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DEC 29 2011

If you wish to submit a new course, please login

COLLEGE OF GRADUATE STUDIES

The University Of Toledo
NEW COURSE PROPOSAL

\* denotes required fields

1. College\*: Nursing
Department\*: College of Nursing

Level (check one)\*
Will this course impact program requirements?
Type of course (check all that apply):
Academic Skills Enhancement, Writing Intensive (WAC), Honors, Univ. Core, etc.

2. Contact Person\*: Susan Sochacki Phone: 418-383-5806 Email: susan.sochacki@utoledo.edu

3. Alpha/Numeric Code (Subject area - number)\*: NURS - 7210

If this is a renumbering, please request an electronic copy of the old course approval through the Register's Office at x4865, and attach it to #15 in this form.

4. Proposed title\*: See attached

Proposed effective term: F 2013

5. Planned enrollment per section: 10 per term: 10

6. Is the course cross-listed with another academic unit? No

Is the course offered at more than one level? No

If yes to either question, please list additional Alpha/Numeric codes, and submit a separate New Course form or Course Modification form for the course(s) referenced below.

a. b. c.

Approval of other academic unit (signature)

Name and title

If course is to be offered at more than one level, attach an explanation of the different requirements that students must meet for each level.

7. Credit hours\*: Fixed: 7 or Variable: to

8. Delivery Mode: Primary\* Secondary Tertiary

Handwritten notes: 1/12/12 SS, 1/12/12 DS

Table with 3 columns: Primary\*, Secondary, Tertiary. Rows: a. Activity Type, b. Minimum Credit Hours, Maximum Credit Hours, c. Weekly Contact Hours.

† Choices are: Lecture, Recitation, Seminar, Regular Lab, Open Lab, Studio, Clinic, Field, Independent Study, Workshop, Computer Assisted Instruction, Other

9. Terms offered: [X] Fall [ ] Spring [ ] Summer

Years offered: [X] Every Year [ ] Alternate Years

10. Are students permitted to register for more than one section during a term? [X] No [ ] Yes

May the courses be repeated for credit? [ ] No [X] Yes 7 Maximum Hours

11. Grading System\*: Undergraduate Graduate

- Normal Grading (A-F,PS/NC,PR, I)
- Passing Grade/No Credit (A-C, NC)
- Credit/No Credit
- Grade Only (A-F, PR, I)
- Audit only
- No Grade
- Normal Grading (A-F,PS/NC,PR, I)
- Grade Only (A-F)
- Satisfactory/Unsatisfactory (G only)
- Audit only
- No Grade

1/12/12 SS  
1/12/12 DS

12. Prerequisites (must be taken before): a. Sec - att b. - - c. - -  
 PIN (Permisson From Instructor)  PDP (Permission From Department)   
 Co-requisites (must be taken together): a. NURS - 7690 b. - - c. - -

13. If course is to replace an existing, course(s) will be deleted, and when should that deletion occur?  
 Course to be removed from inventory Final Term to be offered (YYYYT, i.e. use 20064 for Fall'06)  
 a. - -  
 b. - -  
 c. - -  
 d. - -

14. Catalog description\* (30 words Maximum)  
 See Attached

15. Attach an electronic copy of a complete outline of the major topics covered.  
 Syllabus: \*   
 Additional Attachment 1:   
 Additional Attachment 2:

16. Where does this course fit in the University/College/Department curriculum? (Be specific by course level, if applicable). Indicate prospective demand.  
 Third semester in the BSN-DNP program.

17. If the proposed course is similar to another course in the College or University, please describe the difference and provide a rationale for the duplication. (If this course duplicates material covered in another course within your department or college or in another college, attach a letter of endorsement from that area's dean and department chairperson indicating their support. Clarify the manner in which this course will differ).

