

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—COURSE CHANGE REQUEST¹

UGPC APPROVAL _____
 UFS APPROVAL _____
 SCNS SUBMITTAL _____
 CONFIRMED _____
 BANNER POSTED _____
 CATALOG _____

DEPARTMENT: NURSING	COLLEGE: NURSING
COURSE PREFIX AND NUMBER: NGR 6605 L	CURRENT COURSE TITLE: Advanced Nursing Situations in Practice: Comprehensive Primary Care
CHANGE(S) ARE TO BE EFFECTIVE (LIST TERM): SPRING 2014	TERMINATE COURSE (LIST FINAL ACTIVE TERM):
CHANGE TITLE TO: Primary Care 2 Practicum: Foundations of Advanced Nursing Practice CHANGE PREFIX FROM: TO: CHANGE COURSE NO. FROM: TO: CHANGE CREDITS ² FROM: TO: CHANGE GRADING FROM: TO: CHANGE DESCRIPTION TO: This course allows students to integrate the foundational concepts of primary care in the practice setting to diagnosis and manage common and complex conditions across the lifespan. Development of the advanced practice nursing role utilizes nursing situations grounded in caring science and includes health promotion, disease prevention, ethical and evidenced based practice.	CHANGE PREREQUISITES/MINIMUM GRADES TO*: CHANGE COREQUISITES TO*: CHANGE REGISTRATION CONTROLS TO: *Please list both existing and new pre/corequisites, specify AND or OR, and include minimum passing grade.
Attach syllabus for ANY changes to current course information.	
Should the requested change(s) cause this course to overlap any other FAU courses, please list them here. N/A	Please consult and list departments that might be affected by the change(s) and attach comments. ³

Faculty contact, email and complete phone number:
 Marguerite J. Purnell, mpurnell@fau.edu, 7-3262

Approved by: Department Chair: <u>Sheybas</u> College Curriculum Chair: <u>Manuel</u> College Dean: <u>Karol Edwards</u> UGPC Chair: <u>[Signature]</u> Graduate College Dean: <u>[Signature]</u> UFS President: _____ Provost: _____	Date: <u>9/24/13</u> <u>9/24/2013</u> <u>9/24/2013</u> <u>10/9/13</u> <u>10/16/13</u>	<ol style="list-style-type: none"> 1. Syllabus must be attached; see guidelines for requirements: www.fau.edu/provost/files/course_syllabus.2011.pdf 2. Review Provost Memorandum: Definition of a Credit Hour www.fau.edu/provost/files/Definition_Credit_Hour_Memo_2012.pdf 3. Consent from affected departments (attach if necessary)
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**FLORIDA ATLANTIC UNIVERSITY
CHRISTINE E. LYNN COLLEGE OF NURSING
COURSE SYLLABUS
SPRING 2014**

<u>COURSE NUMBER:</u>	NGRL 6605 (Lab)
<u>COURSE TITLE:</u>	Primary Care 2 Practicum: Foundations of Advanced Nursing Practice
<u>COURSE FORMAT:</u>	Clinical conferences and clinical hours
<u>CREDIT HOURS:</u>	3 credits: A minimum of 180 practicum hours (Approximately 12 hours per/ week.) One credit hour = 4 practicum hours (1:4 ratio)
<u>COURSE SCHEDULE:</u>	180 clinical hours throughout the semester – four clinical conferences before or following lecture (counts toward clinical hours)
<u>PLACEMENT IN CURRICULUM:</u>	Required course for NP students
<u>PREREQUISITES:</u>	NGR 6141, 6172, 6002/L, 6110, 6811, 6200/L
<u>COREQUISITES:</u>	NGR 6605 Primary Care 2: Foundations of Advanced Nursing Practice
<u>FACULTY:</u>	Rhonda Goodman, PhD, ARNP, FNP-BC, NCSN, AHN-BC Room NU 325 Office Phone: 561-297-3268 Cell: 561 289-5821 E-mail: rgoodm10@fau.edu Office Hours: By appointment

COURSE DESCRIPTION: This course allows students to integrate the foundational concepts of primary care in the practice setting to diagnosis and manage common and complex conditions across the lifespan. Development of the advanced practice nursing role utilizes nursing situations grounded in caring science and includes health promotion, disease prevention, ethical and evidenced based practice.

