



**University of Nevada, Las Vegas
School of Nursing
Spring 2020**

COURSE NUMBER:	NURS 740R
COURSE TITLE:	FNP Adult and Women's Health
CREDIT HOURS:	6 credits (Theory 2 credits; Clinical 4 credits = 180 hours in primary care setting)
PREREQUISITES:	NURS 701, 703, and NURS 730
PLACEMENT IN CURRICULUM:	Spring
COURSE DESCRIPTION:	This course provides the FNP student with the knowledge and skills necessary to manage patients in the primary care setting. Specific content relates to primary care needs of adults, including adolescent through older adults, in screening for, preventing, and/or managing common acute and chronic conditions.
COURSE DELIVERY METHOD:	Online

COURSE LEARNING OUTCOME	MSN PROGRAM OUTCOME	POST-MASTER'S CERTIFICATE OUTCOME	DNP PROGRAM LEARNING OUTCOME
1. Synthesize history and physical examination data to develop management plans of common acute and chronic conditions.	7. Employ culturally appropriate skills in communicating and collaborating with interdisciplinary teams to achieve positive outcomes in clinical or educational settings.	1. Competently assess, diagnose, prescribe, evaluate and create a holistic plan of treatment. 3. Develop and monitor comprehensive, holistic plans of care that address the health promotion and disease prevention needs of diverse client populations.	1. Provide advanced nursing care to improve patient and population health care outcomes in various direct and indirect settings.

2. Apply the concepts of diagnostic reasoning/clinical decision making in the formulation of differential diagnoses of common acute and chronic conditions.	3. Apply continuous quality improvement measures to achieve positive outcomes in clinical or educational settings.	1. Competently assess, diagnose, prescribe, evaluate and create a holistic plan of treatment.	1. Provide advanced nursing care to improve patient and population health care outcomes in various direct and indirect settings.
3. Establish evidence-based practice into the management plan of common acute and chronic conditions by integrating current research and clinical practice guidelines.	3. Apply continuous quality improvement measures to achieve positive outcomes in clinical or educational settings.	4. Assess and monitor teaching/learning needs in a diverse client population. Practice ethically in the conduct of research, management and clinical professional practice.	3. Provide evidence-based practice through the application of analytical methods, information systems technology, and clinical research.
4. Demonstrate knowledge of assessment and management of common acute and chronic conditions for persons from adolescence through older adulthood.	1. Integrate scientific findings from health and educational fields to include but not limited to nursing, social sciences, and humanities.	1. Competently assess, diagnose, prescribe, evaluate and create a holistic plan of treatment.	2. Take leadership roles in the analysis, delivery, and management of nursing care and health care systems.
5. Display the professional behaviors required for and expected of the advanced practice registered nurse.	9. Model the professional role of an advanced practice nurse or nurse educator in daily practice.	2. Articulate the professional role, which includes the ethical code of conduct and scope of advanced practice.	4. Collaborate with inter-professional teams to meet the healthcare needs of culturally and ethnically diverse individuals and populations.

REQUIRED TEXTBOOKS

Dunphy, L.M., & Winland-Brown, J.E. (2019). *Primary care: the art and science of advanced practice nursing* (5th ed.). Philadelphia, PA: F.A. Davis. ISBN: 9780803667181. **(Must include access to Davis Edge online quizzing – included free with new print books or with the digital-only eBook version).**

Ferri, F.F. (2019). *Ferri's best test: a practical guide to clinical laboratory medicine and diagnostic imaging* (4th ed.). Philadelphia, PA: Elsevier. ISBN: 9780323511407.

Unbound Medicine Resources at <http://www.unboundmedicine.com/ucentral>

- 5-Minute Clinical Consult
- Clinical Evidence
- Davis's Lab & Diagnostic Tests
- Evidence-Based Medicine Guidelines
- The Merck Manual Professional Edition

RECOMMENDED TEXTBOOKS

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: Author. ISBN: 9781433832154.

Fenstermacher, K., & Hudson, B.T. (2019). *Practice guidelines for family nurse practitioners* (5th ed.). St. Louis, MO: Elsevier. ISBN: 9780323554947. **(Highly recommended).**

Goolsby, M.J. & Grubbs, L. (2019). *Advanced assessment: interpreting findings and formulating differential diagnoses* (4th ed.). Philadelphia, PA: F.A. Davis. ISBN: 9780803668942.

Papadakis, M.A., McPhee, S. J., & Rabow, M.W. (2020). *CURRENT medical diagnosis and treatment 2020* (59th ed.). New York: McGraw-Hill. ISBN: 9781260455281.

TEACHING/LEARNING METHODS

This course is delivered via online platform, in addition to incorporating face-to-face meetings as determined by the instructor of record. The methods of instruction will include, but are not limited to, assigned readings and lectures and online discussions. Students are expected to read selected materials noted in the enclosed weekly tentative schedule, in addition to readings posted in the modules in Canvas.