18. If the course is intended to meet a University Undergraduate Core requirement, complete the following and submit a course syllabus using the template:  
 Please explain how this course fulfills the general education guidelines. (Guidelines are available in Faculty Senate Website)

Course Approval:

Department Curriculum Authority:  Date: Month / Day / Year  
 Department Chairperson: *Shannie Smolter, Ph.D., RN* Date: Month / Day / Year

College Curriculum Authority:	<input type="text"/>	Date	Month	Day	Year
	<i>Susan Schoberk</i>		12	9	
College Dean:	<input type="text"/>	Date	Month	Day	Year
	<i>Nimothy Gaspar</i>		12	19	11

*After college approval, submit the original signed form to the Faculty Senate (UH 3320) for undergraduate-level courses; for graduate-level courses submit the original signed form to the Graduate School (UH3240). For undergraduate/graduate dual-level courses, submit the proposals to each office.*

Faculty Senate Undergrad. Curriculum Comm.:	<input type="text"/>	Date	Month	Day	Year
Faculty Senate Core Curriculum Comm.:	<input type="text"/>	Date	Month	Day	Year
Graduate Council:	<i>plh</i>	Date	Month	Day	Year
Office of the Provost:	<input type="text"/>	Date	Month	Day	Year
Registrar's Office:	<input type="text"/>	Date	Month	Day	Year

**You will see a confirmation page after you press the "Submit" button. If you do not see the confirmation page, please call x 4320 or send an email to ProvostWebMaster.utoledo.edu. Thanks.**

**University of Toledo College of Nursing  
BSN to DNP Program  
Syllabus**

**NURS 7210 Family Nurse Practitioner Clinical I: Primary Care of Adolescents and Adults**

**COURSE CREDIT & CONTACT HOURS:**

7 Credit Hours; 3 Theory Hours, 4 Clinical Hours

**PRE-REQUISITES:**

Admission to the BSN-DNP program, NURS 7680 Advanced Physiology and Pathophysiology, NURS 7740 Advanced Health Assessment, NURS 7050 Information Technology in Nursing and Healthcare Systems, NURS 7400 Theoretical Foundations of Advanced Nursing Practice, NURS 7410 Ethical Foundations of Advanced Nursing Practice

**CO-REQUISITE:**

NURS 7690 Advanced Pharmacotherapeutics

**FACULTY:** TBA

**COURSE DESCRIPTION:**

Focuses on primary care of common/chronic illness of adolescents, adults; includes beginning understanding of role of APN in primary care; includes development of therapeutic relationships. Clinical experiences include populations across the lifespan.

**COURSE OBJECTIVES:**

1. Analyze knowledge from nursing, medical and behavioral sciences in the diagnosis and treatment of common acute and chronic conditions in the care of adolescents and adults.
2. Synthesize behavioral and nursing theory in promoting positive health behaviors in primary care.
3. Apply professional, legal and ethical standards in clinical practice.
4. Apply epidemiological principles in clinical reasoning process with target populations.
5. Integrate clinical outcomes research data in development of management plan.
6. Critique self-development related to clinical decision making in primary care.
7. Establish an environment that promotes ethical decision-making and patient agency.
8. Examine core clinical issues across advanced practice nursing specialties.
9. Evaluate personal ability to initiate, maintain, and terminate therapeutic relationships.
10. Analyze the dimensions of the advanced practice role.
11. Apply change agent strategies as they relate to the advanced practice role.

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**Teaching/ Learning Strategies:**

Web CT (Blackboard) weekly course materials, lecture, discussion, integration of evidenced

based research in clinical plan, evaluation of student assignments related to theory or clinical content, and small group discussions.

### Evaluation Strategies:

1. Students are expected to abide by the UT CON Academic Honesty Policy. The College of Nursing views cheating and plagiarism as a direct violation of the purpose of the educational program as noted in the Code of Ethics for the Profession of Nursing.
2. Faculty reserves the right to change course requirements in exceptional circumstances with fair notice to students.
3. For examinations using scantron sheets and separate exam sheets, all scores will be determined by the scantron sheet. If there is a discrepancy between the scantron sheet and the examination, credit will only be given for the scantron answers.

