0%	7.5%	15%
	Rarely includes questions that promote discussion. Rarely responds to questions.	Sometimes includes questions that stimulate discussion. Sometimes responds to questions raised by others.	Often includes good questions that stimulate discussion. Frequently responds to questions from others.
Collaboration	0%	7.5%	15%
	Shows little evidence of collaborative learning. Most comments are directed to the instructor/facilitator. Does not respond to any student posts.	Shows some evidence of collaborative learning with a few comments directed student-to-student (1 student) but the majority are student-to-instructor/facilitator. There is little evidence of support and encouragement exchanged between	Collaborative learning is evidenced by comments directed primarily student-to-student (2 or more students) rather than student-to-instructor/facilitator. Evidence of support and encouragement is exchanged between students, as well as a

		students, nor a willingness to critically evaluate the work of others with constructive comments.	willingness to critically evaluate the work of others with constructive comments.
Tone	0%	2.5%	5%
	Aggressive and unprofessional postings.	Members are empathic rather than aggressive in tone but are not always respectful or professional in their postings.	Members are empathetic rather than aggressive in tone but are not always respectful or professional in their postings.
Mechanics	0%	2.5%	5%
	Some messages contain numerous errors in spelling, grammar and/or APA formatting.	Messages contain few if any errors in spelling, grammar and/or APA formatting (indicating proofreading). Messages are well-formatted with spacing and are easy to read.	Messages contain no errors in spelling, grammar and/or APA formatting (indicating proofreading). Messages are well-formatted with spacing and are easy to read.
Total 100%			

End of Syllabus

1 https://www.angelo.edu/live/files/27781-graduate-nursing-student-handbook-ay-2020-2021-rev
2 https://blackboard.angelo.edu/webapps/portal/execute/tabs/tabAction?tab_tab_group_id=_223_1
3 https://www.angelo.edu/online-education/
4 https://www.angelo.edu/student-handbook/
5 https://www.angelo.edu/catalogs/
6 https://www.angelo.edu/live/files/27781-graduate-nursing-student-handbook-ay-2020-2021-rev
7 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
8 https://www.angelo.edu/services/disability-services/
9 https://angelo.policystat.com/v2/policy/10659448/latest
10 https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php
11 https://www.angelo.edu/dept/writing_center/academic_honesty.php
12 https://www.angelo.edu/services/registrars_office/academic_calendar.php
13 https://www.angelo.edu/content/forms/290-course-drop-request-form
14 https://www.angelo.edu/services/saem/withdrawal_form.php
15 https://angelo.policystat.com/v2/policy/10659368/latest

NURS 6326 Course Schedule Spring 2022

Week/Dates	Topic/Assignments/Assessments Due
Week 1 1/18/22 - 1/22/22	• Genetics • Genomics • Pharmacogenetics • Pharmacogenomics • Ethical issues Reading List – Assigned Journal Articles; Hollier – Genetic Disorders
WEEK 2 01/24-01/29	• Genetics • Genomics • Pharmacogenetics • Pharmacogenomics • Ethical issues Reading List – Assigned Journal Articles; Hollier – Genetic Disorders **Week 2 - Graded Discussion Board Week**
Week 3 1/31/22-2/5/22	• Chlamydia • Bacterial Vaginosis • Breast Conditions • Mucopurulent Cervicitis • Nongonococcal Urethritis • Gonorrhea • Health Promotion • Herpes Simplex Virus Type 2 • Human Papillomavirus (HPV) • Syphilis • Pelvic Inflammatory Disease • Trichomoniasis • Amenorrhea • Cervicitis • Contraception • Dysmenorrhea • Dyspareunia • Emergency Contraception • Menopause • Pap Smear Interpretation • PCOS • Premenstrual Syndrome • Vulvovaginal Candidiasis