COURSE OBJECTIVES: Upon completion of the course, the student will demonstrate evidence of:

Becoming competent:

- 1) Analyze foundational knowledge from nursing and related disciplines to assess, diagnose, and treat common conditions in the practice setting. (Essential I)
- 2) Appraise selected caring and developmental theories and concepts from biological, behavioral, health promotion, and nursing sciences in practice to enhance the health and well-being of persons across the lifespan. (Essential I, VIII)

- 3) Develop patient-centered and culturally responsive strategies in the delivery of clinical prevention and health promotion interventions in the primary care setting. (Essential VIII)
- 4) Routinely apply research findings, identify clinical guidelines from national organizations, and apply evidence-based practice to improve the health and well-being of persons in the primary care setting. (Essential IV)
- 5) Routinely utilize informatics and health technologies in the primary care setting to evaluate, integrate, coordinate, and improve healthcare for persons. (Essential V)
- 6) Develop a more comprehensive understanding of the advanced practice nursing profession based on reflective practices and continue to develop their own plans for lifelong learning and professional development as a clinician in the primary care setting. (Essential IX)

Becoming compassionate:

- 1) Employ appropriate nursing theories and complex patterns of knowing in the design of compassionate care in the primary care setting. (Essential IX)
- 2) Compose caring strategies in the clinical setting which reflect appreciation of the persons' and families' cultural and spiritual beliefs. (Essential IX)

Demonstrating comportment:

- 1) Integrate effective communication strategies in the clinical setting that foster interprofessional partnerships to improve health outcomes for persons. (Essential VII)
- 2) Examine the impact of ethical, legal, political, cultural, global, and socioeconomic issues in providing safe and accountable primary care for common conditions in the primary care setting. (Essential II)

Becoming confident:

- 1) Demonstrate a consistent sense of self as a caring person in relation to others within the advanced practice clinical setting. (Essential IX)
- 2) Demonstrate increasing clinical confidence, through critical thinking by applying advanced nursing knowledge in the practice setting.

Attending to conscience

- 1) Analyze how health policy impacts the care of persons in diverse clinical situations. (Essential VI)
- 2) Explore measures to improve care in the primary care setting through advocacy at state and local levels. (Essential VI)
- 3) Analyze morally sensitive issues occurring in practice that affect advanced practice. (Essential VI)

Affirming commitment:

- 1) Delineate the role and scope of practice of the nurse practitioner in providing safe, ethical, efficient, cost effective, quality care in the primary care setting. (Essential II, III)
- 2) Routinely integrate anticipatory guidance in the clinical setting, based on an understanding of developmental theory and current evidence. (Essential I, IV)
- 3) Explain the importance of becoming professionally active in national organizations improving health of persons in the primary care setting. (Essential III and VI)

TEACHING LEARNING STRATEGIES

Guided practice experiences with faculty/preceptors: role discussion of practicum experiences and related issues, modeling, coaching, and confirmation. Clinical conferences with discussion of practicum experiences and related issues.

GRADING AND EVALUATION METHODS

Knowledge, Management Skills, & Role Development (See grading rubric)	
Site Visit Evaluation by Clinical Faculty	30 %
Preceptor Evaluation of Student	10 %
Self /Faculty Evaluation	10 %
Professionalism	5 %
Reflective Weekly Journal (9 postings)	15 %
SOAP Notes (2)	20 %
Clinical Presentation (1)	10 %

Total 100 %

GRADING SCALE: The following grade scale will apply to this course: **Grades will not be rounded.**
For example: 92.8 will be graded as a 92.

