NURS 777 Family Nurse Practitioner (FNP) in Practice

Kim Metcalf
metcalfk@xavier.edu

Follow this and additional works at: http://www.exhibit.xavier.edu/nursing_syllabi_fall_2015

Recommended Citation
http://www.exhibit.xavier.edu/nursing_syllabi_fall_2015/115

This Restricted-Access Syllabus is brought to you for free and open access by the Nursing Syllabi 2015 at Exhibit. It has been accepted for inclusion in Nursing Syllabi Fall 2015 by an authorized administrator of Exhibit. For more information, please contact exhibit@xavier.edu.
Course Number & Title:  NURS 777:  Family Nurse Practitioner (FNP) in Practice

Number of Credits:  2 cr. = 240 practicum contact hours

Pre requisites: NURS 680, NURS 756,  NURS 658,  NURS 770, NURS 771, NURS 772,  
NURS 773, NURS 774, NURS 775, NURS 776

Co requisites: NURS_778

Course Description:
The purpose of this course is to provide a culminating immersion experience for the Family Nurse Practitioner student. Students will provide holistic patient/family-centered, community-based care across the lifespan in a selected primary care setting. Students will integrate advanced interprofessional skills and knowledge through collaboration with non-nursing health professionals in performing advanced physical assessment, diagnosis, and care management for individuals and families.

Course Objectives:
1. Synthesize principles of pathophysiology, advanced health assessment, epidemiology, evidenced-based practice, health promotion and disease prevention in clinical decision making related to patient/family-centered health conditions in primary care.
2. Develop holistic health promotion, and disease prevention strategies to improve or maintain optimum health of families across the lifespan.
3. Formulate comprehensive differential diagnoses considering epidemiology, environmental and community characteristics, and life stage development within the context of the family.
4. Implement holistic and ethical plans of care for individuals and families including prescribing medications and treatments related to altered pharmacodynamics and pharmacokinetics and managing acute and chronic health conditions.
5. Evaluate patient and family centered health outcomes.
6. Collaborate effectively with interprofessional healthcare and service providers in implementing comprehensive integrated family-centered plans of care for diverse populations within and transitioning across healthcare settings.
7. Evaluate support systems and resources to assist families to develop safe, quality support and coping systems and lifestyle adaptations in response to intergenerational issues, chronic illnesses and end of life issues.

Time & Location: TBA

Faculty:

Jacqueline Kerber, MSN, FNP-BC
Office: 186 Cohen
Office: 513-745-3897
Email: devlinkerberj@xavier.edu

Dr. Kimberly Moore
Kimberly.Moore@va.gov

Kim Metcalf
Roo6@mac.com

Marcia Johnson
Johnsonm54@xavier.edu

Laurie Stephan
stephan1@xavier.edu

Mary Sroga
srogam@xavier.edu

Teaching/Learning Strategies:
A variety of learning activities and evaluation methods will be used in this portion of the course. They are designed to engage the student in synthesis and application of material.

Content Delivery:
- Current professional literature
- Electronic resources (web sites, video demonstration, webcast, etc.)

Learning Activities – Applied Learning:
- Patient Managements Plans
- Student Clinical Experience Portfolio
- Clinical Debriefing (Weekly Journals)

Clinical Practicum – Applied Learning:
This course contains a clinical component that includes a **minimum of 16 hours** of precepted clinical time per week (16 hrs X 15wks = 240 hrs for the semester). Successful completion of the clinical component of the course rests on clinical skill attainment at an appropriate level. By the completion of the course a student must attain a **minimum rating score of 3** in all areas documented on the summative clinical evaluation tool in order to pass the clinical component of the course.

**Students are expected to read and comply with written Clinical Practicum guidelines including:**

- Contacting and arranging for any clinical site orientation necessary per preceptor
- Contacting appropriate Xavier University School of Nursing program personnel (clinical coordinator, etc) to obtain and provide any required health documents necessary prior to participating in clinical experiences.
- Coming to clinical prepared for the clinical day: daily clinical objectives, equipment, etc.
- Participating in post conference with preceptor at the completion of each clinical day
- Completion and submission of Formative and Summative Clinical Evaluations
- Professional behavior and attire

**Student Clinical Experience Portfolio**
Each student will maintain a **Student Clinical Experience Portfolio** to document clinical goals, objectives, experiences, and hours. The document will be maintained throughout the entire program and can be used to demonstrate appropriate progress towards program competencies as well as provide documentation of required clinical hours and experiences.

