

Appendix F

Course:	NSG 615 Advanced Research
Semester/Year:	Fall 2006
Credit Hours:	3
Course Faculty:	
Pre-Requisites:	Undergraduate research course and basic statistics.
Co-requisites:	None

Course Description:

This course focuses on the research process and on analyzing and evaluating research at the advanced level of nursing practice. Principles of scientific inquiry, including identification of nursing and multidisciplinary theoretical and conceptual frameworks, are used to delineate research questions and uncover evidence for the continuous improvement of nursing practice. Issues involved in the conduct, critique, and use of research studies are explored. Expected competencies include the identification, analysis, and synthesis of research findings related to clinical practice and health care outcomes. Emphasis is on the translation of research to support and inform practice innovations. A basic understanding by the student of the research process, terminology, and statistics is assumed.

Course Objectives:

Upon completion of this course, the student will be able to:

1. Distinguish among research, quality assurance/quality improvement, and evaluation.
2. Recognize the importance of research as an evidence base for professional practice.
3. Examine the use of outcome measurement as an integral aspect of advanced nursing practice.
4. Reformulate nursing practice problems in a clinical area to allow application of theoretical and empirical knowledge to find solutions.
5. Critically integrate and evaluate existing research in a clinical area producing recommendations for evidence-based practice.
6. Demonstrate collaboration with peers in discussion of how to develop a sound, yet realistic, nursing practice that is based on evidence, data-driven and patient/client-focused.
7. Evaluate ethical issues related to research.

Required Text:

Burns N. & Grove, S. (2004). *The practice of nursing research: Conduct, critique and utilization*. (5th ed.). Philadelphia: Saunders.

Recommended Texts:

Munro, B. (2001). *Statistical methods for health care research*. (4th ed.). Philadelphia: Lippincott.

Speziale, H.J.S. & Carpenter, D.R. (2003). *Qualitative research in nursing: Advancing the humanistic imperative*. (3rd ed.). Philadelphia: Lippincott.

Additional Reference Texts:

American Psychological Association (2002). *Publication manual of the American Psychological Association*. (5th ed.). Washington, D.C.: Author

Evaluation Methods:

	% of Grade
1. Written Quantitative Critique	20%
2. Research in-class exam	20%
3. Written Qualitative Critique	20%
4. Research Based, Outcome focused Practice Change Project	40%

Learning Activities & Evaluation Criteria:

1. Readings and class attendance; class participation.

Readings and lectures are designed to complement each other rather than repeat the same material. For successful course completion, therefore, readings and class attendance should be viewed as required. Students are expected to participate in in-class learning activities and to share examples from their own work experience & course work when asked how they might apply course content in advanced nursing practice. Remember that active listening also is a component of participation, i.e. listen to and learn from what others have to say.

2. Written Quantitative Critique (20% of course grade).

This assignment is designed to allow the student to practice written critique skills as well as apply knowledge of research gained and regained to this point in the course. The article to be critiqued will be available on Blackboard. The written summary and critique should be no more than 8-10 typewritten pages in length, double-spaced, in APA format. Students are expected to complete individual work.

3. In-class exam (20% of course grade).

This multiple choice and short-answer exam is intended to allow the student to demonstrate an understanding of research terms and components of the quantitative research process (problem, purpose, types of research, hypotheses, research questions, theoretical framework, literature review, design, sampling, instrumentation, data collection, measurement, data analysis/statistics, interpretation).

4. Written Qualitative Critique (20% of course grade).

This assignment is designed to allow the student to practice written critique skills as well as apply knowledge of all steps of the qualitative research process. An article to be critiqued will be available on Blackboard. The written critique should be no more than 8-10 typewritten pages in length, double-spaced, in APA format. Students are expected to complete individual work.

5. Research-based Outcome-focused Practice Change Project (40% of course grade).

This assignment is designed to allow the student to synthesize knowledge of research, measurement, and evidence-based practice and apply this knowledge in developing a proposal for a specific change in a specific setting with a population of interest. The student will begin by identifying a specific clinical problem. The paper should contain an introductory description of the clinical topic/problem to allow a reader not familiar with the area to understand the literature review and intervention recommended as the practice change. Using this problem as a focus, the student will conduct a literature search to find a minimum of three studies which demonstrate effectiveness of an intervention to resolve the clinical problem within a specific population. Each research article will be summarized and critiqued. A synthesis of the studies will result in a set of guidelines for implementing the intervention in a specific practice setting. The student will select a primary health outcome which was measured in the three studies and was used in these studies to demonstrate evidence of effectiveness of the intervention. The student will provide a detailed discussion of the instrument used to measure the outcome, including the instrument's appropriateness, reliability, and validity. The student then will describe how they would change practice by incorporating the intervention (don't forget to use the guidelines you've developed) and measuring the identified health outcome (don't forget to use the instrument you've discussed) to evaluate effectiveness in their own practice. Additional references may be used to support the description of the problem or establish existence of the problem. The paper will be no more than 20-22 pages in length, including references, double-spaced, and in APA format. Please attach grading guidelines (included in this syllabus) to the front of the paper.

Grading:

Letter	A	B	C	D	F	I
Percentage	90-100	80-89	70-79	60-69	<60	Incomplete

A student must achieve a grade of "B" or better to pass this course. This course may be repeated only once for a passing grade.

Content Outline:

Week 1	Introduction to Course Significance of Nursing Research Framework of Theory to Link Research to Nursing Practice
Week 2	Historical Development of Research in Nursing Overview of Nursing Process Nursing Research Methodologies Comparison of Quantitative and Qualitative Methods Concept of Triangulation
Week 3	Quantitative Research Relevant Concepts Steps of the Process
Week 4	Qualitative Research The Logic and Rigor of the Process Research Approaches
Week 5	Research Problem and Purpose Review of Relevant Literature
Week 6	Frameworks for Constructing a Study Conceptual Theories, Models, and Maps Critique of Frameworks
Week 7	Research Objectives, Questions and Hypotheses
Week 8	Research Variables Operational Definitions of Types of Variables
Week 9	Ethics in Research Development of Ethical Codes Protection of Human Rights Balancing Benefits and Risks Institutional Review Boards Scientific Misconduct
Week 10	Research Designs Elements of a Good Design Concepts Important to Design Pros and Cons of Triangulation
Week 11	Types of Research Designs Descriptive Correlational Quasi-Experimental Experimental
Week 12	Sampling Theory Probability and Non-probability Methods Sample Size Subject Recruitment
Week 13	Concept of Measurement Types of Errors Levels of Measurement Reliability and Validity Measurement Strategies
Week 14	Statistical Theory Levels of Significance – Type I & II Errors Clinical Significance Descriptive Analyses Inferential Data Analyses

Week 15	Outcomes Research Evaluation and Interpretation of Outcomes Evidence-based Research Utilization of Research in Practice
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Course: NSG 616: Research Application

Semester / Year:

Credit Hours: 2 Credits (2:2:0:0)

Day / Time:

Faculty Name and Contact Information:

Pre / Co-requisites: NSG 612: Advanced Research

Le Moyne College Mission Statement: Le Moyne College is a diverse learning community that strives for academic excellence in the Catholic and Jesuit tradition through its comprehensive programs rooted in the liberal arts and sciences. Its emphasis is on education of the whole person and on the search for meaning and value as integral parts of the intellectual life. Le Moyne College seeks to prepare its members for leadership and service in their personal and professional lives to promote a more just society.

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Course Description:

The exploration and application of research and evidence-based practice (EBP) for advanced practice nursing is the focus of this course. Students will identify practice problems and determine the best way to address those problems after conducting an in-depth search of the evidence-based literature, and after appraising and synthesizing those research findings. Methods for performing a comprehensive literature search and analyzing multiple sources for practice guidelines are emphasized. EBP implementation models will be used by students to explore practice questions and present change. Students will acquire the skill set necessary to identify a practice problem, search for available literature, determine an appropriate practice change, implement that change, and monitor for outcomes with the goal of improving quality in the healthcare environment.

Course Objectives: Upon successful completion of this course, the student will be able to:

1. Demonstrate knowledge of the difference between research, evidence-based practice, and research utilization.
2. Perform a systematic review and/or formulate a clinical practice guideline.
3. Create summaries from multiple sources in the EBP hierarchy that have implications for changing and improving outcomes in practice.
4. Describe ways to use the literature and available practice guidelines to implement EBP.
5. Apply the different models of EBP.
6. Identify Internet resources (e.g. Cochrane Library) to assist in accessing, understanding and implementing EBP.
7. Identify a practice-related concern and design an EBP question using the PICO (Population, Intervention, Comparison, Outcome) format.
8. Translate evidence into practice by appraising available research and literature summaries and making recommendations for application to practice.
9. Demonstrate professional behavior, responsibility, and accountability during all interactions with peers and faculty by active listening, regular attendance, participating in discussions, and being sensitive to others' opinions.

Required Textbooks, Suggested Readings

Melnyk, B. & Fineout-Overholt, E. (2014). *Evidence-based practice in nursing & healthcare: A guide to best practice* (3rd ed.). Philadelphia: Lippincott, Williams & Wilkens.

Suggested Textbook:

Terry, A. J. (2015). *Clinical research for the Doctor of Nursing Practice* (2nd ed.). Burlington, MA: Jones and Bartlett Learning.

Teaching Strategies

Lecture
Small Group Discussion
Individual Presentations

Student Policies

Course Attendance and Participation: All students are expected to attend class, participate actively in class discussions and education activities, and complete all assignments. If you are going to be absent from class for more than a week, please inform the instructor of your absence. Reasonable efforts will be made to allow students to compensate for work missed due to verifiable reasons such as illness. You are responsible for keeping up-to-date with class notes and announcements by either contacting the instructor or a fellow student.

Use of Technology: Cell phones, laptops, and PDAs, including text messaging, are prohibited for use during class since they can be a distraction in the learning environment. Cell phones and PDAs are to be turned off or silenced and placed out of sight. If you have an emergency situation that requires you to be available by phone, please discuss this with the instructor.

Late Assignments: All assignments are expected to be handed in at the beginning of class on the date they are due, otherwise they will be considered late. Students with a reasonable request for handing in a late assignment should contact the course professor prior to the due date to discuss an extension. Assignments handed in late will lose the equivalent of one (1) point per day past the due date and assignments will not be accepted one week past the designated due date unless the student contacts the faculty member prior to the due date with a legitimate reason for requesting an extension. Policies on grading and academic status are in the *College Catalog*.

