MICHIGAN STATE UNIVERSITY
COLLEGE OF NURSING

NUR 834
PRACTICUM II:
PRIMARY CARE FOR OLDER ADULTS

COURSE SYLLABUS
SPRING 2002

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Gerontological Nurse Practitioner

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Office Hours By Appointment

Class Time: Thursday from 1530 – 1720
East Lansing: 1220 Engineering (Codec)
Kalamazoo: Kalamazoo Valley Community College (Codec)

Credits: 7
COURSE DESCRIPTION

NUR 834 focuses on the integration of assessment, the nursing process and applied theory in primary care management of older clients. This course will assist the APN student with integration and application of assessment and management skills. Emphasis is placed on relevant conceptual and theoretical frameworks in the primary care management of older adults. A collaborative model of primary care practice will be utilized. Topics will include the health care management of older adults with stable chronic or complex health problems and functional losses. The student will become increasingly independent in their clinical decision-making skills and ability to manage older adult health concerns in a practice setting.

TEXTS

Textbooks from NUR 831, 832 & 833 (Burke & Laramie; Uphold & Graham; Sanford Guide). Faculty may suggest additional resources during the semester.

COURSE OBJECTIVES

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

1. Demonstrate a high level synthesis of the nursing process through advanced utilization of assessment, diagnosis, outcomes, planning, interventions, evaluation and clinical judgment with clients experiencing stable chronic or complex health problems.

2. Communicate data on clients with chronic health problems utilizing POR format within legal and ethical health care parameters.

3. Demonstrate increasing independence in clinical decision-making.

4. Participate and evaluate components of the peer review process.

5. Analyze personal practice philosophy and client encounter log data to develop a portfolio reflective of the individual clinical experience.

6. Discuss and apply aging and loss theories and their relevance to the management of clients with multiple and/or chronic health problems.

INSTRUCTIONAL METHODS

As adult learners, it is expected that students will do relevant reading and study prior to clinic and class on the topic areas identified. Faculty directed readings and web links may be provided for specific content areas. It is expected that students will search the literature and suggest/share relevant findings with faculty and classmates. Cooperative Learning techniques and guided discussion by students will be the methods of choice. Case presentations, peer review, specific topic presentation and other methods determined by the course coordinator will be the basis for this guided cooperative discussion. Guidelines for peer review and topic presentation are in the syllabus.
COURSE REQUIREMENTS / STUDENT RESPONSIBILITIES

1. Attendance at **ALL** clinical conferences is mandatory. Options for missed conference time must be arranged with the course coordinator **BEFORE** the absence occurs (except in the case of an emergency).

2. Transportation to and from clinical agencies is the responsibility of the student.

3. Students are to wear white lab coats or jackets while working at all clinical agencies. MSU College of Nursing nametags/ID badges must be worn on the lab coat or jacket at all times.

4. Students should have the following personal equipment in clinic: stethoscope, pen light, black pen, tape measure, bandage scissors, appropriate course materials.

5. Each student selects one primary care clinical site that is maintained for two semesters (NUR 832 and 834). It is expected that this continuity will allow long term follow-up for some clients and developing positive working relationships with the agency staff over time.

6. Any site problems should first be discussed with the course coordinator who will determine appropriate follow-up of the problem.

7. Students are required to maintain an **Encounter Log** for ALL clients seen in the clinical setting. This log includes pertinent information for meeting course and program objectives. Logs may also include other pertinent data that the student deems appropriate.

8. Students will select and present cases for **TWO FORMAL peer review** activities.

9. ALL students will engage in peer review utilizing the tool provided in the syllabus. It is expected that evaluation will be objective, constructive and professional in demeanor as well as realistic and exhibit only slight variability to the course coordinators evaluation.

10. Students are to be **ACTIVE** participants in discussions and case presentations. Relevant and appropriate information will be shared with peers and faculty.

11. Students are **required to keep track of hours spent** at each clinic site, every week on the Encounter Log. **19 hours/week of clinical time for 14 weeks** is required for successful completion of NUR 834. This is time in clinic seeing clients, not time spent in class or the time preparing for clinic/class.

12. **Materials must be submitted on a timely basis.** Materials for midterm and final evaluation are to be forwarded to the course coordinator **ONE WEEK IN ADVANCE** of scheduled evaluation appointment times. Encounter Logs will be turned in on a **WEEKLY** basis (Saturday of each week) along with copies of client documentation materials.
13. The course coordinator must be notified ASAP (within 2 hours) of any emergency or absence.