TOPIC OUTLINE

Unit 1: APRN Role and Responsibility in Acute and Chronic Conditions: Meaning and Implementation

- Health Promotion
- The Art of Diagnosis and Treatment
- Evidence-Based Practice

Unit 2: APRN Role and Responsibility in Acute and Chronic Conditions: Assessment and Management

Assessment and Management of Cardiovascular Disorders
 Assessment and Management of Endocrine and Metabolic Disorders
 Assessment and Management of EENT Disorders
 Assessment and Management of Pulmonary Disorders
 Assessment and Management of Gastrointestinal Disorders
 Assessment and Management of Renal Disorders
 Assessment and Management of Neurologic and Mental Health Disorders
 Assessment and Management of Hematologic and Immune Disorders
 Assessment and Management of Musculoskeletal and Arthritic Disorders
 Assessment and Management of Men and Women Health Problems
 Assessment and Management of Skin Disorders

EVALUATION METHODS:

Students will be evaluated and graded through the following methods:	TOTAL POINTS OF FINAL GRADE
Davis Edge Online Quizzes (total of twelve (12) each worth 2.5 points)	30 POINTS
Midterm Examination (Week 1-7 content)	25 POINTS
Final Examination (Week 8-13 content)	25 POINTS
Online Discussions (total of two (2) each worth 10 points)	20 POINTS
Clinical Requirements (180 hours, in addition to clinical requirements 1-8)	PASS/FAIL
Syllabus Contract	PASS/FAIL
Total	100 POINTS

Davis Edge Online Quizzes (30 total points):

There will be a total of 12 quizzes scheduled throughout this semester using Davis Edge Online Quizzing (see tentative weekly schedule). To begin working in Davis Edge:

1. You will first need an **access code** to create a [Davis Edge](#) account. An access code can be found on the inside cover of your *new* book. Or, digital access (with eBook) can be purchased within the site.
2. Please then **join my class** in Davis Edge so that I can see your work. **My class ID is: 6CF8F893B6.**

There will be no makeup quizzes. If a student fails to take a quiz while it is open, the student will be assigned a zero (0). Quizzes will be available for seven (7) days from Monday 12:01am PST until Monday 11:59pm PST. Quizzes **MUST** be **COMPLETED BEFORE** the Monday 11:59pm PST cut off time or the grade earned at the cut off time will be the recorded grade. Please plan your testing time with plenty of free time before the deadline. Each student is expected to do their own work and quiz taking. You are able to use your resources while taking the quizzes.

Midterm Examination (25 total points):

There will be a midterm examination (covering week 1-7 content) scheduled March 2, 2020 12:01am PST through March 3, 2020 11:59pm PST. This examination will be taken in Canvas and in order to access this examination, you must have Respondus Lockdown Browser on your computer. This examination is timed and there will be no opportunity to go back to answer a question(s). Questions may include, but not limited to, multiple choice, matching, and/or true/false. A make-up examination will not be provided unless a valid emergency excuse exists. If a student fails to take the midterm examination while it is open, the student will be assigned a zero (0). If the student fails to complete the midterm examination in the time allotted, the student will not receive credit for any unanswered questions or questions answered after the allotted time has expired. Please plan your testing time with plenty of free time before the deadline. Each student is expected to do their own work and exam taking. This examination is considered to be a closed book exam.

Final Examination (25 total points):

There will be a final examination (covering week 8-13 content) scheduled April 20, 2020 12:01am PST through April 21, 2020 11:59pm PST. This examination will be taken in Canvas and in order to access this examination, you must have Respondus Lockdown Browser on your computer. This examination is times and there will be no opportunity to go back to answer a question(s). Questions may include, but not limited to, multiple choice, matching, and/or true/false. A make-up examination will not be provided unless a valid emergency excuse exists. If a student fails to take the final examination while it is open, the student will be assigned a zero (0). If the student fails complete the final examination in the time allotted, the student will not receive credit for any unanswered questions or questions answered after the allotted time has expired. Please plan your testing time with plenty of free time before the deadline. Each student is expected to do their own work and exam taking. This examination is considered to be a closed book exam.

Online Discussions (20 total points):

There will be a total of two (2) online discussions scheduled this semester (see tentative weekly schedule). Open class discussion is an important and significant part of an online course. The purpose of online discussions is for students to reflect thoughtfully and exchange ideas on the main concepts covered in this course. Students will be assigned by the instructor of record to small groups of 4-6 students at the beginning of the course (Example: Online Discussion Group 1, 2, 3, etc.). With each scheduled online discussion, each student will answer the questions on their own and then post their

answers within their assigned group, and then each student will reflect on and respond to each group member's postings. Each student's contribution to the topic should be clear, complete, and accurate.

As a class, each student should benefit from this assignment only as much as each student puts into it. Last minute posts that are inaccurate, unorganized, and unclear help no one. If a student finds that a post is unclear or inaccurate, it is the student's role to ask their peer for further clarification or to point out the inaccuracy. If someone replies to your post with a question, you owe him/her the courtesy of a response. Each student is also responsible for posting their answers and replies on time. While class discussion, whether online or face-to-face, can be characterized by free flowing conversation, there are identifiable characteristics that distinguish exemplary contributions to class discussion from those of lesser quality. The criteria found in below online discussion grading rubric will be used to assess the quality of your initial postings and responses to the postings and comments of peers during class discussion. **Each scheduled online discussion is worth a total of 10 points.**

Note: Initial postings are your comments based on the discussion prompt posted by the instructor. Responses to others are your replies to your peers' initial postings. The instructor will comment, when appropriate, on those posts or discussion threads that contain inaccuracies or where there seems to be some confusion. The instructor will point out those posts or discussions which are particularly thoughtful, insightful, and well written.

