Stephen F. Austin State University
DeWitt School of Nursing
Primary Care II
Course Number: NUR 561

NUR 561 Course Section
NUR 561 Clinical Sections
Fall 2023

Course Instructor
Della Connor PhD, APRN, RN, FNP-BC, FNKF

Clinical Instructor
Della Connor PhD, APRN, RN, FNP-BC, FNKF

ALL INFORMATION IN THIS SYLLABUS IS SUBJECT TO THE WRITTEN POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING, STEPHEN F. AUSTIN STATE UNIVERSITY, NACOGDOCHES, TEXAS

IN THE CASE OF COMMISSION, OMISSION, AMBIGUITY, VAGUENESS, OR CONFLICT, THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING SHALL CONTROL.

EACH STUDENT SHALL BE RESPONSIBLE FOR ACTUAL AND/OR CONSTRUCTIVE KNOWLEDGE OF THE POLICIES AND PROCEDURES OF THE SCHOOL OF NURSING AND FOR COMPLIANCE THEREWITH.

THE STUDENT IS RESPONSIBLE FOR ALL INFORMATION IN THIS SYLLABUS

This syllabus is provided for information purposes only.
Faculty Information

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Office: Room 150  
Office Hours: Available by phone, email or in person by appointment

Faculty review student input and questions within 24 hours during the week and within 48 hours over the weekend. Faculty will make the effort to grade all weekly assignments within a week and large assignments within 2 weeks. If there is a delay in this timeframe, students will be notified.

Class Meeting Time and Place: This course is taught in an online format.

Required Textbooks and Software


Course Description

This course provides students with the basis to assess, diagnose, and manage the care of the adult patient across the lifespan. The student will emphasize health promotion and disease prevention, as well as diagnosis and management of acute and chronic diseases. Culturally competent, holistic, ethical, age and gender specific care, as well as risk stratification will be discussed. Non-pharmacologic aspects of care will be addressed as well as the pharmacologic management designed to help clients achieve desired outcomes. Current evidence-based practice as the basis for care management decision making is emphasized.

Number of Credit Hours

6 (4:2) credit hours; 120 clinical hours  
NUR 5661 Primary Care II (6 credit hours; 4 hours didactic fully online and 120 clinical hours)  
This course spans 15 weeks. This course contains extensive written content requiring students to engage in the online modules for a minimum of 16 hours a week. Required readings and activities are woven into the content to support key concepts and provide advanced nursing
perspectives. In addition, students are expected to participate in discussions, case studies, and other assignments and are required to take major exams. For every hour a student spends engaging with the content, he/she spends at least 4 hours completing associated activities.

The clinical component is composed of 120 precepted clinical hours at a site chosen by the student in the student’s location. The clinical component provides students with opportunities to apply knowledge, skills, and concepts in a variety of primary care practice. Students are required to successfully pass the clinical component to pass the course.

Prerequisites

NUR 5551
Co-requisite: NUR 5551 Practicum

Course Objectives

Upon completion of this course, the student will be able to:

1. Assemble concepts and principles of the arts, sciences, humanities, and nursing in order to make advanced practice nursing decisions in relation to adult health across the lifespan.
2. Collaborate with the interdisciplinary healthcare team respecting holistic, socio-economic, spiritual, and ethno-culturally diverse characteristics of clients.
3. Synthesize responsibility and accountability using consistent behavior patterns and professional communication.
4. Incorporate evidenced based practice into the provision of advanced practice nursing care.
5. Integrate moral, ethical, economic, and legal issues into the provision of advanced practice nursing care to adult health across the lifespan.
6. Collaborate with patient and family to provide for health restoration, promotion, and maintenance in a cost-effective manner.
7. Evaluate the need to refer patients to other resources.
8. Formulate differential diagnoses to promote health, prevent disease, and manage acute/chronic illness in adults through applying knowledge from related disciplines and nursing.
9. Analyze existing protocols using established standards of care for intervention with patients.

