PRACTICUM II:
PRIMARY CARE ANP/GNP
NUR 834-Hybrid-Credits-7
Section 741; 747
SPRING 2013

Catalog Course Description:
Integration of assessment and applied theory in clinical management. Management of acute and chronic health problems, promotion of rehabilitation and health maintenance for adult and aging individuals across a variety of environments. Provision of specialized, culturally appropriate care to aging individuals, family members and the community. Collaborative, interdisciplinary model of practice.

Additional Course Description:
This course is designed to help the APN student focus on the integration of assessment, the nursing process, and applied theory in primary and long-term care management of adults and older individuals. This course will assist the APN student with integration and application of assessment and management skills utilizing a collaborative, interdisciplinary team model of advanced care practice. Relevant conceptual and theoretical frameworks in the primary care management of adults and older individuals will be utilized in the approach to person-centered care. The individual patient is considered within the context of family and community. Emphasis is on developing and refining clinical skills in the health-care management of individuals with stable chronic or complex health problems and functional losses. The APN student will become increasingly independent in their clinical decision-making skills and the ability to manage adult health concerns, including those of the frail elderly, in a practice setting.

Course Objectives: At the conclusion of this course, the student will be able to:

1. Develop and implement evidence-based plans addressing primary care needs of adult, aging, and frail elderly patients.
2. Assume complex and advancing leadership roles to initiate and guide change in an ever-evolving health care system.
3. Apply ethically sound and culturally competent solutions to complex issues impacting individuals, populations, and systems.
4. Demonstrate leadership to optimize team function including patient/family empowerment and advocate for equity in access to high quality primary care.
5. Critically analyze evidence and develop a plan for addressing quality and/or safety issues impacting health outcomes.

Prerequisites:
- NUR 832
- Students are expected to enter NUR 834 with adequate physical assessment and documentation skills for the advanced practice level. Additionally, a comprehensive knowledge base in pharmacology and pathophysiology is expected. Remediation at this level will be done independently (with faculty approval and guidance) prior to re-enrollment in the clinical course sequence.
Co-requisites: None

Professional Standards Documents:

The curriculum is guided by the following documents:


Course Faculty:

**Course Chair:**

Linda Keilman, DNP, GNP-BC
Assistant Professor (HP)
Office: A126 Life Sciences Building
Phone: 517-355-3365
Email: linda.keilman@hc.msu.edu

**Clinical Instructors**

Patrick Hawkins, DNP, ANP
Instructor
Office: W114 Owen Hall
Phone: 517-355-6523
Email: patrick.hawkins@hc.msu.edu

Clinical Instructor Contact

If you need to contact your clinical instructor due to illness, emergency, or course issues please contact the instructor either by email or phone message. If it is an emergency and you cannot reach your instructor, please contact Dr. Keilman or Dr. Peek. If neither are not available, call the College of Nursing and ask to speak with Terrie Wehrwein, Associate Dean. You may also speak with an administrative assistant at 1-800-605-6424 who can try to reach your instructor. If a non-emergency, faculty will try to return your call or email message within 24-48 hours. Messages sent after noon on Friday and over the weekend may not be addressed until Monday.

Clinical faculty will provide students with contact information on the first day of class. It also will be available within the online course system.
Instruction:
Methodology:
As adult learners, it is expected that students will do relevant reading and study prior to clinic and conference in order to fully participate in case discussions and presentations. It is expected that students will search the literature and suggest/share relevant findings with faculty and classmates. Case presentations, peer review, specific topic presentation and other methods determined by the faculty will be the basis for this guided cooperative discussion. Guidelines for class interactions and specific methodology are located online.

Instructional methods include clinical experience, case presentations (verbal and written), clinical conference, peer review, written scholarly project, and poster development and presentation.