	• Men's Health
	• LGBTQIA+ Issues
	Reading List – Assigned Journal Articles; Hollier – SexuallyTransmitted Diseases and Women's Health Disorders; Richardson – Chapter 29; Wolff, Johnson, Saavedra, Roh – 753, 756,765-780
Week 4 2/7/22-2/12/22	• Chlamydia • Bacterial Vaginosis • Breast Conditions • Mucopurulent Cervicitis • Nongonococcal Urethritis • Gonorrhea • Health Promotion • Herpes Simplex Virus Type 2 • Human Papillomavirus (HPV) • Syphilis • Pelvic Inflammatory Disease • Trichomoniasis • Amenorrhea • Cervicitis • Contraception • Dysmenorrhea • Dyspareunia • Emergency Contraception • Menopause • Pap Smear Interpretation • PCOS • Premenstrual Syndrome • Vulvovaginal Candidiasis • Men's Health • LGBTQIA+ Issues Reading List – Assigned Journal Articles; Hollier – SexuallyTransmitted Diseases and Women's Health Disorders; Richardson – Chapter 29; Wolff, Johnson, Saavedra, Roh – 753, 756,765-780 **Week 4 - Clinical Linked Activity Due 02/12/2022 @11:59 PM**
Week 5 2/14-2/19 **EXAM I – Genetics/Genomics/Ethical**	• Preconception Counseling: Identifying Patients atRisk • Routine Prenatal Care • Anemia-Iron Deficiency • Pregnancy-Induced Hypertension, or Preeclampsia • Preterm Labor

Issues/ Pharmacogenetics/Pharmaco- genomics, Women's Health (no OB), General Men's and LGBTQIA+ Health, Health Promotion and Maintenance Exam Opens on 2-15 @ noon and closes on 2-17 @ 8:00 AM	• Gestational Diabetes Mellitus (GDM) • Vaginal Bleeding: First Trimester • Vaginal Bleeding: Second and Third Trimester • Breast Engorgement • Hemorrhage Late Postpartum • Mastitis • Postpartum Care: Six Weeks Postpartum Exam • Postpartum Depression • Reading List – Assigned Journal Articles; Hollier -Pregnancy and Lactation and Breastfeeding Reading List – Assigned Journal Articles; Hollier -Reproductive Health
Week 6 2/21-2/26	• Preconception Counseling: Identifying Patients atRisk • Routine Prenatal Care • Anemia-Iron Deficiency • Pregnancy-Induced Hypertension, or Preeclampsia • Preterm Labor • Gestational Diabetes Mellitus (GDM) • Vaginal Bleeding: First Trimester • Vaginal Bleeding: Second and Third Trimester • Breast Engorgement • Hemorrhage Late Postpartum • Mastitis • Postpartum Care: Six Weeks Postpartum Exam • Postpartum Depression Reading List – Assigned Journal Articles; Hollier -Reproductive Health **Week 6 - Graded Discussion Board Week**
Week 7 2/28-3/5	• Alzheimer's Disease • Autism • Bell's Palsy • Carpal Tunnel Syndrome • Dementia • Guillain-Barré Syndrome • Headache • Migraine Headache • Mild Traumatic Brain Injury (MTBI) • Multiple Sclerosis • Myasthenia Gravis

	• Neurologic Emergency: Febrile Seizures • Parkinson's Disease • Seizures • Transient Ischemic Attack (TIA) • Vertigo Reading List – Assigned Journal Articles; Hollier - Neurologic Disorders, 616; Richardson – Chapter 32, 661
Week 8 3/7-3/12	• Alzheimer's Disease • Autism • Bell's Palsy • Carpal Tunnel Syndrome • Dementia • Guillain-Barré Syndrome • Headache • Migraine Headache • Mild Traumatic Brain Injury (MTBI) • Multiple Sclerosis • Myasthenia Gravis • Neurologic Emergency: Febrile Seizures • Parkinson's Disease • Seizures • Transient Ischemic Attack (TIA) • Vertigo Reading List – Assigned Journal Articles; Hollier - Neurologic Disorders, 616; Richardson – Chapter 32, 661 **Week 8 - Clinical Linked Activity Option A or Option BDue 03/12/2022 @ 11:59 PM**
Week 9 03/14-03/18 SPRING BREAK	• Enjoy time off with family and friends while staying safe
Week 10 03/21-03/26 **EXAM II – OB, Neuro, Health Promotion and Maintenance Exam Opens on 3-22 @ noon and closes on 3-24 @ 8:00 AM**	• Anemia of Chronic Disease • Chronic Fatigue • Fevers of Unknown Origin (FUO) • Iron Deficiency Anemia (Microcytic, Hypochromic) • Lymphadenopathy • Megaloblastic Anemia • Systemic Lupus Erythematosus (SLE) Reading List – Assigned Journal Articles; Hollier –

