Academic Unit: School of Nursing

Course Prefix: NUR 665

Course Title: Family Primary Health Care Practicum III

Term Offered: Spring

Credit Hours/Clock hours: 5 (300 clinical practicum hours)

Course Prerequisites: NUR662 and NUR 663

Course Co-requisite: NUR 664

Mode of Instruction: In-person practicum

Instructor Name:

Instructor Contact Information:

Instructor Availability:

Course Description:
This is the third primary care practicum in a series of three in the FNP program. The student applies knowledge for comprehensive assessment and management of health promotion/disease prevention activities and selected acute and chronic health conditions throughout the life-span. **Letter grade only. Course fee required.**

Course Purpose Statement: Family Primary Health Care Practicum III is the last practicum course in a series of three required specialty courses for the Master of Science (MS) in Nursing degree family nurse practitioner track at Northern Arizona University. The purpose of this course is the application of assessment and management concepts of common acute and chronic complex conditions throughout the lifespan. A total of 300 clinical hours with an assigned preceptor allows for application of theoretical principles. A comprehensive clinical improvement project is implemented in this course, allowing for health promotion and management strategy in a population.
Student Learning Outcomes

Following the prescribed competencies in advanced practice nursing, the student will be able to:

Clinical Practice and Prevention
• Use knowledge of crisis intervention with families as appropriate.
• Demonstrate accurate assessment, diagnosis, treatment and evaluation for individuals with acute self-limiting, emergency, chronic illness and complex health conditions.
• Use knowledge of family theory and primary care assessment in collecting data and developing plans of care for the family and/or family member with selected acute, chronic and emergency conditions.

Communication
• Collaborate interdisciplinary health care team in facilitating patient progress toward maximum functional health, with minimal assistance from preceptor.

Critical Reasoning
• Formulate treatment plans based on the pathophysiology underlying identified disease process, based on appropriate research and evidence-based findings.
• With minimal assistance from the preceptor, evaluate the effectiveness of the care provided to individuals and families.
• Determine methods of providing disease prevention, detection, and management of common illness conditions throughout the life cycle.

Professionalism and Professional Values
• Analyze professional issues and role development in the primary care setting.

Course Structure:
Students are expected to complete 300 clinical hours in primary care, approximately 20 hours per week (2-3 days depending on placement) of clinical practice, with a preceptor. Students will complete SOAP notes, an OSCE, learning contracts, a scholarly project and paper and a reflective journal through the Blackboard Learn course. There will be 6 seminars, 3 of which are mandatory. Students will have 1-3 clinical faculty site visits (dependent on performance) as part of the competency assessment for the course.

Other Required Resources

Internet access
JAVA (to access BBL Collaborate)
MS Word and PowerPoint
Most recent version of Adobe Acrobat
Mozilla Firefox (BBL works best with this browser)
Scan capability- assignments will not be accepted as JPEG or PDF. All assignments must be in Word format or they will not be accepted. Pictures of assignments saved as Word documents will not be accepted.
Headset with microphone
Course Content

OSCE, OSCE video review and Reflective Journal
Each student will perform an OSCE (Objective Structured Clinical Examination), review the video of their OSCE and complete the Reflective Journal questions included in the appropriate module. In-depth instructions and rubrics will be included in the OSCE module in the course content.

Learning Contracts
Each student will complete 2 learning contracts this semester, the initial and final. The learning contracts do require signatures of preceptors and clinical supervising faculty prior to submission so be sure to start the process in a timely manner.

SOAP Notes/Reflective Journals
Each student will complete 4 SOAP notes per the dates on the course schedule. The SOAP note will include a Reflective Journal assignment. The SOAP instructions and Reflective journal instructions will be included in the SOAP note module in Blackboard Learn. In-depth instructions and rubrics will be included in the SOAP module in the course content.

Clinical Rotation
All student credentials must be current and on file with the NAU SON FNP program. If any credentials are missing or expired the student must not be in the clinical setting. Students must be in attendance at their clinical sites for 300 hours. This will require 2-3 days per week depending on site/preceptor schedules. Students are expected to attend clinical hours beginning the week of January 16, 2017 with completion the week of April 24, 2017. Students are expected to attend clinical hours through the week of April 24, 2017 even if hours accrued are in excess of 300 hours unless prior approval has been received from the course instructor. All clinical hours are to be completed and verification forms submitted no later than May 7, 2017.