### Assessment of Student Outcomes:

1. Generally, assessment of student progress is an ongoing process between both the student and the faculty throughout the course.
2. The student has a reciprocal responsibility for self-evaluation throughout the course, which includes, but is not limited to, initiation of individual conferences with the faculty member when needed.
3. Students with learning issues, test anxiety, or personal issues are encouraged to contact the Academic Enrichment Center at the University of Toledo Health Science Campus (419.383.6118).
4. The only valid excuses for missing an exam are a serious illness or death in the family. In either case, you must call (No E-mails) the Course Coordinator before noon on the day of the exam. It is the student's responsibility to provide a physician's excuse and to schedule a make up exam with the course coordinator verbally (no-mails) within one week. Evidence of a valid excuse is required to re-take the exam. **Exams will not, in any case, be given early.** Make-up exams may be given in alternate format at coordinator discretion. During written exams students are not permitted to wear caps or visors. No food or beverages will be consumed during exams. Cell phones will be turned off and inaccessible. Calculators, PDAs and other electronic equipment will not be permitted. All personal items will be placed under the student's desk.
5. Achievement of clinical objectives and requirements at a satisfactory level is required and will be evaluated by faculty with evaluation input from your Clinical Preceptor. **The student must successfully achieve the clinical performance elements of the course with a satisfactory clinical grade in order to progress in the clinical major.**

### Evaluation Methods

Theory	Midterm Exam	30%
	Final Exam	30%
Clinical	OTC Pharmacy Project	5%
	Case Presentation	10%
	SOAP notes	25%

Clinical Practice	S/U
Written journal	S/U

### Course Grading Scale

A	91-100%
B	81- 90%
C	71-80%
D	61-70%
F	60% and below

Students must achieve a B (81%) average on the theory portion (2 written exams) before clinical grades are factored in. Students must also achieve an average of 81% on SOAP notes and must achieve “Satisfactory” in clinical performance in order to pass the course. OTC and Case presentation grades will be added after all other grades are calculated. Failure to achieve a minimum of 81% on BOTH theory and clinical SOAPS will result in unsuccessful course completion and the entire course must be repeated.

### Expectations of the Student during Clinical Preceptorship:

1. Direct care clinical practice is essential for the acquisition of advanced practice skills. There is no substitute for the experience gained in direct care settings. This course requires 180 hours of direct patient contact.
2. **By week 2 of the semester, each student will submit a written plan for achievement of clinical hours to their clinical faculty.** This plan must include specific information including the projected days of the week for clinical experience, the specific clinical site, the projected number of hours per clinical day (e.g. Wednesday, 4 hours; Thursday, 8 hours), **and the name, address, fax, and contact phone number of preceptor.**
3. **The clinical site and/or preceptor must be approved by the APN Coordinator, Course Coordinator and/or clinical faculty. It is not appropriate to function in a student role in your place of employment, nor can a student's employee, employer, friend, or family member function as a preceptor. Use of such individuals as Preceptors Will Result in clinical failure.**
4. **If for any reason, a preceptor requires that a student not return to a clinical setting due to unsafe practice, inappropriate behavior, or failure to adhere to the preceptor's guidance, it may result in an automatic unsatisfactory clinical grade after review by the Course Coordinator and course faculty.**
5. Each hour of orientation (approximately four (4) hours total), and each hour of clinical conference time, as designated by the clinical faculty, not to exceed 8 hours, are also included in the 180 hour clinical time, and should be the only exception to the direct care requirement. Therefore, no activity other than direct patient contact will be credited toward the clinical hour requirement (including professional conferences unless previously negotiated with Course Coordinator).
6. Clinical time should average 12 hours weekly. All clinical hours must be completed by the final week of the course in order to receive a final course grade. Approximately, 80 hours

of clinical time must be met at midterm to receive a satisfactory midterm clinical evaluation.

