MICHIGAN STATE UNIVERSITY
COLLEGE OF NURSING

NUR 824
PRACTICUM FOR THE
PRIMARY CARE FAMILY
APN II

COURSE SYLLABUS

CREDITS: 7

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Brigid Warren, R.N., M.S.N.

Spring, 2003

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COURSE OVERVIEW

Course Description

This course is designed to help the APN student with integration and application of assessment and management skills. The course will emphasize relevant conceptual and theoretical frameworks in the primary care management of individuals. The individual is considered within the context of family and community. The APN experience utilizes a collaborative model of primary care practice. The student will develop skills for assessment and management of complex and/or stable chronic health problems. The student will become increasingly independent in the practice setting with preceptor validation.

Course Objectives

At the completion of this course the student will be able to:

(1) Demonstrate a high level of advanced nursing practice by conducting assessments, engaging
in therapeutic reasoning and arriving at diagnoses for individuals with stable chronic/or complex health problems.

(2) Utilize advanced independent nursing interventions when managing individuals with stable chronic health states.

(3) Communicates data on clients with chronic health problems utilizing POR format.

(4) Demonstrates increasing independence in clinical decision making.

(5) Analyze practice philosophy and case log data to evaluate outcomes and effectiveness of care

(6) Demonstrate professional development by initiating strategies for interdisciplinary team functioning with awareness of the APN’s role in professional, ethical, legal and political issues.
Instructional Methods

Clinical Experience

All students will participate in 19 hours of Clinical per week for 14 weeks at their selected agencies guided by a clinical faculty from that agency. The clinical faculty from the College of Nursing will be available for consultation, assistance, and evaluation.

The student will provide direct services to patients/families concerning well care, health maintenance and promotion, and management of single acute illness, stable chronic illness and complex health problems, while utilizing her/his knowledge from independent study, seminar/discussion and focal problems. The clinical experience should provide opportunity to see patients from birth to elderly, including pregnant patients.

In providing the above direct services, students will be responsible for: (1) the client history and physical examination, (2) collaboration with clinical faculty and supervising faculty (plus other team members) on the findings and development of the management plan, (3) nursing diagnosis and interventions and outcomes, and (4) recording on the client record using the S.O.A.P. - P.O.R. method.

Recording. Recording will include the subjective and objective findings from the patient, the assessment including the medical and nursing diagnoses, and the management plan, which includes: (1) diagnostic studies, i.e., lab, developmental assessment, etc.; (2) therapeutic measures including medication, counseling, etc.; (3) patient education; (4) outcomes. The student will generate outcome criteria for each management plan and form a master problem list. Students will turn in written documentation on selected patients, as documented in patient record. Documentation will include NIC & NOC as appropriate.

Caseload Data. Students are required to collect and record data on all patients they see. The procedure and process for managing caseload data will be presented at the beginning of the semester. The data will be reviewed at midterm and finals weeks. In this manner, numbers and types of patients, and services provided can be tabulated for the educational experience.

Web-Based Activities

- We are utilizing Blackboard (BB) as the basis for this course. BB is a web-based classroom experience that allows material to be up to date with easy access. It is the individual students responsibility to learn how to work through the system.

- Weekly readings, course information and forms, course documents, activities, grades and discussion board are all located in BB. It is strongly suggested that you check into BB on a frequent basis at it is the students responsibility to be present and active in the course.

- Access to BB is through the College of Nursing web page and then accessing NUR 824 course syllabus. Another route is <http://www.blackboard.msu.edu> Access requires use of your MSU pilot account.
COURSE EVALUATION & GRADING

A grade of 3.0 (80%) must be achieved in order to pass NUR 824. 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>
<thead>
<tr>
<th>RANGE</th>
<th>GRADE</th>
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<tbody>
<tr>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>188 to 200</td>
<td>4.0</td>
</tr>
<tr>
<td>174 to 187</td>
<td>3.5</td>
</tr>
<tr>
<td>160 to 173</td>
<td>3.0</td>
</tr>
<tr>
<td>148 to 159</td>
<td>2.5</td>
</tr>
<tr>
<td>140 to 147</td>
<td>2.0</td>
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**Point Determination Will Be As Follows:**

- Clinical Evaluation: 120 points
- Professional Participation: 50 points
- Long Term Patient Assignment: 30 points
- Encounter & Activity Logs: P/F

Total = 200 points

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 120 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 clinical instructor determines the final grade decision.
Student Responsibilities.

