Course Number: GNUR 517: Primary Health Care Practicum and Seminar
Credit Hours: 3-6 Credit Hours per semester; 12 total Credit Hours MINIMUM required

Course Number: MCN 420: Child/Family Health Promotion (FNP students)
Credit Hours: 3 credit hours

Faculty: Kristi Feutz, DNP, APN/FNP; Cathlin Poronsky, PhD, APN/FNP; Colleen Andreoni DNP, FNP-BC, ANP-BC, CEN; V. Ann Andreoni, DNP, APN/PNP; Maria Derylo, DNP, ANP-BC; Vicki Kelly, MS, APN/FNP; Tracey Odishoo, MSN, APN/FNP; Lynn Templeton, MSN, APN/FNP; Sandi Tenfelde, PhD, ANP/WHNP, Elizabeth Wengel, DNP, APN/FNP

Pre-requisite theory: Advanced: Pathophysiology, Pharmacology, and Health Assessment
Co-requisite theory: Reproductive Health, Common Problems of Adults, Complex Problems of Adults

Course Description:
This practicum course guides the student toward a synthesis of content from nursing and related sciences and the application of this knowledge to the advanced practice role of Nurse Practitioner in primary care. During each practicum, the student will care for patients progressing in complexity from health promotion and disease prevention to assessment and management of the most common acute, chronic, and complex health problems. The student’s level of performance is expected to progress throughout the clinical practicum from requiring assistance to becoming primarily independent.

Clinical seminars will include discussion of concepts introduced in previous courses with application to clinical practice. Seminars will include student and faculty-led discussions, case reviews, and guest speakers.

Course Outcomes
At the successful completion of this practicum, students will be able to:
1. Accurately obtain and document a complete health history and perform a complete health assessment, including: laboratory, physical, psychosocial, nutritional, and spiritual components.
2. Manage and evaluate preventive health care for populations across the lifespan, including periodic health assessment, screening, health education, and counseling.
3. Accurately assess a patient’s developmental stage, learning readiness, and learning needs regarding health promotion and disease prevention.
4. Utilize assessment data as a basis for determining an accurate diagnosis and problem list.
5. Integrate knowledge of pathophysiologic and psychosocial changes associated with common acute, chronic and complex health problems into clinical decision-making.
6. Devise and implement an appropriate plan of care for the patient with common acute, chronic and complex health problems synthesizing knowledge from ethics, research, and biological, behavioral, and nursing science.
7. Choose appropriate and cost effective traditional and alternative therapeutic approaches in the management of complex health problems, with emphasis on health restoration and maintenance.
8. Use knowledge of pharmacodynamics and pharmacokinetics, and relevant patient characteristics, to select appropriate pharmacologic agents in the plan of care.
9. Incorporate relevant research findings into clinical care.
10. Demonstrate the appropriate use of consultation and collaboration with and referral to appropriate health care providers.
11. Identify community resources and advocate for patients in the health care system and the community.
12. Identify ethical, legal, and policy issues impacting advanced practice nursing care.
Teaching/Learning Methods
A variety of teaching/learning methods are used in this course. The majority of learning takes place through supervised clinical experiences with assigned preceptors. Other strategies include: written reflections about selected clinical experiences, seminar discussions, case studies, student presentations, and development and implementation of teaching and community service projects. Practice standards and guidelines from specialty organizations and governmental agencies are emphasized in clinical practice.