**Student Clinical Goals/Objectives**
Students are expected to develop 3-5 specific, measurable objectives for the semester practicum. These objectives must be approved by the preceptor and faculty by the end of week 2 and should reflect and correlate with the course objectives. Weekly clinical goals should be maintained in the portfolio and guide the student’s practicum. Goals are to be submitted with the portfolio that is turned in monthly. Students must share and discuss goals and objectives with the site preceptor. Students are expected to demonstrate achievement of goals and objectives by the end of the semester.
Clinical Experiences
Students are to have a variety of primary care experiences across the lifespan. As adult learners, students must at times seek out these experiences.

Clinical Evaluations
Evaluations are an educational tool and an opportunity for students to identify areas of strength as well as areas of needed growth. Formative evaluations must be scanned and uploaded to Canvas every 1-2 weeks. Summative evaluations must be scanned and submitted at midterm and at the end of the semester.

Reflective Journal
Each student will maintain a reflective journal with a weekly entry regarding that week’s clinical experience. The student will describe what occurred that week at clinical including challenges and successes, and lessons learned. Journals will be turned in weekly to the instructor via Canvas. Journals need to be thoughtful and insightful. Students should not enter personal information about employment, family, or other information unless it directly relates to the clinical experience.

Evaluation Strategies: ALL assignments are due on Canvas on Sunday by 11:59 PM.

<table>
<thead>
<tr>
<th>STRATEGY</th>
<th>PERCENT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Journal</td>
<td>20%</td>
<td>Each week students will complete a reflective journal of the week’s clinical experience including successes and challenges, and lessons learned. Journals are to be submitted in Canvas. Grading will be recorded as complete or incomplete. EACH SUBMISSION IS WORTH 12 points</td>
</tr>
<tr>
<td>Formative and Summative Evaluations/ Student portfolio including Weekly Goals</td>
<td>20%</td>
<td>Students must complete a formative evaluation every 2 weeks with their preceptor as well as a summative evaluation at midterm and in the final week. Correct forms must be used for Formative and Summative evaluations (different forms). All evaluations should be submitted via Canvas. The student will maintain the student portfolio including weekly clinical goals, clinical hours, and experience logs. Portfolios will be turned in the first of every month except September 1 via Canvas. Grading will be recorded as complete/incomplete. EACH SUBMISSION IS WORTH 12 points. Partial credit will be awarded based on quality of portfolio.</td>
</tr>
</tbody>
</table>
The weekly patient synthesis is an activity designed to encourage synthesis and application of current evidence-based information on a clinical topic/patient of student interest. The objectives for the patient synthesis write up include the following:

- To write up a history of presenting illness for every patient in a professional, organized, and objective manner. Also include a list of at least ten differential diagnosis based on information in H&P.
- On a weekly basis we will emphasize on one of the following areas:
  - Focus on differential diagnosis and rational for or against each differential
  - Complete list of diagnostic studies and rational for or against
  - Extensive past medical history, surgical history and family history as it relates to patients H&P
  - Comprehensive treatment plan with rational for or against each treatment option as well as follow up and referrals if indicated.

Please include references and resources used to justify answers.

Students must PASS the clinical component of the course with at least a “3” out of “5” points for each item on the evaluation sheet in order to pass the course.

**NOTE:** **Student Progression in specialty courses:** A grade of B or better is required to pass and/or progress to the next FNP specialty course.
Late assignments:
Five points will be deducted for each late assignment unless prior arrangements are made with the professor.

Caveat:
The schedule and procedures in this course are subject to change in the event of extenuating circumstances as well as class learning needs and desires.

