

The page is for view only.

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)*
Undergraduate
Graduate
Type of course (check all that apply):
Academic Skills Enhancement
Writing Intensive (WAC)
Honors
Univ. Core: English, Hum, Math, Nat. Sciences, Social Sciences
Multicultural: Diversity of US Culture, Non-US Culture
Transfer module: Arts&Hum, Engl, Math, Nat Sci & Phys, Soc Sci

2. Contact Person*: Susan Sochacki Phone: 418-383-5806 Email: susan.sochacki@utoledo.edu
3. Alpha/Numeric Code (Subject area - number)*: NURS - 7220

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. Remember to delete the old course ID in #13.

4. Proposed title*: See Attached Family Nurse Practitioner Clinical II: Primary Care of Women and Children
Proposed effective term: Sp 2014

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

Administrative Use Only
Code:
Approved (senate or Grad Council)
Effective Date:
CIP Code:
Sub: Prog: Level:

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. If the requirements are the same for each level, justification must be provided.

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

8. Delivery Mode: Primary* Secondary Tertiary
a. Activity Type: Lecture, C.I.N.C., Regular Lab, Other/DL
b. Minimum Credit Hours: 3, 4
Maximum Credit Hours: 3, 4
c. Weekly Contact Hours: 3, 12

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

1/12/12 SJ
1/12/12 NS

9. Terms offered: Fall Spring Summer
Years offered: Every Year Alternate Years

10. Are students permitted to register for more than one section during a term? No Yes
May the courses be repeated for credit? No 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

12. Prerequisites (must be taken before): a. NURS - 7210 b. NURS - 7690 c. -

PIN (Permisson From Instructor) PDP (Permission From Department)

Co-requisites (must be taken together): a. - 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.

Fourth 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:

[Signature]

Date: Month / Day / Year

Department Chairperson:

Maureen Smaber, M.D., RN

Date: Month 12 / Day 12 / Year 11

College Curriculum Authority: Date Month / Day / Year

College Dean: Date Month / Day / Year

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.: Date Month / Day / Year

Faculty Senate Core Curriculum Comm.: Date Month / Day / Year

Graduate Council: Date Month / Day / Year

Office of the Provost: Date Month / Day / Year

Registrar's Office: 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 7220 Family Nurse Practitioner Clinical II: Primary Care of Women and Children

COURSE CREDIT & CONTACT HOURS:

7 Credit Hours, 3 Theory Hours, 4 Clinical Hours

REQUISITES:

NURS 7210 FNP Clinical I, NURS 7690 Advanced Pharmacotherapeutics

FACULTY: TBA

COURSE DESCRIPTION:

Focuses on primary care of children/women's health. Emphasis on health promotion and common acute illness, role development, therapeutic communication, and continued emphasis on development of skills with individuals and groups.

COURSE OBJECTIVES:

1. Apply knowledge from the behavioral, medical and nursing sciences to provide primary health-care for women and children.
2. Analyze health behavior models for applicability to primary care.
3. Apply health promotion theory in providing anticipatory guidance and patient education to individuals and families.
4. Use professional, ethical and legal standards of nursing practice to monitor and promote cost effective, quality health care.
5. Diagnose and treat common acute illness in women and children.
6. Analyze indicators of healthy pregnancy.
7. Examine own development in delivery of primary care to women and children
8. Examine core clinical issues across advanced practice nursing specialties.
9. Analyze personal abilities and limitations that have a potential to enhance or limit effectiveness in working with individuals and groups.
10. Describe the role of the APN as an advocate for healthcare for individuals and families.
11. Apply change agent strategies as they relate to the advanced practice role.

**University of Toledo College of Nursing
BSN to DNP Program
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Teaching/ Learning Strategies:

Lecture, class discussion, student presentations, online assignments or research related to class and clinical learning, 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.
2. 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 answer.
3. Faculty reserve the right to change course requirements in exceptional circumstances, with fair notice to students.