Course Requirements and Evaluation
For MSN students:
- Completion of all clinical hours and attendance and participation at seminar sessions is mandatory.
- Clinical performance (using Evaluation of Student Clinical Performance tool) 55%
- Clinical Experience and Reflection Records (Logs; see guidelines, p. 4) 25%
- Annotated Bibliography (See guidelines) 5%
- Scholarly paper/project 15%
  
Over the course of 4 semesters, each of the four paper/projects is to be completed, one per semester
  a. Clinical case paper and presentation (see guidelines, p. 5)
  b. Ethical issue paper and presentation (see guidelines, p. 6)
  c. Teaching project, paper and presentation (see guidelines, p. 7)
  d. Health promotion project, paper, and presentation (see guidelines, p. 8)

For students in the post-master’s certificate program or taking 1 SH
- Completion of all clinical hours and attendance and participation at seminar sessions is mandatory.
- Clinical performance (using Evaluation of Student Clinical Performance tool) 70%
- Clinical Experience and Reflection Records (Logs; see guidelines, p. 4) 25%
- Annotated Bibliography (See guidelines) 5%

Clinical Performance Grading Scale
A = 94    A- = 92    B+ = 89    B = 86    B- = 84

Course Grading Scale
A  100-94,    A- 93-92,    B+ 91-89,    B 88-86,    B- 85-84
C+ 83-80,    C 79-77,    C- 76-75,    D+ 74-72,    D 71-69    F 68 and below

Grading Policy
This course is essential to advanced practice, and requires a B- or better grade. Students receiving a grade lower than a B- must repeat the course before progressing in their NP specialty program.

REQUIRED Course Materials-ALL
2. ALL NURSE PRACTITIONER STUDENTS IN CLINICAL COURSES AT LOYOLA UNIVERSITY CHICAGO ARE REQUIRED TO PURCHASE ELECTRONIC REFERENCE SOFTWARE, EITHER EPOCRATES ESSENTIALS OR PEPID PCP SUITE (please see Epocrates/Pepid tab on course Sakai).
3. Student selected text of Laboratory Tests/Diagnostic Procedures or one of the recommended Lab texts below.

Required for Students in the FNP Program:
http://brightfutures.aap.org/3rd_Edition_Guidelines_and_Pocket_Guide.html to obtain PDF download

RECOMMENDED Course Materials

**Laboratory Tests/Diagnostic Procedures Texts:**

**For students in the FNP program:**

**Other Recommendations:**


**Course Evaluation Expectation:**
It is a professional expectation that all students participate in course evaluations to guide ongoing program improvement.

**Academic Integrity Statement:**
Academic honesty is an expression of an ethic of interpersonal justice, responsibility and care applicable to Loyola University faculty, students and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. Refer to the MSN/DNP Handbook located in the Sakai Organization "Information for MSN/DNP Students" for a description of the Academic Integrity Policy.

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**Explanation of Course Requirements**

**Clinical Schedule**
Students register for 3SH of credit for each course, a total of 168 clock hours; 1 SH of credit equals 56 clock hours of clinical. Students are to arrange an individual schedule of hours with their preceptor. **The schedule of dates and hours should be submitted to the clinical faculty advisor within the first week of the course.** All clinical hours must be completed during the current academic semester in order to earn a passing grade for the course. No hours may be carried over into a future semester. An incomplete grade cannot be assigned for this course.

**Primary Care Tracking Log**
Students should utilize the Primary Care Tracking Log (see document on Sakai) to keep a running total of patient encounters for each of the 4 semesters in GNUR 517. The completed Primary Care Tracking Log should be uploaded to each student’s ePortfolio at the conclusion of each semester. Students are also advised to keep a copy of their Clinical Experience Record (logs).
Clinical Performance

Clinical performance is evaluated in an ongoing manner during the course by the clinical faculty advisor and clinical preceptor. The student’s achievement of course objectives is documented on the Evaluation of Student Clinical Performance tool. This tool which is completed by the preceptor and reviewed with the student and faculty is required at the end of each practicum; it may also be completed mid-semester. At the completion of each semester of clinical, students are required to submit a written evaluation of the preceptor and clinical site.

Clinical Course Seminars

Students participate in mandatory seminars throughout the semester as scheduled. Failure to attend a seminar requires the student to complete an additional assignment at the discretion of faculty and/or complete an additional 24 hours of supervised clinical practice with an accompanying clinical log.