Clinical experience
• All students participate in an average of 19 hours of clinical per week for 15 weeks at designated agencies. The agency experience is guided by a clinical preceptor who is in communication with your assigned MSU clinical faculty. If at any time a student is deemed clinically, ethically unsafe or acting in an unprofessional manner by the preceptor or faculty, the student will be reported to their MSU clinical faculty.
• It is required for students to spend at least one day prior to the beginning of the semester, orienting to each clinical facility they are assigned. This day does not count toward the total number of required clinical hours. Some clinical sites may have additional orientation requirements. Students must complete the orientation prior to officially starting the rotation.
• Students are not to start clinical rotations until the week of January 7, 2013.
• The last week for clinical experiences will be the week of April 22-28, 2013. If you need to extend clinical into finals week, you must obtain approval from your clinical instructor.
• Students will provide direct services to individual patients and their families including well care, health maintenance and promotion, diagnosis and management of single acute illness, stable chronic illness and complex health issues. The major focus for this semester is on management of adolescents, adults and older patients/families across the age continuum with chronic and complex health care issues. Your clinical evaluation will focus on your ability to demonstrate the competencies for this population of patients. Appropriate utilization of community resources is expected.
• Students are responsible for increasing independence in collecting and determining:
  o Client history and physical examination.
  o Management plan including nursing and medical interventions
  o Nursing and medical diagnoses
  o Outcomes for evaluation
• Documentation will be completed on every patient where the student has had responsibility for developing a plan of care. It is expected that students will document in the patient written or electronic record. If a clinical site has limited ability to document in the electronic record, arrangements will be made by the instructor and preceptor to meet documentation needs.
• An expanded write up on a patient/family with a chronic illness/condition is required for at least 5 weeks prior to midterm. Check the course schedule to see the due dates. Additional expanded write ups will be determined based on your clinical instructor’s evaluation of your individual needs. The number and type of write-ups may vary between students. Following midterm, your clinical instructor will provide instructions on the type of written assignments to be turned in. Transportation to and from clinical agencies is the responsibility of the student.
• Students are to wear white lab coats or jackets while working at all clinical agencies unless business, street clothes are the acceptable attire.
• Personal equipment needed at your clinical site:
  - Stethoscope
  - Pen light
  - PDA/smartphone
• University ID tags, nametags should be worn in clear view on your lab coat or clothing.
• Immunizations, licensure, HIPAA training, BBP training, background check, drug screening and CPR must be current and up to date or the student will not be able to participate in the clinical experience. If this occurs, the student will have to drop the course and make sure all are up to date and reenter the following spring.
• **Absences:** If the student becomes ill during the semester, it is her/his responsibility to notify her/his clinical preceptor, the clinical agency and clinical instructor on the day of missed clinical. All missed clinical days must be made up prior to the final week of classes. Arrangements for make-up days are to be made with the clinical preceptor and clinical instructor. **Attendance at on-campus, phone and online clinical conferences is required.**
• **Clinical Agency:** Each clinical site is selected to provide a learning experience which will enable students to meet the course objectives. Each clinical site will be contacted by the clinical placement office or clinical coordinator to verify the learning experience. Your clinical instructor will be contacting the preceptor during the semester. When not on site, MSU faculty are available for consultation, assistance and evaluation. At orientation you will be provided with contact information by your clinical instructor. In the unlikely event that the student or faculty identify a real or potential problem with the clinical site being an inappropriate learning environment for the student, the issue will be discussed with the preceptor and faculty immediately to determine options. If there is no readily available resolution of the issues, the student may be placed in an alternative site.
• **Site visit:** By midterm, each student will be visited by an MSU faculty member to observe the student/patient and student/preceptor interaction as well as evaluate the appropriateness of the clinical site for learning. This site visit will also allow the preceptor to discuss student performance. Students will be responsible for facilitating in the arrangement of the day/time of visit. Insofar as possible, the site visit will be during regular clinical experience hours. However, there may be a situation where the student will need to travel to the clinical site on an alternative day or time in order to accommodate the faculty/preceptor schedule. Additional site visits may be arranged if necessary site.

**HIPAA and Federal Compliance Guidelines are expected to be followed at all times:**
• All patient identifying information must be blocked out in black prior to copying or distributing to faculty or classmates.
• All information copied from the clinical site must be shredded by the student after use and prior to completion of program.
• Instead of copying patient information from the chart, it is expected that you will transcribe pertinent information from the medical records and include it in your SOAP documentation.