End of Program Student Learning Outcomes

1. Synthesize nursing science with knowledge from other disciplines as the basis for the advanced level of nursing practice.
2. Evaluate effective strategies for managing the ethical and legal dilemmas inherent to patient care, the health care organization, and research.
3. Employ effective communication and collaborative skills in interdisciplinary teams for creating change in health care.
4. Analyze concepts of health promotion and culturally competent care across the lifespan.
5. Assume responsibility for the use of health care information systems and patient care technology to improve patient outcomes.
6. Demonstrate leadership and accountability in the development and implementation of health care policy.
7. Critically appraise existing literature from nursing and other disciplines to determine and implement the best evidence for practice.
8. Advocate for the advanced practice role within the policy related to access and health care communities.
9. Value continuing competence, growth, and development in the profession.

**MSN Essentials**

I. Background for Practice from Sciences and Humanities
II. Quality Improvement and Safety
III. Translating and Integrating Scholarship into Practice
IV. Informatics and Healthcare Technologies
V. Health Policy and Advocacy
VI. Interprofessional Collaboration for Improving Patient and Population Health Outcomes
VII. Clinical Prevention and Population Health for Improving Health
VIII. Master’s-Level Nursing Practice

**NONPF Nurse Practitioner Role Core Competencies**

1. Knowledge of Practice
2. Person-Centered Care
3. Population Health
4. Practice Scholarship and Translational Science
5. Quality and Safety
6. Interprofessional Collaboration in Practice
7. Health Systems
8. Technology and information Literacy
9. Professional Acumen
10. Personal and Professional Leadership

**QSEN Graduate Competencies**

1. Patient-centered Care
2. Teamwork and Collaboration
3. Evidence-based Practice (EBP)
4. Quality Improvement
5. Safety
6. Informatics

**Topics**

1. Management of acute and chronic Dermatology problems in the adult.
2. Management of acute and chronic Eyes and Ears, Nose and Throat problems in the adult.
4. Management of acute and chronic Cardiovascular problems in the adult.
5. Management of acute and chronic Gastrointestinal problems in the adult.
   Includes male reproduction.
7. Management of acute and chronic Musculoskeletal and Arthritic problems in the adult.
9. Management of acute and chronic Endocrine problems in the adult.
10. Management of acute and chronic Rheumatic and Multisystem Disorder problems in the adult.
11. Management of acute and chronic Infectious Disease and Hematologic Disorders in the adult.
12. Management of care of the older Adult, including Palliative and End of Life Issues.

**Instructional strategies**

Discussion board, PowerPoint presentations, case studies, quizzes, exams

**Teaching Strategies**

Online discussion, reading assignments, case studies, online content modules, exams, clinical experiences

**Course Requirements**

Faculty developed coursework to provide students with a foundation to meet the end of program student learning outcomes, ACEN Essentials of Master’s Education, QSEN Graduate Competencies and the National Organization of Nurse Practitioners – Role Core Competencies.

The course requirements for this course are:

- 18.75% - Exam I
- 18.75% - Exam II
- 18.75% - Exam III
- 18.75% - Exam IV and Cumulative Final
- 12.5% - Synthesis of Evidence-Based Practice: Adult or Geriatric Client
- 12.5% - Discussion Boards & Assignments

*Assignments and the associated grading rubrics are available in BRIGHTSPACE*
Pass/Fail - Clinical Practice Hours (120 minimum) and Clinical Logs

**Grades and Grading**

**Graded Didactic Components**

**Exams**

All exams will be given online. Exams will be time limited. Exams will usually be objective items (multiple choice or matching) but may include questions requiring short answer or essay. To prepare for national board exams, only one question is displayed at a time for answering and students MAY NOT go back to change their answer. Each of the 50 questions is given 1 ½ minutes. The exam will be available for 75 minutes.

Absolute integrity is expected from each student in all aspects of this course. Cheating on exams will not be tolerated. Students may be dismissed from the program for violation of academic integrity. Exams are not open book. No notes, books, papers or aids are to be used during the exam. Students are also expected to work individually and submit the test within the allotted time frame. Proctorio will be utilized for all exams.