Paper and Presentation Guidelines

Each semester, students (except for those who are post-master’s) write a scholarly paper and prepare and present their paper during the final seminar. Students are required to obtain topic approval from the clinical faculty advisor by mid-semester (see due date on course calendar). The due date for the paper is listed on the course calendar. Students are required to submit their paper using the Assignment tab on Sakai which will utilize TurnItIn®, a software program used to evaluate academic integrity. There is a 10 point penalty for each day that the paper is late. If a paper is greater than 7 days late, a grade of 0 will be assigned.

For the scholarly paper, students should closely follow the guidelines outlined for each assignment in this syllabus. A search of the recent literature related to the topic is essential. A minimum of 5 articles selected from peer reviewed journals and related to the subject must be incorporated into the paper; references should be no more than 5 years old. Papers should not exceed 10-12 pages in length and must follow APA 6th edition format.

The student PowerPoint presentation (no more than 12 slides) should be submitted using the Assignment tab on Sakai on the same date that the paper is due. References to support the information on the slides can be cited in a footnote on individual slides. During the final seminar of the semester, students will be allotted 10 minutes to present their project followed by a 10 minute discussion period. An evaluation of the presentation will be completed by faculty and student peers during the final seminar.

For those students completing COMPS: The final seminar is an opportunity to present your COMPS instead of the course paper/project. The 517 paper with an accompanying PowerPoint should be submitted as due, but an oral presentation of that project will not be required. (Note: During summer session, this option is not available).

Annotated Bibliography

An annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief (usually about 150 words) descriptive and evaluative paragraph, the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited. This is more than merely a synopsis of the article. Write a concise annotation that summarizes the central theme and scope of the book or article. Include one or more sentences that (a) evaluate the authority or background of the author, (b) comment on the intended audience, (c) compare or contrast this work with another you have cited, or (d) explain how this work illuminates your bibliography topic.

Please chose a new clinical topic of interest (not your project topic or your selected COMPS topic) and have it approved by your clinical faculty advisor in advance. For students who have not yet had their COMPS topic/advisor approved, this assignment is a good way to investigate potential topics.

Once your topic has been approved, select 5 recent (published within the last 5 years) scholarly journal articles for the annotated bibliography assignment. NOTE: Clinically focused journals are ideal sources. Avoid research focused articles and electronic sources, i.e. Uptodate, Medline as these are not appropriate for this assignment.

See the following links for information on preparing annotated bibliographies:
http://olinuris.library.cornell.edu/ref/research/skill28.htm including the link on How to Critically Analyze Sources: http://olinuris.library.cornell.edu/ref/research/skill26.htm This assignment should be submitted in APA 6th edition format.
Clinical Experience and Reflection Record (Logs)

The clinical log should be submitted electronically using the Assignment tab on Sakai to the clinical faculty advisor. Logs must be submitted regularly over the semester, see due dates at the end of this syllabus. There is a 10 point penalty for each day that the log is late; zero points will be rewarded for a log that is received one week past the due date.

Faculty will provide formative feedback on the logs. While portions of the log may need to be revised by the student following faculty review, the log grade is determined by the student’s original submission. Logs returned to the student with requested changes must be resubmitted to the faculty member within 48 hrs. If the re-submission is late, further points are deducted from the log’s original grade.

Course Log Requirements: A minimum of 5 logs are required for a 3 SH course; 4 logs for a 2 SH course; and 2 logs for a 1SH course. More logs may be required at the discretion of the faculty. See examples of logs posted in the electronic course environment on Sakai.