**Clinical conferences and Web-Based Activities**
• Clinical conferences are scheduled regularly and are a mandatory component of the course. The conference time is done to allow students to share cases, debate ethical issues, discuss common problems in primary care as well as demonstrate their ability to critically think and communicate verbally
• Conferences are done in three formats: face-to-face, online through the course online platform and via phone/web
• It is expected that each student will participate in weekly discussion. Thoughtful commentary with application of theory is expected. Participation in all formats of discussions is required
in order to pass the course. Participation does provide evidence pertaining to the competencies in the clinical evaluation.

- **D2L** is the online platform being used for this course. This can be accessed by going to http://d2l.msu.edu Since D2L is a new online system, it is recommended that students go through the HELP section and do the tutorial. It is the individual student's responsibility to learn how to work through the system though technology assistance through the HELP line is available.

- Course information, course documents, grades and informational updates will be presented in the online component of the course. It is strongly suggested that you check into the course on a frequent basis as it is the student's responsibility to be present and active in the course.

**Expanded documentation and other written clinical assignments**

- Expanded documentation provides the student with an opportunity to critically analyze and synthesize data and apply evidence based guidelines to practice.
- At least five expanded documentation assignments will be completed as outlined on the course schedule. Guidelines for documentation are identical to the ones used in NUR 822/832 and are available in the online course materials.
- Clinical instructors may require additional expanded documentation based on individual student needs.
- Short writing assignments for clinical conference discussion will be assigned by clinical faculty. These assignments are used to assist the student to explore topics of concern to primary care providers and demonstrate competence on a variety of the clinical competency areas.
- All documentation is expected to cite evidence based support and use APA format for citations

**Peer Review**

- Each student is expected to participate in peer review during the clinical conference activities (online, phone & on campus).
- Comments/postings which provide constructive feedback and evaluation of care of expected.
- Peer review participation will be included in the student evaluation

**Scholarly Project and Poster Development/Presentation**

- This semester students are expected to complete the scholarly project as well as develop and present a poster based on the project
- Discussion of the final products of the scholarly project will be included in the course orientation. Additionally, discussion time in clinical conference will be provided
- Students are encouraged to utilize the services of the MSU Writing Center as well as retain an editor if writing difficulties are noted.
- Students will be required to provide their clinical instructor with an electronic copy of their final 822 or 832 scholarly project paper *with the last instructors’ comments*.
- Due dates for all drafts and final products will be included in the course schedule available here in the syllabus as well as in the online course materials.

**Writing Requirements**

Written work is expected to be free from spelling and grammatical error. Expanded documentation should be in appropriate SOAP format with rationale for choice of diagnoses and treatment plans based on sound evidence. All written work must have appropriate attribution of
resources in APA format. Unintentional or intentional plagiarism may result in a penalty grade and/or failure on an assignment (see the University guidelines on plagiarism).

Rubrics for the scholarly project paper and poster are included in the online course materials.

**Required Texts**


**Required Resources, References, Supplies**

Students will be expected to use previously required texts as resources. A handheld device (PDA or smartphone) with medical related applications is highly recommended. Students will be required to pay for printing of the scholarly project poster which will remain in their possession.

**MSU Distance Learning Services Helpline:**

- Local: (517) 355-2345
- Toll Free: (800) 500-1554 (North America and Hawaii)