Clinical Site Visits
Each student will be assigned a Supervising Clinical Faculty. This faculty member will complete site visits and grade soap notes, and assist with the clinical improvement project. They may also assist with review of EXXAT clinical and time logs.

Clinical supervising faculty will make 1-3 site visits to evaluate student progress and the clinical site. The clinical supervising faculty will contact the student regarding the dates of the site visits.

Students must have their clinical schedules uploaded in the EXXAT system by the end of the first week of clinical. The schedule should be entered for the duration of the semester. Each student is responsible to update the schedule in EXAAT as needed with appropriate notification to the clinical supervising faculty and course instructor for any changes. Changes to clinical days do need to be approved by the clinical supervising faculty and course instructor. You may not attend clinical if your schedule is not in EXXAT.

During each site visit the Supervising Clinical Faculty will review the student clinical binder, observe the student with 2-3 patients, observe the student present to the preceptor and briefly, meet with the preceptor and student to discuss student progress, and compare the student’s
progress against the FNP Progressive Expectations. In-depth instructions and rubrics will be included in the Clinical Site Visit module in the course content.

The site visit must be passed with a grade of 84% or better. If the first site visit is not passed a second site visit will be scheduled and the student will receive remediation. If the second site visit is not passed with an 84% or better a third site visit will be scheduled and the student will receive remediation. Failure of the third site visit may result in failure of the course and the student may not progress. Students who do not pass the third site visit will be scheduled to meet with the program coordinator, the Associate Director of the School of Nursing, and or the Dean of the College of Health and Human Services.

Failure to complete any component of the clinical requirements (site visit, clinical logs and binder) may result in failure of the course. Students must receive a score of 84% or better in the course to successfully complete NUR 665. Scores below 84% in the course will constitute a failure in NUR 665.

Clinical Logs
Students will maintain clinical logs that will be kept throughout the three semesters of clinical internship (NUR 661, 663, 665) using EXXAT software (provided to students) accessed through a PDA/smart phone and/or personal computer. It is the student's responsibility to keep the clinical logs up-to-date within 72 hours of the clinical site visit. After 72 hours the logs will be locked and the program coordinator will have to approve entries after that time. Information not entered within the 72 hours may not be allowed resulting in loss of those clinical hours. The clinical supervising faculty and or program coordinator will review the EXXAT client logs and time log entries weekly. Clinical logs consist of information including but not limited to:
1) Client contacts.
2) Minimum clinical requirements.
3) Level of independence.
4) Diagnoses.
5) Clinical hours.

It is important the clinical logs are accurate as they reflect the student’s progression through the program. Please refer to the FNP Progression Expectations document found in the Clinical Binder folder in bblearn. Failure to meet the outlined progressive expectations may indicate that the student is not prepared to progress to the next clinical rotation.

Students will also be required to keep a paper copy of clinical hours which is required to be signed by preceptors at the end of each clinical day. The hours on the paper clinical log must match the hours recorded in EXXAT.

Clinical Binder
Students will maintain a clinical binder (3-ring binder) that will be reviewed by faculty during the semester, including at each faculty site visit and at the final clinical practicum evaluation. The binder will consist of three sections:
1) Introductory Portfolio.
2) Learning contracts
3) SOAP notes and self-analysis of client encounters
4) EXXAT log (weekly download)
5) Paper log of clinical hours signed by preceptor daily
6) Clinical PEARLS/other items of interest/resources

Forms, in-depth instructions and rubrics will be included in the Clinical Binder module in the course content.

Collaborate Seminar Presentations
Collaborate seminar sessions will be held on various days per the course schedule. Students will be expected to attend two collaborate sessions; one to present and one to participate as an observer. Attendance at seminar sessions can be claimed as two hours of in-course clinical time. Attendance and participation require the student be present in the session for the entire seminar and participates vocally. Vocal participation includes questions, observations, suggestions and other pertinent comments. In-depth instructions and rubrics will be included in the Seminar module in the course content.