93-100 = A
90-92 = A-
87-89 = B+
83-86 = B
80-82 = B-
77-79 = C+
73-76 = C*
70-72 = C-
67-69 = D+
63-66 = D
60-62 = D-
0-59 = F

The student must meet course objectives, course requirements, clinical competencies, and achieve a C (73 %) or greater for successful completion of this course.

REQUIRED TEXTS: Same textbooks as companion course.

TOPICAL OUTLINE

- I. Application in practice of the foundational concepts of evidence based practice, diagnostic reasoning, NP-patient relationship grounded in caring, health promotion, professional role, leadership, interprofessional communication, health policy, quality improvement, practice inquiry, technology and information literacy to assess diagnosis and treat common and complex conditions.

COURSE ASSIGNMENTS:

WEEKLY REFLECTIVE JOURNAL

Each student is required to keep a clinical journal during this semester. This journal will be a reflection of the clinical experience on most weeks. Please see the schedule for the dates of the 9 journal requirements. Please remember not to include any identifying information regarding any specific patient. These weekly journals should be emailed to your clinical professor or posted on the lab Blackboard site.

About Reflection: The purpose of the reflective journal is to help students reflect on their learning experiences in clinical, with specific application of nursing situations, current evidence, personal reflection, insight, clinical hour tracking, and goal setting. Reflection is a valuable tool for learning and retaining new information. When we reflect on new information, we consider its practical implications and think critically about how we will use the information personally and professionally. This is *not* “busy work.” It is an evidenced based method of solidifying the things you learn; assisting in their incorporation in to your nursing practice and every-day life. Reflexivity enables us to critically think. **Nine** journal entries will be graded (15% of grade) based on completeness, accuracy of writing, depth of personal reflection, practical application, and understanding of the reading. While journal entries do not have to be long, they should indicate substantial thought.

Each journal entry must contain the following 4 elements:

1. Tracking of total clinical hours for the course.
2. One goal statement set by the student for the following clinical week.
3. What bothered you the most or what was your biggest challenge or what was something important that you learned?
4. A paragraph or 2 relating a clinical experience to one of the objectives of the course. Please choose one of the following topics from the course objectives each week for a brief scholarly posting and include one APA reference. You must state the topic being addressed each week.
 - Caring
 - Health promotion
 - Epidemiology
 - Ethics
 - Health literacy
 - Informatics
 - Collaboration
 - Interprofessional communication
 - Role transition
 - Culture

- Use of evidenced based practice
- Transitional care
- Political or legislative issues
- Motivational interviewing
- Patient advocacy
- Genetics

ALL CLINICAL JOURNALS MUST BE COMPLETED BY 11:59 PM on SUNDAY. See the schedule for the due dates. The first posting is due Sunday January 20th.

SOAP NOTES

- Each student must submit 2 SOAP notes during the course. These must be submitted to the lab Blackboard assignment area or by email as directed by individual clinical faculty.
- Faculty may require rewriting of SOAP notes or additional notes to be written.
- It is expected that the quality of the written SOAP note will progress over the semester. Each SOAP note should be of an interesting or atypical situation, clear, concise, complete, and submitted by email or posted on the lab Blackboard site. A rubric is provided on the Blackboard site for grading.

Content of SOAP note:

- 1). Date of visit
- 2). Biographical Data
 - a. Patient's initial (**no names please**)
 - b. gender, race, age
 - c. marital status
 - d. insurance
 - e. informant and reliability
- 3). Subjective Data
 - a. Chief Complaint ("cc")
 - b. History of Present Illness (HPI) analysis of symptoms, pertinent positives and negatives
 - c. Past Medical History (PMH)
 - d. Family History (FH)
 - e. Social History (SH)
 - f. Review of Systems (ROS) This should be a "redflag"ROS
Note: c, d, & e, are included ONLY as they relate to the "cc" and HPI
- 4). Objective Data
 - a. vital signs BMI
 - b. physical findings
 - c. confirmed laboratory findings
- 5). Assessment
 - a. suspected or confirmed diagnoses. If more than one, number so that the plan can match the diagnoses
 - b. differential diagnoses for acute problems (list these separately at the end of the note and give a rational for why they were included and what evidence you have for selecting your diagnosis).
 - c. status of the problem (new onset, well controlled, poorly controlled, resolving, chronic)
 - d. ICD-9 diagnosis code