**Synthesis of Evidence-Based Practice: Adult or Geriatric Client**

Students will determine a clinical question to which they want to find an answer and perform a web search to determine the best evidence available for the topic. The clinical question must be approved by the faculty. The paper is limited to 10 pages which does not include the title page, abstract or references. AI use is not allowed, and all papers will be elevated by TurnItIn for plagiarism and use of AI. A zero will be given for any papers utilizing AI or plagiarism. The paper must have the following components:

1. Presentation of the Identified Practice Problem
2. Presentation of the Significance of the Problem
3. Clinical Question
4. Present Recommendations for Practice
5. Research Evidence Supporting Practice Change
6. Correct APA Format, Spelling and Grammar

**Discussion Board, assignments**

Participation is expected in weekly discussion, or assignments when assigned in a module.

**Clinical**

Expected behaviors are based on professional competencies. These behaviors are detailed on the Clinical Evaluation Tool. Each student will complete a self-evaluation using this form. Please be thoughtful as you evaluate your strengths and areas that could use improvement.
Requirements for passing clinical:

To receive a passing clinical grade, the nursing student must:

1. Adhere to the policies stated in the student handbook, SON policies, and this syllabus.
2. Receive a grade of “S” (satisfactory) on all behaviors outlined on the clinical evaluation form.
3. Give a satisfactory demonstration of all selected clinical skills.
4. Give satisfactory performance in all oral and written work and complete any prescribed remediation.
5. Clinical Practice Hours (120 minimum)

Clinical Course Grade Components

<table>
<thead>
<tr>
<th>Completion of minimum number of 120 clinical hours spread throughout the semester (See Course Schedule for last clinical day of the semester)</th>
<th>S/U</th>
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<tbody>
<tr>
<td>Typhon documentation: Electronic clinical log documentation of patient encounters must be posted <strong>within a one-week period</strong> from date of patient visit; procedure documentation</td>
<td>S/U</td>
</tr>
<tr>
<td>Clinical SOAP notes as required in the course and by clinical faculty</td>
<td>S/U</td>
</tr>
<tr>
<td>Preceptor &amp; Self-Evaluation</td>
<td>S/U</td>
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<tr>
<td>Faculty Observation and Evaluation</td>
<td>S/U</td>
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<tr>
<td>Regular communication with clinical faculty &amp; clinical discussion group, which includes <strong>weekly</strong> sharing of clinical pearls &amp;/or interesting patient encounters</td>
<td>S/U</td>
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<tr>
<td><strong>Quizzes</strong> – Weekly quizzes will provide you with an opportunity to evaluate your learning for that week’s reading assignments. Must complete all quizzes with a minimum score of 80. Satisfactory will be earned if 90% of quizzes are completed and grade earned.</td>
<td>S/U</td>
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A. **Safe and satisfactory clinical practice** - The academic credit for this course is based on meeting the clinical performance components of the course. Safe and satisfactory clinical practice is mandatory for successful completion of the course. YOU MUST PASS CLINICAL TO PASS THIS COURSE. In the unusual circumstance in which a student is unable to provide safe and satisfactory care to patients, based on the clinical faculty’s professional judgment, the student may be removed from the clinical setting. If this deficit cannot be remedied in the remaining clinical time and within the limits of available faculty or preceptor supervision, the student will not meet the clinical requirements which would result in a grade of “F” in the course.

B. **Requirements to be completed prior to Clinical practice**: Clinical hours may **NOT** begin until the following requirements are met-

- Current information on file with the CONHS: Criminal Background Check, Urine Drug Screen, BLS for Healthcare Providers, TB test results, immunization record, and verification of Texas RN license.
Clinical site and preceptor approval by the clinical faculty member: A formal contract between the clinical site and the University must be on file. A signed and approved Preceptor Agreement must be sent to the clinical faculty member. This preceptor agreement must have three signatures, your clinical faculty, the preceptor and yours. Following approval, a “Student Clinical Information Form” must be submitted to the clinical faculty member.