Criteria	Unsatisfactory	Satisfactory	Excellent
Timeliness/Participation	0 points Reads messages in the small-group discussion forums on a weekly or more frequent basis but does not post messages. Initial post made late in the week.	0.5 points Accesses small-group discussion forum at least twice a week on two separate days. Reads most messages. Posts two or less constructive messages. Initial post made by midweek.	1 point Accesses small-group discussion forum three or more days a week. Reads all messages. Posts three or more constructive messages. Initial post made early in the week.
Integration of Module Content in Postings	0-1.5 points States an opinion, but there is minimal integration and application of module content to the discussion. Does not cite appropriate references. May only address some of the questions in posting. Posting lacks critical analysis and depth.	2-3.5 points Somewhat integrates and applies module content to the discussion. May fail to cite sources that informed your thinking. May only address some of the questions in posting. Posting shows some evidence of critical analysis.	4 points Integrates and applies module content to the discussion and cites appropriate sources to indicate which readings informed your thinking. Addresses all discussion questions in posting. Postings show evidence of critical analysis.

Response to Peers Shows Evidence of Critical Thinking	0-0.5 points Responses reflect minimal critical thinking or reflection. May agree with a peer's posting but does not extend the conversation or add any new insights.	1-1.5 points Responses reflect some critical thinking and reflection. Extends the conversation to some extent by raising relevant questions, offering a new perspective, or redirecting the dialogue.	2 points Responses show evidence of critical thinking and reflection. Adds depth to the conversation by raising relevant questions, offering a new perspective, or appropriately redirecting the dialogue.
Respectful Interaction	0 points Posting and/or response is inappropriate, unprofessional, or disrespectful. Becomes defensive when position is challenged or questions are raised about postings.		1 point Interacts appropriately, professionally, and respectfully. May disagree with a peer (I encourage this), but does do in a respectful and thoughtful manner using evidence to support comments.
Scholarly Presentation	0 – 0.5 points Initial posting and responses contain numerous (4 or more) errors in spelling, punctuation, grammar, and/or 7 th edition APA formatting of references (<u>including references greater than 3 years old</u>). There are either incomplete sentences, problems with the flow of ideas or logical sequence to the posting (i.e. may “ramble” on without a clear purpose).	1 – 1.5 points Initial posting and responses contain no more than three (3) errors in spelling, punctuation, grammar, and/or 7 th edition APA formatting of references (<u>including references greater than 3 years old</u>). There may be some issues related to incomplete sentences, flow of ideas, or logical sequence to the posting.	2 points Initial posting and responses are presented in a scholarly manner with no more than two (2) errors in spelling, punctuation, grammar, and/or 7 th edition APA formatting of references (<u>including references no greater than 3 years old</u>). In general, there are complete sentences, ideas flow, and there is a logical sequence to the posting.

Clinical Requirements (PASS/FAIL):

Students are required to complete a minimum of 180 clinical hours by the end of the semester. These hours should be distributed evenly throughout the 15 weeks unless otherwise approved by the assigned UNLV clinical instructor. Arranging for clinical sites and times will be the responsibility of each student. By Thursday April 23, 2020 at 5:00pm PST all clinical hours, site evaluation(s), and final clinical assignments must be completed. Students may complete their clinical hours, site evaluation(s), and final clinical assignments by the end of week 13 of the semester; Friday April 3, 2020. Students should calendar out their clinical hours from the first week of the semester until the end to make sure the 180 hours are completed in a timely manner. Students may have more than the recommended 12 hours per week on any given week, but students may not “front load” clinical hours into blocks of time in any given semester (For example, all 180 hours may not be completed at 40 hours/week in a 5 week period). However, if a student completes their clinical hours by week 10, he/she is required to complete a minimum of 8 hours weekly through the end of week 13 of the semester. Below are additional requirements of students during scheduled clinical rotations.

1. Call the clinical site to schedule dates and times for clinical. If the student is unable to attend clinical at the prearranged date/time it is his/her responsibility to contact the clinical site to make other arrangements.
2. Dress: Students must comply with the dress code regulations for the clinical site they are working in. Appearance and clothes should be neat and clean. Pants are fine except for blue jeans or sweat pants. Comfortable shoes are recommended except tennis shoes and sandals in some sites. Socks or nylons should be worn with shoes. The student must wear a lab coat and name tag (name tag must identify student as a UNLV FNP student). Each student must also have his/her own stethoscope, watch and other tools needed for the individual site.
3. While in the clinical setting: the student will (1) complete comprehensive and/or focused health histories on selected patients, (2) perform head to toe and/or focused physical exams, (3) be able to identify relevant lab/diagnostic tests, (4) formulate a list of differential diagnoses based on the health history and physical exam findings, (5) formulate a plan of care, and (6) chart in patients' medical records utilizing the SOAP format (or a format the clinic/practice has adopted).

Students must have a passing grade to complete the clinical requirements for this course. The UNLV clinical faculty assigned to the clinical section determines the final clinical grade for the student based on clinical requirements 1-8 listed below. Below are detailed instructions for each clinical assignment. Completed (pass) assignment will be assigned a “1” and an incomplete (fail) assignment will be assigned a “0”. In addition, a student will fail if considered unsafe in the performance of clinical competencies (e.g., a failure in the standardized patient OSCE) or unethical professional conduct.