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 UT Health Science Campus (419.383.4274)
4. The only valid excuses for missing an exam are a serious illness or death in the family. In either case, you **must call** the lead faculty before noon on the day of the exam. It is the student's responsibility to schedule a make-up examination with the lead faculty within 48 hours of your return to UT. A health provider's medical excuse is required for an illness; verification from the funeral home, crematory, or place of the funeral service is required for a death. **Failure to notify lead faculty before the exam or failure to provide required documentation will result in an exam grade of zero.** Exams will not, in any case, be given early.
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. Students will be directly observed by their preceptor **and/or** clinical faculty. (See Preceptor Evaluation of Student Clinical Performance). **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.**

Course Grading Scale:

A	91-100%
B	81-90%
C	71-80%
D	61-70%
F	Below 61%

Calculation of Course Grade:

Satisfactory Clinical Performance	S/U
Weekly Clinical Log (in Typhon)	S/U
Midterm Exam	35%
Final Exam	35%
Clinical SOAP Documentation	
**added after 81% achieved on written exams	20%
Clinical Case Study Presentation	
**added after 81% achieved on written exams	10%
Total	100%

Each student must achieve an average grade of 81% on the two written examinations in order to pass the course. **After an exam average of 81% is achieved, the remainder of the grades for additional assignments will be added to the exam grades to calculate the final course grade. The final course grade must also be a minimum of 81% to pass the course; clinical requirements must be satisfactory as well in order to pass this course.**

Students With Disabilities:

It is the responsibility of the student to follow the UT CON guidelines regarding accommodation of disabilities. Directions are given in the UT CON student handbook. It is the responsibility of the student to follow the procedures allowed by the ADA officials. If the accommodation requires course faculty action, it is in the best interests of the student to notify the course faculty directly during the first week of class regarding any condition that requires special accommodation for successful completion of the course.

Clinical Expectations:

Note-failure to comply with the below expectations may result in an Unsatisfactory grade for your clinical experience—please communicate promptly with your clinical faculty, the lead faculty, and/ or the APN Coordinator (Kathryn Pilliod-Carpenter, MSN, FNP-C, RN) if you have difficulties with any of the below expectations

1. **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.**
2. **The clinical site and/or preceptor must be approved by the APN coordinator, and/or the lead faculty and/or clinical faculty.** It is not appropriate to function in a student role in your place of employment, nor can an employee or employer function as a preceptor. (See CON Graduate Handbook)
3. **If for any reason, a preceptor requests a student not return to a clinical setting due to unsafe practice, inappropriate behavior, or failure to adhere to the preceptor's**

guidelines, it may result in an automatic unsatisfactory clinical grade after review by the APN coordinator, lead faculty, and course faculty.

4. 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.
5. Each hour of orientation (should be four (4) hours total), and clinical conference hours (up to eight (8) hours total—see #6), are also included in the 180 hour clinical time, and are the only exception to the direct care requirement. No other additional activity beyond direct patient contact will be credited toward the clinical hour requirement.
6. Students are expected to be present and participate in all clinical conferences. If students participate in a **minimum of 12 clinical conferences**, 8 hours of clinical time may be added into their clinical hour total at the end of the semester.
7. Clinical time should be about 12 hours weekly. Students are strongly encouraged to complete the clinical hours throughout the semester—not in an intensive period of only a shortened number of weeks. All clinical hours must be completed by the final week of the course in order to receive a final course grade.
8. Students should report clinical difficulties to their clinical faculty and to the lead faculty. In the case of a clinical emergency, the clinical faculty should be notified immediately, preferably by phone or by email if the faculty is unavailable by phone.
9. **Failure to report for a clinical experience without** contacting both the preceptor and the clinical faculty will be considered **unsatisfactory** clinical performance.
10. 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.
11. After one-half day of orientation, NP students will collaborate with their preceptors on the selection of patients for assessment and management. Initially, students can expect to work with 1 or 2 patients each hour.
12. By about the third week of clinical time, NP students will be expected to become more independent in approach to patient care. The students 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.
13. NP students will collaborate with the preceptor to discuss the accuracy of assessment findings, diagnosis, and plan of care. NP students will document each patient interaction in the standard clinical record using the SOAP format or the accepted format of the clinical practice setting.