14. Class Norms:
   - ACTIVE participation
   - THOUGHTFUL listening
   - Cell phones & beepers off (except under very specific situations)

15. **Peer Review Guidelines**:

   a. **Definition**: the evaluation of the quality of client care rendered and includes: evaluation of the accuracy and completeness of the assessment, appropriateness of the diagnoses and plan of care; a diagnostic process

   b. **Purpose**:
      - Develop collaborative relationship with peers and faculty
      - Develop personal practice philosophy based on theoretical framework
      - Analyze advanced practice nurse role components in primary care
      - Identify common issues in gerontological advanced nursing practice
      - Demonstrate leadership and risk taking abilities through presenting cases and actively participating in the peer review process
      - Analyze conceptual framework utilized in specific client situations
      - Learn

   c. **Presenter Expectations**:
      - Choose a case for discussion that reflects current course content
      - Distribute copies of the chart/record, SOAP note, Hx & PE (if appropriate) to group members prior to presentation (all names and client identifying information must be obliterated for confidentiality)
      - Distribute one or two pertinent, evidence based current references to group members prior to presentation
      - Present case, theoretical model, personal practice philosophy in a manner that reflects the critical thinking and clinical decision making that took place in management of the case
      - Lead discussion and facilitate group completion of the peer review evaluation guide
      - See Peer Review Evaluation Form for other specific information that needs to be covered in the presentation

   d. **Peer Member Expectations**:
      - Come to session prepared to discuss the client situation and references
      - Be honest, thoughtful and FAIR in evaluation and all comments
      - Participate in the review process offering constructive, thoughtful feedback, ideas and suggestions NOT provide answers
      - Complete Peer Review Evaluation Form and give to colleague

   e. The **Peer Review Evaluation Form** is located in the syllabus. You will need to make enough copies for all student presentations.
16. **Topic Presentation Guidelines:**

a. Students will decide which topic they will assume lead for on the 1st day of class. Topics will be divided equally among all students over the course of the semester. Topics are listed in the syllabus but may be subject to change related to course and student needs.

b. ALL students need to bring specific case information or current topic references (minimum of 1) to class so a thoughtful discussion can ensue.

c. **Time frame:** ½ hour - 45 minutes

d. The following **format** will be utilized for all presentations:

- Topic Title
- Definition
- Etiology
- Age Related Changes (any that may apply to condition)
- Appropriate Theory/ies
- Pertinent Clinical Guidelines
- Symptoms (presenting)
- Appropriate Assessment
  - History
  - Focused Physical Examination
- Differential Diagnoses
- Diagnostic Tests
- Management
  - Prevention
  - Therapeutics
    - Non-pharmacological Interventions (including nursing)
    - Pharmacological Interventions
  - Education
  - Follow-up
- Pertinent References and Resources
- Other

e. Use the **Topic Presentation Checklist** provided on the following page for organization of your chosen topic. Each student must provide pertinent materials (guidelines, notes, references, etc) to all classmates either on the day of presentation or by fax or mail prior to the scheduled day.
# TOPIC PRESENTATION CHECKLIST

Title: ____________________________

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<thead>
<tr>
<th>CATEGORY</th>
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<th>NOTES / COMMENTS</th>
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<tbody>
<tr>
<td>Definition</td>
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<td></td>
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<tr>
<td>Etiology</td>
<td></td>
<td></td>
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<tr>
<td>Age Related Changes</td>
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<tr>
<td>Theory</td>
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<tr>
<td>Clinical Guidelines</td>
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<tr>
<td>Symptoms</td>
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<td>History</td>
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<tr>
<td>Focused Physical Examination</td>
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<td>Differential Diagnoses</td>
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<tr>
<td>Prevention</td>
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<tr>
<td>Non-pharmacologic Interventions</td>
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<tr>
<td>Pharmacologic Interventions</td>
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<tr>
<td>Referral</td>
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<tr>
<td>Follow Up</td>
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<tr>
<td>Resources</td>
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<td>References</td>
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<tr>
<td>Other</td>
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COURSE EVALUATION & GRADING

A grade of 3.0 (80%) must be achieved in order to pass NUR 834 and progress in the nursing program or to graduation. The MSU 4.0 grading system will be utilized to report final course grades.