The following is the breakdown of the clinical requirements 1-8 for this course:

1. **Weekly Clinical Log (PASS/FAIL):** Students will be required to log their individual patient encounters. Weekly clinical logs are to be submitted through E-Value first. Students will also submit through Canvas a verification of clinical hours that match the E-Value system; this serves as an attestation of the hours and patient encounters have been logged in E-Value prior to submitting to Canvas. For example, week 1 clinical log will be due Sunday January 12, 2020 at 11:59pm PST. If clinical hours are not done the first week of the semester, students must notify their clinical instructor prior and then submit a note in the clinical log assignment indicating that hours were not completed that week. Each clinical log is pass/fail. Students who fail to turn in a clinical log will receive a fail for the week. Any student who receives two (2) zeros (0) will

automatically fail the clinical requirements for this course. If a student has a prearranged absence for one week (e.g., week 1 or week 15), the student is still required to submit in the clinical log assignment noting that he/she did not do clinical hours for reasons noted (e.g., week 1 – have not started clinical rotations yet; week 15 – not doing hours this week since done with required clinical hours).

Clinical hours are based on direct patient care. The School of Nursing utilizes the National Task Force on quality NP Education for a definition of direct patient care. According to the National Task Forces (NTF, 2016, p. 19), direct patient care involves assessment, diagnosis, treatment, and evaluation of real clients or patients – not simulations or lab exercises with trained client/patient actors. Travel to and from the clinical site as well as lunch/breaks cannot be counted in the total for each clinical rotation.

2. **Student Accountability Log (PASS/FAIL):** There are a total of 4 student accountability log submissions (NOTE: #4 log due date not a Sunday). These logs are required to be completed entirely, including preceptor and student signatures, prior to submission into Canvas. Each student accountability log is pass/fail and follows the same grading system noted above. Students who fail to submit or submit late will receive a zero (0). Any student who receives two (2) zeros (0) will automatically fail the clinical requirements for this course.

- #1 Student Accountability Log (due Sunday 2/2/20 11:59pm PST)
- #2 Student Accountability Log (due Sunday 3/1/20 11:59pm PST)
- #3 Student Accountability Log (due Sunday 4/5/20 11:59pm PST)
- #4 Student Accountability Log (due Thursday 4/23/20 5:00pm PST)

3. **SOAP Notes (PASS/FAIL):** Students will need to submit one SOAP note weekly based on a patient seen during clinical rotations. Follow the SOAP format (S = Subjective, O = Objective, A=Assessment, P=Plan) and include pertinent history, physical exam findings, assessment, and plan of care utilizing the SOAP note template within Canvas. Feedback will be provided for each submission. A formal written SOAP note is required along with a scanned copy of the actual patient note from the clinical setting (make sure patient identification is blackened out). If the student is not able to submit a scanned copy of the actual patient note from the clinical setting then he/she needs to notify their assigned UNLV clinical faculty. The formal written SOAP note needs to include the following: 1) Diagnoses (including ICD-10 code) with the first one listed as the final or working/tentative diagnosis considered with the addition of three (3) differential diagnoses & 2) References used in 7th edition APA format as well as any change(s) to the plan of care the student would consider based on evidence-based practice or current clinical practice guidelines highlighted in bold. In addition to the SOAP note, the student will audio record and submit a one-minute bullet presentation based on the submitted SOAP note as if presenting the case to their preceptor and/or UNLV clinical instructor.

Students who receive a failing grade on a SOAP note will be required to remediate the SOAP note until the assigned UNLV clinical instructor issues a passing grade. Each SOAP note is pass/fail and will be evaluated using the grading rubric enclosed at the end of this syllabus. Students who fail to submit or submit late will receive a zero (0). Any student who receives two (2) zeros (0) will automatically fail the clinical requirements for this course. It is up to the discretion of the assigned UNLV clinical instructor to determine if there is a need to continue additional SOAP note submissions based on need of further evaluation.

4. **Reflective Journals (PASS/FAIL):** Each student will complete two 1-2 page reflective journals (include references in 7th edition APA format as appropriate). Journal #1 should address the following concepts: 1.) Objectives for semester (e.g., what are your goals for the semester and how do you plan to achieve them), 2.) Personal strengths, 3.) Areas for improvement, 4.) Personal competency to include the APRN role and cultural competency, 5.) Theoretical framework that guides your practice, 6.) Communication, 7.) Professionalism and 8.) Leadership. Journal #2 should evaluate the goals set at the beginning of the semester while evaluating what goals remain for the rest of the semester. In addition, look ahead as to what your goals are for the following semester/remainder of the program as well as identify a significant problem, issue, or gap you have noticed during your clinical rotation which adversely, or potentially adversely affects optimal health outcomes (e.g., what is not being done properly, what is not being done well, or what is not being done at all which should be) based on a current clinical practice guideline (please include citation of the clinical practice guideline).

Each reflective journal is pass/fail and follows the same grading system noted above. Students who fail to submit or submit late will receive a zero (0). Any student who receives two (2) zeros (0) will automatically fail the clinical requirements for this course. Each journal is to be submitted in Canvas.