- 6). Plan (include the following)
 - a. pharmacologic
 - b. non-pharmacologic
 - c. education/teaching
 - d. diagnostic
 - e. anticipatory guidance/ counseling
 - f. return to clinic (RTC) date
 - g. level of visit – CPT code (see handout posted on Blackboard)
- 7). On occasion, your approach to a problem may be different from the one suggested by your preceptor. Be sure to include any comments regarding this.
- 8). Cite in APA format only the title page and references used in developing this SOAP. Include at least 2 professional journal references and or guidelines as well as course textbooks (minimum of 5 references). The SOAP should be no more than 2 pages excluding references and title page. Single spacing is appropriate for the body of the note. Use Times New Roman font size 12.

The assessment and plan should be addressed together for each problem:

- Example:
- 1) HTN (poorly controlled) ICD-9 743.00
 - a. Start HCTZ 12.5 mg in the morning, advised of side effects
 - b. Therapeutic lifestyle changes
 - c. EKG, CMP and lipids
 - 2) Diabetes (well controlled) ICD 250.00
 - a. Continue present medications/see med list
 - b. Follow up with diabetes educator
 - 3) Health promotion/anticipatory guidance
 - a. Annual PAP/mammogram
 - b. BSE
 - c. Calcium/Vitamin D 1200/800 mg day
 - d. Include other recommendations appropriate for condition, age and gender <http://epss.ahrq.gov/PDA/index.jsp>
- RTC in 2 weeks
Level of Visit 99213

NURSING SITUATION CASE PRESENTATION

Each student will present a clinical case of a nursing situation during the clinical conference times. Please prepare a PPT slide presentation of no more than 10-12 slides with a 15 minute limit for the presentation. The case should be approved by clinical faculty first. Select a nursing situation of interest and include the “take home message.”

References are required (5) and should come from recent journal articles. This should not be the same patient problem used for your SOAP note. A grading rubric is provided on Blackboard for this assignment.

PARTICIPATION IN CLINICAL CONFERENCES

Clinical conferences will be held during the semester before or following the lecture. Attendance is mandatory. Active participation in the clinical conferences constitutes a portion of the clinical grade. Each student will present one clinical case study.

COURSE POLICIES AND CLINICAL PRACTICUM GUIDELINES

1. Student Credentials:

Student credentials must be up to date in order to practice in the clinical setting. The college of nursing now uses the MAGNUS system to track all background checks and health requirements. Please see the following link for complete instructions including a flow chart.

<http://nursing.fau.edu/index.php?main=3&nav=713>. Students must make a copy of the **MAGNUS face sheet and hand it in to clinical faculty by the first night of the class**. The student cannot begin the clinical until this is completed. Please contact Colleen Alcantara by e-mail Slocombe@fau.edu 561-297-6261 or by phone if you need assistance. The first night of class students MUST bring the following:

Beginning of Term Checklist for Students

- MAGNUS face sheet with all areas "approved"
- Drug screen must be ordered by first week of class and completed by midterm
- Proof of SIP and HIPAA education through the College of Nursing Website
<http://nursing.fau.edu/index.php?main=3&nav=704> (HIPAA and SIP links and requirements)
- Contact information for all clinical sites: Name of agency, preceptor, address, and phone
- Electronic submission of clinical site information once assignments are made on first day of class
- Summary of Clinical Hours from previous semesters if applicable
- New Preceptor Agreement Form to be signed by preceptor on the first day of clinical (form will be provided by clinical faculty)
- Preceptor's e-mail for Beginning and End of Term Letters

2. Selecting a Clinical Site:

Students are advised to begin considering with whom they wish to precept very early in the program, and begin to make the arrangements for the experience. Students are responsible to make arrangements for clinical experiences with preceptors. Approval of a preceptor and site for advanced nursing practice must come in consultation with your advisor and/or your course faculty. Students may look on the **NP Clinical Sites** page to see if a contract is already in place with the individual or site with whom you wish to precept. If the site is NOT on the list, complete a **New Contract Request**. The clinical site should be in a primary care setting. Urgent care facilities, emergency rooms, retail clinics, and hospital rounding may not meet curricular objectives for primary care and these experiences should be limited. Plan on spending 2 eight hour days in the setting for a total of 200 hours. Up to 6 hours of time in a professional conference or clinical conference can count towards clinical hours. .