Code of Conduct: Students are referred to the Academic Standards section in the *Student Handbook* for specific components related to academic honesty, respect, ethical ideals, and professional conduct. Students are responsible for adhering to all standards of professional behavior contained in this document.

Plagiarism: An initial act of plagiarism in any written assignment for this course will result in lowering your score by two letter grades. A repeat violation in this course or any other course is an automatic grade of “F” and will be reported to the Dean of Graduate and Professional Studies.

Technical Standards and Additional Academic Criteria: Please refer to the Nursing section of the *College Catalog* for detailed information about these standards and criteria.

Disability: Students who have any disability that may affect their performance in this course are encouraged to speak with the professor at the beginning of the course so that appropriate accommodations may be made. A letter from the Academic Support Center (Director, Disability Support Services) that documents this disability in compliance with the Americans with Disabilities Act (ADA) is required and must be presented to the faculty member for the necessary accommodations to be made.

Religious Observances: As provided in NYS Education Law Section 224-a, any student unable attend class, or participate in any exam, study or class work requirements on a particular day because of his or her religious beliefs is eligible for an equivalent opportunity to make up any missed exam, study, or class work requirements, without penalties. Any student who requires such an opportunity must contact his/her instructor (for exam, study or class work requirements) at least two weeks in advance. A full copy of Le Moyne’s policy on the observance of religious holidays can be found at the Dean’s office.

Course Grade Distribution

Letter	A	A-	B+	B	B-	C+	C	C-	D	F	I
Percentage	95-100	90-94	87-89	84-86	80-83	77-79	74-76	70-73	60-69	<60	Incomplete

Undergraduate students much achieve a grade of “C” in all nursing courses.
Graduate students much achieve a grade of “B” in all nursing courses.

Weekly Content Outline/Class Schedule

Course Schedule

Week 1: Course Introduction, Value of EBP for Advance Practice Nurses Value of EBP

Week 2: Research process, EBP, and Research Utilization in Practice, PICO questions

Week 3: EBP Models

Week 4: Literature and Web Sources for EBP

Week 5: Practice based problems and clinical practice guideline, systematic reviews and meta-analysis

Week 6: Evaluating the Evidence for Use in Practice

Week 7: Proposing and Implementing practice changes using EBP concepts

Week 8: Measuring and Evaluating Outcomes

Week 9: EBP Project Presentations

Week 10: Course Summary & Evaluations

Assessment and Evaluation Measures

Presentation: Critique of Evidence Sources

Or

Presentation: EBP Models for Use	10%
Synthesis of Evidence Assignment	25%
Evidence-Based Practice Project	40%
Presentation of EBP Project	10%
Course Participation	15%

Course: NSG 625: Health Care Delivery Systems

Semester:

Credit Hours: 3 credits (3:3:0:0)

Day/Time:

Course Faculty:

Pre/Corequisites: None

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Disability Students who have any disability that may affect their performance in this course are encouraged to speak with the professor at the beginning of the course so that appropriate accommodations may be made. A letter from the Academic Support Center (Director, Disability Support Services) that documents this disability in compliance with the Americans with Disabilities Act (ADA) is required and must be presented to the faculty member for the required accommodations to be made.

Course Description: This course focuses on formal and informal health care systems within American communities by addressing their historical development, the major forces shaping their present status, and emerging directions of these systems. Throughout the course, the implications for the roles and actions of nurses within health care organizations are explored with respect to planning, policy formulation, financing, and evolving methods of delivering services to clients. Within a rapidly changing health care environment, it is imperative that students understand the actual and potential role of nursing at the local, state, and national levels from the perspective of geographic influences, socio-cultural demands, and environmental stressors impacting on communities and on the available health care systems. Current health care reform issues, concepts and models of health care delivery, directions for change, and methods affecting organizational change on individuals, groups, as well as the nursing profession will be examined and discussed. The purpose of this course is to prepare nurses as leaders in managing various

resources for the delivery of quality, cost-effective care.

Course Objectives: Upon successful completion of this course, the student will be able to:

1. Identify the various components of formal and informal health care systems from the perspective of evolutionary and current trends.
2. Discuss the social, cultural, ethical, economic, political and environmental forces that have influenced and are currently influencing the availability of health care resources for various communities.
3. Analyze ways in which health care delivery systems articulate with communities at the local, state, and national levels.
4. Discuss the origin of health care policy.
5. Analyze a current or proposed health care policy suggesting alternatives to the policy.
6. Discuss the influence of consumer and special interest group decision making and involvement in the design and delivery of health care services.
7. Explore the actual and potential actions of nurses as well as the contributions of the nursing profession to reforming the system of health care at all levels.
8. Identify new and emerging health care delivery systems that can improve the well-being of communities.
9. Evaluate models of nursing care delivery and the evolving role of the nurse as decision maker and leader in transforming health care systems.
10. Compare past and present payment systems as significant elements in affecting economic, fiscal, and financial aspects of health care delivery.
11. Interpret research findings relevant to care delivery to influence consumers, other health care providers, and policy-making officials.
12. Demonstrate professional behavior, responsibility, and accountability during all interactions with peers and faculty by active listening, regular attendance, participating in discussions, and being sensitive to others' opinions.

Required Textbooks

Shi, L. & Singh, D.A. (2012) *Delivering health care in America: A systems approach*, (5th ed.). Burlington, MA: Jones and Bartlett Learning.

On Reserve

Porche, D.J. (2012). *Health Policy: Application for nurses and other healthcare professionals*, chapters 1 and 8. Sudbury, Ma: Jones and Bartlett.

Bardach, E. (2005). *A practical guide for policy analysis: the eightfold path to more effective problem solving*. Washington D.C.: CQ Press

Documents of Interest

http://books.nap.edu/openbook.php?record_id=9728&page=R1 to err is human

http://books.nap.edu/openbook.php?record_id=10027 crossing the quality chasm

Web Sites

www.healthcare.gov

<http://www.ncqa.org>

<http://www.jointcommission.org>

ANA Health Care Agenda 2005

<http://www.ana.org/readroom/anahca05.pdf>

Health Insurance Portability and Accountability Act of 1996

<http://aspe.hhs.gov/admsimp/pl104191.htm>

United States House of Representatives

<http://www.house.gov/>

Teaching Strategies

Lecture

Group Discussion

In-class Small Group Activities

Videos

Course Requirements/Evaluation Methods

	<u>Grade Points (% of Grade)</u>
Health Policy Paper	40%
Policy Presentation	20%
Future forces in health care	25%
News Assignment	15%

Course Grade Distribution

Letter	A	A-	B+	B	B-	C+	C	C-	D	F	I
Percentage	95-100	90-94	87-89	84-86	80-83	77-79	74-76	70-73	60-69	<60	Incomplete

Undergraduate students must achieve a grade of "C" in all nursing courses.

Graduate students must achieve a grade of "B" in all nursing courses. No more than two (2) grades of B- will be accepted.

Assignments

Late assignments are accepted at the discretion of course faculty. If a graduate student is not able to meet a pre-determined deadline, it is expected that the student will contact the course faculty prior to that date. Extensions are given only for serious extenuating circumstances.

Assignments must be in APA format (6th ed.). Those assignments not in APA format will be returned without a grade.

Future Forces in Health Care - 25% of course grade

For this assignment, the student will write a 5 page paper identifying and describing a factor which the student feels is a future force in the delivery of US health care. The student should present an argument for why the selected topic is an important force in the future of national health care and use at least five (5) high level sources to support the argument.

Health Policy Paper/Presentation - 40% of Course Grade for Paper; 20% of Course Grade for Presentation.

To complete this assignment the student must conduct an in depth analysis of one part of the Patient Protection and Affordable Care Act of 2010, which will result in health policy. Students should select from Titles I through X of the law on which to base the analysis. The assignment has 2 goals: the in depth exploration of a current health policy issue and analysis of the impact of this policy on U.S. health care.

This paper may include the following elements, but analysis will depend on the area selected:

1. description of the portion of PPACA selected; frame the history of this issue in terms of public policy debates .
2. what options have been proposed to deal with the issue; who proposed the solutions?
3. describe the politics, processes, players, and forces of the issue such as tactics, strategies, government involvement, the economy, social pressures, interest groups, or other important.
4. was there media attention on this issue and why, was it professional or popular media?
5. what political pressures have occurred on the issue; by what groups; how successful has it been?
6. what happened when this issue was discussed/debated in the past; what was the rationale for past action?
7. if policy changes relevant to this issue were made in one or several states, what prevented similar changes from being adopted elsewhere?
8. suggest possible outcomes or solutions.
9. present in a brief persuasive presentation of an overview of the issue, the eight steps of policy analysis of the proposed solutions, and your proposed solution. This will be NO MORE THAN 30 MINUTES in length and should sell the audience on your proposal for policy.

News Assignment - 15% of Course Grade

The first 30-45 minutes of class in weeks 3-6 and 8-12 will focus on health care in the national news. Students are will come to class prepared to discuss a national news item related to **health care delivery, reform, or a future force in health care** from the prior week. Each student will have 15 minutes to present a summary of the news item and lead a brief discussion on the relationship of the story to topics discussed in the course. The source of the story should be from a recognized, reliable news organization or periodical. The student should cite at least one

source in addition to the source of the news item in the discussion. Due dates will be selected during week one of class.

Class Schedule

Weekly Topical Outline and Assignment Due Dates

Week 1: Course introduction and syllabus review; History of Health Care in the United States

Week 2: (Labor Day No Class)

Week 3: The American System of Health Care, Shi and Singh chapters 1-3

**Week 4: Major Issues in US Health Care: Cost, Access, Need
Shi and Singh chapters 6, 9, 11, and 12; Shih, A., Davis, K., Schoenbaum, S.C.,
Gauthier, A., Nuzum, R., and McCarthy, D. (Blackboard); Financing Health Care: Kaiser Family
Report (Blackboard)**

**Week 5: Insurance: Government and Private; Intro to Policy
Whose Body is it, Anyway?(ABC 20/20) (Blackboard)**

**Week 6: Health Policy and Policy Analysis
Shi and Singh chapter 13; Finkelman and Kenner chapter 5 (reserve); Bardach (reserve);
Walt, G Shiffman, J. Schneider, H. Murray, S. Brugh, R. and Gilson, L. (Blackboard); Weiner,
J. (Blackboard)**

Week 7: (Fall Break, No Class)

**Week 8: Health Care In Other Nations.
Presentation by representatives of Operation Walk, Syracuse on their recent visit to Nepal.
The presentation will be held on campus.**

Week 9: Health Care In Other Nations.

