



**Graduate Curriculum Committee Course Proposal Form
for Courses Numbered 6000 and Higher**

Note: Before completing this form, please carefully read the accompanying instructions.

Submission guidelines are posted to the GCC Web site: <http://www.ecu.edu/cs-acad/gcc/index.cfm>

1. Course prefix and number: NURS 8118 2. Date: 05/29/2013

3. Requested action:

<input checked="" type="checkbox"/>	New Course:			
	Revision of Active Course: Advanced Practice Nursing Practicum I: Primary Care of Adults			
	Revision & Unbanking of a Banked Course			
	Renumbering of an Existing Course from			
	from	#	to	#
<input checked="" type="checkbox"/>	Required		Elective	

4. Method(s) of delivery (check all boxes that apply for both current/proposed and expected future delivery methods within the next three years):

Current or Proposed Delivery Method(s):		Expected Future Delivery Method(s):
<input type="checkbox"/>	On-campus (face to face)	<input type="checkbox"/>
<input type="checkbox"/>	Distance Course (face to face off campus)	<input type="checkbox"/>
<input checked="" type="checkbox"/>	Online (delivery of 50% or more of the instruction is offered online)	<input checked="" type="checkbox"/>

5. Justification (must cite accreditation and/or assessment by the graduate faculty) for new course or course revision or course renumbering:

The curriculum requirements for the DNP are driven by The AACN Essentials of Doctoral Education for Advanced Nursing Practice. This course includes content on clinical application in the primary care of adults based on the theoretical underpinnings essential competencies of scientific underpinnings for practice (I), **interprofessional collaboration for improving patient and population health outcomes** (VI), clinical prevention (VII) and population health for improving the nation's health, and advanced nursing practice (VIII) and have been approved by the graduate faculty at the college of nursing on 9/12/13.

6. Course description exactly as it should appear in the next catalog:

NURS 8118 - Advanced Practice Nursing Practicum I: Primary Care of Adults

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P: Admission to BSN-DNP program AGPCNP or FNP option; P/C: NURS 8114, 8115, or consent of program director. Under the direct supervision of onsite clinical preceptors, provides outpatient, community-based primary healthcare to adult clients including those in culturally diverse urban or rural families.

7. If this is a course revision, briefly describe the requested change:

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8. Course credit:

Lecture Hours		Weekly	<u>OR</u>		Per Term	Credit Hours		s.h.
Lab		Weekly	<u>OR</u>		Per Term	Credit Hours		s.h.
Studio		Weekly	<u>OR</u>		Per Term	Credit Hours		s.h.
Practicum	8	Weekly	<u>OR</u>	112	Per Term	Credit Hours	3	s.h.
Internship		Weekly	<u>OR</u>		Per Term	Credit Hours		s.h.
Other (e.g., independent study) Please explain.								<u>s.h.</u>
Total Credit Hours							3	s.h.

9. Anticipated annual student enrollment:

50

10. Changes in degree hours of your programs:

Degree(s)/Program(s)	Changes in Degree Hours
DNP/College of Nursing	N/A

11. Affected degrees or academic programs, other than your programs:

Degree(s)/Program(s)	Changes in Degree Hours
None	N/A

12. Overlapping or duplication with affected units or programs:

X	Not applicable
	Documentation of notification to the affected academic degree programs is attached.

13. Council for Teacher Education (CTE) approval (for courses affecting teacher education):

X	Not applicable
	Applicable and CTE has given their approval.

14. University Service-Learning Committee (USLC) approval:

X	Not applicable
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	Applicable and USLC has given their approval.
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15. Statements of support:

a. Staff

X	Current staff is adequate
	Additional staff is needed (describe needs in the box below):

b. Facilities

X	Current facilities are adequate
	Additional facilities are needed (describe needs in the box below):

c. Library

X	Initial library resources are adequate
	Initial resources are needed (in the box below, give a brief explanation and an estimate for the cost of acquisition of required initial resources):

d. Unit computer resources

X	Unit computer resources are adequate
	Additional unit computer resources are needed (in the box below, give a brief explanation and an estimate for the cost of acquisition):

e. ITCS resources

X	ITCS resources are not needed
	The following ITCS resources are needed (put a check beside each need):
	<input type="checkbox"/> Mainframe computer system
	<input type="checkbox"/> Statistical services
	<input type="checkbox"/> Network connections
	<input type="checkbox"/> Computer lab for students
	<input type="checkbox"/> Software
	<i>Approval from the Director of ITCS attached</i>

16. Course information (see: *Graduate Curriculum and Program Development Manual* for instructions):

a. Textbook(s) and/or readings: author(s), name, publication date, publisher, and city/state/country. Include ISBN (when applicable).