3. Choosing a Preceptor:

In choosing a preceptor, please know that the person must be board/nationally certified in the area of practice, must have practiced for at least one years. The majority of advanced practice nursing experiences should be with nurse practitioners and physicians or DOs. National Certification requires NP preceptors (the hours are not specified). Students must return the completed Clinical Arrangements form for EACH clinical site with the following information:

- Student name, address, phone numbers (home, work, cell), fax, and e-mail address.
- Each preceptor's name, credentials, address, phone number, and fax number; name and setting of practice; type of practice with precise DIRECTIONS.
- Days, times, and number of hours at each clinical site per week.

Online submission of clinical site placement must be done after the first week of class.

4. Expectations of the Preceptor and Clinical Experience:

The potential preceptor should be advised that the students must have the opportunity to actually carry out ("hands-on") complete and episodic histories and physical examinations, present the patients to the preceptor, discuss the options for diagnostic tests and management including follow-up of the patients. Students should be involved in the decision-making process to some degree, and have opportunities for in-depth discussions about patients with the preceptor to gain insights into appropriate management. In addition, opportunities for recording the patient information, understanding certain financial influences in the practice site, etc are important. Students may have ONLY two (2) clinical sites during this clinical experience. Preceptors receive a Preceptor Packet explaining their role with students. Preceptor's may apply for a certificate of participation after 300 hours of precepting. This will allow waiver of tuition for six credits at any state college or university. For the Preceptor certificate of participation information and forms, please click on the, "**For Preceptors**" under our "**Go To**" menu on the left side. Students are responsible for supplying a copy of the syllabus and evaluation forms for the preceptor. Students are responsible for having their preceptor fill out and sign the Preceptor Agreement Form that must be returned to didactic faculty the second week of class. Didactic faculty will copy the forms for clinical faculty and submit to Lynne Palma for submission to the data center.

5. Professionalism:

Professionalism is expected in the clinical setting such as arriving on time on expected days with white lab coat and FAU name badge. Inquire about dress code and need for closed-toe shoes. Students are not allowed to be in the clinical setting when the University is closed.

6. Documentation of Clinical Hours:

Students will be required to use NP Student Clinical Experience Documentation and Tracking System provided by elogs. The web site is www.elogs.org and instructions will be provided on the first day of class and there is no charge to the student. Mobile applications are available for a charge of \$75. All clinical hours are to be verified by the preceptor. Falsified clinical hours are considered plagiarism.

7. Documentation in the Clinical Setting:

Documentation in the medical record is sometimes restricted in some clinical sites. Students are required to use the "Office Note" form provided if they are not allowed to document. It is recommended that even if you are recording in the medical record, that you use this form for the assessment and plan to present your patient to your preceptor. Students should be assertive and commit to a diagnosis and plan prior to presenting to the preceptor. The Office Note form is posted on the CO Web-site.

8. FAU Faculty Responsibility:

Faculty will make visits to your clinical sites. These clinical visits need to be arranged early in the semester. During a clinical site visit, the faculty will observe and discuss your clinical assessments and management plans for one or more clients in the clinic and briefly speak to your preceptor. It is the student's responsibility to advise the clinical preceptor of the date and purpose of these visits. Please review the "Site Visit Evaluation" form used to assess student performance located on the CON website with all other forms.