CLINICAL EXPERIENCE AND REFLECTION RECORD

Student Name: _______________________________________________________________________

Clinical dates and times for this record:________________________________________________

Total hours for this record: ___________________ Running total hours thus far:_______________

Total number of patients seen for this record:___________________________________________

Ages of those patients: ____0-13yrs  ____14-64yrs  _____>65yrs

Primary diagnoses of patients seen:

Section 1:
REFLECTION ON THE PAST 24 HOURS OF CLINICAL EXPERIENCE

Please provide your reflection on a clinical experience. This reflection is your feelings or your perception of something you observed or experienced during the clinical hours referenced in this log. Your reflection may represent many areas.
Examples (not limited to these examples):
• Spiritual – utilization of complementary or alternative treatment, incorporation of spirituality in care, respect for cultures, religions, acceptance of differences, diversity
• Political – prescriptive authority, dissent among colleagues
• Ethical – end of life issues, family involvement, abuse, neglect, refusing care, prescriptions provided, addiction, worker’s compensation claims, pharmacia
• Financial – access to care issues, providing for non-insured, ordering tests not necessary, referral networks
• NP Role – conflicts, challenges, continuity, acceptance, differences among providers
• Health care policy – HMOs, PPOs, MCOs, and implications on patient care, resources
• Other – angry patients, angry providers, conflict in the workplace

Section 2:
IDENTIFICATION OF QUESTION WITH ANSWER TO PREPARE FOR NEXT CLINICAL

• Think of and develop a question that you have identified from your clinical experiences thus far. This is an area in which you need additional preparation before your next clinical experience. This may be related to physical assessment, diagnostic testing and interpretation, developing differential diagnoses, specifics of a condition or disease, pharmacology, patient education, access to healthcare – OR another area, topic or issue.
• Provide the answer to your question. Be brief.
• Cite the reference you used to answer your question. Use APA format. The reference must be a professional book, journal, or published clinical guideline.
Section 3:
REVIEW OF AN INTERESTING CASE

Patient Initials:   Age:    Gender:    Race:

- Chief complaint
- HPI
- PMH, PSH
- FH
- SH
- Meds
- Allergies
- ROS

- Components of physical exam
- Results of laboratory testing
- Results of other diagnostic testing (available at the visit, not tests that were ordered as part of the treatment plan)
- List Each Diagnosis (ICD-9 codes), followed by the management plan. Include pharmacologic, non-pharmacologic, and teaching interventions.
- Health Maintenance

4. STUDENT LEVEL OF CARE Comment specifically on the level of care provided and your learning at this level:
- Observed patient encounter
- Student provided partial care
- Comprehensive care by student with preceptor consultation

5. FOR 3RD AND 4TH SEMESTER STUDENTS: CPT CODE FOR THIS PATIENT ENCOUNTER:

Select one: (See external links for resources)
____ Problem Focused (99212/99202)
____ Expanded Problem Focused (99213/99203)
____ Detailed (99214/99204)
____ Comprehensive (99215/99205)

6. REVIEW OF A RECENT JOURNAL ARTICLE THAT IS PERTINENT TO THE CASE
Author(s), date of publication (within 5 years), title, and journal name, volume number, page numbers. The journal article should be from a primary care or clinically focused journal, not from a research study.

- Summary of purpose and findings
- Reason for selection
- Applicability of findings to improve this patient’s outcomes
Each student will choose an interesting, unique, or controversial clinical case experienced in advanced clinical practice that lends itself to critical discussion; information about the case is compared and contrasted with norms that are presented in the literature. This is a scholarly paper; it is to be written in paragraph format using complete sentences and following APA format. Students are strongly encouraged to utilize the guidelines below as a template for this assignment. Also review the Paper and Presentation Guidelines on page 4 of this syllabus.

Criteria for the class presentation and paper include:

15% INTRODUCTION
Overview of the literature related to the primary diagnosis
   Prevalence/Epidemiology
   Brief review of pathophysiology
   General considerations in providing care to patients with this diagnosis
   General overview about this particular patient
   What is interesting, unique, and controversial about this case?