	Hematologic Disorders; Richardson – Chapter 33; Wolff,Johnson, Saavedra, Roh – 324-335
Week 11 03/28-04/02	• Anemia of Chronic Disease • Chronic Fatigue • Fevers of Unknown Origin (FUO) • Iron Deficiency Anemia (Microcytic, Hypochromic) • Lymphadenopathy • Megaloblastic Anemia • Systemic Lupus Erythematosus (SLE) Reading List – Assigned Journal Articles; Hollier – Hematologic Disorders; Richardson – Chapter 33; Wolff,Johnson, Saavedra, Roh – 324-335
Week 12 04/04-04/09	• Cat Scratch Disease • Human Immunodeficiency Virus (HIV) • Influenza • Kawasaki Disease • Lyme Disease • Meningitis • Mononucleosis (Epstein-Barr) • Parvovirus 19 (Fifth Disease) • Rheumatic Fever • Rocky Mountain Spotted Fever • Roseola (Exanthem Subitum) • Rubella (German Measles) • Rubeola (Red Measles, or 7-Day Measles) • Scarlet Fever (Scarlatina) • Varicella (Chickenpox) Reading List – Assigned Journal Articles; Hollier – 75, 110,120,130, 141, 142, 144, 147, 161, 180, 182 (3rd ed.); Hollier – 104, 187, 201, 213, 227, 228, 230, 233, 253, 278, 546 (4th ed.); Richardson – 294, 308, 333, 390, 394; Wolff, Johnson, Saavedra, Roh – 359, 556, 562, 569, 589, 667, 669, 674, 694, 706-717
Week 13 04/11-04/16	• Cat Scratch Disease • Human Immunodeficiency Virus (HIV) • Influenza • Kawasaki Disease • Lyme Disease • Meningitis

	- Mononucleosis (Epstein-Barr) - Parvovirus 19 (Fifth Disease) - Rheumatic Fever - Rocky Mountain Spotted Fever - Roseola (Exanthem Subitum) - Rubella (German Measles) - Rubeola (Red Measles, or 7-Day Measles) - Scarlet Fever (Scarlatina) - Varicella (Chickenpox) Reading List – Assigned Journal Articles; Hollier – 75, 110,120,130, 141, 142, 144, 147, 161, 180, 182 (3rd ed.); Hollier – 104, 187, 201, 213, 227, 228, 230, 233, 253, 278, 546 (4th ed.); Richardson – 294, 308, 333, 390, 394; Wolff, Johnson, Saavedra, Roh – 359, 556, 562, 569, 589, 667, 669, 674, 694, 706-717 **Week 13 - Graded Discussion Board Week**
Week 14 04/18-04/23 **EXAM III – Hematologic, Infectious Diseases, Health Promotion and Maintenance** **Exam Opens on 4-19 @ noon and closes on 4-21 @ 8:00 AM**	- Benign Prostatic Hypertrophy - Chronic Kidney Disease in Adults (CKD) - Epididymitis - Hematuria - Hydrocele - Interstitial Cystitis - Prostatitis - Proteinuria - Pyelonephritis - Renal Calculi, or Kidney Stones (Nephrolithiasis) - Testicular Torsion - Undescended Testes, or Cryptorchidism - Urinary Incontinence - Urinary Tract Infection (Acute Cystitis) - Varicocele Reading List – Hollier – Urologic Disorders;Richardson – Chapter 28
Week 15 04/25-04/30	- Benign Prostatic Hypertrophy - Chronic Kidney Disease in Adults (CKD) - Epididymitis - Hematuria - Hydrocele - Interstitial Cystitis

	• Prostatitis • Proteinuria • Pyelonephritis • Renal Calculi, or Kidney Stones (Nephrolithiasis) • Testicular Torsion • Undescended Testes, or Cryptorchidism • Urinary Incontinence • Urinary Tract Infection (Acute Cystitis) • Varicocele Reading List – Hollier – Urologic Disorders; Richardson – Chapter 28
Week 16 05/02-05/07	• Interprofessional Collaboration • Telehealth Reading List – Assigned Journal Articles
Week 17 05/09-05/13 **EXAM IV – IPC, Telehealth, Genitourinary, Health Promotion and Maintenance** **Exam Opens on 5-10 @ 8:00 AM and closes on 5-12 @ 8:00 AM**	**Wrap –up and Final Exam Week** **Last Day of Class – May 13**