- #1 Reflective Journal (due Sunday 1/19/20 11:59pm PST)
- #2 Reflective Journal (due Sunday 3/1/20 11:59pm PST)

5. **Clinical Evaluations (PASS/FAIL):** Students are responsible for giving a copy of the guidelines for clinical evaluation and the Preceptor Evaluation Tool: Student Performance form to their respective preceptor(s). This is a clinical requirement for this course. You should do this at the beginning of the semester and review these with your preceptor(s) in order to establish goals for the clinical experience. The Preceptor Evaluation Tool: Student Performance form (completed by each of your preceptor's) needs to be submitted through Canvas at both the midterm and final portions of the semester. In addition, the student must turn in the original midterm and final preceptor evaluation tool to their assigned UNLV clinical instructor. A course grade will not be issued until evaluation forms have been received by the assigned UNLV clinical instructor; students are responsible for providing the clinical instructor with the original Preceptor Evaluation Tool: Student Performance form(s).

Although the clinical preceptor provides an overall evaluation of the student's clinical performance, UNLV clinical instructors assigned to the course makes the final determination as to whether the student passes or fails the clinical requirements for this course based upon expected competencies for safe practice as outlined by the National Task Force Criteria for Nurse Practitioner Education. The assigned UNLV clinical instructor will conduct a clinical site evaluation at a minimum during midterm of the semester using the Family Nurse Practitioner Student Competency-Based Clinical Evaluation Tool (enclosed at the end of the syllabus).

The mid-term clinical evaluation will consist of a site visit from the clinical instructor to speak briefly with the preceptor and evaluate the student in their clinical setting. Two weeks prior to the mid-term clinical evaluation, the student should review these expectations with their preceptor by

selection of one-three patient encounters in order to have a productive site visit. The following are expectations for the clinical site visit:

1. A site visit is where a student is observed and graded at the clinical site with the clinical preceptor. This site visit will include a comprehensive evaluation of the student progress in the clinical site.
2. The site visit will include observation of the student as they perform duties to meet specific course objectives to include assessment, diagnosis, evaluation of appropriate interventions, prescribing, interpretation of testing, and follow up care. Observation of professional behavior, communication, critical thinking, and management of patient acute/chronic health concerns are part of the site clinical assessment.
3. Students have one site visit per semester at a minimum and additional site visits as determined by individual clinical faculty.
4. Clinical site visits are conducted at the site where the student is practicing. If there is more than one clinical site, the clinical faculty may choose to visit each site but one site is the required minimum. It is up to the discretion of the clinical faculty to make this determination.
5. Evaluation by the clinical faculty will utilize the Family Nurse Practitioner Student Competency-Based Clinical Evaluation Tool for all clinical courses.
6. The site visit will include, but not limited to the following:
 - a. Observation of the student and patient interaction: history taking, physical examination, diagnosis, interpretation of laboratory and other testing, prescribing and education, plan of care, and follow-up.
 - b. Observation of the student 'presenting' a case to the preceptor and interaction between student and preceptor in relation to patient care.
 - c. Clinical instructor discusses patient(s) with student to ask pertinent questions regarding different diagnosis, final diagnosis, physical findings, plan of care, health promotion, follow up and other areas of discussion relevant to the patient observed.
 - d. The clinical instructor will discuss the student's progress with the preceptor to identify areas of strength, weaknesses, and areas to improve for the remainder of the semester.
 - e. Site visits are documented on the Family Nurse Practitioner Student Competency-Based Clinical Evaluation Tool in E-Value. See the Family Nurse Practitioner Student Competency-Based Clinical Evaluation Tool for specific areas of evaluation and grading (enclosed at the end of the syllabus).

The final clinical evaluation will be completed at the Clinical Simulation Center of Las Vegas (CSCLV) Thursday April 16, 2020. Prior to testing, students will be notified as to the specific time to report at CSCLV; however, please be available between 8:00am-5:00pm this day. The final clinical evaluation will involve OSCE cases with use of standardized patients and is required of all students; **failure to show will result in a failure of the course, in addition a failure of the OSCE evaluation will result in a failure of the course.** The following are expectations for the final clinical evaluation:

1. All students are required to participate in the end of semester OSCE clinical evaluation at the CSCLV.
2. Students will report to the CSCLV on the date and time provided by the course instructor.
3. On the day of the clinical evaluation, students will have an orientation for the OSCE testing. Each student will have the standardized patient encounter at the CSCLV. Directly after the clinical encounter, students will complete a self-evaluation while viewing their standardized patient encounter. After the self-evaluation is completed, students will

have a debriefing session with the clinical faculty at the CSCLV.

4. Students will be evaluated by their clinical faculty, who will view and grade the OSCE encounters using the Family Nurse Practitioner Student Competency-Based Clinical Evaluation Tool (enclosed at the end of the syllabus).
5. Clinical faculty will discuss and review final OSCE evaluation with student of the OSCE encounter.
6. If there are any concerns by clinical faculty regarding grading, the faculty may request an objective review by a second faculty member.