7. Students should report clinical difficulties to their clinical faculty and to the Course Coordinator. In the case of a clinical emergency, the clinical faculty should be notified immediately.
8. Failure to report for a clinical experience **without contacting both** the preceptor and the clinical faculty will be considered unsatisfactory clinical performance.
9. While in the clinical setting, the student will wear a lab coat (or alternate professional attire as required by the agency) and name tag identifying the student as a UT Nurse Practitioner-Student. Professional dress and conduct will be the standard.
10. After one-half day of orientation, NP students will collaborate with their preceptors on the selection of patients for assessment and management. Following the orientation period, the student is expected to obtain the initial assessment (S+O) with guidance from the preceptor. The student will participate in collaborating with the preceptor on the management plan. Initially, students can expect to work with 1 or 2 patients each hour.
11. By the fourth or fifth week, the APN student will be expected to become more independent in the initial patient assessment. The student will be able to collect initial subjective/objective data, develop a working list of probable and possible diagnoses, and suggest a potential plan for treatment, management and follow-up in collaboration with their preceptor.
12. The APN student will **ALWAYS** collaborate with the preceptor to discuss the accuracy of assessment findings, diagnosis, and plan of care. Students will not independently release a patient from the office.
13. Printed copies of "Real Time" SOAP notes will be submitted to your clinical faculty each week in addition to the Typhon entry program. More than one note/week will not be accepted. Notes are due on class day, prior to class.
14. The student will document each patient interaction in the standard clinical record using the SOAP format or the accepted format of the clinical practice setting. (See attached Faculty Evaluation of Student SOAP Documentation).
15. SOAP notes should be submitted via Typhon with all identifying information removed. Inclusion of any identifying information will automatically earn a score of 0 points for that week. If your clinical site is using computerized formats, you will negotiate with your clinical faculty for appropriate format to transfer SOAP notes for Typhon submission.
16. You should submit notes from both clinical sites on alternating weeks if there is more than one site. The first SOAP note will not be graded, but will be reviewed. You will complete a maximum of 10 SOAPS for that portion of the clinical grade.
17. Self evaluation of the SOAP and patient encounter will be done with each submitted SOAP note because self evaluation is critical for role development. The successful student will critically analyze personal clinical performance and learn from each patient encounter.
18. Failure of any of the above criteria and/or deadlines will automatically result in an unsatisfactory at midterm. If the above criteria and deadlines continue past midterm the student will automatically fail the course.



### **Direct observation of clinical performance (preceptor / faculty)**

Students are expected to see patients across the life-span, with the focus of this course on acute and chronic illness of the adolescent and young adult; emphasis should include health promotion and epidemiological principles in primary care.

Student's performance is monitored and assessed in the clinical setting by the preceptor. The student will also be evaluated directly by one or more of the clinical faculty. Faculty visits will occur in the preceptor's setting or at the clinical practice of the faculty as frequently as necessary to evaluate the student's performance. The preceptor's evaluation is used as adjunct data in the student's overall clinical evaluation. The preceptor will complete the clinical evaluation form (see preceptor evaluation form) and should return the form between week 14 and 16 of the semester. Phone contact and/or clinical site visits may be made by the faculty at any time.

### **SOAP Documentations with Self-Evaluations**

Student abilities in clinical reasoning and critical thinking are reflected in the SOAP note. Therefore, skill in SOAP documentation is essential and is a good indicator of the student's clinical judgment. Each SOAP note will be evaluated by faculty based on the criteria found on the Faculty Evaluation of SOAP Recordings. SOAPS are assigned a maximum number of points. SOAP scoring is to be used by the student as a guide to progress and to guide the student in incorporation of faculty feedback. A total average score of 81% must be achieved on SOAP notes submitted for a grade to achieve satisfactory clinical grade.

Students will submit a minimum of 1 SOAP recording beginning week 3. Subsequent SOAP notes will be submitted for evaluation and will be graded. Each student is evaluated on individual success of meeting SOAP note criteria reflecting student clinical judgment and decision making as guided by the grading criteria. The clinical faculty will review the SOAP and provide summative and formative evaluation. In addition, if allowed, documentation will be submitted from the actual chart form used in the practice and done at the time of the patient encounter. HIPPA standards will be met when copying any patient information.

**It is essential that the student remove all patient identification from the SOAP copy prior to submitting to faculty. Failure to do so will result in a zero for that SOAP and risk of failure for the course.**

### **Written Journal**

A brief narrative of your own assessment of personal progress in clinical performance and any difficulties encountered in APN role development or achievement of course objectives. Journals are due two times during the semester and are to be submitted to faculty via email (see topical outline for due dates).