Clinical Improvement Project
Throughout the three clinical courses (NUR661, 663 and 665), students have been developing a clinical improvement project based on a need observed in the clinical site or population. In NUR661 students identified an issue to address with an intervention. During NUR663 the student developed an appropriate intervention. In NUR665 the student will implement their final project in the clinical setting prior to mid-term. A 5-7 page scholarly paper describing all aspects of the project intervention and implementation will be submitted near the end of the course. This paper will include the components of the papers from NUR 661 and 663, with all feedback recommendations implemented. In-depth instructions and rubrics will be included in the Clinical Improvement Project module in the course content.

Assessment of Student Learning Outcomes

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSCE/video review and reflection</td>
<td>5</td>
</tr>
<tr>
<td>Learning Contract (2 @ 2.5 points each)</td>
<td>5</td>
</tr>
<tr>
<td>SOAP notes (4 @ 10 points each)</td>
<td>40</td>
</tr>
<tr>
<td>Seminar (2 @ 5 points each)</td>
<td>10</td>
</tr>
<tr>
<td>Clinical Improvement Paper &amp; PowerPoint</td>
<td>20</td>
</tr>
<tr>
<td>Site Visit</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Grading Scale

Letter grades will be assigned following the standard School of Nursing scale:

A = 93-100 %
B = 84-92 %
C = 78-83 %
D = < 78 %
Passing grade is 84% or greater. If you receive less than 84% in the course, you must repeat the course, if eligible, in order to progress.

Course Policies

1. Each student is accountable and responsible for knowledge and skills obtained in the prerequisite courses.
2. Each student is expected to complete all readings, all assignments, and to verbally participate in seminar discussions.
3. The clinical improvement paper must be written in the American Psychological Association (APA) format 6th edition-3rd printing (typewritten, double-spaced, reference citations, etc.). SOAP notes will not be included in this criteria.
4. All papers must be submitted through Safe Assign prior to submission and the generated report must be submitted at the time the paper is submitted. Copy and paste the report into every paper, after the references section at the end. SOAP notes are not included in this criteria.
5. Papers may be sent as attachments through the appropriate assignment drop box.
6. Microsoft Word (.doc or .docx) is the required word processing program for sending papers as attachments. JPGs, PDF or other formats will not be accepted. All submissions will be one Word document. A separate submission for each page will not be accepted and only the first Word document will be graded.
7. Assignments are due by 11:59pm on the due date. There will be a 10% deduction each day (24 hours) for each late assignment. Extenuating circumstances resulting in late assignments will be evaluated on a case-by-case basis. Please contact the course instructor PRIOR to a late submission. Assignments will not be accepted or graded if they are more than 5 days late unless previously approved.
8. It is expected that students conform to and comply with the Northern Arizona University’s Graduate Student Handbook and the SON Graduate Student Handbook.
9. Plagiarism is a very serious violation of Academic Integrity. Please review the Academic Integrity Policy on plagiarism and other violations. Any violation of Academic Integrity may result in failure of the course. In accordance with Graduate School policy any Academic Integrity Violation may be reported with the student’s name and course to the Graduate School. Please refer to the APA manual 6th edition-3rd printing for instructions on appropriate citations and resources.

NORTHERN ARIZONA UNIVERSITY

POLICY STATEMENTS

SAFE ENVIRONMENT POLICY

NAU’s Safe Working and Learning Environment Policy prohibits sexual harassment and assault, and discrimination and harassment on the basis of sex, race, color, age, national origin, religion, sexual orientation, gender identity, disability, or veteran status by anyone at this university.
Retaliation of any kind as a result of making a complaint under the policy or participating in an investigation is also prohibited. The Director of the Office of Affirmative Action & Equal Opportunity (AA/EO) serves as the university’s compliance officer for affirmative action, civil rights, and Title IX, and is the ADA/504 Coordinator. AA/EO also assists with religious accommodations. You may obtain a copy of this policy from the college dean’s office or from the NAU’s Affirmative Action website nau.edu/diversity/

If you have questions or concerns about this policy, it is important that you contact the departmental chair, dean’s office, the Office of Student Life (928-523-5181), or NAU’s Office of Affirmative Action (928) 523-3312 (voice), (928) 523-9977 (fax), (928) 523-1006 (TTD) or aaeo@nau.edu