9. Evaluations:

Both preceptor evaluations and self-evaluations must be completed at midterm and at the end of the term. The evaluation forms are posted on the College of Nursing Web site. On your midterm self-evaluation, list your goals or plans to increase your knowledge and management skills by the completion of the course. **Keep the original and submit a copy** of the midterm evaluations (preceptor and self) to the faculty. **Save the original so that it may be used for your final course evaluations.** It is important to note, that you will not lose points for self or preceptor evaluations that are below "excellent." It is rare that a student is excellent in every category. Self evaluations provide an opportunity for self-reflection and planning. On completion of the course, you must complete and

submit an evaluation of the preceptor and clinical site. (Forms located on the College of Nursing Web site)

End of Term Checklist for Students

- Summary of Clinical Hours (must be signed by clinical faculty)
- Faculty and Student Self Evaluation (midterm and final evaluation)
- Preceptor Evaluation of Student (midterm and final evaluation)
- Student Evaluation of Site
- Student Evaluation of Preceptor
- Summary of elogs signed or approved by preceptor (keep a copy for yourself)

COLLEGE OF NURSING AND UNIVERSITY POLICIES:

Policies below may be found in:

- a). The Christine E. Lynn College of Nursing Graduate Handbook located at:
<http://nursing.fau.edu/index.php?main=3&nav=457>
- b). Florida Atlantic University's Academic Policies and Regulations
<http://www.fau.edu/academic/registrar/catalogRevs/academics.php>
and <http://www.fau.edu/regulations>

CODE OF ACADEMIC INTEGRITY:

The University policy regarding academic integrity is enforced in this course. Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other.

Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty. For more information, see:

http://www.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf. The College of Nursing regards adherence to the Code of Academic Integrity as a professional competency and an expectation of all students. **ANY** act of dishonesty that violates the code of academic integrity and misrepresents your efforts or ability is grounds for immediate failure of the course.

DISABILITY STATEMENT:

In compliance with the Americans with Disabilities Act (ADA), students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) located in Boca Raton – SU 133 (561-297-3880), in Davie – MOD 1 (954-236-1222), in Jupiter – SR 117 (561-799-8585) or at the Treasure Coast – CO 128 (772-873-3305), and follow all OSD procedures.

INCOMPLETE POLICY:

The Incomplete Grade Policy is enforced. A student who registers for a course but fails to complete the course requirements, without dropping the course, will normally receive a grade of “F” from the course instructor. A student who is passing a course but has not completed all the required work because of exceptional circumstances may, with the approval of the instructor, temporarily receive a grade of “I”

(incomplete). This must be changed to a grade other than "I" within a specified time frame, not to exceed one calendar year from the end of the semester during which the course was taken.

ATTENDANCE POLICY:

Students are expected to attend all of their scheduled University classes and to satisfy all academic objectives as outlined by the instructor. The effect of absences upon grades is determined by the instructor, and the University reserves the right to deal at any time with individual cases of nonattendance. Students are responsible for arranging to make up work missed because of legitimate class absence, such as illness, family emergencies, military obligation, court-imposed legal obligations, or participation in University-approved activities. Examples of University approved reasons for absences include participating on an athletic or scholastic team, musical and theatrical performances, and debate activities. It is the student's responsibility to give the instructor notice prior to any anticipated absence and within a reasonable amount of time after an unanticipated absence, ordinarily by the next scheduled class meeting. Instructors must allow each student who is absent for a University-approved reason the opportunity to make up work missed without any reduction in the student's final course grade as a direct result of such absence.

RELIGIOUS ACCOMMODATION:

In accordance with rules of the Florida Board of Education and Florida law, students have the right to reasonable accommodations from the University in order to observe religious practices and beliefs with regard to admissions, registration, class attendance, and the scheduling of examinations and work assignments. Students who wish to be excused from coursework, class activities, or examinations must notify the instructor in advance of their intention to participate in religious observation and request an excused absence. The instructor will provide a reasonable opportunity to make up such excused absences. Any student who feels aggrieved regarding religious accommodations may present a grievance to the director of Equal Opportunity Programs. Any such grievances will follow Florida Atlantic University's established grievance procedure regarding alleged discrimination.