**Required Texts** (not APA format)

Fenstermacher & Hudson (2004). Practice guidelines for family nurse practitioners. Saunders

McPhee et al (2009). Current medical diagnosis & treatment. Lange

Burns, Dunn et al (2009) Pediatric Primary Care: A Handbook for Nurse Practitioners

Dains, J. (2007). Advanced Health Assessment and Clinical Diagnosis in Primary Care. 3rdEd  
Mosby Elsevier

Griffin, WB (Ed.) (2005). Essentials of Musculoskeletal Care. American Academy of Orthopedic Surgeons & American Academy of Pediatrics: Rosemont, Ill.

Grossman, Katz, et al. Cost Effective Diagnostic Imaging 4<sup>th</sup> ed. Mosby Elsevier  
ISBN: 978-0-323-03283-4

Durbin, D. (2000). Rapid Interpretation of EKG's. Cover, Fort Myers. Fla.

Maldonado, D.C. et al (2005). SOAP for Family Medicine. Lippincott, Williams & Wilkins,  
Philadelphia, P.A.

**Recommended Texts**

Bickley, L (2009) Bates' Guide to Physical Examination and History Taking 10<sup>th</sup> Ed.  
Lippincott, Williams & Wilkins Philadelphia, PA

Fitzpatrick, K. (2009) Color atlas & synopsis of clinical dermatology. McGraw-Hill, St. Louis

Ferri's, F.F. (2009) Color Atlas and Text of Clinical Medicine, Saunders, Philadelphia, PA.

Fitzgerald, M. A. (2005). Nurse Practitioner Certification Examination and Practice Preparation.  
Davis, Philadelphia, PA.

## **Clinical Case Presentation (10% of clinical grade)**

**All HIPPA patient identifying information will be eliminated in both oral and written case.**

Each student will present a case study during clinical conference. Presentations will be no more than 15 minutes in length including time for questions. Case study topics will focus on disorders affecting adolescents and adults. Selection of a case study topic should be based on interesting lessons learned during clinical this semester and be of such value to enhance fellow student learning. This is a combination oral/written presentation and while notes may be used, reading your presentation will result in points deducted. A 1-2 page typed handout will be provided for students and faculty.

The focus of the presentation must reflect the learning objectives of the course and drawn from the current clinical setting of the student practice site. The evaluation of the presentation is based on both the oral and written content. Professionalism is also considered.

- \_\_\_\_\_ 10 points . **Chief Complaint & pertinent history**
- \_\_\_\_\_ 10 points **Pertinent exam and diagnostics**
- \_\_\_\_\_ 5 points **Working diagnosis with supporting criteria**
- \_\_\_\_\_ 5 points **Management plan**
- \_\_\_\_\_ 10 points **Epidemiological data - cited from literature**
- \_\_\_\_\_ 10 points **Evidenced based rationale for treatment (literature based)**
- \_\_\_\_\_ 20 points **Analysis of self care and family issues r/t diagnosis and treatment plan**
- \_\_\_\_\_ 10 points **Evaluation parameters to be used (or were used) to determine outcomes**
- \_\_\_\_\_ 20 points **Identify major "lessons learned" and how it may affect your future practice**

**Total 100 points:**

**Comments:**

**Faculty:** \_\_\_\_\_

## **OTC Pharmacy Project (5% clinical grade)**

As an APN you will be expected to provide recommended therapies and medications that are available OTC. This assignment is designed to assist the student in understanding the challenges encountered by patients in selecting an appropriate OTC remedy. Submit typed presentation for distribution to the group.