10% SUMMARY OF THE PATIENT PRESENTATION: ASSESSMENT
   Chief complaint/reason for visit
   Pertinent history: HPI, PMH, FH, SH, Meds, Allergies, ROS
   Physical exam findings, pertinent negatives
   Diagnostic testing with rationale for the testing and results of the testing

15% DIAGNOSIS
   Differential diagnoses with supporting/refuting subjective & objective data

25% DEVELOPMENT OF PLAN OF TREATMENT
   Clinical management and rationale using review of the literature/current practice guidelines
   Pharmacotherapeutics
   Nonpharmacologic interventions
   Teaching/counseling related to primary diagnosis
   Incorporation of culturally sensitive care specific to this patient with this diagnosis

15% FOLLOWUP AND EVALUATION OF THE PATIENT STATUS
   Appropriate consultation/referral
   Plan for follow-up
   Attention to health maintenance / preventative care
   Concluding paragraph

10% QUALITY OF PAPER
   Scholarly quality, including adherence to APA 6th edition format

10% QUALITY OF CLASS PRESENTATION
   Professional presentation, including adherence to allotted time
NOTE: Students must have successfully completed the graduate Ethics course (GNUR 402) prior to doing this paper/presentation. The scholarly paper and class presentation focuses on a topic or issue unrelated to paper(s) written for the GNUR 402 Ethics course.

Each student will choose an ethical situation observed or experienced in an advanced nursing practice clinical experience that lends itself to critical discussion. Often, such a situation occurs when there is a difference of opinion between patients, family members, and providers on the best course of action or treatment. At other times, situations occur in which decisions are made that conflict with respected ethical norms, values, or principles. The ethical issue topic must be approved in advance by the clinical faculty advisor.

Also see the Paper and Presentation Guidelines on page 4 of this syllabus. Each of the criteria for this scholarly paper and class presentation should be included for this assignment. These requirements are:

10% Summarize the specific situation as encountered in advanced practice. What are the relevant medical facts and social factors of the situation? What specific ethical questions were raised in the situation?

15% What bioethical principle (including respect of autonomy, nonmaleficence, beneficence, or justice) was deemed to be compromised in the situation? Describe the principle specifically related to this situation.

35% Review what is written in the literature about similar situations; using the literature, critically analyze the ethical issue(s) surrounding the clinical situation you’ve observed/experienced.

10% Discuss the resolution(s) of the dilemma, including both ideal and practical solutions. What were the actual outcomes of the situation you observed/experienced?

5% Discuss how an understanding of this issue might affect your future decision making as an advanced practice nurse.

5% Summary and conclusion

10% QUALITY OF PAPER
Scholarly quality, including adherence to APA 6th edition format

10% QUALITY OF CLASS PRESENTATION
Professional presentation, including adherence to allotted time
NOTE: The project must be completed prior to the due date of the paper. Each student will select a teaching project that will be of value in a selected clinical setting and is of interest to the student. The project must have preliminary approval by both the preceptor and faculty member. The following project formats are among those acceptable: poster, pamphlet, staff in-service, class in the community, presentation at a local or regional professional meeting. The faculty member may elect to observe the teaching session or critique the visual project. Also see the Paper and Presentation Guidelines on page 4 of this syllabus.

Each student will also give a presentation about the project in the 517 seminar. Please note that the power point presentation for the 517 seminar should reflect the paper contents, it is not necessary to submit the slides that were used for the teaching assignment. The student’s paper and presentation should include all of the following criteria: for

A. Introduction and Needs Assessment (15 points)

5% Overall broad introduction to the general area of interest, followed by a statement of the issue/topic/problem area specifically addressed.

5% Explanation as to how the topic was chosen and how the need for this project/presentation was determined. If used, include findings from a specifically developed Needs Assessment Form distributed to the intended audience.

5% Description of how you (the student) marketed the project/presentation, or how the audience was invited. Evaluate the effectiveness of this method.

B. Project/Presentation Description (65 points)

5% Overall goal/purpose of the project/presentation

5% Description of target audience and setting that influenced the delivery of the project

30% Literature review of the topic which synthesizes and summarizes at least 5 articles from peer reviewed journals related to the topic.

5% Format of the project/presentation (lecture, demonstration, discussion, booklet, etc.)