C. Clinical hours: The student must complete a minimum of 120 clinical hours for the course, although faculty reserve the right to assign additional clinical hours if there is not sufficient evidence of adequate clinical performance. Because course faculty responsibilities are to guide, direct, and evaluate student learning in this course and in the program, the faculty will not hesitate to assign additional clinical hours when necessary. This provision is certainly not designed to be punitive, but to assure students the baseline competency necessary for continuing successfully in the program.

All clinical rotations must be performed at an approved clinical site with an approved preceptor. If the student wishes to work with a preceptor/clinical site not included in the course list, arrangements must be made between the preceptor/clinical site and the School of Nursing prior to any student participation in clinical hours at that site. This requirement must be met, even for only one day of clinical and prior to any clinical hours performed, or clinical hours will not be considered valid.

Students are responsible for working with their clinical faculty member to plan experiences that meet the course objectives and take into consideration student skills and learning needs. Clinical learning experiences should reflect the course’s didactic content. In order to meet the course requirements and assignments, students should organize their clinical hours/days, so that they span across the entire semester. This allows for continuing development of skills and affords clinical faculty ample time to evaluate students during the semester.

More details about clinical hours can be found in the Clinical Guidelines.

D. SOAP notes: Beginning the first week of clinical experience, one SOAP note is due each week, until a minimum of 2 SOAP notes are approved by the assigned clinical faculty. Each SOAP note will relate to one patient seen by the student in the clinical setting. The clinical faculty will inform the student when or if SOAP Notes are no longer required, due to satisfactory submissions.

SOAP notes should be submitted to the clinical faculty via your assigned clinical instructors’ drop box. In the “subject” line of the SOAP, each student should write his/her own last name, first name, and clinical week #. An example of the subject line of student, Bill Smith’s first SOAP to the clinical faculty member would look like: Smith, Bill #1. Each succeeding clinical record number will increase by one digit. Clinical faculty will provide feedback via track changes on the document and reload into the course for student viewing.
Use Microsoft Word to compose the SOAP note attachment using the template provided for this course. Do not use the patient’s name in the SOAP note or include any information that could directly identify the patient.

E. Clinical group discussion posts: A weekly informal sharing of clinical pearls &/or interesting patient encounters is REQUIRED for each week the student participates in the clinical area. Students are expected to read and respond to group members’ postings every week. Participation is required even if the student is not in clinical rotations for that week.

F. TYPHON Clinical Logs - A clinical log will be kept by all students documenting their clinical experiences while practicing with preceptors. The clinical log will list each patient encountered and skills performed by the student. Each patient encounter documented includes a mini-SOAP note. (Except the patients in which your role was solely observational).

A procedure log is available as part of the Typhon software system. It is important for all procedures you can observe or perform to be added to the log. You will have a checklist will also be included in the clinical log. Students should perform all skills on the checklist with preceptor signing-off on those skills by the end of the semester.

Grading Scale

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>F</td>
<td>&lt;80</td>
</tr>
</tbody>
</table>

A grade of B or better is required for passage of all graduate courses. Only one course may be repeated to achieve a course grade of “B”. Students have the responsibility for monitoring grades in the course website throughout the semester and in communicating with course instructors regarding grade status. Two course failures will result in dismissal from the program (Policy 2: Policy and Procedure Manual for Graduate Students).

In the event of course failure, the student must petition the Student Affairs Committee to repeat the course and to remain in the program. See the School of Nursing policies relating to retention and progression.

POLICIES

SON Grades Policy:

SON Policy 1.7 (effective June 1, 2017) for all courses:

1. Rounding is confined to the final course grade.

Grades on individual exams (including comprehensive or HESI), assignments, quizzes, and projects are recorded in the gradebook (BRIGHTSPACE - D2L) in their original form without rounding.
2. Final course grades are rounded to the closest whole number using the 0.5 math rule and using one decimal point to the right of the whole number. If the final course grade is not a whole number, the following rounding rules apply:
   a. If the decimal attached to a whole number is 0.5 or greater, then round up to the next whole number (equal to or greater than 85.50 = 86)
   b. If the decimal attached to a whole number is less than 0.5, then round down to the previous whole number (equal to or less than 85.49 = 85).

**Attendance Policy:** Your participation in class is expected, essential to the learning experience and your contribution valued.