6. Attestation for Delivery of Syllabus, Preceptor Handbook, and Cover Letter to Preceptor (PASS/FAIL):

Students will provide their preceptor(s) a copy of the NURS 740R syllabus, preceptor handbook, and a copy of the course cover letter with their assigned UNLV clinical faculty contact information enclosed at the end of the syllabus. An attestation will be submitted to Canvas. The student should indicate they provided a copy of the syllabus, preceptor handbook, and letter to their preceptor(s) in this assignment submission. **This assignment is due Sunday 1/19/20 11:59pm PST.**

7. Attestation for Evaluation of Preceptor/Clinical Site (PASS/FAIL):

Students will complete in E-Value an evaluation of their preceptor(s) and clinical site(s). An attestation will be submitted to Canvas. The student should indicate the evaluation of their preceptor and clinical site, as well as the clinical summary worksheet has been completed in E-Value in this assignment submission. **This assignment is due Thursday 4/23/20 5:00pm PST.**

8. Clinical Preceptor Worksheet to Generate Clinical Contract (PASS/FAIL):

Each student should identify a clinical preceptor and complete the FNP preceptor worksheet located in Canvas in preparation for course NURS 750R (Pediatric and OB clinical rotations). The student needs to complete this form and send electronically in the designated assignment box in Canvas, in addition to sending the form to Projects Coordinator Jill Racicot. The student will still need to submit a clinical preceptor worksheet even if there is no preceptor identified (indicate this information on the worksheet). **This assignment is due Sunday 2/23/20 11:59pm PST.**

****NOTE:** The student must complete a worksheet for each preceptor they plan to rotate with if there is more than one preceptor. If the Projects Coordinator requires additional information, the student may need to provide a copy of the following for a clinical contract to be generated:

1. License to practice as either an MD, DO, or APRN
2. Updated resume
3. Degree earned
4. Insurance certificate (i.e. malpractice, liability)

GRADING SCALE:

Grades will not be increased to the next highest number; for example, 82.99% will not be rounded up to become 83%.

100 – 93 = A	87 – 83 = B	77 – 75 = C	67 – 63 = D
92 – 90 = A-	82 – 80 = B-	74 – 70 = C-	62 – 60 = D-
89 – 88 = B+	79 – 78 = C+	69 – 68 = D+	< 60 = F

PASSING GRADE:

The minimum passing grade for graduate courses is 83%. Failure to either the theory or clinical component of this course results in a failure for the entire course.

COURSE POLICIES

SCHOOL OF NURSING POLICIES

Confidentiality

An important part of nursing ethics is maintaining the client's confidentiality. Therefore, written work submitted to the instructor must NEVER contain the client's full name. Client's problems must not be discussed with family or friends. If the Department ascertains that a client's confidentiality has been violated, the student violating the confidence will be subjected to disciplinary action.

Civility

The University of Nevada, Las Vegas School of Nursing defines civility by respecting others and honoring differences to provide a safe and supportive learning and work environment. Civility encompasses behaviors expected by the profession of nursing, which includes students, faculty, and staff members. The UNLV SON expects students to demonstrate civil behavior at all times.

Academic Drop Policy

A student who is registered for a course may drop that course (and receive no grade) on or before the day when 60% of the course is completed. The registrar determines the exact date. After this point, no drops will be allowed even with the instructor's permission. Please check the course schedule (online) for this date.

Late Assignments

Late work will **not** be accepted. Students who turn in late work, post late to discussions or who do not turn in assigned work will be given a zero on the assignment. There are no exceptions. If a student has an emergency or extenuating circumstance, please be in touch with the course instructor as soon as possible to have granted extensions on assigned work. Notifications for request of extension should be sent to the instructor via Canvas email only. Students **may not** leave a voice message or email at any other mailbox (rebel mail, UNLV mail) Students are responsible to know the time zone which UNLV is in and be aware that assignments are due to this course in Pacific Time.

Required Equipment – you will need a computer with internet access and MS Word computer program.

Computer Programs

- ♦ Word Processing Program: Microsoft Word preferred. Please use most current version.
- ♦ Presentation Program: PowerPoint.

Getting help in Canvas

<http://ccs.unlv.edu/scr/support/webcampus/using.asp>

You can call the Help Desk: 702-895-0761 if you have questions or need support

Student Responsibilities

Students are expected to take responsibility for their own learning. Successful completion of this course requires participation with Canvas based learning, reading of required/recommended materials, and meeting on campus for scheduled clinical workshops. Each student should monitor his/her progress throughout the semester, and ask for help when necessary. Numerical averages as calculated above convert to letter grades consistent with those published in the School of Nursing Student Handbook.

Instructor Responsibilities

Students may need additional help throughout the semester. The instructor is expected to maintain weekly office hours. Office hours will be posted on the bulletin board of the faculty member's office and they are also listed in the syllabus. Special arrangements could be made for meeting outside the documented office hours at the discretion of the instructor. Keep in mind with an online course faculty members are available to answer questions in a different manner.

For emails sent Monday through Friday (during normal business hours 8:00am-4:00pm PST), faculty should attempt to respond within 24-48 hours in most instances. It may take up to 72 hours for faculty to respond to your questions—especially after 5:00pm (1700) PST excluding weekends and holidays. Faculties are not online 24 hours a day, 7 days a week. Expect a reasonable response time for your questions. Generally, faculty will not respond to discussion forums after 5:00pm (1700) PST on Friday.

NOTE: The instructor reserves the right to make changes as necessary to this syllabus. If changes are necessitated during the term of the course, the instructor will immediately notify students of such changes both by individual email communication and posting both notification and nature of change(s) on the course announcement board.

Teaching Evaluations – To evaluate the effectiveness of teaching at UNLV, it requires course evaluations to be administered at the end of each course. Teaching evaluations are a very important piece of assessment data and it is important that the reliability, validity, and legitimacy of these instruments be maintained.