**Evaluation:**

**Learning Assessments and Grading**

**Clinical experience:**

**Clinical evaluations**

- The clinical evaluation of student performance is based on the NONPF competencies (2011). A copy of the competencies and the clinical evaluation will be reviewed with students during orientation. Evaluation is based on MSU faculty observation of student performance, preceptor observation of performance, clinical conferences, online discussion, participation in peer review, and documentation.
- At midterm, students will meet with their campus faculty to discuss their progress towards meeting objectives and competencies. The student should submit a completed self-evaluation one week prior to midterm and provide rationale for rankings. It is expected that at midterm, most competencies will not be met since they reflect end of semester behaviors. Faculty and the student will discuss strategies for meeting the behaviors during the second half of the semester. In addition, the caseload data (Typhon) and clinical hours log will be reviewed at midterm to see if the appropriate patient population is being managed by the student. Options for obtaining appropriate patients will be discussed.
- IF the student is not making expected progress towards meeting competencies at midterm or if clinical documentation/typhon is not up to date, a midterm performance report will be submitted to the office of Student Services. The student, along with the clinical instructor will outline strategies for improving performance.
- At end of semester, the student will complete a final self-evaluation including rationale for rankings. This should be submitted prior to the evaluation time (to be determined by the faculty and student). The student must have 80% or more of the competencies met as determined by the faculty by the end of the semester in order to receive a Pass in the course. Less than 80% constitutes a failing grade. Students must PASS the LAC competency in order to pass the course. A failure in the LAC will constitute a failing grade in the course.
A final grade will not be recorded until all written work, including typhon data and signed preceptor hours log have been turned into the clinical instructor.

Learning Assessment Center Competency Evaluation

- The Learning Assessment Center is a competency evaluation and will be utilized to evaluate student knowledge and ability to apply clinical and theoretical concepts.
- The experience will simulate “typical” cases from primary care. Students will be expected to do an appropriate H & P as well as develop an evidenced based management plan for the cases.
- The student must pass the LAC experience in order to receive a passing grade in the course.
- Evaluation criteria will be available to students by midterm and posted in the online course materials.
- Questions about the LAC are directed to the LAC discussion room in D2L.

Typhon documentation Typhon and Preceptor Hours

- The Typhon tracking system will be utilized to track clinical activity as well as assist in determining the appropriateness of the caseload. It is expected that you access and update this system on a weekly basis. Students need to also keep the log of clinical hours updated for each clinical preceptor. Students who are not keeping up to date with typhon may receive a mid-semester warning letter.
- All sections (screens) of the typhon system must be completed in order to have credit for the encounter.
- As in previous semesters, the system can be accessed through the internet. To login to the Typhon Group Student Tracking System, go to: 
  http://www.typhongroup.net/np/data/login.asp?facility=7151
  You will then put in your MSU NetID and the password Welcome
- Students are required to collect and record data on every client seen. Data logs will be reviewed weekly, during midterm and final evaluation meetings with clinical instructor.
- A final grade in the course will not be recorded until the student has completed all typhon data and submitted the signed log of preceptor hours.
- In addition to the typhon system, you will need to maintain a separate log of clinical hours spent with each preceptor (the form is available online). The log will need to be signed and submitted at the end of the semester. If the form is not complete or not turned in, the student will not receive a final grade in the course.

Safety in Clinical: Professional Development Guidelines:
Preparation for the professional practice of nursing requires more than the acquisition and application of knowledge. Therefore, in addition to the academic standards listed, the student must demonstrate:

1) Appropriate interpersonal relations and communication with clients, peers, faculty and other healthcare personnel.
2) Responsible fulfillment of class and practicum obligations, including provision of safe nursing care in the practicum setting.
3) Honesty and integrity in all academic professional matters.

These expectations are reflected in the Graduate (MSN) Clinical Performance Criteria for each clinical nursing course. Failure to meet each Professional Development Objective will result in the student earning a failure for the course.
Faculty reserve the right to dismiss a student from clinical areas if the student is too ill, unprepared, or deemed to be a risk to patient safety. Dismissal from clinical for any reason, excluding student illness, is deemed unexcused and will result in a failure for the course.

Scholarly Project and Poster Development/Presentation

- Grading rubrics for both the final scholarly project paper and the poster are available in the online course materials in D2L.
- It is expected that the student will meet all due dates. Failure to meet deadlines may result in a failure on the paper or the poster.
- A failure on either the final paper or the poster will result in a No Pass grade in the course.

Course Grading Requirements:

This course is a Pass-No Pass course. In order to achieve a Pass grade, the student must successfully pass the clinical practicum, scholarly project, poster development and presentation and LAC final checkoff. Failure to achieve a Pass on any of the components will result in a grade of No Pass.

Course Grading Scales: The standard College of Nursing grading scale is below. As a Pass-No Pass course, it is necessary to achieve a minimum of 80% on all graded assignments in order to pass the course.