14. Clinical logs are recorded in the Typhon system; these must **be entered each week. Include clinical hours/week and cumulative hours to date at the end of each Typhon log note.**
15. SOAP notes will be submitted to your clinical faculty through the Typhon program. **More than one note/week will not be accepted.** Notes are due on class day, prior to class. Approximately equal numbers of women's and pediatric SOAP notes should be submitted. The initial SOAP (either women's health or pediatric) note will be formative (ungraded) SOAP note. A total of six SOAP notes will be submitted for grading. Three of these should be pediatric and three women's health SOAP notes.
16. SOAP notes **must be entered into Typhon weekly** 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.
17. **Complete self evaluation of the SOAP note and patient encounter is a critical part of each SOAP note submitted;** self evaluation is critical for role development. Successful students will critically analyze personal clinical performance and learn from each patient encounter.
18. Include prescriptions, in the standardized format, with all identifying information removed, with your weekly SOAP notes.
19. Include LOE assigned to each patient encounter on each SOAP note.
20. The Faculty Evaluation of Student SOAP Documentation form is included near the end of the syllabus. In general, a score of at least 28.5 points is required on each SOAP note to be considered satisfactory (ie. 81%). A copy of this form is to be submitted with each SOAP note.
21. Students are expected to submit **weekly the Precepted Clinical Hours Log** to their clinical faculty. The Precepted Clinical Hours Log is included near the end of the syllabus.

Texts:

Author	Title	Edition	Publisher/ISBN
*DeCherney, Nathan, & Goodwin	Current Diagnosis & Treatment Obstetrics & Gynecology	10th	McGraw-Hill 978-0071439008
*Burns, Dunn, Brady, Starr, & Blosser	Pediatric Primary Care	4th	Saunders 978-1416040873
*Green, Palfrey, Clark, & Anastasi	Bright Futures, Pocket Guide	3 rd	National Center for Maternal Child Health 1572850663
*American Civil Liberties Union of Ohio	Your Health and the Law: A Guide for Teens	4th	http://www.acluohio.org/issues/TeenHealth/TeenHealth.pdf (free, online)
Bickley, L. (2007). OR Advanced Assessment text used in N574	Bates' Guide to Physical Examination and History Taking.	9 th Ed.	Lippincott, Williams & Wilkins, Philadelphia, PA
Griffin, L. Y. (Ed.) OR most current edition	Essentials of Musculoskeletal Care	3 rd Ed.	American Academy of Orthopaedic Surgeons American Academy of Pediatrics
Wolff, K., Johnson, R., & Suurmond, R. (2005) OR most current edition	Fitzpatrick's Color Atlas and Synopsis of Clinical Dermatology	5 th	McGraw Hill 0071440194
Tierney, McPhee & Papadakis (2009) OR most current edition	Current Medical Diagnosis & Treatment		McGraw Hill 9780071494304
Pagana KD & Pagana TJ. (2006). OR Another text of diagnostic and laboratory tests	Manual of Diagnostic and Laboratory Tests		CV Mosby, St. Louis, MO
Parker, S. & Zuckerman, B.	Behavioral & Developmental Pediatrics	2 nd	Little, Brown, & Co. 0316690902
Hay, W., Levin, M., Sondheimer, J. & Deterding, R. (2007)	Current Pediatric: Diagnosis and Treatment	17 th	McGraw-Hill 0071429603

*** REQUIRED**

University of Toledo College of Nursing
Family Nurse Practitioner Program/ N7220 Faculty Evaluation of Student Clinical
Documentation