**Week 10: 012 Health Care Reform and the Impact of Delivery of Care; How will the
presidential election influence care delivery?
PPACA (Blackboard); Students should come to class prepared to discuss the positions of
the candidates on health care delivery and finance.**

**Week 11: Nursing and Care Delivery
IOM *The Future of Nursing (2010)* (Blackboard); QSEN Competencies (www.qsen.com)**

**Week 12: Models of Nursing Care; Impact of Reform on Nursing Care
Joynt, J. and Kimball, B. RWJ White Paper (Blackboard)**

Week 13: Student Presentations

Week 14: Student Presentations

Week 15: Student Presentations- Course evaluation and wrap-up

Course: NSG 660: Advanced Pathophysiology

Semester / Year:

Credit Hours: 3 Credits (3:3:0:0)

Day / Time:

Faculty Name and Contact Information:

Pre / Co-requisites: Undergraduate Pathophysiology Course

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Course Description: This course builds on foundational knowledge of anatomy, physiology, and basic pathophysiology obtained through undergraduate coursework. Alterations of various physiological systems that are frequently encountered in primary care are explored from a lifespan perspective. A case study approach is used to analyze risk factors, pathophysiological changes, signs and symptoms of disease processes, and disease outcomes. Current and appropriate screening and diagnostic evaluative methods are also reviewed to enhance critical thinking and assist the student in developing diagnostic reasoning and clinical management skills.

Course Objectives: Upon successful completion of this course, the student will be able to:

1. Explore the etiology and pathophysiological alterations associated with selected common primary care conditions across the life span.
2. Examine relevant theories and research as a basis for explaining the pathophysiological changes associated with common conditions in primary care.
3. Discuss the pathophysiological basis for development of clinical manifestations in selected common primary care conditions.
4. Apply pathophysiological principles to case situations from an Advanced Practice Nursing perspective.
5. Analyze data to develop Differential Diagnoses.
6. Examine the physiologic responses of illness and disease to pharmacotherapeutics and treatment modalities.
7. Demonstrate professional behavior, responsibility, and accountability during all interactions with peers and faculty by active listening, regular attendance, participating in discussions, and being sensitive to others' opinions.

Required text: Huether, S.E. & McCance, K.L. (2012), *Understanding Pathophysiology*, 5th Ed., Mosby: St. Louis.

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Graduate students must achieve a grade of “B” in all nursing courses.

Course Outline:

Week 1-3: Introduction to General Pathology: Mechanisms of Disease

Week 4: Hematologic Disorders

Week 5: Endocrine & Metabolic Disorders

Week 6: Cardiovascular Disorders

Week 7: Respiratory Disorders

Week 8: Renal Disorders

Week 9: Gastrointestinal Disorders

Week 10: Reproductive Disorders

Week 11 & 12: Musculoskeletal & Connective Tissue Disorders

Week 13: Neurological Disorders

Week 14: Psychiatric Disorders

Week 15: Evaluation

Assessment and Evaluation Methods:

Tests (4) 15% each	60%
Case Studies (4) 5% each	20%
Teaching Assignment	20%

Course: NSG 663: Advanced Pharmacology

Semester / Year:

Credit Hours: 3 credits (3:3:0:0)

Day / Time:

Faculty Name and Contact Information:

Pre / Co-requisites: None

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Course Description: This course focuses on applied pharmacology for acute and chronic diseases that are commonly encountered in the primary care setting. The focus is on special populations, efficacy, drug interactions, and the cost and benefit of pharmacological interventions. Proper prescribing, patient education, and monitoring procedures are discussed as well as compliance issues, drug overuse and abuse, and legal/ethical issues related to prescribing.

Course Objectives: Upon successful completion of this course, the student will be able to:

1. Examine the principles of pharmacology, drug selection, and drug dosing to specific populations with respect to sex, age, race & ethnicity.
2. Recognize the indications, rationale, efficacy, and risks of drugs that are commonly used in primary care settings.
3. Analyze the rationale for drug selection for common acute and chronic conditions in primary care with attention to special populations, pharmacokinetics, efficacy, compliance, cost, and quality of life issues.
4. Discuss legal and ethical issues related to drug overuse and abuse, controlled substances, and drug monitoring.
5. Apply principles of pharmacology (selection, efficacy, dosing, cost, side effects, etc.) to the management of select populations.
6. Demonstrate proper prescription writing.
7. Demonstrate professional behavior, responsibility, and accountability during all interactions with peers and faculty by active listening, regular attendance, participating in discussions, and being sensitive to others' opinions.

Required Text: Edmunds, M. & Mayhew, M. (2013). *Pharmacology for the primary care provider*, (4th Ed). Mosby: St. Louis. ISBN: 978-0-323-08790-2

Student Policies

Course Attendance and Participation: All students are expected to attend class, participate actively in class discussions and education activities, and complete all assignments. If you are going to be absent from class for more than a week, please inform the instructor of your absence. Reasonable efforts will be made to allow students to compensate for work missed due to verifiable reasons such as illness. You are responsible for keeping up-to-date with class notes and announcements by either contacting the instructor or a fellow student.

Use of Technology: Cell phones, laptops, and PDAs, including text messaging, are prohibited for use during class since they can be a distraction in the learning environment. Cell phones and

PDA's are to be turned off or silenced and placed out of sight. If you have an emergency situation that requires you to be available by phone, please discuss this with the instructor.

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Code of Conduct: Students are referred to the Academic Standards section in the *Student Handbook* for specific components related to academic honesty, respect, ethical ideals, and professional conduct. Students are responsible for adhering to all standards of professional behavior contained in this document.

Plagiarism: An initial act of plagiarism in any written assignment for this course will result in lowering your score by two letter grades. A repeat violation in this course or any other course is an automatic grade of "F" and will be reported to the Dean of Graduate and Professional Studies.

Technical Standards and Additional Academic Criteria: Please refer to the Nursing section of the *College Catalog* for detailed information about these standards and criteria.

Disability: Students who have any disability that may affect their performance in this course are encouraged to speak with the professor at the beginning of the course so that appropriate accommodations may be made. A letter from the Academic Support Center (Director, Disability Support Services) that documents this disability in compliance with the Americans with Disabilities Act (ADA) is required and must be presented to the faculty member for the necessary accommodations to be made.

Religious Observances: As provided in NYS Education Law Section 224-a, any student unable attend class, or participate in any exam, study or class work requirements on a particular day because of his or her religious beliefs is eligible for an equivalent opportunity to make up any missed exam, study, or class work requirements, without penalties. Any student who requires such an opportunity must contact his/her instructor (for exam, study or class work requirements) at least two weeks in advance. A full copy of Le Moyne's policy on the observance of religious holidays can be found at the Dean's office.

Course Grade Distribution

Letter	A	A-	B+	B	B-	C+	C	C-	D	F	I
Percentage	95-100	90-94	87-89	84-86	80-83	77-79	74-76	70-73	60-69	<60	Incomplete

Graduate students must achieve a grade of "B" in all nursing courses.

Topics to Include

Week 1: Pharmacokinetics and Pharmacodynamics: Principles of Drug Actions

Week 2: Drug Safety, Efficacy, and Cost / Benefit Analysis

Week 3: Proper Prescribing and Legal & Ethical Responsibilities of the Prescriber

Week 4: Drug Allergies, Drug Dosing in Renal Dysfunction, CYP 450 Metabolism

Week 5 & 6: Special Considerations During Pregnancy and Lactation, Pediatrics, and Geriatric Populations

Week 7: CNS Agents and Psychotropic Agents: Mood Disorders, ADD/ADHD, Epilepsy

Week 8: Infectious Disease : Antibiotics, Antivirals and Antifungals

Week 9: Drugs for Inflammatory Processes and Chronic Pain Issues: Analgesics, Drug Scheduling

Week 10: Cardiovascular: HTN, CHF, Hyperlipidemia

Week 11: Respiratory: Asthma, COPD

Week 12: GI: GERD, PUD, Constipation, Diarrhea, IBS

Week 13: Endocrine: Thyroid Disorders, Type 1&2 Diabetes

Week 14: Reproductive Issues and Menopause: Contraception, Female & Male Hormone Therapy, Osteoporosis

Week 15: Evaluation

Assessment and Evaluation Methods:

Tests (4)	20% each
Case Studies (4)	5% each

Course: NSG 665: Advanced Health Assessment I

Semester / Year:

Credit Hours: 3 credits (3:2.5:.5:0)

Day / Time:

Faculty Name and Contact Information:

Pre / Co-requisites: Undergraduate Health Assessment Course

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Course Description: This course, which serves as the foundation for the Advanced Practice Nursing clinical coursework, focuses on the development of comprehensive, advanced health assessment skills, diagnostic reasoning, and management of common problems in the adult population. Course assignments, laboratory practice, and the use of Observed Structured Clinical Examinations (OSCEs) and case studies enhance the student's communication and interviewing skills, complex bio-psycho-social assessment, and critical thinking skills essential for planning, delivering, and evaluating health care. Emphasis is placed on the synthesis of assessment data to arrive at differential diagnoses. Students learn to present patient histories and exam findings in a concise and effective manner.

Course Objectives: Upon successful completion of this course, the student will be able to:

1. Demonstrate competence in interviewing, history taking, physical exam skills, and documentation of physical and psychosocial findings.
2. Classify emerging health patterns and priorities for change using a relationship-centered approach.
3. Apply advanced screening interventions to specialty populations.
4. Identify common clinical problems in the adult population.
5. Recognize health promotion, risk management, and disease prevention protocols specific to specialty populations.
6. Apply critical decision-making skills in gathering and analyzing client data.
7. Integrate concepts from pathophysiology to make differential diagnoses and choices for interventions considered to be most appropriate in the management of client problems.
8. Use computer technology to access information from a database and communicate with course professor.

9. Demonstrate professional behavior, responsibility, and accountability during all interactions with peers and faculty by active listening, regular attendance, participating in discussions, and being sensitive to others' opinions.
-

Required Text: Bickley, L. and Szilagalyi, P. (2013). Bates' Guide to Physical Examination and History Taking (11^h ed.). Philadelphia: Lippincott, Williams, & Wilkins.