<table>
<thead>
<tr>
<th>%</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 – 100%</td>
<td>4.0</td>
</tr>
<tr>
<td>89 – 85%</td>
<td>3.5</td>
</tr>
<tr>
<td>84 – 80%</td>
<td>3.0 (Minimum passing grade)</td>
</tr>
<tr>
<td>≤ 79%</td>
<td>Not passing</td>
</tr>
</tbody>
</table>

Writing Requirements:

The College of Nursing requires that students refer to a style manual when writing required papers and bibliographies. The reference format adopted by the College of Nursing is the Publication Manual of the American Psychological Association (most recent edition).

University & College Policies:

The College of Nursing expects that students will demonstrate professional behavior in all situations. Specific expectations for clinical and other professional venues can be found in the appropriate handbook. You are responsible for reviewing and acting in accordance with the policies and procedures found in the following sources, including the following topics: Professionalism, Academic Integrity, Accommodations for Students with Disabilities, Disruptive Behavior, Attendance, Compliance, and Progression.
Professionalism:

All graduate students at Michigan State University should be fully familiar with the Graduate Student Rights and Responsibilities Articles (published by the Graduate School; available at [http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities](http://splife.studentlife.msu.edu/graduate-student-rights-and-responsibilities)); the University guidelines for ethical research (published by the University committee on Research Involving Human Subjects [UCRIHS]; available at [http://www.msu.edu/user/ucrihs/](http://www.msu.edu/user/ucrihs/)); The MSU Guidelines for Integrity in Research and Creative Activities, [http://grad.msu.edu/all/ris04activities.pdf](http://grad.msu.edu/all/ris04activities.pdf) and specific principles for informal conflict management, in the Graduate Student Resource Guide (published by the Graduate School; available at [http://grad.msu.edu/conflict.htm](http://grad.msu.edu/conflict.htm)).

The Graduate Student Rights and Responsibilities (GSRR) Articles address professional standards for graduate students as follows: “Each department/school and college shall communicate to graduate students, at the time of their enrollment in a degree program or course in the unit, any specific codes of professional and academic standards covering the conduct expected of them.” (Article 2.4.7). “The graduate student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards” (Article 2.3.8).

In addition to meeting academic standards included in the Academic Progression Guidelines, students and faculty in the Doctoral Program in Nursing have shared responsibility for adherence to the professional standards referred to the Doctoral Student Handbook of the CON.

Professional expectations are rooted in the maintenance of high quality working relationships with faculty, peers, research participants, staff, and all others with whom the graduate student interacts. Aspects of high quality working relationships that are addressed in the GSSR as shared faculty-student responsibilities include: mutual respect, understanding, and dedication to the education process (2.1.2); maintenance of a collegial atmosphere (2.3.7); and mutual trust and civility (2.3.1.2).
University Policies: 

**Academic Honesty:** Article 2.3.3 of the Academic Freedom Report states: “The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards.” In addition, the College of Nursing adheres to the policies on academic honesty specified in General Student Regulation 1.0, *Protection of Scholarship and Grades,* the all-University Policy on *Integrity of Scholarship and Grades,* and Ordinance 17.00, Examinations. (See [http://splife.studentlife.msu.edu/regulations/general-student-regulations](http://splife.studentlife.msu.edu/regulations/general-student-regulations) and/or the MSU Web site [www.msu.edu](http://www.msu.edu).)

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work NUR 901. Students who violate MSU rules may receive a penalty grade, including but not limited to—a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also [https://www.msu.edu/unit/ombud/RegsOrdsPolicies.html](https://www.msu.edu/unit/ombud/RegsOrdsPolicies.html)).

Students engaged in scholarly activities (e.g. dissertation, scholarly projects) should follow the guidelines of scholarly writings as outlined in the *Publication Manual of the American Psychological Association* (most recent edition). Ethical principles ensure the accuracy of scientific and scholarly knowledge and protect intellectual rights. Principles include reporting of results, plagiarism, publication credit, sharing data, and copyright.