<p>Hollier, A., & Hensley, R. (2011). <i>Clinical guidelines in primary care: A reference and review book</i>. Lafayette, LA: Advanced Practice Education Associates, Inc. ISBN: 9781892418166</p> <p>Campo, T., & Lafferty, K. (2011). <i>Essential procedures for practitioners in emergency, urgent, and primary care settings: A clinical companion</i>. New York,</p>
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NY: Springer Publishing. ISBN-13: 978-0826118783

Gomella, L., Haist, S., & Adams, A. (2012). *Clinician's pocket drug reference 2013*. New York, NY: McGraw Hill Cos. ISBN-13: 978-0071791779

Gomella, L. G., & Haist, S. (2006). *Clinician's pocket reference*. (11th ed.). New York, NY: McGraw Hill Medical. ISBN 9780071454285

Rappa, L., & Viola, J. (2012). *Condensed psychopharmacology 2013: A pocket reference for psychiatry and psychotropic medications*. Ft. Lauderdale, FL: RXPSYCH LLC. ISBN-13: 978-0982535059

Reuben, D. (2012). *Geriatrics at your fingertips 2012* (14th ed.). Fry Communications. ISBN-13: 978-1886775572

Flaherty, E., & Resnick, B. (Eds.). (2011). *Geriatric nursing review syllabus: A core curriculum in advanced practice geriatric nursing* (3rd ed.). New York, NY: Frye Communications. ISBN 978-1-886775-55-8

b. Course objectives for the course (student – centered, behavioral focus)

Upon completion of this course, students will be able to:

1. Perform comprehensive assessment of adults to generate complete health history, including screening test and diagnostic studies.
2. Formulate differential diagnoses based on comprehensive assessment of adults with acute, chronic, and multiple chronic conditions in primary care settings.
3. Develop therapeutic intervention of the management of primary health care needs of adults.
4. Initiate partnerships with families to facilitate therapeutic health outcomes.
5. Implement therapeutic interventions in the management of adults with acute, chronic, and multiple chronic conditions in primary care settings.
6. Evaluate therapeutic interventions for adults with acute, chronic, and multiple chronic conditions in primary care settings.
7. Apply legal, ethical, and professional standards in the provision of interprofessional primary health care to families.
8. Provide anticipatory guidance, teaching, education, and counseling to assist families with adults in meeting their health care goals.
9. Assess the patient's and caregiver's educational needs to provide effective, personalized health care.
10. Coach the patient and caregiver/healthcare surrogate for positive behavioral changes that optimizes health outcomes.
11. Synthesize clinical assessment and reasoning to professionally manage acute, chronic, and rural health care needs of the patient and family.
12. Utilize evidence-based practice resources and interprofessional competencies in clinical practice.

c. Course topic outline

1. Clinical Orientation
2. Integration into Clinical Practicum: Methods include clinical activities and preceptorships, as well as online internet dialog, guided exercises including living wills, and application of concepts within the precepted clinical setting
3. Clinical Case Presentations
4. Clinical Documentation: History and physical and SOAP notes
5. Clinical Performance: Faculty evaluations, Office of Clinical Skills and Assessment Evaluations, Faculty site visit, preceptor assessments.

d. List of course assignments, weighting of each assignment, and grading/evaluation system for determining a grade

Grading Scale

- A= 93-100
- B= 85-92
- C= 77-84
- F= < 77

Course Retention/Progression Policy

NOTE: Clinical education is an integral component of nurse practitioner education. The AGPCNP and FNP options in the DNP program at East Carolina University College of Nursing maintain high standards in clinical education to ensure clinical competence and to ensure the safety of the public. Students must earn at least a "B" in all clinical courses (8118, 8119, 8120, 8122, 8123, and 8124) for progression in the clinical program of study. Any student in academic jeopardy will be notified in writing by their clinical faculty by mid-term and an intensive remediation plan will be developed in collaboration with the clinical preceptor to ensure optimal student success.

Evaluative method:

Goals and Objectives	Complete/Incomplete
Clinical Tools (Mini-Cog, MOCA, Mood and other Geriatric Screenings)	Complete/Incomplete
Weekly Clinical Logs (9) (or more at discretion of faculty)	9%
Saba Telecommunication Sessions (2 at 2.5% each including case presentation)	5%
EKG/PFT Mediasite Assignment	4%
Virtual Clinic	4%
SOAP Notes (2)	10%
History and Physical	8%
Office of Clinical Skills and Assessment Evaluation	10%
Clinical Performance (Faculty Evaluations)	<u>50%</u>
Preceptor Assessments 15% (5% midterm, 10% final)	
Site Visit 10%	
Clinical Faculty 25%	
Total:	100%