Required Video Selection: The Bates Physical Examination series on videotape or DVD are on reserve in the library. You must present your student ID to access and view the tapes in the library. It is recommend that you view the tapes in blocks of 3 or 4 at a time over the next several weeks. **All of the tapes should be viewed prior to the OSCE.**

1. Head, Eyes, and Ears - #1687
2. Nose, Mouth, and Neck - #1691
3. Thorax and Lungs - #1681
4. Breast and Axilla - #1688
5. Cardiovascular: Neck vessels and Heart - #1478
6. Cardiovascular: Peripheral Vascular - #1477
7. Abdomen - #1689
8. Female Genitalia, Anus, and Rectum - #1488
9. Male Genitalia, Rectum, and Hernias - #1690
10. Musculoskeletal System - #1740
11. Neurologic: Motor System and Reflexes - #1486
12. Neurologic: Cranial Nerves and Sensory System - #1487

Required Equipment: Stethoscope with bell and diaphragm.

Required Dress for Lab: You will be performing various system exams on each other. Some labs will require that you (bring to) wear a tank top or sports bra and shorts, or be amenable to changing into an exam gown.

Course Grade Distribution

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Percentage	95-100	90-94	87-89	84-86	80-83	77-79	74-76	70-73	60-69	<60	Incomplete

Graduate students much achieve a grade of “B” in all nursing courses.

Assignments:

- History, Assessment, Plan of Care (no more than 5 pgs. typed)
 - Concise and specific documentation of complete history
 - General assessment based on historical data
 - Plan of Care based on historical data
- Documentation Assignments (2) 10% each

Concise and specific documentation of objective findings

lab partner* exam

Assignment 1: General survey to cardiac

Assignment 2: Abdominal to neuro

Quizzes (3) 10% each

The quizzes will consist of a combination of multiple choice, matching, or short answer questions and will be reviewed in class.

Observed Structured Clinical Evaluation (OSCE) 20%

Logical sequencing and flow of examination
Appropriate exam techniques and use of instruments
Write-up of objective findings

Comprehensive Exam 20%

Exam will consist of a combination of 100 multiple choice, true or false, matching, and fill in the blank questions.

Class Schedule:

Classes are subject to change without notice.

Class 1 Chaps. 1, 2, & 3	Course Intro The POMR Diagnostic Reasoning The Comprehensive Interview & Hx Social & Cultural Considerations	
Class 2 Chaps. 18-20, 4 & 5	Interviewing Special Populations	Lab: Complete Hx of Lab Partner Due

	Intro to Physical Assessment Intro to Derm	Intro to stations & equipment
Class 3 Chaps. 5 & 6	Derm - cont'd. Intro to HEENT	Lab: Practice
Class 4 Chap. 6	HEENT cont.	Lab: Practice
Class 5 Chaps. 6 & 7	Quiz 1 Neck Pulmonary	Lab: Practice
No Class	Spring Break	
Class 6 Chaps. 8 & 14	CV & PV	Lab: Practice
Class 7 Chaps. 10, 11 & 13	Quiz 2 Abdomen Male Genitalia Anus, Rectum, Prostate	Documentation Assignment Due Lab: Practice
Class 8 Chaps. 9 & 12	Breast Female Genitalia	Lab: Practice Models
Class 9 Chaps. 15-17	Quiz 3 Intro to MS/Neuro	Lab: Practice
Class 10	MS/Neuro – cont'd.	Lab: Practice
No Class	Easter Monday	
Class 11	Wrap up Full PE Demo	Documentation Assignment Due Lab: Practice
Class 12	OSCE	OSCE write-up Due
Class 13	TBA	
Class 14	Final Exam	Evaluations

Assessment and Evaluation Methods: Students are expected to attend classes and labs and participate fully in both. In addition, as adult learners a degree of self-teaching through readings and practice of newly acquired skills ON YOUR OWN TIME is an assumption of this class.

History, Assessment, and Plan of Care 10%

Documentation Assignments (2 @ 10% each) 20%

Quizzes (3 @ 10% each)	30%
OSCE	20%
Comprehensive exam	<u>20%</u>
	100%

Course: NSG 666: Advanced Health Assessment II

Semester / Year:

Credit Hours: 3 Credits (3:2.5:.5:0)

Day / Time:

Faculty Name and Contact Information:

Pre-requisites: NSG 665: Advanced Health Assessment I

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Course Description: This course, the second in a sequence of clinical courses, builds upon concepts introduced in Advanced Health Assessment I. Theoretical and clinical foundations for comprehensive health assessment through the lifespan from birth through senescence are emphasized. The course furthers the development of the advanced practice role as students apply their physical assessment and diagnostic reasoning skills across diverse populations with increasing competence, confidence, and leadership. The focus of the course is on the comprehensive biopsychosocial assessment of populations from pediatrics (infants, school age children, and adolescents), through reproductive health, and geriatrics, as well as the management of commonly encountered problems in these populations. Emphasis is placed on age appropriate assessment techniques, the identification of normal and abnormal findings, the development of differential diagnoses, and the development of management plans that include

teaching strategies that focus on prevention and anticipatory guidance. Course assignments, laboratory practice, and the use of Observed Structured Clinical Examinations (OSCEs) and case studies refine the student's communication and interviewing skills, comprehensive assessment skills, and critical thinking skills essential for planning, delivering, and evaluating health care of individuals and families.

Course Objectives: Upon successful completion of this course, the student will be able to:

1. Demonstrate competence in age appropriate interviewing, history taking, and physical assessment.
2. Document physical and psychosocial findings thoroughly and accurately.
3. Classify emerging health patterns and priorities for change using a relationship-centered approach.
4. Apply advanced screening interventions to specialty populations.
5. Identify common clinical problems in age-based populations.
6. Recognize best-practice health promotion, risk management, and disease prevention protocols specific to specialty populations.
7. Apply critical thinking and decision-making skills in gathering and analyzing client data.
8. Integrate concepts from pathophysiology to make differential diagnoses and choices for interventions considered to be most appropriate in the management of client problems.
9. Present pertinent H&P findings and plan of care in an accurate and concise manner.
10. Demonstrate professional responsibility and accountability in all interactions with peers and faculty by active listening, regular attendance, participating in discussions, and being sensitive to others' opinions.

Required Text:

Bickley, L. and Szilagalyi, P. (2013). Bates' Guide to Physical Examination and History Taking (11th ed.). Philadelphia: Lippincott, Williams, & Wilkins.

Student Policies

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Use of Technology: Cell phones, laptops, and PDAs, including text messaging, are prohibited for use during class since they can be a distraction in the learning environment. Cell phones and PDAs are to be turned off or silenced and placed out of sight. If you have an emergency situation that requires you to be available by phone, please discuss this with the instructor.

Late Assignments: All assignments are expected to be handed in at the beginning of class on the date they are due, otherwise they will be considered late. Students with a reasonable request for handing in a late assignment should contact the course professor prior to the due date to discuss an extension. Assignments handed in late will lose the equivalent of one (1) point per day past the due date and assignments will not be accepted one week past the designated due date unless the student contacts the faculty member prior to the due date with a legitimate reason for requesting an extension. Policies on grading and academic status are in the *College Catalog*.

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Plagiarism: An initial act of plagiarism in any written assignment for this course will result in lowering your score by two letter grades. A repeat violation in this course or any other course is an automatic grade of "F" and will be reported to the Dean of Graduate and Professional Studies.

Technical Standards and Additional Academic Criteria: Please refer to the Nursing section of the *College Catalog* for detailed information about these standards and criteria.

Disability: Students who have any disability that may affect their performance in this course are encouraged to speak with the professor at the beginning of the course so that appropriate accommodations may be made. A letter from the Academic Support Center (Director, Disability Support Services) that documents this disability in compliance with the Americans with Disabilities Act (ADA) is required and must be presented to the faculty member for the necessary accommodations to be made.

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Course Grade Distribution

Letter	A	A-	B+	B	B-	C+	C	C-	D	F	I
Percentage	95-100	90-94	87-89	84-86	80-83	77-79	74-76	70-73	60-69	<60	Incomplete

Undergraduate students must achieve a grade of “C” in all nursing courses.
Graduate students must achieve a grade of “B” in all nursing courses.

Weekly Content Outline/Class Schedule

Week 1&2: Unit 1 Pediatrics:

Neonate and Infant History & Physical Assessment

Growth & Development and Anticipatory Guidance

Bright Futures, Nutrition, Immunizations, Safety

Week 3&4: Toddler and School Age Child H&P

Growth & Development and Anticipatory Guidance

Bright Futures, Nutrition, Immunizations, Safety, School Performance

Week 4&6: Early, Middle and Late Adolescence H&P

Growth & Development, Nutrition, Immunizations, Safety, School Performance, Psychosocial Assessment, Sexual Development

Week 7: OSCE

Week 8-10: Unit 2 Reproductive Health:

GU GYN H&P

Sexual Health: Adolescence to Elderly

Sex and Gender

LGBT Reproductive Health Care

Midterm

Week 11-13: Unit 3 Geriatrics:

Older Adult H&P

Nutrition, Immunizations, Safety

Chronicity & Polypharmacy

Legal Issues in Eldercare

End of Life Planning

Week 14: OSCE

Week 15: Final

Assessment and Evaluation Measures

Documentation Assignments (2 @ 10% each) 20%

Case Study 10%

OSCEs (2 @ 20% each) 40%

Midterm & Final Exams 15% each 30%

100%

Course: NSG 667: Advanced Practice Nursing Role

Semester / Year:

Credit Hours: 2 credits (2:2:0:1)

Day / Time:

Faculty Name and Contact Information:

Pre / Co-requisites: None

Course Description: This course introduces students to the history, ethical standards, and development of the various roles of the Advanced Practice Nurse (APN). The professional, organizational, and scope of practice requirements for each role are explored. APN role transition, certification, and professional activities are examined as they relate to the profession of nursing. Select theories and practices from nursing and related disciplines are integrated to provide a foundation for the graduate student to transition into the advanced practice role and to provide comprehensive care to diverse populations.

Course Objectives: Upon successful completion of this course, the student will be able to:

1. Describe the historical, socioeconomic, and ethical factors that influence the APN roles.
2. Analyze theoretical concepts that support advanced nursing practice.

3. Integrate theory and practice perspectives from nursing and related sciences to enhance healthcare by addressing primary, secondary, and tertiary health needs.
4. Analyze APN roles and interdisciplinary collaboration to expand, advocate and implement comprehensive, competent health care to diverse populations.
5. Evaluate quality indicators related to the APN role within the healthcare system.
6. Demonstrate professional behavior, responsibility, and accountability during all interactions with peers and faculty by active listening, regular attendance, participating in discussions, and being sensitive to others' opinions.