Please read each part of the following site to fully understand your responsibilities and the position of the University regarding:

- **Cheating**
- **Plagiarism**
- **MSU regulations, ordinances, and policies regarding academic honesty and integrity**

Academic dishonesty in any form will not be tolerated in the College of Nursing. Any student involved in academic dishonesty will be reported to the Office of Academic Affairs and the Office of Student Services in the College of Nursing and a grade of 0.0 may be issued for the course.

Research Misconduct and Questionable Research Practices within the college are defined consistently with the Interim University Document on Intellectual Integrity approved by the President of Michigan State University on August 5, 1994 and revised June 29, 1995. Refer to the CON Doctoral Student Handbook.

**Accommodations for students with disabilities:** Students with disabilities should contact the Resource Center for Person with Disabilities to establish reasonable accommodations. For an appointment with a disability specialist, call 353-9642 (voice, 355-1293 (TTY), or visit [MyProfile.rcpd.msu.edu](http://MyProfile.rcpd.msu.edu)

**Disruptive behavior:** Article 2.3.5 of the *Academic Freedom Report* (AFR) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.3.10 of the AFR states that "The student has a right to scholarly relationships with faculty based on mutual trust and civility."
General Student Regulation 5.02 states: "No student shall . . . interfere with the functions and services of the University (for example, but not limited to, classes . . .) such that the function or service is obstructed or disrupted. Students whose conduct adversely affects the learning environment in this classroom may be subject to disciplinary action through the Student Faculty Judiciary process.

Attendance: Students whose names do not appear on the official class list for this course may not attend this class. Students who fail to attend the first four class sessions or class by the fifth day of the semester, whichever occurs first, may be dropped from the course. See the Ombudsman’s web site for a discussion of student observance of major religious holidays, student-athlete participation in athletic competition, student participation in university-approved field trips, medical excuses and a dean's drop for students who fail to attend class sessions at the beginning of the semester.

College of Nursing Policies: Professional Development Guidelines [found in the CON Student Handbook at the CON website]. Students are responsible for the information found in the CON Doctoral Student Handbook. Effective conflict management/negotiation skills are essential for navigating the graduate school experience and maintaining high quality working relationships. Specific principles for conflict are responsible for making concerted good faith efforts to resolve conflicts with others in a constructive and informal fashion, prior to proceeding to formal conflict resolution options as consistent with the GSRR statement on informal conflict resolution (Article 5.3.2.). Doctoral students who have specific questions or concerns about professional standards or conflict resolution issues should consult with their Major Professor, the Director of the Doctoral Program, and/or the University Ombudsman for guidance, as appropriate.