Student _____ Date _____
 Clinical Site _____
 Course Faculty _____

0 = N/A y = yes n = no p = partial

Criteria	Score	Comments
S – History Documentation (10 points)		Score =
1. Chief complaint or reason for visit documented	0 y n p	
2. HPI complete (7 characteristics of sx)	0 y n p	
3. HPI questions relevant for the CC	0 y n p	
4. Relevant PMH documented	0 y n p	
5. Currents: allergies, meds, tobacco, ETOH etc.	0 y n p	
6. Gyn history (including LMP, contraceptive method)	0 y n p	
7. Pertinent FH documented	0 y n p	
8. Psych-soc if relevant	0 y n p	
9. ROS is pertinent for CC.	0 y n p	
10. Documentation is organized with correct spelling and descriptors.		
O – Objective Documentation (8 points)		Score =
1. Exam is problem focused.	0 y n p	
2. PE is related to the CC & history.	0 y n p	
3. PE complete for CC/history (including pertinent negatives)	0 y n p	
4. Documentation is organized with correct spelling & descriptors	0 y n p	
A – Diagnosis (2 points)		Score =
1. List of differentials (including documented health risks)	0 y n p	
2. Diagnosis supported by S + O	0 y n p	
3. Addresses S + O findings		
P – Plan of Care (5 points)		Score =
1. Appropriate diagnostic tests	0 y n p	
2. Medications as prescribed	0 y n p	
3. Patient education	0 y n p	
4. Health Promotion	0 y n p	
5. Follow-up/referral documented	0 y n p	
Self Evaluation (10 points)		Score =
1. Analysis of the quality of data obtained in S+O	0 y n p	
2. Identification of needed but missing data in S+O	0 y n p	
3. Inclusion of patient education	0 y n p	

4. Description of what you would do differently	0	y	n	p	Final score =
5. Identification of limitations & abilities	0	y	n	p	
6. LOE-designated _____	0	y	n	p	
7. LOE supported by documentation	0	y	n	p	
8. Compare performance to Standard of Practice	0	y	n	p	
9. What would student do differently? Cite the standard that supports your revised action (worth 2pts).	0	y	n	p	
Total points = 35					

B. Clinical Case Study Presentation (Individual 10%)

Over the semester, each student will present 1 structured clinical case study presentation during the clinical conference hour. Presentations should be about 20 minutes in length, with a brief time for questions afterwards. The discussion should focus on an interesting woman, child or family you have seen in your primary care clinical setting. This case study may have a primary chief complaint with a secondary condition, or health issue that you also address. Remember that this is a professional presentation to your colleagues.

Clinical Case Study Presentation: Grading Criteria

Student Name: _____ **Date:** _____

- 5 points** _____ 1. Chief complaint and underlying condition/issue.
- 20 points** _____ 2. Relevant history including past medical history and pertinent family history, current, developmental, cultural, and psychosocial data. Provide a genogram relevant to this child/family or woman/family.
- 20 points** _____ 3. Physical exam findings (briefly note any abnormalities or note as WNL). Include any pertinent developmental assessment.
- 10 points** _____ 4. Develop a table/list that indicates all diagnostic hypotheses that were generated in your assessment of this patient. State the single most important objective and subjective piece of information used in making the diagnoses. Conclude with your final diagnosis(es) for this encounter.
- 5 points** _____ 5. Goals (what goals do you have for this child/woman and family relative to the diagnosis(es)).
- 20 points** _____ 6. Plan (all actions taken, including diagnostic, treatments, educative, follow-up, referrals, letters to referring agencies).
- 10 points** _____ 7. Briefly discuss and document from the clinical and research literature etiology, prevalence, etc. of the developmental, and/or clinical problem/issue.

5 points _____ 8. Why did you choose this case? Are there any changes in your actions? Would you do anything different? Why?

5 points _____ 9. Provide a reference list in APA format for whole class.