Required Texts:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Hamric, A. B., Hanson, C. M., Tracy, M.F., & O'Grady, E.T. (2014). *Advanced nursing practice: An integrative approach* (5th ed.) St. Louis: Saunders Elsevier.

Butts, J.B., & Rich, K.L. (2011). *Philosophies and theories for advanced nursing practice*. Sudbury, MA: Jones & Bartlett Learning.

American Association of Colleges of Nursing. (2008). *The essentials of master's education for advanced practice*. Washington, DC: Author.

American Nurses Association. (2010). *Guide to the code of ethics for nurses: Interpretation and application*. Silver Spring, MA:
Nursesbooks.org.<http://catalog.lib.msu.edu/record=b9046874%7ES39a>

American Nurses Association (2010). *Nursing: Scope and standards of practice* (2nd ed.). Washington, DC: Author. <http://catalog.lib.msu.edu/record=b8270966%7ES39a%20>

Student Policies:

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Technical Standards and Additional Academic Criteria: Please refer to the Nursing section of the *College Catalog* for detailed information about these standards and criteria.

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Percentage	95-100	90-94	87-89	84-86	80-83	77-79	74-76	70-73	60-69	<60	Incomplete

Graduate students must achieve a grade of “B” in all nursing courses.

Course Content:

Weeks 1- 3: History and Development of Advanced Nursing Practice Roles

- Describe concepts of professionalism as it relates to advanced nursing practice.
- Analyze the historical factors that contributed to the development of advanced nursing practice roles.
- Explain issues related to the regulatory and credentialing requirements of advanced nursing practice roles.

Weeks 4 & 5: Scope of Advanced Practice Nurse

- Define advanced nursing practice.
- Analyze the various roles of the advanced practice nurse.
- Discuss clinical practice & blended roles
- Describe the challenges of professional relationships faced by the advanced practice nurse.

Week 6: Professional Activities

- Explain professional networking as it relates to advanced practice.
- Explain the purpose and importance of professional nursing organizations.
- Analyze novice to expert clinical practice issues of the advanced practice nurse.
- Explain the characteristics of direct clinical practice.

Weeks 7 – 11: Core Competencies of Advanced Nursing Practice

- Analyze the competencies that define advanced nursing practice:
 - Domains of Nursing Practice
 - Overview of the Competencies
 - Direct Clinical Practice
 - Coaching and Mentoring
 - Consulting
 - Research and EBP
 - Health Systems and Leadership
 - Interdisciplinary Collaboration Opportunities

Week 12: APNs and the Affordable Care Act

Week 13: Ethical Decision Making, Negotiation, and Conflict Resolution

Week 14: Future Trends of Advanced Practice Nursing

- Explain implications of future trends on the role of the advanced practice nurse.
- Explore independent practice guidelines
- Compare DNP verses PhD

Week 15: Summary and Evaluations

Assessment and Evaluation Methods:

Group Project	20%
Role Papers (2)	30%
Midterm	25%
Final	<u>25%</u>
	100%

Course: NSG 671: FNP Clinical I

Semester / Year:

Credit Hours: 1.5 Credits (1.5:0:0:1.5)

Day / Time:

Faculty Name and Contact Information:

Pre / Co-requisites: NSG 660: Advanced Pathophysiology, NSG 663: Advanced Pharmacology, NSG 665: Advanced Health Assessment I, and NSG 667: Advanced Practice Nursing Role

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Course Description: This is the first clinical rotation in a progressive sequence of Advanced Practice Nursing clinical courses for the Family Nurse Practitioner student. The course focuses on the practice and refinement of clinical history taking and assessment skills in an adult, primary care population under the supervision and guidance of a clinical preceptor. Students gain proficiency with presenting concise and accurate patient histories and exam findings to their

preceptors. Emphasis is placed on early diagnostic reasoning whereby students begin to develop differential diagnoses and formulate the plan of care. Students are required to complete 135 hours of supervised clinical practice in this course.

Course Objectives: Upon successful completion of this course, the student will be able to:

1. Demonstrate competency with interviewing, history taking, physical exam skills, and documentation of physical and psychosocial findings.
2. Classify emerging health patterns and priorities for change using a relationship-centered approach.
3. Recognize health promotion, risk management, and disease prevention protocols according to specialty populations.
4. Apply advanced screening interventions to a specialty population.
5. Begin to identify common clinical problems in the adult population.
6. Apply critical decision-making skills in gathering and analyzing client data.
7. Integrate concepts from pathophysiology to make differential diagnoses and choices for interventions considered to be most appropriate in the management of client problems.
8. Assess teaching and learning needs of patients and families.
9. Demonstrate competency with presenting patient assessment data.
10. Demonstrate professional behavior, responsibility, and accountability during all interactions with clients, preceptors, clinical agency personnel, peers and faculty by active listening, regular attendance, participating in discussions, and being sensitive to others' opinions.

Required Textbooks, Suggested Readings:

Bickley, L. and Szilagalyi, P. (2013). *Bates' Guide to Physical Examination and History Taking* (11th ed.). Philadelphia: Lippincott, Williams, & Wilkins.

Hamric, A. B., Hanson, C. M., Tracy, M.F., & O'Grady, E.T. (2014). *Advanced nursing practice: An integrative approach* (5th ed.) St. Louis: Saunders Elsevier.

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Technical Standards and Additional Academic Criteria: Please refer to the Nursing section of the *College Catalog* for detailed information about these standards and criteria.

Disability: Students who have any disability that may affect their performance in this course are encouraged to speak with the professor at the beginning of the course so that appropriate accommodations may be made. A letter from the Academic Support Center (Director, Disability Support Services) that documents this disability in compliance with the Americans with Disabilities Act (ADA) is required and must be presented to the faculty member for the necessary accommodations to be made.

Religious Observances: As provided in NYS Education Law Section 224-a, any student unable attend class, or participate in any exam, study or class work requirements on a particular day because of his or her religious beliefs is eligible for an equivalent opportunity to make up any missed exam, study, or class work requirements, without penalties. Any student who requires such an opportunity must contact his/her instructor (for exam, study or class work requirements) at least two weeks in advance. A full copy of Le Moyne’s policy on the observance of religious holidays can be found at the Dean’s office.

Grading

Pass/Fail

Assessment and Evaluation Methods:

Submission of weekly clinical logs

Submission of weekly SOAP Notes

Student / Preceptor clinical evaluations

Course: NSG 672: FNP Clinical II

Semester / Year:

Credit Hours: 1.5 Credits (1.5:0:0:1.5)

Day / Time:

Faculty Name and Contact Information:

Pre-requisites: NSG 671: FNP Clinical I

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Course Description: This is the second clinical rotation in a progressive sequence of Advanced Practice Nursing clinical courses for the Family Nurse Practitioner student. The course focuses on the practice and refinement of clinical history taking and assessment skills in a primary care family population under the supervision and guidance of a clinical preceptor. Students perform age-appropriate, comprehensive and focused histories and physical exams in pediatrics, adolescent, and adult reproductive health, and geriatrics. Students continue to gain proficiency

with presenting concise and accurate patient histories and exam findings to their preceptors. Additionally, students work independently on diagnostic reasoning skills to develop differential diagnoses and formulate the plan of care for their preceptors' review. More emphasis is placed on patient education with a focus on anticipatory guidance and prevention. Students are required to complete 135 hours of supervised clinical practice,

Course Objectives: Upon successful completion of this course, the student will be able to:

1. Demonstrate proficiency with interviewing, history taking, physical exam skills, and documentation of physical and psychosocial findings.
2. Classify emerging health patterns and priorities for change using a relationship-centered approach.
3. Recognize health promotion, risk management, and disease prevention protocols according to specialty populations.
4. Apply advanced screening interventions to a specialty population.
5. Identify common clinical problems in the specialty population.
6. Apply critical decision-making skills in gathering and analyzing client data.
7. Integrate concepts from pathophysiology to make differential diagnoses and choices for interventions considered to be most appropriate in the management of client problems.
8. Assess teaching and learning needs of patients, families, groups, and communities.
9. Demonstrate competence in documenting physical and psychosocial findings.
10. Demonstrate proficiency with presenting patient assessment data.
11. Demonstrate professional behavior, responsibility, and accountability during all interactions with clients, preceptors, and clinical agency personnel.

Required Texts:

Bickley, L. and Szilagalyi, P. (2013). *Bates' Guide to Physical Examination and History Taking* (11th ed.). Philadelphia: Lippincott, Williams, & Wilkins.

Hamric, A. B., Hanson, C. M., Tracy, M.F., & O'Grady, E.T. (2014). *Advanced nursing practice: An integrative approach* (5th ed.) St. Louis: Saunders Elsevier.

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Technical Standards and Additional Academic Criteria: Please refer to the Nursing section of the *College Catalog* for detailed information about these standards and criteria.

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Grading:

Pass/Fail

Assessment and Evaluation Methods:

Submission of weekly clinical logs

Submission of weekly SOAP Notes

Student / Preceptor clinical evaluations

Course: NSG 673: FNP Clinical III

Semester / Year:

Credit Hours: 3 credits (3:0:0:3)

Day / Time:

Faculty Name and Contact Information:

Pre-requisite: NSG 672: FNP Clinical II

Co-requisite: NSG 681: Health & Illness Management I

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Course Description: This is the third clinical rotation in a progressive sequence of Advanced Practice Nursing clinical courses for the Family Nurse Practitioner student. The course, which must be taken simultaneously with NSG 681, focuses the diagnosis and management of common acute and chronic health problems that occur in the family population across the lifespan. Students are expected to gain proficiency with performing histories and physical exams, developing differential diagnoses, and a prescribing a plan of care for each patient. Students present each patient and the management plan to their preceptors for review. Emphasis is placed on professional collaboration and interdisciplinary consultation with other health professionals, teaching patients and families, and using evidence-based practice to prescribe and evaluate therapeutic interventions. Students must complete 220 hours of clinical for this course.

Course Objectives: Upon successful completion of this course, the student will be able to:

1. Demonstrate proficiency with interviewing, history taking, physical exam skills, and documentation of physical and psychosocial findings.
2. Classify emerging health patterns and priorities for change using a relationship-centered approach.
3. Recognize health promotion, risk management, and disease prevention protocols according to specialty populations.
4. Apply advanced screening interventions to a specialty population.
5. Identify common clinical problems in the adult population.
6. Apply critical decision-making skills in gathering and analyzing client data.
7. Integrate concepts from pathophysiology to make differential diagnoses and choices for interventions considered to be most appropriate in the management of client problems.
8. Assess teaching and learning needs of patients, families, groups, and communities.
9. Demonstrate competence in documenting physical and psychosocial findings.
10. Demonstrate proficiency with presenting patient assessment data.
11. Demonstrate professional behavior, responsibility, and accountability during all interactions with clients, preceptors, clinical agency personnel.