Course Calendar: NUR 824/834 Course Schedule Spring 2013

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Conference</th>
<th>Clinical</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/7-1/13</td>
<td>On campus 1/10 8-10 B109: orient to course, certification &amp; licensure, quality issues 10-12 conference rooms (TBA) 12:15-1:00 Poster session with Dr. Keilman</td>
<td>BEGIN: 19 hours /wk</td>
<td>Orient to clinical sites Read syllabus Make sure all LOIs signed Send electronic copy of 822/32 scholarly paper to clinical instructor (with last instructor comments/rubric) Case presentations Update peers on project Sign up for online/phone cases</td>
</tr>
<tr>
<td>2</td>
<td>1/14-1/20</td>
<td>Online #1</td>
<td>19hrs/wk</td>
<td>Expanded documentation #1 Case presentation as assigned</td>
</tr>
<tr>
<td>3</td>
<td>1/21-1/27</td>
<td>Online #2</td>
<td>19 hours</td>
<td>Expanded documentation #2 Online case as assigned Outline of implications section of scholarly project and edited 822 paper due 1/27</td>
</tr>
<tr>
<td>4</td>
<td>1/28-2/3</td>
<td>On campus 1/31 8-11 conference rooms 11:15-1 A131 : negotiating a practice and loan repayment</td>
<td>19 hours</td>
<td>Expanded documentation #3 Case presentation (all) Share outline of implications with peers. Discussion of poster</td>
</tr>
<tr>
<td>5</td>
<td>2/4-2/10</td>
<td>Online #3</td>
<td>19 hours</td>
<td>Expanded documentation #4 Online case as assigned</td>
</tr>
<tr>
<td>6</td>
<td>2/11-2/17</td>
<td>Phone conference 2/14 Between 8-12 (or as</td>
<td>19 hours</td>
<td>No clinical documentation Phone case as assigned</td>
</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Activity</td>
<td>Hours</td>
<td>Notes</td>
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<tr>
<td>7</td>
<td>2/18-2/24</td>
<td>Online #4</td>
<td>19</td>
<td>Expanded documentation #5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Draft of abstract, draft of final section and draft of poster slide due 2/17</td>
<td></td>
<td>Online case as assigned</td>
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<td></td>
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<td></td>
<td>Sign up for midterm evaluation</td>
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<tr>
<td>8</td>
<td>2/25-3/3</td>
<td>On campus 2/28 8-10 conference 10-12 Individual/group poster work with Dr. Keilman Midterm evaluations with instructor (time TBD)</td>
<td>19</td>
<td>No clinical documentation</td>
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<td></td>
<td>Midterm evaluation</td>
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<td></td>
<td></td>
<td>Case presentations (all)</td>
</tr>
<tr>
<td>9</td>
<td>3/4-3/10</td>
<td>SPRING BREAK</td>
<td>NO</td>
<td>No clinical this week</td>
</tr>
<tr>
<td>10</td>
<td>3/11-3/17</td>
<td>No conference</td>
<td>19</td>
<td>Final complete project paper (including abstract and appendices) due 3/17</td>
</tr>
<tr>
<td>11</td>
<td>3/18-3/24</td>
<td>Phone conference TBA time</td>
<td>19</td>
<td>Written assignment per instructor Phone case as assigned</td>
</tr>
<tr>
<td>12</td>
<td>3/25-3/31</td>
<td>Online #5</td>
<td>19</td>
<td>No written assignment Online case as assigned</td>
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<td></td>
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<td></td>
<td>Poster slide due 3/31</td>
</tr>
<tr>
<td>13</td>
<td>4/1-4/7</td>
<td>Phone or online conference</td>
<td>19</td>
<td>Phone case as assigned</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>No written assignment</td>
</tr>
<tr>
<td>14</td>
<td>4/8-4/14</td>
<td>No conference</td>
<td>19</td>
<td>Written assignment per instructor Provide preceptor with form to evaluate you. Have poster printed</td>
</tr>
<tr>
<td>15</td>
<td>4/15-4/21</td>
<td>On campus 4/18 &amp; 4/19 THURSDAY 4/18 8-5 LAC as assigned and clinical group get together (TBA) FRIDAY: 4/19 8-11 Poster presentation in Atrium of Bott Bldg</td>
<td>19</td>
<td>No clinical documentation</td>
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<td></td>
<td></td>
<td>Complete preceptor, instructor, course and site evaluations Schedule final evaluation</td>
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<td></td>
<td></td>
<td>Poster presentation and gathering (business attire)</td>
</tr>
<tr>
<td>16</td>
<td>4/22-4/28</td>
<td>No conference</td>
<td>19</td>
<td>Complete written final evaluation</td>
</tr>
<tr>
<td>16</td>
<td>4/29-5/3</td>
<td>Final evaluations to be scheduled with instructor</td>
<td></td>
<td>Final evaluations</td>
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<td>GRADUATION 5/3 afternoon!!!!</td>
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**NUR 824/834 Final Scholarly Project and Poster Due Dates**

Week #1: Turn in electronic copy of final 822 paper with instructor comments and graded rubric. **Due 1/13**
Week #3: Outline of implications due. Turn in EDITED version of 822 paper. Due 1/27
Week #6: Draft of abstract, draft of final section and first draft of poster slide. Due 2/17
Week #10: Completed final paper (including appendices and abstract) Due 3/17
Week #12: Poster slide due 3/31
Week #14: Printing of poster
Week #15: Poster presentation on Friday 4/19

Faculty may request additional drafts as needed. Failure to provide drafts as scheduled may result in a failure on the paper and/or poster.
Students who do not have a passing paper by the end of the semester will fail the course. Students are expected to present a passing poster at the poster session. A poster that is not completed in time for the poster session and/or is not passing will fail 824/834.