Attendance Policy
Reasonable attendance & promptness are expected for all practicum experiences. If the student must be absent due to illness or family circumstances, please e-mail the preceptor and the instructor prior to the start of clinical. If a student is unable to attend a scheduled clinical day, it is the sole responsibility of the student to make up the hours before the end of the semester.

Academic Honesty:
Please refer to the Xavier University catalog (on line) and the School of Nursing Student Handbook. Plagiarism will not be tolerated and is subject to disciplinary action.

Civility:
Civility and respect are expected in all correspondence (verbal and written) with instructor, preceptors, agency staff, and peers. Incivility or disrespect will not be tolerated and will be subject to disciplinary action.

Phone Etiquette:
Cell Phones & Pagers are to be turned off during practicum.

Dress Code:
Business casual or professional dress with a Xavier lab coat is expected at practicum sites unless scrubs are required by the agency.

Social Media:
Social media and the internet provide an important medium for sharing information and offers easily accessible methods for mass communication. Nursing students must be aware of the risks and consequences associated with social networking. On-line social networking (e.g., Face book, MySpace, Twitter, blogs, etc.) are open, publicly accessible sites. Unprofessional or unbecoming online behavior undermines not only the nursing student’s reputation, but may also have negative implications for Xavier University, and the profession of nursing. Certain
violations in the use of social media may expose the offender to criminal and civil liability. Refer to your student handbook for more information and to view the Social Media Policy. 
http://www.xavier.edu/nursing/current-students.cfm

**Reflective Journal Grading Rubric**

Reflective journaling is a powerful tool that provides an opportunity to process experiences. This process offers the opportunity for continued personal and professional growth. Students will use this journal to document weekly experiences using the following format as a guide. Each week:

1. **Successes** - the things that went well or student feels good about (skills, decision making, personal interaction, new insight gained, etc.), goals met
2. **Challenges** – things student struggled with this week or did not turn out as expected
3. **Lessons Learned** - What did you learn from your experiences this week? How will you apply your new learning/understanding to the development of future goals?

**Examples of issues to discuss in journals are include but are not limited to:**

- a. Clinical issues with patient or family (de-identified)
- b. Ethical/legal issues in practice
- c. Applying personal nursing theory or philosophy in practice
- d. Application of nursing leadership skills
- e. Effective or ineffective interprofessional communication/collaboration
- f. Application and evaluation of holistic practice
- g. Patient/family advocacy or health policy advocacy

**Journal entries will be evaluated based on the following rubric:**

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>PTS POSSIBLE</th>
<th>PTS EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Personal learning goals evaluated</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>2. Successes identified and reflect the ability to build on new insight gained, skill attainment, or interprofessional communication/interaction</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>3. Challenges identified as well as how the challenge was dealt with and personal learning/insight that occurred</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
4. Demonstrates personal growth as a result of deep reflection on successes and challenges for the week and provides basis for continued growth. | 3 |

| TOTAL | 12 |

0: Not addressed  1: Addressed, but minimally  2: Addressed well, could have been more detailed  3: Outstanding reflection or insight

---

**Student Clinical Portfolio Grading Rubric**

Each student will maintain a **Student Clinical Experience Portfolio** to document clinical goals, objectives, clinical experiences, patients seen by student, and clinical hours. This document will be maintained throughout the entire program and can be used to demonstrate appropriate progress towards program competencies as well as provide documentation of required clinical hours and experiences.

**Student Clinical Goals/Objectives**

Students are expected to develop 3-5 specific, measurable goals for practicum along with weekly objectives to meet these goals. These goals should reflect and correlate with the course objectives. Weekly clinical objectives should guide the student towards accomplishment of the practicum goals.

Portfolios will be evaluated based on the following rubric:

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>PTS POSSIBLE</th>
<th>PTS EARNED</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Clinical hours documented</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>2. Patient experiences documented</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3. Weekly goals and objectives documented</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>4. Competencies documented</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>5. Formative (or summative) evaluation completed by student &amp; preceptor</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>6. Demonstrates personal growth as a result of pediatric/adolescent experiences for the week</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

0: Not addressed  1: Addressed, but minimally  2: Addressed well
Weekly synthesis - follow previous rubric