Required Texts:

Bickley, L. and Szilagalyi, P. (2013). *Bates' Guide to Physical Examination and History Taking* (11th ed.). Philadelphia: Lippincott, Williams, & Wilkins.

Hamric, A. B., Hanson, C. M., Tracy, M.F., & O'Grady, E.T. (2014). *Advanced nursing practice: An integrative approach* (5th ed.) St. Louis: Saunders Elsevier.

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Plagiarism: An initial act of plagiarism in any written assignment for this course will result in lowering your score by two letter grades. A repeat violation in this course or any other course is an automatic grade of “F” and will be reported to the Dean of Graduate and Professional Studies.

Technical Standards and Additional Academic Criteria: Please refer to the Nursing section of the *College Catalog* for detailed information about these standards and criteria.

Disability: Students who have any disability that may affect their performance in this course are encouraged to speak with the professor at the beginning of the course so that appropriate accommodations may be made. A letter from the Academic Support Center (Director, Disability Support Services) that documents this disability in compliance with the Americans with Disabilities Act (ADA) is required and must be presented to the faculty member for the necessary accommodations to be made.

Religious Observances: As provided in NYS Education Law Section 224-a, any student unable attend class, or participate in any exam, study or class work requirements on a particular day because of his or her religious beliefs is eligible for an equivalent opportunity to make up any

missed exam, study, or class work requirements, without penalties. Any student who requires such an opportunity must contact his/her instructor (for exam, study or class work requirements) at least two weeks in advance. A full copy of Le Moyne's policy on the observance of religious holidays can be found at the Dean's office.

Grading: Pass/Fail

Assessment and Evaluation Methods:

Submission of weekly clinical logs

Submission of weekly SOAP Notes

Student / Preceptor clinical evaluations

Course: NSG 674: FNP Clinical IV

Semester / Year:

Credit Hours: 3 Credits (3:0:0:3)

Day / Time:

Faculty Name and Contact Information:

Pre-requisite: NSG 673: FNP Clinical III

Co-requisite: NSG 682: Health & Illness Management II

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Course Description:

This is the final clinical rotation in a progressive sequence of Advanced Practice Nursing clinical courses for the Family Nurse Practitioner student. The course, which must be taken simultaneously with NSG 682, continues to focus on the diagnosis and management of acute and chronic health problems in the family population, however more emphasis is placed on the student's independent management of increasingly complex patients. Students are expected to be proficient with performing histories and physical exams, developing differential diagnoses, and prescribing a plan of care for each patient. Students present each patient and an independently formed management plan to their preceptors for review. Emphasis is placed on professional collaboration and interdisciplinary consultation with other health professionals, teaching patients and families, accountability and patient advocacy, and using evidence-based practice to prescribe and evaluate therapeutic interventions. Students must complete 220 hours of clinical for this course.

Course Objectives: Upon successful completion of this course, the student will be able to:

1. Demonstrate proficiency with interviewing, history taking, physical exam skills, and documentation of physical and psychosocial findings.
2. Classify emerging health patterns and priorities for change using a relationship-centered approach.
3. Incorporate health promotion, risk management, and disease prevention protocols in the plan of care according to specialty population.
4. Apply advanced screening interventions to a specialty population.
5. Identify common clinical problems in the adult population.
6. Apply critical decision-making skills in gathering and analyzing client data.
7. Integrate concepts from pathophysiology to make differential diagnoses and choices for interventions considered to be most appropriate in the management of client problems.
9. Assess teaching and learning needs of patients, families, groups, and communities.
9. Advocate for patients, families, groups, and communities based on holistic bio-psycho-social needs assessment.
10. Demonstrate proficiency in documenting physical and psychosocial findings.
11. Demonstrate proficiency with presenting patient assessment data.
12. Demonstrate professional behavior, responsibility, and accountability during all interactions with clients, preceptors, clinical agency personnel.

Required Texts:

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Grading:

Pass/Fail

Assessment and Evaluation Methods:

Submission of weekly clinical logs

Submission of weekly SOAP Notes

Student / Preceptor clinical evaluations

Course: NSG 681: Health and Illness Management I

Semester / Year:

Credit Hours: 3 credits (3:3:0:0)

Day / Time:

Faculty Name and Contact Information:

Pre-requisite: NSG 666: Advanced Health Assessment II

Co-requisite: NSG 673: FNP Clinical III

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future oriented; responsive to the challenges of a dynamic healthcare environment; possess well-developed communication, critical thinking, and technical skills; and demonstrate professional, caring, and competent behaviors that reflect the standards and values of nursing.

Course Description: This course, which must be taken simultaneously with NSG 673, is designed to prepare the Family Nurse Practitioner (FNP) student with a theoretical and practice foundation for evaluating and managing common disorders across the lifespan using a family-centered approach. Building upon knowledge of anatomy, physiology, pathophysiology, pharmacology and advanced health assessment, students advance critical thinking skills by synthesizing assessment data to formulate differential diagnoses and management plans. Emphasis is placed on diagnosis and management of commonly occurring acute and chronic health problems from a lifespan perspective. Students practice and refine their assessment and diagnostic skill sets under the supervision of clinical faculty in the lab, and clinical preceptors in the field. Simultaneously, the student continues to develop in the role of the Advanced Practice Nurse through professional collaboration and consultation with other health professionals, teaching patients and families, and by using evidence-based practice to prescribe and evaluate therapeutic interventions. Seminars, clinical topic discussions, tests, case studies, OSCEs, and clinical practicum experiences further refine the student's communication, comprehensive assessment, and critical thinking skills essential for planning, delivering, and evaluating health care of individuals and families.

Course Objectives: Upon successful completion of this course, the student will be able to:

1. Assess the influence of family and psychosocial factors on acute and chronic illnesses and other health conditions.
2. Assess the teaching and learning needs of patients and families.
3. Assess, analyze, and interpret patient histories, physical exam findings, and diagnostic information to develop appropriate differential diagnoses and plans of care.
4. Integrate concepts of evidence-based practice into the delivery of advanced nursing care to diverse populations.
5. Apply ethical analysis and clinical reasoning to assess, intervene, and evaluate care.
6. Synthesize assessment data and current evidence-based research findings to determine appropriate interventions across diverse populations and settings.
7. Consult and collaborate with allied health professionals to develop a comprehensive plan of care for individuals in the clinical setting.
8. Analyze the implications of social, cultural, economic, political and organizational systems that impact practice and outcomes.
9. Demonstrate professional behavior, responsibility, and accountability during all interactions with peers, faculty, clients, and clinical agency personnel.

Required Texts:

Hamric, A. B., Hanson, C. M., Tracy, M.F., & O'Grady, E.T. (2014). *Advanced nursing practice: An integrative approach*, (5th ed.) St. Louis: Saunders Elsevier.

Fauci, A.S. (2011) *Harrison's principles of internal medicine*, (18th ed.) New York, NY: McGraw-Hill Professional.

Gonzalez, R., & Kutner, J.S. (2012) *Current practice guidelines in primary care*. New York, NY: McGraw-Hill Companies.

King, T. E., & Wheeler, M. B. (2007) *Medical management of vulnerable and underserved patients: principles, practices, and populations*. New York, NY: McGraw-Hill Medical Publishing Division.

Mengel, M. and Schweibert, L. P. (2009) *Family medicine: Ambulatory care and prevention*. New York, NY: McGraw-Hill Health.

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Course Grade Distribution

Letter	A	A-	B+	B	B-	C+	C	C-	D	F	I
Percentage	95-100	90-94	87-89	84-86	80-83	77-79	74-76	70-73	60-69	<60	Incomplete

Undergraduate students much achieve a grade of “C” in all nursing courses.
 Graduate students much achieve a grade of “B” in all nursing courses.

Weekly Content Outline/Class Schedule:

- Weeks 1: The FNP in Primary Care
- Weeks-2-3: Common Acute and Chronic Problems in Dermatology
- Weeks 4-6: Common HEENT Problems in Primary Care
- Weeks 7-8: Common Cardiovascular Problems
- Week 9-10: Common Respiratory Problems
- Week 11-13: Gastrointestinal Problems in Primary Care
- Week 14: Men’s Health in Primary Care
- Week 15 Evaluation

Assessment and Evaluation Measures:

- OSCEs (2 at 20% each) 40%
- Tests (2 at 20% each) 40%

Comprehensive Case Studies (2 at 10% each) 20%

Course: NSG 682: Health & Illness Management II

Semester / Year:

Credit Hours: 3 Credits (3:3:0:0)

Day / Time:

Faculty Name and Contact Information:

Pre-requisite: NSG 681: Health and Illness Management I

Co-requisite: NSG 674 FNP Clinical IV

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Course Description: This course, which must be taken simultaneously with NSG 674, is a continuation of NSG 681 and is designed to prepare the Family Nurse Practitioner (FNP) student with a theoretical and practice foundation for evaluating and managing common disorders across the lifespan using a family-centered approach. Building upon knowledge of anatomy, physiology, pathophysiology, pharmacology, advanced health assessment, and concepts learned in NSG 681, students advance critical thinking skills by synthesizing assessment data to independently formulate differential diagnoses and management plans. Students integrate knowledge and practicum experiences in primary, secondary and tertiary preventive care interventions of patients and families. Emphasis is on the care for persons with acute and chronic issues throughout the lifespan. Students experience a variety of care settings as they continue to practice and refine their assessment and diagnostic skill sets under the supervision of clinical faculty in the lab and clinical preceptors in the field. Simultaneously, the student continues to develop in the role of the advanced practice nurse through professional collaboration and

consultation with other health professionals, teaching patients and families, accountability to and advocacy for patients and families, and by using evidence-based practice to prescribe and evaluate therapeutic interventions. Seminars, clinical topic discussions, tests, case studies, OSCEs, and clinical practicum experiences further refine the student's communication, comprehensive assessment, and critical thinking skills essential for planning, delivering, and evaluating health care of individuals and families.