Select from one of the following "OTC categories" for one of the following chief complaints:

1. cold and flu, sinus, aches, cough
2. sneezing, sniffles, runny nose, watery eyes
3. heartburn, indigestion
4. constipation, diarrhea, nausea
5. skin products for rash, itching, acne, dry skin
6. headache
7. joint and muscle, arthritis pain/stiffness
8. PMS, dysmenorrhea
9. vitamins, minerals, ADEK, C, CA++, BBBB, Fe, glucosamine, etc
10. herbals for depression, anxiety, mental acuity, disease prevention

\_\_\_\_\_ **0 points**      **Go to any store that sells OTC products and select at least 3 major brand name or generic products from the above categories**

\_\_\_\_\_ **25 points**      **List the product by name and OTC cost; include active ingredients and action for each product**

\_\_\_\_\_ **25 points**      **Indicate dosage range for adolescents and adults and age related precautions**

\_\_\_\_\_ **25 points**      **Indicate whether you would recommend any product to your patients - if so which products, rationale and patient education**

\_\_\_\_\_ **25 points**      **Typed summary for distribution to the peers**

**Total 100 points:**

**Comments:**

Faculty: \_\_\_\_\_

**University of Toledo/ College of Nursing  
Faculty Evaluation of SOAP Documentation  
Follow-up SOAP Criteria**

Student \_\_\_\_\_

Date \_\_\_\_\_

Clinical Faculty \_\_\_\_\_

Criteria	Value	Score
<b>Subjective (40 possible points)</b>		
Includes Chief Complaint	2	
HPI: Health status since seen last and response to therapies	7	
HPI: Any side effects or adverse rx's to therapies	3	
Relevant PMH & Relevant Family Hx or if not needed is absent	5	
ROS or if not needed is absent	3	
Currents: Allergies, Meds/OTCs, Tobacco, Immunizations, Diet, Exercise, Sleep	5	
Clarity & Organization	10	
Correct spelling and use of descriptors	5	
<b>Objective (40 possible points)</b>		
General Survey	5	
Vital signs, wt. BMI	5	
Physical exam-systematic, organized and thorough	10	
Exam is related to reason for visit	5	
Excludes extraneous elements	5	
Includes critical elements r/t subjective data	5	
Correct spelling and descriptors	5	
<b>Diagnosis &amp; Plan (5 possible points)</b>		
List of differentials supported by S+O findings	3	
Includes documented health risks	2	
<b>Plan of Care (5 possible points)</b>		
Diagnostic tests/therapies/medications	2	
Follow-up/Pt. Education and health promotion	3	
<b>Self-Evaluation ( 10 possible points)</b>		
Analysis of quality & relevance of S+O data	2	
Identification of needed but missing S+O data	2	
Description of what you would do differently and	2	

why		
Identify limitations & abilities r/t clinical reasoning	2	
Use of clinical evidence based reasoning & literature	2	
<b>Total Score x 100</b>		

**University of Toledo/ College of Nursing  
Faculty Evaluation of SOAP Documentation  
Problem –Focused SOAP Criteria**

Student \_\_\_\_\_  
Date \_\_\_\_\_

Clinical Faculty \_\_\_\_\_

Criteria	Value	Score
<b>Subjective (40 possible points)</b>		
Includes Chief Complaint	2	
HPI	7	
Relevant PMH	5	
Relevant Family Hx or if not needed is absent	3	
ROS or if not needed is absent	3	
Currents: Allergies, Meds/OTCs, Tobacco, Immunizations, Diet, Exercise, Sleep	5	
Clarity & Organization	10	
Correct spelling and use of descriptors	5	
<b>Objective (40 possible points)</b>		
General Survey	5	
Vital signs, wt. BMI	5	
Physical exam-systematic, organized and thorough	10	
Exam is related to reason for visit	5	
Excludes extraneous elements	5	
Includes critical elements r/t subjective data	5	
Correct spelling and descriptors	5	
<b>Diagnosis (5 possible points)</b>		
List of differentials supported by S+O findings	3	
Includes documented health risks	2	
<b>Plan of Care (5 possible points)</b>		
Diagnostic tests/therapies/medications	3	
Follow-up/Pt. Education and Health Promotion	2	
<b>Self-Evaluation ( 10 possible points)</b>		
Analysis of quality & relevance of S+O data	2	
Identification of needed but missing S+O data	2	
Description of what you would do differently and why	2	
Identify limitations & abilities r/t clinical reasoning	2	

Use of clinical evidence based reasoning & literature	2	
<b>Total Score x 100</b>		



**The University of Toledo**  
**College of Nursing**  
**Nurse Practitioner / CNS Program**  
**Preceptor Evaluation of Student Clinical Performance**

**Student** \_\_\_\_\_

**Date** \_\_\_\_\_

**Preceptor** \_\_\_\_\_

**Course** \_\_\_\_\_

Please check (X) your observation of student clinical behaviors.