**Mid-term and Drop Dates:** Refer to University Calendar

**Academic Integrity**
Academic integrity is a responsibility of all university faculty and students. Any student who commits an act of academic dishonesty is subject to discipline. Academic dishonesty includes but is not limited to cheating, plagiarism (including self-plagiarism), collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person without giving sufficient credit, taking an examination for another person, or any act designed to give unfair advantage to a student. Please read the complete policy here: [https://www.sfasu.edu/docs/policies/10.4.pdf](https://www.sfasu.edu/docs/policies/10.4.pdf).

**Self-Plagiarism**
As a student, self-plagiarism is the presentation of your own previously completed work as an original and is considered unethical (APA, 2021). In specific circumstances, students may wish to duplicate their written work; however, appropriate notation of previous work is required. Normally, if one is repeating a course in the nursing program and the student previously successfully completed the assignment but is required to complete the assignment again as part of the course work, most of the assignment should constitute new work of the student. If the student needs to add a small segment of the work into any assignment, it should be noted in the new document. For example, "As discussed in the Spring 2021 assignment XYZ, COVID-19 vaccinations are essential for promoting public health (Name, 2021)." This clearly identifies the student's intent to point the reader to the previous document.

References

**Withheld Grades University Policy (5.5)**
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.
The circumstances precipitating the request must have occurred after the last day in which a student could withdraw from a course. Students requesting a WH must be passing the course with a minimum projected grade of B.

**Mental Health Statement**  
SFASU values students’ mental health and the role it plays in academic and overall student success. SF A provides a variety of resources to support student's mental health and wellness. Many of these resources are free, and all of them are confidential.

On-campus Resources:  
SFASU Counseling Services  
www.sfasu.edu/counselingservices  
Health and Wellness Hub (corner of E. College & Raguet)  
936-468-2401

SFASU Human Services Counseling Clinic  
www.sfasu.edu/humanservices/139.asp  
Human Services Room 202  
936-468-1041

Crisis Resources:  
Burke 24-hour crisis line 1(800) 392-8343  
Suicide Prevention Lifeline 1(800) 273-TALK (8255)  
Crisis Text Line: Text HELLO to 741-741

**Students with Disabilities:** To obtain disability related accommodations, alternate formats and/or auxiliary aides, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004/ 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aides to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

**Acceptable Student Behavior:** Course behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be subject to judicial, academic or other penalties. The prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the on-line classroom. Students who do not access the course regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program. This program provides students with recommendation for resources or other assistance that is available to help SFA students succeed. **Exams are secure, no printing, copying, or writing questions down for outside use is permitted.**
Communication with Instructor: The Instructor will communicate with students about the course through the use of BRIGHTSPACE - D2L. Students are required to check this site at least three times a week (daily is recommended) for announcements and posted material and are responsible for information posted in BRIGHTSPACE - D2L. Grades will be posted electronically. Students are highly recommended to make appoints to speak with instructor if making less than 80 on any test well in advance of the following test.

Evaluation Input from Students: The faculty of the School of Nursing places great value on evaluative input from students. Evaluation of courses, instructors and clinical facilities provides the College with important data, which is used to strengthen the program. Data is analyzed as to trends and themes and is important to curriculum and sequencing decisions. All evaluation for the courses are posted on-line. The online mechanism allows us the opportunity to tabulate and store information in order analyze trends within the curriculum. Please be assured that this information is secured and not released until after grades are submitted. No names are available to faculty at any time. To garner some reliability and validity, the College must have representative data from the student population. The representation, based on the literature has been set at 70%. The College is anticipating that the students with thoughtfully participate in the evaluation process which will assist the faculty with the growth of the programs. A link to evaluation will be available on BRIGHTSPACE - D2L toward the end of the semester. Thank you in advance for your assistance with the evaluation process.

Online Resources:
Graduate School Student Handbook: http://www.sfasu.edu/graduate/107.asp
Purdue Owl: https://owl.english.purdue.edu/owl/resource/560/01/
Brightspace - D2L Course Platform: https://d2l.sfasu.edu/