Course Objectives: Upon successful completion of this course, the student will be able to:

1. Assess the influence of family and psychosocial factors on acute and chronic illnesses and other health conditions.
2. Assess the teaching and learning needs of patients and families.
3. Assess, analyze, and interpret patient histories, physical exam findings, and diagnostic information to independently develop appropriate differential diagnoses and plans of care.
4. Integrate concepts of evidence-based practice into the delivery of advanced nursing care to diverse populations.
5. Apply ethical analysis and clinical reasoning to assess, intervene, and evaluate care.
6. Synthesize assessment data and current evidence-based research findings to determine appropriate interventions across diverse populations and settings.
7. Consult and collaborate with other health professionals to develop a comprehensive plan of care for individuals in the clinical setting.
8. Advocate for the health of the patient, family, and community.
9. Analyze the implications of social, cultural, economic, political, and organizational systems that impact practice and outcomes.
10. Demonstrate professional behavior, responsibility, and accountability during all interactions with peers, faculty, clients, and clinical agency personnel.

Required Texts:

Hamric, A. B., Hanson, C. M., Tracy, M.F., & O'Grady, E.T. (2014). *Advanced nursing practice: An integrative approach*, (5th ed.) St. Louis: Saunders Elsevier.

Fauci, A.S. (2011) *Harrison's principles of internal medicine*, (18th ed.) New York, NY: McGraw-Hill Professional.

Gonzalez, R.,& Kutner, J.S. (2012) *Current practice guidelines in primary care*. New York, NY: McGraw-Hill Companies.

King, T. E., & Wheeler, M. B. (2007) *Medical management of vulnerable and underserved patients: principles, practices, and populations*. New York, NY: McGraw-Hill Medical Publishing Division.

Mengel, M. and Schweibert, L. P. (2009) *Family medicine: Ambulatory care and prevention*. New York, NY: McGraw-Hill Health.

Student Policies

Course Attendance and Participation: All students are expected to attend class, participate actively in class discussions and education activities, and complete all assignments. If you are going to be absent from class for more than a week, please inform the instructor of your absence. Reasonable efforts will be made to allow students to compensate for work missed due to verifiable reasons such as illness. You are responsible for keeping up-to-date with class notes and announcements by either contacting the instructor or a fellow student.

Use of Technology: Cell phones, laptops, and PDAs, including text messaging, are prohibited for use during class since they can be a distraction in the learning environment. Cell phones and PDAs are to be turned off or silenced and placed out of sight. If you have an emergency situation that requires you to be available by phone, please discuss this with the instructor.

Late Assignments: All assignments are expected to be handed in at the beginning of class on the date they are due, otherwise they will be considered late. Students with a reasonable request for handing in a late assignment should contact the course professor prior to the due date to discuss an extension. Assignments handed in late will lose the equivalent of one (1) point per day past the due date and assignments will not be accepted one week past the designated due date unless the student contacts the faculty member prior to the due date with a legitimate reason for requesting an extension. Policies on grading and academic status are in the *College Catalog*.

Code of Conduct: Students are referred to the Academic Standards section in the *Student Handbook* for specific components related to academic honesty, respect, ethical ideals, and professional conduct. Students are responsible for adhering to all standards of professional behavior contained in this document.

Plagiarism: An initial act of plagiarism in any written assignment for this course will result in lowering your score by two letter grades. A repeat violation in this course or any other course is an automatic grade of “F” and will be reported to the Dean of Graduate and Professional Studies.

Technical Standards and Additional Academic Criteria: Please refer to the Nursing section of the *College Catalog* for detailed information about these standards and criteria.

Disability: Students who have any disability that may affect their performance in this course are encouraged to speak with the professor at the beginning of the course so that appropriate accommodations may be made. A letter from the Academic Support Center (Director, Disability Support Services) that documents this disability in compliance with the Americans with Disabilities Act (ADA) is required and must be presented to the faculty member for the necessary accommodations to be made.

Religious Observances: As provided in NYS Education Law Section 224-a, any student unable attend class, or participate in any exam, study or class work requirements on a particular day because of his or her religious beliefs is eligible for an equivalent opportunity to make up any missed exam, study, or class work requirements, without penalties. Any student who requires such an opportunity must contact his/her instructor (for exam, study or class work requirements) at least two weeks in advance. A full copy of Le Moyne’s policy on the observance of religious holidays can be found at the Dean’s office.

Course Grade Distribution

Letter	A	A-	B+	B	B-	C+	C	C-	D	F	I
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Percentage	95-100	90-94	87-89	84-86	80-83	77-79	74-76	70-73	60-69	<60	Incomplete
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Undergraduate students much achieve a grade of “C” in all nursing courses.
Graduate students much achieve a grade of “B” in all nursing courses.

Weekly Content Outline/Class Schedule:

- Week 1: Women’s Health in Primary Care
- Weeks 2-3: Common Renal & Urinary Problems in Primary Care
- Weeks 4-5: Endocrinopathies in Primary Care
- Weeks 6-7: Hematologic & Immune Problems in Primary Care
- Weeks 8-9: Common Musculoskeletal Problems
- Weeks 10-11: Common Neurological Problems
- Week 12 : Common Psychiatric Problems in Primary Care
- Week 13: Palliative Care
- Week 14: Hidden Problems in Primary Care (FV, ETOH & Drug Abuse, low literacy)
- Week 15 Evaluation

Assessment and Evaluation Measures:

- OSCEs (2 at 20% each) 40%
- Tests (2 at 20% each) 40%
- Comprehensive Case Studies (2 at 10% each) 20%

**MIS 487 (Cross-listing: NSG 387/697 and BUS 797)
Special Topic: Health Information Systems**

Fall 2011 4:00-5:15 Tu., Th. SC 228

Professor: Shinjeng Lin
Office: RH #319
Phones: 445-4136
Email: linsj@lemoyne.edu

Office hours: 11:30 am - 1:00 pm Tuesday and Thursday, 10:00 am – 11:30 am Thursday or by appointment

Introduction

This course provides students with the knowledge of the design, use, and evaluation issues of health informatics applications.

The topics include: (1) health informatics as a discipline; (2) career options for health informatics; (3) major health applications and commercial vendors; (4) strategic information systems planning and project management; and (5) new opportunities and emerging trends.

A semester-long group project will provide students hands-on experience in planning healthcare information systems; associated ethical and legal concerns, software engineering and human-computer interaction issues, and user acceptance and outcomes evaluation methods will also be discussed.

Course Objectives

This course will enable students to:

1. Understand the role of health informatics in revolutionizing healthcare delivery, administration, education, and research;
2. Distinguish the various types of healthcare information, including data, knowledge, sources, and standards;
3. Identify major health informatics applications;
4. Learn decision analysis methods commonly used in medicine;
5. Analyze obstacles and success factors for implementing and integrating information and decision technologies in healthcare;
6. Discuss the management and policy implications of introducing informatics applications into healthcare for process efficiency and quality improvement;
7. Develop teamwork skills to mediate the communication between healthcare professionals and IT personnel;
8. Acquire hands-on experience in analyzing practical problems and solving problems with appropriate health informatics approaches.

Textbooks

Required for undergrad and graduate students

Health Information Technology and Management

Publisher: Prentice Hall; 1 edition (January 17, 2010)

ISBN-10: 013159267X

ISBN-13: 978-0131592674

Glaser, John P., and Audia Salzberg. *The Strategic Application of Information Technology in Health Care Organizations*, Third Edition. Jossey-Bass. © 2011. Books24x7. <http://0-common.books24x7.com.library.lemoyne.edu/toc.aspx?bookid=41029>

Additional readings:

1. Patient-centric: the 21st Century prescription for healthcare http://www-03.ibm.com/industries/ca/en/healthcare/files/060516_PatientCentric_Briefing.pdf
2. Federal Health Information Technology Strategic Plan 2010-2015 http://healthit.hhs.gov/portal/server.pt/document/954074/federal_hit_strategic_plan_public_comment_period
3. Johnson, C. W. (2011). Identifying common problems in the acquisition and deployment of large-scale, safety-critical, software projects in the US and UK healthcare systems. Safety Science.

Other useful resources:

1. Careers in Health Information Management (HIM) <http://www.hicareers.com/>
2. HIM Professional Roles in E-HIM <http://www.ahima.org/ehim/roles.aspx>
3. Program of Assistance for University-based training
<http://healthit.hhs.gov/portal/server.pt?open=512&objID=1808&mode=2>
4. Electronic Privacy Information Center (EPIC) <http://epic.org/>
5. Healthcare Information and Management Systems Society (HIMSS)
<http://www.himss.org/>
6. TechWeb Digital Library on Healthcare (White papers, case study, WebCast, etc.)
[registration required] <http://www.informationweek.com/whitepaper/healthcare>
7. IBM Healthcare Solutions <http://www.youtube.com/ibmhealthcare>
8. Healthcare IT News <http://www.healthcareitnews.com/>

Instruction methods

The class will be taught in a discussion format via lectures, software demonstrations, case analyses, and student presentations.

Tentative schedule

Lectures are organized under the following segments, with multiple guest speeches to be arranged:

Week	Topic	Readings	Due date
	Introduction to the Discipline and Career Options <ul style="list-style-type: none">• Basic concepts in health informatics• History• Disciplines and subdisciplines• Career options• Ethics	Gartee Ch. 1, 2	
	Guest speaker: Dr. Barbara Carranti		
	The big picture (government): Federal Health Information Technology Strategic Plan 2010-2015	1. The additional reading section 2. Glaser Ch 6. High Performance Medicine	9/8 the group leader emails the group member info.
	The big picture (patients): The patient-centered health information solutions	1. The additional reading section 2. Glaser Ch 7. Personalized Medicine	9/13 Critical summary of Dr. Carranti's talk
	Information security <ul style="list-style-type: none">• the four primary components of the security provisions of the Health	Gartee Ch. 3	9/15 graduate students email their research

Week	Topic	Readings	Due date
	Insurance Portability and Accountability Act <ul style="list-style-type: none"> The Health Information Technology for Economic and Clinical Health Act (HITECH) Act 		project topics
	Electronic health records (EHR)	Gartee Ch. 5, 6, 7	9/27 term project deliverable 1: organizational context and problem description
	Electronic health records (EHR)	Glaser Ch 8. SOA for EHR	
	Clinical information systems	Gartee Ch. 8 Additional readings to be assigned	10/4 group: EHR presentation
	Fall break		
	Clinical Decision Support system (CDSS), evidence-based applications, health informatics	Gartee Ch. 11 Additional readings to be assigned	10/13 term project deliverable 2: draft of the proposed solution
	Guest speaker: Health informatics		
	Mid-term exam		
	Management and Enterprise Systems	Gartee Ch. 10, 12	10/27 term project deliverable 3: Privacy and confidentiality issues 11/1 Critical summary of Dr. Corona's talk
	Data interoperability (e.g., GE Healthcare's eHealth Information Exchange) and medical controlled vocabularies and electronic data interchange standards	Additional readings to be assigned	
	Guest speaker: RHIO		
	Computerized physician order entry (CPOE)	Additional readings to be assigned	Term project deliverable 4: User acceptance

Week	Topic	Readings	Due date
			strategy
	Guest speaker: Strategic plan of Loretto		Critical summary of Mr. Spurchise's talk
	Telemedicine and mobile devices for health care Strategic Information System Planning <ul style="list-style-type: none"> • CSFs • Change management • HCI 	Additional readings to be assigned The additional reading section: Johnson, C. W. (2011).	
	Health care reform impacts	Glaser Ch 9. Health care reform	Term project deliverable 5: Impact assessment plan Critical summary of Mr. Burbank's talk
	Thanksgiving		
	Graduate student project presentation		
	New Opportunities and Emerging Trends <ul style="list-style-type: none"> • global health systems • wireless and handheld • social computing paradigm • Consumer informatics • HealthGrid • public health surveillance systems 	Additional readings to be assigned	
	Project Presentation		The entire term project paper is due 5 days after the presentation

Grades

Graduate students who take this course will be required to complete an extra assignment in a research paper to earn the grad school designation.