10% A minimum of 2 specific objectives (cognitive, psychomotor, or affective) stated in clear and measurable terms (e.g. “At the conclusion of this program/activity, the learners/participants should....”) linked directly to the project/presentation content outline, and the method for evaluation of learning. Use the table at the bottom of this page and incorporate this into the body of the paper.

5% Results of the evaluation of the activity/program

  Include the evaluation tool used for this activity

5% Summary and conclusion

10% QUALITY OF PAPER

  Scholarly quality, including adherence to APA 6th edition format

10% QUALITY OF CLASS PRESENTATION

  Professional presentation, including adherence to allotted time

Sample table

<table>
<thead>
<tr>
<th>Learning Objective (What do you want them to learn?)</th>
<th>Content Outline (What information are you going to cover?)</th>
<th>Strategies and materials (How are you going to teach this?)</th>
<th>Evaluation (How will you know they learned?)</th>
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NOTE: The project must be completed prior to the due date of the paper. Each student will participate in a health promoting activity that enhances the health and well-being of a community of people. Students can select from a variety of health programs, presentations, and activities (including pamphlets, posters and other media materials) that promote the Healthy People 2020 objectives. Students demonstrate comprehension of the specific topic/area to be addressed, and describe plans for implementation and evaluation of the project. Each student will also give a presentation about the project in the 517 seminar. Also see the Paper and Presentation Guidelines on page 4 of this syllabus.

Please note that the power point presentation for the 517 seminar should reflect the paper contents, it is not necessary to submit the slides that were used for the health promotion project. The student’s paper and presentation should include all of the following criteria:

5% Broad introduction to the topic, including which Healthy People 2020 objective(s) this project addressed.
5% Purpose /focus of the program/presentation/activity
10% Significance
   a. What issue or concern triggered the need for this project?
   b. What is the scope of this issue/concern in this community? (Briefly assess the community where this project is to be implemented)
30% Literature review that synthesizes and summarizes at least 5 articles from peer reviewed journals related to the topic.
5% Participants
   a. Who is the target group? What is the rationale for selecting this group?
   b. What age/gender/cultural variables impact the presentation of information?
10% Objectives and Content
   (Use the table at the bottom of this page and incorporate this into the body of your paper.)
   a. At least two objectives stated in clear and measurable terms (e.g. “At the conclusion of this program/activity, the audience/participants should…."
   b. Content to be covered in the project
5% Publicity
   a. How will the program/activity be publicized? How did you (the student) publicize the project/presentation, or how was the audience was invited?
   b. Evaluate the effectiveness of this method.
5% Results of the evaluation of the activity/program
   Include the evaluation tool used for this activity.
5% Summary and conclusion
10% QUALITY OF PAPER
   Scholarly quality, including adherence to APA 6th edition format
10% QUALITY OF CLASS PRESENTATION
   Professional presentation, including adherence to allotted time

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Assignment Due Dates

1. There are 5 Clinical Experience and Reflection Record (Logs) assignments during the semester. See p. 5-6 of the syllabus for explanation of this assignment. These should be submitted via the assignment button on Sakai by 6 pm on the following dates:
   - Wednesday, January 29
   - Friday, February 14
   - Monday, March 10
   - Friday, March 28
   - Friday, April 25

2. There is one annotated bibliography assignment this semester, see the syllabus for information.
   - A one paragraph description of your topic should be submitted to your clinical faculty advisor using the Drop Box on Sakai no later than 6 pm on Friday, February 21st.
   - The annotated bibliography should be submitted via the Assignment button on Sakai by Friday, Monday March 17th by 6 pm.

3. There is one project/paper assignment each semester (except for post-masters’ students).
   - A one paragraph description of your topic should be submitted to your clinical faculty advisor using the Drop Box on Sakai by 6 pm on Monday, February 10th.
   - The final paper should be submitted via the Assignment button on Sakai by 6 pm on Monday, April 7th.
   - The PowerPoint presentation is due on the same date as the final paper. This should be submitted via the Assignment button on Sakai by 6 pm on Monday, April 7th.