Comments:

Total = 100 points **Score =** _____ **Faculty:** _____

CLASS SCHEDULE: (2-3 PM Clinical Conference; 3-6 PM Class)

All classes in CB 2401/2403 unless otherwise noted

Additional Readings May Be Assigned

Week Date/Time	Topic	Faculty	Readings
1 8.23.11 Class: 2-6	Introductions Review of syllabus Remarks re: clinical placement Meet with clinical groups	Quinlan All faculty	Review content/lecture in your Advanced Assessment text dealing with female genitalia, breasts & axillae, Essentials of Masters Education document posted on Blackboard course site
2 8.30.11	Clinical Conference The Well Woman Exam: Abnl Pap, Menopause, Osteoporosis	Quinlan	Review content/lecture from Advanced Assessment on the Well Woman exam Current: OB/GYN, chpt 1, 33, 59 Review content in CMDT on osteoporosis
3 9.6.11	Clinical Conference Fertility Control Preconceptional Care	Quinlan	Current: OB/GYN, chpt 36
4 9.13.11	Clinical Conference Well Obstetrics	Quinlan	Current: OB/GYN, chpt. 9, 11, 12, 13, 14
5 9.20.11	Clinical Conference The Newborn and Infant: Assessment, Health Maintenance Schedules, Breastfeeding, Dermatitis & eczema; Hip dysplasia; Age Specific Issues Immunizations	Vogelpohl	Review content/lecture from Advanced Assessment on the Pediatric exam Bright Futures: pgs v-xix; 1-18; 54; 58 Burns: Briefly review Chpt 1; Read Chpt. 5 & pps. 197; 200- 202; 249-254; 571-575; 808-809; 815; 975-978; 1005-1007; 1016-1017; 1023-1027; 1045; 1293-1304 FYI: Burns Chpt 12 www.aappolicy.org (Clinical Practice Guide on Hyperbilirubinemia, 2004) http://www.cdc.gov/vaccines/recs/schedules/child- schedule.htm

Week Date/Time	Topic	Faculty	Readings
6 9.27.11	Clinical Conference The Toddler and Preschooler: Assessment, Health Maintenance Schedules, Musculoskeletal issues: Age Specific Issues (autism)	Vogelpohl	Bright Futures: pp. 20-32; 55; 59; 62 Burns: Chpt 4 (pps. 56-57); Chpt. 6 (91-108); Chpt 11(220-224); Chpt. 13 (254-267) & pps. 202; 339-343; 866-868; 870-876;1028
7 10.4.11	Clinical Conference The School-Age Child: Assessment, Health Maintenance Schedules, Musculoskeletal issues, Skin—scabies, lice, Special Issues of School- Age Children (Bullying)	Vogelpohl	Bright Futures: pp. 32-42; 56;60 Burns: Chpt 7 (109-131); Chpt 13 (254); & pps. 202-203; 220-224; 273; 966-970; 1012-1021; 1029
8 10.11.11	Evaluations Midterm Exams		
9 10.18.11	Fall Break		
10 10.25.11	Clinical Conference Breast Disorders Chronic pelvic pain/Interstitial Cystitis	Quinlan/ Durbin	Current: OB/GYN, chpt. 63 Review content in CMDT on breast disorders
11 11.1.11	Clinical Conference Common Gynecological Disorders: Menstrual Disorders, Endometriosis	Quinlan	Current: OB/GYN, chpt. 35 and 43
12 11.8.11	Clinical Conference Common GYN Disorders Sexually Transmitted Infections	Quinlan	Current: OB/GYN, chpt. 42; pps. 655-656