Your evaluation of instruction is a vital part of maintaining and improving the nursing program's quality and a professional responsibility as well. Your instructors give great weight to your assessments and suggestions for course improvement. Each semester, we modify the courses based on these evaluations so that the courses are improved for the incoming class of students, a type of continuous quality improvement. Finally, the Commission on Collegiate Nursing Education bases part of its accreditation of our program on whether we make course improvements responsive to student evaluations. We appreciate your assistance with this important part of your student career.

UNLV School of Nursing
Evaluation of Instruction Questions
Delivered on-line by the UNLV Evaluation & Assessment Center

1. *This course increased my knowledge.*
2. *The course provided sufficient opportunity for me to learn.*
3. *The course challenged me intellectually.*
4. *The instructor made a significant impact on my understanding of course content.*
5. THE COURSE OBJECTIVES WERE CLEAR.
6. MY GRADES ADEQUATELY REFLECTED THE QUALITY OF MY PERFORMANCE IN THIS COURSE.
7. THE INSTRUCTOR'S EXPECTATIONS FOR ASSIGNMENTS WERE CLEAR.
8. THE INSTRUCTOR'S ASSESSMENTS REFLECTED WHAT WAS COVERED IN THE COURSE.
9. The instructor was well prepared for each session.
10. The instructor's explanations were clear.
11. The instructor was concerned with whether or not the students learned the material.
12. The instructor was available for consultation with students.

Key-- color or font: *Learning Ratings* ASSESSMENT RATINGS Instruction Ratings

University Policies

Public Health Directives

Face coverings are mandatory for all faculty and students in the classroom. Students must follow all active UNLV public health directives while enrolled in this class. [UNLV public health directives](https://www.unlv.edu/coronavirus/health-requirements) are found at <https://www.unlv.edu/coronavirus/health-requirements>. Students who do not comply with these directives may be asked to leave the classroom. Refusal to follow the guidelines may result in further disciplinary action according to the [UNLV Code of Student Conduct](https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf), https://www.unlv.edu/sites/default/files/page_files/27/StudentConduct-Code.pdf, including being administratively withdrawn from the course.

Academic Misconduct

Academic integrity is a legitimate concern for every member of the University community. We all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility, and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy, and are encouraged to always take the ethical path whenever faced with choices. Students enrolling at UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's educational mission. An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another person, from the Internet or any other source without proper citation of the source(s). See the [Student Conduct Code](https://www.unlv.edu/studentconduct/student-conduct), <https://www.unlv.edu/studentconduct/student-conduct>.

Auditing Classes

Auditing a course allows a student to continue attending the lectures and/or laboratories and discussion sessions associated with the course, but the student will not earn a grade for any component of the course. Students who audit a course receive the same educational experience as students taking the course for a grade, but will be excused from exams, assessments, and other evaluative measures that serve the primary purpose of assigning a grade.

Classroom Conduct

Students have a responsibility to conduct themselves in class and in the libraries in ways that do not interfere with the rights of other students to learn, or of instructors to teach. Use of electronic devices such as pagers, cellular phones, or recording devices, or potentially disruptive devices or activities are only permitted with the prior explicit consent of the instructor. The instructor may rescind permission at any time during the class. If a student does not comply with established requirements or obstructs the functioning of the class, the instructor may initiate an administrative withdrawal of the student from the course.

Copyright

The University requires all members of the University Community to familiarize themselves with, and to follow copyright and fair use requirements. You are individually and solely responsible for violations of copyright and fair use laws. The University will neither protect nor defend you, nor assume any responsibility for employee or student violations of fair use laws. Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional [copyright policy information](https://www.unlv.edu/provost/copyright) is available at <https://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)

The [UNLV Disability Resource Center](https://www.unlv.edu/drc) (SSC-A, Room 143, <https://www.unlv.edu/drc>, telephone 702-895-0866) provides resources for students with disabilities. Students who believe that they may need academic accommodations due to injury, disability, or due to pregnancy should contact the DRC as early as possible in the academic term. A Disabilities Specialist will discuss what options may be available to you. If you are

registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours, so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Final Examinations

The University requires that final exams given at the end of a course occur on the date and at the time specified in the Final Exam schedule. The Final Exam schedule is typically available at the start of the semester, and the classroom locations are available approximately one month before the end of the semester. See the [Final Exam Schedule](https://www.unlv.edu/registrar/calendars), <https://www.unlv.edu/registrar/calendars>.

Identity Verification in Online Courses

All UNLV students must use their Campus-issued ACE ID and password to log in to WebCampus-Canvas.

UNLV students enrolled in online or hybrid courses are expected to read and adhere to the [Student Academic Misconduct Policy](https://www.unlv.edu/studentconduct/misconduct/policy), <https://www.unlv.edu/studentconduct/misconduct/policy>, which states that “acting or attempting to act as a substitute for another, or using or attempting to use a substitute, in any academic evaluation or assignment” is a form of academic misconduct. Intentionally sharing ACE login credentials with another person may be considered an attempt to use a substitute, and could result in investigation and sanctions, as outlined in the Student Academic Misconduct Policy.

UNLV students enrolled in online courses are also expected to read and adhere to the [Acceptable Use of Computing and Information Technology Resources Policy](https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy), <https://www.it.unlv.edu/policies/acceptable-use-computing-and-information-technology-resources-policy>, which prohibits sharing university accounts with other persons without authorization.