<b>Criteria</b>	Always	Usually	Sometime	Rare	N/A
<b>S - History taking, interviewing skills</b>					
Uses age appropriate communication with pt/family					
Able to establish rapport with patient/family					
Uses age-appropriate approach to patient					
Collects meaningful history data					
Able to prioritize and focus multiple patient concerns					
<b>O - Physical Examination Skills</b>					
Uses problem focused history to direct the PE					
Uses orderly/systematic approach to the PE					
Demonstrates thoroughness in exam r/t the chief c/o					
Uses correct technique w/ evidence of practice					
<b>A - Diagnostic / Judgment Skills</b>					
Presents patient case in organized manner					
Identifies differential diagnoses					
Able to prioritize patient problems appropriately					
Suggests working diagnosis for common acute illness					
Able to verbalize basic interpretation of lab studies					
<b>P – Plan of Care</b>					
Suggests possible lab/diagnostic tests as needed					
Suggests appropriate medications / therapies as needed					
Integrates patient teaching into treatment plan					
Suggests appropriate follow-up or referral					
<b>General</b>					
Works effectively with other members of the team					
Exhibits appropriate / professional conduct					
Demonstrates initiative in seeking learning opportunities					
Demonstrates non-judgmental approach and respect for patients/families/staff					
Assumes accountability and responsibility for actions					
Appropriately seeks preceptor for consultation and improvement					
Demonstrates active involvement in clinical learning					
Please circle overall performance in one of 5 appropriate boxes	High				Low

**The University of Toledo, College of Nursing**  
**NURS 7210: Primary Care of Adolescents and Adults**

<b>Week Date</b>	<b>Topic</b>	<b>Faculty</b>	<b>Readings/Assignments</b>
<b>1</b> 1/12	<b>Introduction to Course</b>  Primary Care and Patient Encounters Diagnostic Reasoning & Clinical Decision-Making SOAP Documentation/ Prescriptions Typhon Reflexive practice/Journaling Introduction to clinical groups	<b>TBA</b>	Bickley (2009) Chpt. 1,2,3  Dains (2007) Chpt.1  McPhee (2012) Chpt. 1
<b>2</b> 1/19	NONPF, Masters Essentials, Professional Organizations  Health Promotion/Disease Prevention Periodic Health Screening Cultural Diversity  Evidenced Based Practice	<b>TBA</b>	Cash (2011) Chpt. 1 & 2 McPhee (2012) Chpt. 1  Master Essential document & Immunizations schedules posted on Blackboard  <a href="http://www.ahrq.gov/clinic/uspstfix.htm">www.ahrq.gov/clinic/uspstfix.htm</a> <ul style="list-style-type: none"> <li>• Recommendations</li> <li>• Evidence Based Practice</li> </ul> <a href="http://www.healthypeople.gov/Document/html/uih/uih_2.htm">http://www.healthypeople.gov/Document/html/uih/uih_2.htm</a>  Other readings TBA
<b>3</b> 1/26	<b>Common HEENT Disorders</b> Bacterial vs. Viral Illness Allergy vs. Infection/Influenza, Pharyngitis, Sinusitis, Rhinitis, Otitis Media/Otitis Externa Red eye	<b>TBA</b>	Cash (2011) Chpt. 5, 6, 7 Dains (2007) Chpt. 2,3,4,5,6 McPhee (2012) Chpt. 8 Seller (2012) Chpt. 7,12, 30
<b>4</b> 2/2	<b>Common Pulmonary Disorders</b> Cough, bronchitis, pneumonia, asthma Respiratory Therapy, Smoking Cessation	<b>TBA</b>	Cash (2011) Chpt. 8 Dains (2007) Chpt. 11, 12 McPhee (2012) Chpt. 1, 9 Sellers (2012) Chpt. 9