Week Date/Time	Topic	Faculty	Readings
13 11.15.11	Clinical Conference Febrile Issues Dehydration/Rehydration	Vogelpohl	Burns: pp. 468-470; 539-543; 654-655; 798-801 http://aappolicy.aappublications.org/cgi/search-from this site go to policy, and find these AAP Clinical Practice guidelines: <ol style="list-style-type: none"> 1. Technical report: Treatment of the Child with Simple Febrile Seizures, 1999—pp1-4 2. Febrile Seizures: Clinical Practice Guideline for the Long-term Management of the Child with Simple Febrile Seizures, 2008 www.cdc.gov/MMWR (Managing Acute Gastroenteritis Among Children, 2003, #52, pgs 1-15, plus tables)
14 11.22.11	Clinical Conference Common Communicable Childhood Infections Childhood Respiratory Infections (conjunctivitis, pharyngitis/tonsillitis, URI, RSV, croup syndromes, bronchiolitis, pertussis)	Vogelpohl	Burns: review pps. 482-499; read pps. 477-482; 502-515; 519-535; 691-694; 758-760; 767-787
15 11.29.11	Clinical Conference Clinical Conference Common Gastrointestinal Issues in Children Constipation, & Parasites	Vogelpohl	Burns: pp. 543-544; 798-801; 808-826; 833-839

Week Date/Time	Topic	Faculty	Readings
16 12.6.11	Clinical Conference Special Needs Across the Lifespan (ADHD, Klinefelter syndrome, Down syndrome , Turner syndrome)	Vogelpohl/ Moore	Burns: pps. 325-336; pps.1125-1131 AAP Clinical Report: Health Supervision for Children with Turner Syndrome. Frias, J.L., & Davenport, M. L. Committee in Genetics and Section on Endocrinology. <i>Pediatrics 111</i> (3). March 2003, pp.692- 702. AAP Clinical Report: Clinical Genetic Evaluation of the Child with Mental Retardation or Developmental Delays. Moeschler, J. B., Shevell, M., & the Committee on Genetics. <i>Pediatrics 117</i> (6). June 2006, pp. 2304-2316.
17 12.13.11	Final Evaluations Final Exam		

**University of Toledo College of Nursing
FNP II Primary Care of Women and Children**

Student _____ **Faculty** _____

Preceptor Name _____ **Preceptor Site** _____

Preceptor Name _____ **Preceptor Site** _____

Course Objectives	Unsatisfactory	In Progress	Satisfactory	Exceptional
1. Apply knowledge from behavioral, medical & nursing sciences to provide primary healthcare for women & children				
2. Analyze health behavior models for applicability to primary care				
3. Apply health promotion theory in providing anticipatory guidance and patient education to individuals & families				
4. Use professional, ethical, and legal standards of nursing practice to monitor and promote cost effective, quality healthcare				
5. Diagnose & treat common acute illness in women & children				
6. Analyze indicators of healthy pregnancy				
7. Examine own development in delivery of primary care to women & children				
8. Examine core clinical issues across advanced practice nursing specialties				

Legend: X = midterm 0 = final

University of Toledo College of Nursing
FNP II Primary Care of Women and Children/N7220 pg.2

Student _____

Midterm Evaluation Comments:

Clinical hours completed at MT: _____

Student Comments

Student Signature: _____ Faculty Signature: _____

Date: _____

Final Evaluation Comments:

Clinical hours at final evaluation: _____

Student Comments:

Student Signature _____ Date _____

Faculty Signature _____ Date _____

N7220 Grade:

Clinical Performance (must be satisfactory) _____

Weekly Clinical Log (must be satisfactory) _____

Midterm exam (35%) _____

Final exam (35%) _____

Clinical SOAP documentation (20%);
(document total SOAP points) _____

Clinical Case presentation (10%)

TOTAL

**The University of Toledo College of Nursing
Preceptor Evaluation of Student Clinical Performance**

Student Name _____

Preceptor Name _____

Clinical Site _____

Please check (X) the frequency of student clinical behaviors.