USE OF STUDENT COURSE MATERIAL:

The Christine E. Lynn College of Nursing may use students' course-related materials for legitimate institutional purposes, such as accreditation, university review process, or state board of nursing review process, etc. In such cases, materials will be used within the college and university.



CHRISTINE E. LYNN COLLEGE OF NURSING

STATEMENT OF PHILOSOPHY

Nursing is a discipline of knowledge and professional practice grounded in caring. Nursing makes a unique contribution to society by nurturing the wholeness of persons and environment in caring. Caring in nursing is an intentional mutual human process in which the nurse artistically responds with authentic presence to calls from persons to enhance well-being. Nursing occurs in nursing situations: co-created lived experiences in which the caring between nurses and

persons enhance well-being. Nursing is both science and art. Nursing science is the evolving body of distinctive nursing knowledge developed through systematic inquiry and research. The art of nursing is the creative use of nursing knowledge in practice. Knowledge development and practice in nursing require the complex integration of multiple patterns of knowing. Nurses collaborate and lead interprofessional research and practice to support the health and well-being of persons inextricably connected within a diverse global society.

Persons as participant in the co-created nursing situation, refers to individual, families or communities. Person is unique and irreducible, dynamically interconnected with others and the environment in caring relationships. The nature of being human is to be caring. Humans choose values that give meaning to living and enhance well-being. Well-being is creating and living the meaning of life. Persons are nurtured in their wholeness and well-being through caring relationships.

Beliefs about learning and environments that foster learning are grounded in our view of person, the nature of nursing and nursing knowledge and the mission of the University. Learning involves the lifelong creation of understanding through the integration of knowledge within a context of value and meaning. A supportive environment for learning is a caring environment. A caring environment is one in which all aspects of the person are respected, nurtured and celebrated. The learning environment supports faculty-student relationships that honor and value the contributions of all and the shared learning and growth.

April 2012

SCHEDULE FOR CLINICAL CONFERENCES AND ASSIGNMENTS

DATE	CLINICAL CONFERENCES	SOAP NOTES	PRESENTATIONS and JOURNALS
January 10 th (Thursday)	# 1 Clinical Conference Placement for Clinical Experience and Meet with Clinical Faculty STUDENTS MUST BRING THEIR CLINICAL SITE INFORMATION AND MAGNUS SUMMARY SHEET, HIPPA AND SIP Drug Screen		Sign up for clinical site visit-clinical faculty will have calendars
Jan 20 th (Sunday)			Journal # 1 Due by 12 midnight
Jan 27 th (Sunday)			Journal # 2 Due by 12 midnight
Feb 3 rd (Sunday)		SOAP # 1	SOAP Due by 12 midnight
Feb 10 th (Sunday)			Journal # 3 Due by 12 midnight
Feb 17 th			Journal # 4 Due by 12 midnight

(Sunday)			
Feb 24 th (Sunday)			Journal # 5 Due by 12 midnight
February 28 th	# 2 Clinical Conference Following Lecture Mid Term Evaluations due (Student & Faculty Self Evaluation and Preceptor Evaluation of Student) Bring Clinical Logs for Review		Student Presentations Room TBA
March 4-8 th	SPRING BREAK		Students may do clinical hours because the University is open
March 17 th (Sunday)			Journal # 6 Due by 12 midnight
March 24 th (Sunday)		SOAP #2	SOAP Due by 12 midnight
March 31 st (Sunday)			Journal # 7 Due by 12 midnight
April 4 th (Thursday)	# 3 Clinical Conference Following Lecture		Student Presentations Room TBA
DATE	CLINICAL CONFERENCES	SOAP NOTES	PRESENTATIONS and JOURNALS
April 7 th (Sunday)			Journal # 8 Due by 12 midnight
April 14 th (Sunday)			Journal # 9 Due by 12 midnight
April 25 th (Thursday)	# 4 Clinical Conference Last day to hand in clinical paperwork		Sign up to meet individually with clinical faculty (times TBA)