<b>Week Date</b>	<b>Topic</b>	<b>Faculty</b>	<b>Readings/Assignments</b>
<b>5 2/9</b>	<b>Exam 1 (2:30 - 4 pm)</b>		
	<b>Interpretation of diagnostic studies, Coding (4:15 - 6 pm)</b>	<b>TBA</b>	Cash (2011) Appendix A Dains (2007) Chpt. 35 McPhee (2012) Appendix
<b>6 2/16</b>	<b>Mental Health in Primary Care</b> Anxiety, Depression, Domestic Violence Substance Abuse, Suicide	<b>TBA</b>	<a href="http://www.ahrq.gov/clinic/uspstfix.htm">www.ahrq.gov/clinic/uspstfix.htm</a> • Mental health sections Cash (2011) Chpt. 20 Dains (2007) Chpt. 32 McPhee (2012) Chpt. 25
<b>7 2/23</b>	<b>Musculoskeletal Disorders</b> General Orthopedic Hand, Wrist, Neck, & Back pain Adolescent Orthopedics	<b>TBA</b>	Cash (2011) Chpt. 17 Dains (2007) Chpt. 26, 27 Maldonado (2005) Section 5 McPhee (2012) Chpt. 20 Sellers (2012) Chpt. 3, 24, 25
<b>8 3/1</b>	<b>Adolescent Health Issues</b> Growth & Development Sexual Maturation Skin/Acne Eating disorders Legal Issues, HEADDSS, Gangs	<b>TBA</b>	<b>Midterm Evaluations: 80 clinical hours completed</b>  Dains (2007) Chpt. 32 Additional readings TBA
<b>9 3/8</b>	<b>Spring Break</b>		
<b>10 3/15</b>	<b>Neurological</b> Headaches Migraines Bells Palsy	<b>TBA</b>	Cash (2011) Chpt 18  Dains Chapters 28  McPhee Chapter 24
<b>11</b>	<b>Exam 2 (2:30 - 4 pm)</b>		

3/22			
	<b>Skin (4:15 - 6 pm)</b>	<b>TBA</b>	Cash (2011) Chpt. 3 Readings TBA
<b>Week Date</b>	<b>Topic</b>	<b>Faculty</b>	<b>Readings/Assignments</b>
<b>12</b> 3/29	<b>Endocrine Disorders I</b> Thyroid Obesity Metabolic Syndrome	<b>TBA</b>	Cash (2011) Chpt. 19  McPhee Chpt. 26
<b>13</b> 4/5	<b>Endocrine Disorders II</b> Diabetes Mellitus Addisons Cushings	<b>TBA</b>	Cash (2011) Chpt. 19 Guidelines for Management of DM2 <ul style="list-style-type: none"> <li>• AACE</li> <li>• ADA</li> </ul> McPhee Chpt. 27
<b>14</b> 4/12	<b>Cardiovascular Disorders I</b> Lipids, HTN, CAD DVT, PE's	<b>TBA</b>	Cash (2011) Chpt. 9 McPhee Chpt. 11 & 28 Sellers (2012) Chpt. 6
<b>15</b> 4/19	<b>Cardiovascular Disorders II</b> Syncope / NCS SVT/ Arrhythmias Diagnostic Testing	<b>TBA</b>	Cash (2011) Chpt. 9 Dains (2007) Chpt. 9, 10 & 29 McPhee (2012) Chpt. 10 Sellers (2012) Chpt. 11, 27
<b>16</b> 4/26	<b>GU Disorders</b> UTI, Calculi, Pyelonephritis, Genitourinary Disease, Incontinence, UA, Diagnostic Studies	<b>TBA</b>	Cash (2011) Chpt. 11 Daines (2007) Chpt. 17, 18 & 19 McPhee (2012) Chpt. 22 & 23 Seller (2012) Chpt. 35
<b>17</b> 5/3	<b>Exam 3 (2:30 – 4 pm)</b>		<b>Final clinical evaluation conferences</b>