Criteria	Always	Usually	Sometimes	Rare	N/A
History taking/communication skills					
1. Uses appropriate communication approach with patient/family					
2. Able to establish rapport with patient					
3. Obtains pertinent problem-focused data.					
4. Able to prioritize and focus multiple patient concerns.					
5. Obtains information in systematic manner.					
Physical Examination Skills					
1. Uses problem-focused history to direct PE					
2. Orderly/systematic approach to the PE					
3. Exam is thorough for chief complaint.					
4. Appropriate technique					
Diagnostic/Judgment Skills					
1. Presents case in organized manner.					
2. Identifies differential diagnosis.					
3. Prioritizes patient problems.					
4. Develops working diagnosis with rationale.					
5. Able to diagnose common acute illness.					
6. Minimal assistance needed for complex health problems.					
7. Interprets diagnostic lab information.					
Plan of Care					
1. Orders appropriate diagnostic studies.					
2. Suggests appropriate medications/therapies.					
3. Provides rationale for medications.					
4. Integrates pt. education into plan.					
5. Prioritizes plan of care for multiple					

	diagnoses.					
	6. Suggests appropriate follow-up/referral.					
	7. Plan of care evidence-based/standard of care					
	8. Plan documented in organized, succinct format.					
	9. Beginning to identify appropriate Level of Service					

**The University of Toledo College of Nursing
Preceptor Evaluation of Student Clinical Performance**

Student Name _____

Preceptor Name _____

Please check (X) the frequency of student clinical behaviors.

Criteria	Always	Usually	Sometimes	Rare	N/A
General					
1. Non-judgmental, courteous approach to patients assumes accountability and responsibility for actions.					
2. Utilizes appropriate clinical resources for information					
3. Appropriate use of preceptor					
4. Able to accept suggestions/guidelines					
5. Demonstrates initiative in seeking learning opportunities.					
6. Dress/behavior is professional and appropriate.					
7. Uses self-evaluation to identify areas for improvement.					
8. Works effectively with other members of office staff.					

Preceptor Signature _____ **Date** _____ **Total Hours** _____

Comments:

**University of Toledo College of Nursing
Precepted Clinical Hours Plan**

Student: _____ **Student Contact Phone:** _____

Preceptor: _____ **Clinical Site:** _____

Preceptor address: _____ **Preceptor fax:** _____

Preceptor Phone: _____

Planned Schedule: (Usual hours planned per day) **Note: Complete a form for each preceptor**

WK	Mon	Tue	Wed	Thur	Fri	Sat/Sun
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						

Other schedule options:

Student Signature: _____ Date: _____

Preceptor Signature: _____ Date: _____

Preceptor Signature: _____ Date: _____

Faculty Signature: _____ Date: _____

CLASS SCHEDULE: (2-3 PM Clinical Conference; 3-6 PM Class)

All classes in CB 2401/2403 unless otherwise noted

Additional Readings May Be Assigned

Week Date/Time	Topic	Faculty	Readings
1 8.23.11 Class: 2-6	Introductions Review of syllabus Remarks re: clinical placement Meet with clinical groups	TBA	Review content/lecture in your Advanced Assessment text dealing with female genitalia, breasts & axillae Review <i>Essentials of Masters Education</i> document posted on Blackboard course site
2 8.30.11	Clinical Conference The Well Woman Exam: Abnl Pap, Menopause, Osteoporosis	TBA	Review content/lecture from Advanced Assessment on the Well Woman exam Current: OB/GYN, chpt 1, 33, 59 Review content in CMDT on osteoporosis
3 9.6.11	Clinical Conference Fertility Control Preconceptional Care	TBA	Current: OB/GYN, chpt 36
4 9.13.11	Clinical Conference Well Obstetrics	TBA	Current: OB/GYN, chpt. 9, 11, 12, 13, 14
5 9.20.11	Clinical Conference The Newborn and Infant: Assessment, Health Maintenance Schedules, Breastfeeding, Dermatitis & eczema; Hip dysplasia; Age Specific Issues Immunizations	TBA	Review content/lecture from Advanced Assessment on the Pediatric exam Bright Futures: pgs v-xix; 1-18; 54; 58 Burns: Briefly review Chpt 1; Read Chpt. 5 & pps. 197; 200- 202; 249-254; 571-575; 808-809; 815; 975-978; 1005-1007; 1016-1017; 1023-1027; 1045; 1293-1304 FYI: Burns Chpt 12 www.aappolicy.org (Clinical Practice Guide on Hyperbilirubinemia, 2004) http://www.cdc.gov/vaccines/recs/schedules/child- schedule.htm