Points will be rounded to whole numbers using the 0.5 rule. Points at ≥ 0.5 will be rounded up while those < 0.5 will be rounded down to the nearest whole number.

The following point scale will be used for final grade determination:

<table>
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<tr>
<th>RANGE</th>
<th>GRADE</th>
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<tr>
<td>465 to 500</td>
<td>4.0</td>
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<tr>
<td>435 to 464</td>
<td>3.5</td>
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<tr>
<td>400 to 434</td>
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<tr>
<td>375 to 399</td>
<td>2.5</td>
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<tr>
<td>350 to 374</td>
<td>2.0</td>
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</table>

Point Determination Will Be As Follows:

- Clinical Evaluation: 400
- Preceptor Evaluation: 70
- Peer Review: 30
- Encounter Logs: P/F

Total = 500

A clinical evaluation form will be completed by the student and the course coordinator at midterm and at the conclusion of clinical. The rating at midterm is expected to be at a low level since it is highly unlikely that a student will be meeting end course objectives at this time. The midterm point totals are utilized to help identify areas that need work. The midterm evaluation is NOT used to calculate the final grade. Only the rating on the final evaluation will be used to determine the course grade.

The final evaluation will count for a possible 400 points toward the final grade. The student is expected to provide rationale/evidence for their self rating if it exceeds a #2. The course coordinators evaluation will be used to calculate the final grade. If there is a discrepancy, the student must provide documentation. The final grade decision is determined by the course coordinator.
# PROPOSED CONTENT SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>CONTENT</th>
<th>CODEC</th>
<th>RESPONSIBLE INDIVIDUAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 10</td>
<td>Orientation, review of syllabus, documentation &amp; evaluation materials</td>
<td>EL &amp; Kazoo</td>
<td>LJK</td>
</tr>
<tr>
<td>17</td>
<td>Medicare Documentation Guidelines</td>
<td>“”</td>
<td>Dontje (with family students)</td>
</tr>
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<td>24</td>
<td>End of Life Issues Practice Philosophy &amp; Theories</td>
<td>“”</td>
<td>LJK</td>
</tr>
<tr>
<td>31</td>
<td>Back Pain</td>
<td>“”</td>
<td>BB</td>
</tr>
<tr>
<td>February 7</td>
<td>Anemia</td>
<td>“”</td>
<td>KN</td>
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<tr>
<td>Class will be from 1630 – 1820</td>
<td>Peer Review</td>
<td>“”</td>
<td>BB</td>
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<tr>
<td>14</td>
<td>Syncope</td>
<td>“”</td>
<td>SV</td>
</tr>
<tr>
<td>21</td>
<td>CHF Management</td>
<td>“”</td>
<td>MW</td>
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<td>28</td>
<td>MIDTERM EVALUATIONS</td>
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<td>LJK &amp; MW in Kazoo</td>
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<tr>
<td>March 7</td>
<td>SPRING BREAK</td>
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<td>14</td>
<td>Chronic UTI’s (cath, UA) Vaginal Issues (atrophic vaginitis, etc)</td>
<td>EL &amp; Kazoo</td>
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<tr>
<td>21</td>
<td>Pain Management</td>
<td>“”</td>
<td>BB</td>
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<tr>
<td>28</td>
<td>Multiple Sclerosis/ALS</td>
<td>“”</td>
<td>KN</td>
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<tr>
<td>April 3</td>
<td>COMP EXAMINATION</td>
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<tr>
<td>4</td>
<td>Unintended Weight Loss</td>
<td>EL &amp; Kazoo</td>
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<tr>
<td>11</td>
<td>Ethical Issues</td>
<td>“”</td>
<td>LJK</td>
</tr>
<tr>
<td>18</td>
<td>LTC Issues: MDS &amp; CQI Miscellaneous Issues</td>
<td>“”</td>
<td>MW</td>
</tr>
<tr>
<td>25</td>
<td>WRAP UP: FINAL EVALUATIONS</td>
<td>NO</td>
<td>LJK &amp; MW in Kazoo</td>
</tr>
</tbody>
</table>
**Links to Documents:** (You will need Word 2000 or higher to be best open these documents)

- Clinic Activity Log
- Clinic Placement Log
- Patient # Log
- Patient Encounter Log
- Peer Evaluation Form
- Clinical Evaluation Tool (Faculty)
- Clinical Evaluation Tool (Student)