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

2. Clothing: Students are to wear white lab coats or jackets while working at all clinical agencies.

3. ID tags, nametags should be worn on your lab coat or jacket. The format should be the following:

   Jane Doe, R.N.
   Family Clinical Nurse Specialist
   MSU Graduate Student

4. Personal equipment needed at your clinical site:
   a. Stethoscope
   b. Pen light
   c. Tape measure

5. Absences: If the student becomes ill during the term, it is her/his responsibility to notify her/his clinical faculty, the clinical agency and the supervising faculty. All missed clinical days must be made up prior to the final exam. Arrangements for make-up days are to be made with the supervising faculty. **Attendance at weekly clinical conferences is required.**

6. Clinical agency: Each student selects a primary care clinical site for two semesters (NUR 822, 824), thus providing continuity of care to the patients. Additionally, by remaining at the same agency for two semesters, the student and agency staff have time to develop their relationships while the student develops her/his APN role.

7. If there are problem(s) with site arrangement, it is the student’s responsibility to first discuss the problems with her/his supervising faculty. If the student feels that the problem is not resolved, students should discuss this with the course coordinator.
### SCHEDULE OF CLINICAL CONFERENCES

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>January</td>
<td>Medicare Documentation Guidelines (group meeting)</td>
</tr>
<tr>
<td>9</td>
<td>Grief and loss issues</td>
</tr>
<tr>
<td>16</td>
<td>Advance directives and end of life issues</td>
</tr>
<tr>
<td>23</td>
<td>Unresolved Grief vs. Depression</td>
</tr>
<tr>
<td>30</td>
<td></td>
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<tr>
<td>February</td>
<td>Insomnia and sleep disorders</td>
</tr>
<tr>
<td>6</td>
<td>Multiple Sclerosis and Lupus</td>
</tr>
<tr>
<td>13</td>
<td>Pediatric Mental Illnesses</td>
</tr>
<tr>
<td>20</td>
<td>Midterm Evaluations</td>
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<tr>
<td>27</td>
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<tr>
<td>March</td>
<td>Spring Break</td>
</tr>
<tr>
<td>6</td>
<td>Polypharmacy issues in the elderly</td>
</tr>
<tr>
<td>13</td>
<td>Topic of choice</td>
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<tr>
<td>20</td>
<td>Parenting issues/ working with families with chronic illness</td>
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<td>27</td>
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<tr>
<td>April</td>
<td>Topic of Choice/ Case Presentations</td>
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<td>3</td>
<td>Telehealth / Electronic Medical Records</td>
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<tr>
<td>10</td>
<td>Topic of choice / Case Presentations</td>
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<tr>
<td>16</td>
<td>Final case conference – long-term patient wrap up</td>
</tr>
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</table>

### LONG TERM PATIENT GUIDELINES

The long term patient experience is a continuation of last semester. If possible it is recommended you use the same patient you worked with last semester. If this is not possible you will need to talk with your clinical instructor about how to adjust the
1. Class presentation – present your selected patient at least twice during the semester. The presentation needs to include the following:
   - Current issues and problems
   - Follow up on previous plan of care. Evaluate outcomes from previous visit. These should be both individual and family outcomes.
   - Review theoretical framework previously used. Is this framework still appropriate for interventions you have planned? If not what additional framework would you use. Discuss the reasons you have made your decision and support with information from your theoretical framework. Discuss how your practice philosophy guides your health care decisions.

2. Identify grief and loss issues of the patient. Utilize an intervention related to this. Write up a one page theory paper related to the grief and loss process for your LTP. If you are having problems identifying these issues in your patient discuss with your clinical instructor. If possible try to utilize a specific nursing intervention, which you may not have used before, counseling, stress management or alternative therapies. Discuss how these interventions assisted the patient with resolution of the grief and loss process and how it is supported by your theory. This paper will be due before April 20th. Paper should be a 1-2 page.
Nursing Interventions

The following is a list of nursing interventions found in your *Nursing Intervention Classification* test by McCloskey and Bulechek. These are only a few of many interventions that you will be utilizing in practice, thus you need to become familiar with the activities and integrate them into your practices. You need to be able to define the interventions and include them in your plans of care when applicable.

- Anticipatory guidance
- Anxiety reduction
- Assertiveness training
- Behavior management: over activity/inattention
- Caregiver support
- Cognitive restructuring
- Family support
- Grief work facilitation
- Hope installation
- Humor
- Patient contracting
- Progressive relaxation
- Reminiscence therapy
- Simple relaxation therapy
- Smoking cessation assistance
- Values clarification