Week Date/Time	Topic	Faculty	Readings
6 9.27.11	Clinical Conference The Toddler and Preschooler: Assessment, Health Maintenance Schedules, Musculoskeletal issues: Age Specific Issues (autism)	Vogelpohl	Bright Futures: pp. 20-32; 55; 59; 62 Burns: Chpt 4 (pps. 56-57); Chpt. 6 (91-108); Chpt 11(220-224); Chpt. 13 (254-267) & pps. 202; 339-343; 866-868; 870-876;1028
7 10.4.11	Clinical Conference The School-Age Child: Assessment, Health Maintenance Schedules, Musculoskeletal issues, Skin—scabies, lice, Special Issues of School- Age Children (Bullying)	Vogelpohl	Bright Futures: pp. 32-42; 56;60 Burns: Chpt 7 (109-131); Chpt 13 (254); & pps. 202-203; 220-224; 273; 966-970; 1012-1021; 1029
8 10.11.11	Evaluations Midterm Exams		
9 10.18.11	Fall Break		
10 10.25.11	Clinical Conference Breast Disorders Chronic pelvic pain/Interstitial Cystitis	Quinlan/ Durbin	Current: OB/GYN, chpt. 63 Review content in CMDT on breast disorders
11 11.1.11	Clinical Conference Common Gynecological Disorders: Menstrual Disorders, Endometriosis	Quinlan	Current: OB/GYN, chpt. 35 and 43
12 11.8.11	Clinical Conference Common GYN Disorders Sexually Transmitted Infections	Quinlan	Current: OB/GYN, chpt. 42; pps. 655-656

Week Date/Time	Topic	Faculty	Readings
13 11.15.11	Clinical Conference Febrile Issues Dehydration/Rehydration	Vogelpohl	Burns: pp. 468-470; 539-543; 654-655; 798-801 http://aappolicy.aappublications.org/cgi/search-from this site go to policy, and find these AAP Clinical Practice guidelines: <ol style="list-style-type: none"> 3. Technical report: Treatment of the Child with Simple Febrile Seizures, 1999—pp1-4 4. Febrile Seizures: Clinical Practice Guideline for the Long-term Management of the Child with Simple Febrile Seizures, 2008 www.cdc.gov/MMWR (Managing Acute Gastroenteritis Among Children, 2003, #52, pgs 1-15, plus tables)
14 11.22.11	Clinical Conference Common Communicable Childhood Infections Childhood Respiratory Infections (conjunctivitis, pharyngitis/tonsillitis, URI, RSV, croup syndromes, bronchiolitis, pertussis)	Vogelpohl	Burns: review pps. 482-499; read pps. 477-482; 502-515; 519-535; 691-694; 758-760; 767-787
15 11.29.11	Clinical Conference Clinical Conference Common Gastrointestinal Issues in Children Constipation, & Parasites	Vogelpohl	Burns: pp. 543-544; 798-801; 808-826; 833-839

Week Date/Time	Topic	Faculty	Readings
16 12.6.11	Clinical Conference Special Needs Across the Lifespan (ADHD, Klinefelter syndrome, Down syndrome , Turner syndrome)	Vogelpohl/ Moore	Burns: pps. 325-336; pps.1125-1131 AAP Clinical Report: Health Supervision for Children with Turner Syndrome. Frias, J.L., & Davenport, M. L. Committee in Genetics and Section on Endocrinology. <i>Pediatrics 111</i> (3). March 2003, pp.692- 702. AAP Clinical Report: Clinical Genetic Evaluation of the Child with Mental Retardation or Developmental Delays. Moeschler, J. B., Shevell, M., & the Committee on Genetics. <i>Pediatrics 117</i> (6). June 2006, pp. 2304-2316.
17 12.13.11	Final Evaluations Final Exam		