To the greatest extent possible, all graded assignments and assessments in UNLV online courses should be hosted in WebCampus-Canvas or another UNLV-managed platform that requires ACE login credentials for access.

Incomplete Grades

The grade of “I” (Incomplete) may be granted when a student has satisfactorily completed three-fourths of course work for that semester/session, but cannot complete the last part of the course for reason(s) beyond the student’s control and acceptable to the instructor, and the instructor believes that the student can finish the course without repeating it. For undergraduate courses, the incomplete work must be made up before the end of the following regular semester. Graduate students receiving “I” grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the period indicated, a grade of “F” will be recorded, and the student’s GPA will be adjusted accordingly. Students who are fulfilling an Incomplete grade do not register for the course, but make individual arrangements with the instructor who assigned the “I” grade.

Library Resources

Librarians are available to consult with students on research needs, including developing research topics, finding information, and evaluating sources. To make an appointment with a subject expert for this class, please visit the [Libraries’ Research Consultation](https://guides.library.unlv.edu/appointments/librarian) website, <https://guides.library.unlv.edu/appointments/librarian>. You can also [ask the library staff](https://ask.library.unlv.edu/) questions via chat and text message at <https://ask.library.unlv.edu/>.

Missed Classwork

Any student missing class, quizzes, examinations, or any other class or laboratory work because of observance of religious holidays will be given an opportunity during that semester to make up the missed work. The make-up opportunity will apply to the religious holiday absence only. It is the responsibility of the student to notify the instructor within the first 14 calendar days of the course for Fall and Spring courses (except for modular courses), or within the first 7 calendar days of the course for Summer and modular courses, of their intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit the Missed Work policy, under Registration Policies, on the [Academic Policies](https://catalog.unlv.edu/content.php?catoid=29&navoid=7326) webpage, <https://catalog.unlv.edu/content.php?catoid=29&navoid=7326>.

In accordance with the policy approved by the Faculty Senate regarding missed class time and assignments, students who represent UNLV in any official extracurricular activity will also have the opportunity to make up assignments, provided that the student provides official written notification to the instructor no less than one week prior to the missed class(es).

The spirit and intent of the policy for missed classwork is to offer fair and equitable assessment opportunities to all students, including those representing the University in extracurricular activities. Instructors should consider, for example, that in courses which offer a “Drop one” option for the lowest assignment, quiz, or exam, assigning the student a grade of zero for an excused absence for extracurricular activity is both contrary to the intent of the Faculty Senate’s policy, and an infringement on the student’s right to complete all work for the course.

This policy will not apply in the event that completing the assignment or administering the examination at an alternate time would impose an undue hardship on the instructor or the University that could be reasonably avoided. There should be a good faith effort by both the instructor and the student to agree to a reasonable resolution. When disagreements regarding this policy arise, decisions can be appealed to the Department Chair/School Director, College/School Dean, and/or the Faculty Senate Academic Standards Committee.

For purposes of definition, extracurricular activities may include, but are not limited to: academic recruitment activities, competitive intercollegiate athletics, fine arts activities, liberal arts competitions, science and engineering competitions, and any other event or activity sanctioned by a College/School Dean, and/or by the Executive Vice President and Provost.

Rebelmail

Rebelmail is UNLV’s official email system for students and by University policy, instructors and staff should only send emails to students’ Rebelmail accounts. Rebelmail is one of the primary ways in which students receive official University communications, information about deadlines, major Campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the University. Emailing within WebCampus-Canvas is also acceptable.

Tutoring and Coaching

The Academic Success Center (ASC) provides tutoring, academic success coaching, and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, please visit the [ASC website](https://www.unlv.edu/asc), <https://www.unlv.edu/asc>, or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of SSC A, Room 254. Drop-in tutoring is located on the second floor of the Lied Library, and on the second floor of the College of Engineering building (TBE A 207).

UNLV Writing Center

One-on-one or small group assistance with writing is available free of charge to UNLV students at the [Writing Center](https://writingcenter.unlv.edu/), <https://writingcenter.unlv.edu/>, located in the Central Desert Complex, Building 3, Room 301 (CDC 3–301). Walk-in consultations are sometimes available, but students with appointments receive priority assistance. Students may make appointments in person or by calling the Center, telephone 702-895-3908. Students are requested to bring to their appointments their Rebel ID Card, a copy of the instructions for their assignment, and two copies of any writing they have completed on their assignment.

Optional statement for inclusion in syllabi.

Diversity Statement

As an institution of higher learning, UNLV represents a rich diversity of human beings among its faculty, staff, and students, and is committed to aspiring to maintain a Campus environment that values that diversity. Accordingly, the University supports understanding and appreciation of all members of its community, regardless of race, sex, age, color, national origin, ethnicity, creed, religion, disability, sexual orientation, gender, gender identity, marital status, pregnancy, genetic information, veteran status, or political affiliation. Please see [University Statements and Compliance](https://www.unlv.edu/about/statements-compliance), <https://www.unlv.edu/about/statements-compliance>.

A successful learning experience requires mutual respect and trust between the students and the instructor. Accordingly, the instructor asks that students be willing to listen to one another's points of view, acknowledging that there may be disagreements, keep discussion and comments on topic, and use first person, positive language when expressing their perspectives.