STUDENTS WITH DISABILITIES

If you have a documented disability, you can arrange for accommodations by contacting Disability Resources (DR) at 523-8773 (voice) or 523-6906 (TTY), dr@nau.edu (e-mail) or 928-523-8747 (fax). Students needing academic accommodations are required to register with DR and provide required disability related documentation. Although you may request an accommodation at any time, in order for DR to best meet your individual needs, you are urged to register and submit necessary documentation (www.nau.edu/dr) 8 weeks prior to the time you wish to receive accommodations. DR is strongly committed to the needs of student with disabilities and the promotion of Universal Design. Concerns or questions related to the accessibility of programs and facilities at NAU may be brought to the attention of DR or the Office of Affirmative Action and Equal Opportunity (523-3312).

ACADEMIC CONTACT HOUR POLICY

Based on the Arizona Board of Regents Academic Contact Hour Policy (ABOR Handbook, 2-224), for every unit of credit, a student should expect, on average, to do a minimum of three hours of work per week, including but not limited to class time, preparation, homework, studying.

ACADEMIC INTEGRITY

Integrity is expected of every member of the NAU community in all academic undertakings. Integrity entails a firm adherence to a set of values, and the values most essential to an academic community are grounded in honesty with respect to all intellectual efforts of oneself and others. Academic integrity is expected not only in formal coursework situations, but in all University relationships and interactions connected to the educational process, including the use of University resources. An NAU student’s submission of work is an implicit declaration that the work is the student’s own. All outside assistance should be acknowledged, and the student’s academic contribution truthfully reported at all times. In addition, NAU students have a right to expect academic integrity from each of their peers. Individual students and faculty members are responsible for identifying potential violations of the university’s academic integrity policy. Instances of potential violations are adjudicated using the process found in the university Academic Integrity Policy. The complete policy is in Appendix G of NAU's Student Handbook.

RESEARCH INTEGRITY
The Responsible Conduct of Research policy is intended to insure that NAU personnel including NAU students engaged in research are adequately trained in the basic principles of ethics in research. Additionally, this policy assists NAU in meeting the RCR training and compliance requirements of the National Science Foundation (NSF)-The America COMPETES Act (Creating Opportunities to Meaningfully Promote Excellence in Technology, Education and Science); 42 U.S.C 18620-1, Section 7009, and the National Institutes of Health (NIH) policy on the instruction of the RCR (NOT-OD-10-019; “Update on the Requirement for Instruction in the Responsible Conduct of Research”). For more information on the policy and the training activities required for personnel and students conducting research, at NAU, visit: http://nau.edu/Research/Compliance/Research-Integrity/.

SENSITIVE COURSE MATERIALS

University education aims to expand student understanding and awareness. Thus, it necessarily involves engagement with a wide range of information, ideas, and creative representations. In the course of college studies, students can expect to encounter—and critically appraise—materials that may differ from and perhaps challenge familiar understandings, ideas, and beliefs. Students are encouraged to discuss these matters with faculty.

CLASSROOM DISRUPTION POLICY

Membership in the academic community places a special obligation on all participants to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive. Instructors have the authority and the responsibility to manage their classes in accordance with University regulations. Instructors have the right and obligation to confront disruptive behavior thereby promoting and enforcing standards of behavior necessary for maintaining an atmosphere conducive to teaching and learning. Instructors are responsible for establishing, communicating, and enforcing reasonable expectations and rules of classroom behavior. These expectations are to be communicated to students in the syllabus and in class discussions and activities at the outset of the course. Each student is responsible for behaving in a manner that supports a positive learning environment and that does not interrupt nor disrupt the delivery of education by instructors or receipt of education by students, within or outside a class. The complete classroom disruption policy is in Appendices of NAU’s Student Handbook.

Emergency Textbook Loan Program

To help students acquire the materials they need to be successful in class. NAU has partnered with Follett to create the Emergency Textbook Loan program. The program is administered by the LEADS Center. The program assists students with unmet financial need in obtaining required textbook(s) and other materials for courses. Students must apply and meet eligibility criteria before textbooks are purchased on their behalf. Textbooks must be returned at the end of the term in which the textbooks were loaned. More information can be found online: http://nau.edu/LEADS-Center/Textbook-Loan-Program/