Final grades for will be determined according to the following formula:

	Undergraduates	Graduates
Midterm exam	15%	5%
Final exam	15%	5%
Term project	30%	30%
Homework	20%	20%

Class participation	10%	10%
Research paper		20%
Group EHR/EMR presentation	10%	10%

Term Project

Actively engaging in the term project will help students develop hands-on skills in the analysis, design, and evaluation of a patient-centered healthcare information system in one of local hospitals or health clinics your group selects. Each group consists of 4 students. The group members should be diversified with both IS students (1 or 2) and nursing students. All graduate students should be in different groups, if possible.

The tasks include the following:

- (1) identify and analyze a practical problem by interviewing nurses, physicians, IT personnel, patients, etc.
- (2) propose a solution using appropriate health informatics approaches
- (3) specify system requirements

Deliverables of the system project include:

- Describe the problem and its context (the setting of the hospital or clinics);
- Identify a commercial product as being a possible off-shelf solution to the problem and explain how the commercial product can be offered as a solution. (If this strategy is chosen, you will need to compare pros and cons of at least 2 vendors, justify your choice and discuss your expectation on how well the solution would solve the problems.)
- Or alternatively propose your own solution using appropriate health informatics approaches (If this strategy is chosen, you will need to compare pros and cons of your solution to at least 1 vendor, justify your rationale for the new development and discuss your expectation on how well the solution would solve the problems.)
- Analyze the use of standards in the proposed solution
- Discuss potential privacy and confidentiality issues in your solution.
- Discuss the strategy you will deploy to increase end user acceptance of your solution.
- Discuss the plan to assess the impacts or “success” of the solution.

Your group will present your findings in the last 2 classes of the semester. The report should be no more than 15 pages (double space) long, including references.

The final project will be evaluated based on the following criteria: innovativeness, practical value, potential impact, structure and clarity of presentation, quality of reports, and peer evaluation.

Homework

After each guest talk, write a 2-page summary to reflect on the topics addressed in the talk. It should highlight the main topics in the talk and capture the essence of each topic. Additional research to elaborate and support the topics presented are strongly encouraged. The homework is due one week after each guest talk.

Research papers for gradate students

Graduate students should choose a topic relevant to health information systems and conduct a literature review on that topic. You need to find at least 10 credible sources, including journal papers, white papers, and case studies. The length of the paper should be no more than 15 pages (double space), including references.

Below is a list of suggested topics. But you can choose any topics you'd like and seek the instructor's approval.

- Patient safety
- Alignment of organization strategy and IT strategy.
- System integration
- Knowledge management
- Personal health records
- Patient online behavior (how patients search for and/or share health information online)

Group EHR presentation

Each group will make a presentation on the EHR/EMR system used in one of the group members' healthcare organization. The presentation should not last more than 10 minutes. The topics to be covered in the presentation include, but are not limited to, the following.

1. The name of the EHR/EMR system
2. The vendor who provides and/or supports this system
3. Your organization's requirements for selecting the EHR/EMR system
4. The top-level functionalities of the EHR/EMR system
5. The key user groups
6. An example of the workflow involving the EHR/EMR system
7. The screen shots of the EHR/EMR system
8. What are the other applications that interact with the EHR/EMR system

Course: NSG 709: Advanced Practice Nursing Capstone

Semester / Year:

Credit Hours: 1 credit (1:1:0:0)

Day / Time:

Faculty Name and Contact Information:

Pre / Co-requisites: All FNP courses or as a co-requisite with courses in the last semester of study.

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Department of Nursing Mission Statement: The mission of the Department of Nursing, consistent with the mission of Le Moyne College, is to educate nurses at the undergraduate and graduate levels to provide the highest quality nursing service and professional leadership. The nursing curricula, integrating liberal arts and sciences and the culture of Catholic and Jesuit tradition at Le Moyne, aim to prepare nurses to serve as practitioners and leaders in a diverse world of health care for the new century. Graduates are prepared as life-long learners who are future oriented; responsive to the challenges of a dynamic healthcare environment; possess well-developed communication, critical thinking, and technical skills; and demonstrate professional, caring, and competent behaviors that reflect the standards and values of nursing.

Course Description: This is the culminating seminar for students in the Advanced Practice Nursing (APN) role. It provides the student the opportunity to summarize, evaluate, and integrate their experiences as they transitioned from RN to novice APN. Emphasis is placed on practice issues related to enhancing the APN role in healthcare settings and in the community at large, exploring job negotiation strategies, and examining the role of the clinical preceptor. Requirements for state and national certification and federal reimbursement are reviewed.

Objectives: Upon successful completion of this course, the student will be able to:

1. Describe the role transition of students' growth and development from RN to APN in regard to clinical competence, leadership, interdisciplinary collaboration, and use of evidence-based practice to provide comprehensive care.
2. Recognize the importance of contributing to the visibility and promotion of the APN role.
3. Analyze issues related to personal marketing, contracting, and reimbursement of services for APNs.
4. Examine the role of the clinical preceptor.
5. Discuss state and national certification preparation and federal reimbursement for APNs
6. Review and complete paperwork necessary for certification and reimbursement.
7. Demonstrate professional behavior, responsibility, and accountability during all interactions with clients, preceptors, clinical agency personnel, peers and faculty by active listening, regular attendance, participating in discussions, and being sensitive to others' opinions.

Required Texts:

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Hamric, A. B., Hanson, C. M., Tracy, M.F., & O'Grady, E.T. (2014). *Advanced nursing practice: An integrative approach* (5th ed.) St. Louis: Saunders Elsevier.

Student Policies:

Course Attendance and Participation: All students are expected to attend class, participate actively in class discussions and education activities, and complete all assignments. If you are going to be absent from class for more than a week, please inform the instructor of your absence. Reasonable efforts will be made to allow students to compensate for work missed due to

verifiable reasons such as illness. You are responsible for keeping up-to-date with class notes and announcements by either contacting the instructor or a fellow student.

Use of Technology: Cell phones, laptops, and PDAs, including text messaging, are prohibited for use during class since they can be a distraction in the learning environment. Cell phones and PDAs are to be turned off or silenced and placed out of sight. If you have an emergency situation that requires you to be available by phone, please discuss this with the instructor.

Late Assignments: All assignments are expected to be handed in at the beginning of class on the date they are due, otherwise they will be considered late. Students with a reasonable request for handing in a late assignment should contact the course professor prior to the due date to discuss an extension. Assignments handed in late will lose the equivalent of one (1) point per day past the due date and assignments will not be accepted one week past the designated due date unless the student contacts the faculty member prior to the due date with a legitimate reason for requesting an extension. Policies on grading and academic status are in the *College Catalog*.

Code of Conduct: Students are referred to the Academic Standards section in the *Student Handbook* for specific components related to academic honesty, respect, ethical ideals, and professional conduct. Students are responsible for adhering to all standards of professional behavior contained in this document.

Plagiarism: An initial act of plagiarism in any written assignment for this course will result in lowering your score by two letter grades. A repeat violation in this course or any other course is an automatic grade of “F” and will be reported to the Dean of Graduate and Professional Studies.

Technical Standards and Additional Academic Criteria: Please refer to the Nursing section of the *College Catalog* for detailed information about these standards and criteria.

Disability: Students who have any disability that may affect their performance in this course are encouraged to speak with the professor at the beginning of the course so that appropriate accommodations may be made. A letter from the Academic Support Center (Director, Disability Support Services) that documents this disability in compliance with the Americans with Disabilities Act (ADA) is required and must be presented to the faculty member for the necessary accommodations to be made.

Religious Observances: As provided in NYS Education Law Section 224-a, any student unable attend class, or participate in any exam, study or class work requirements on a particular day because of his or her religious beliefs is eligible for an equivalent opportunity to make up any missed exam, study, or class work requirements, without penalties. Any student who requires such an opportunity must contact his/her instructor (for exam, study or class work requirements) at least two weeks in advance. A full copy of Le Moyne’s policy on the observance of religious holidays can be found at the Dean’s office.

Course Grade Distribution

Letter	A	A-	B+	B	B-	C+	C	C-	D	F	I
Percentage	95-100	90-94	87-89	84-86	80-83	77-79	74-76	70-73	60-69	<60	Incomplete

Graduate students must achieve a grade of “B” in all nursing courses.

Week 1: APN Competencies: Leadership, Collaboration, Research, and Practice

Week 2: Continuing Education and Credentialing

Week 3: Membership and Accountability to the Profession

Week 4: Role of the Preceptor

Week 5: Reimbursement

Week 6: Job Hunting, Recruitment, and Contract Negotiations

Week 7: Complete Certification and Reimbursement Paperwork

Assessment and/Evaluation Methods:

Group Project on Interviewing and Negotiation	10%
Final Role Paper	50%
Quiz	20%
Certification Paperwork	20%

Course: NSG 710: Scholarly Project I

Semester / Year: Credit Hours: 1 semester hour (1:1:0:0)

Faculty – TBD

Nursing Program Web Site: www.lemoyne.edu/nursing

Prerequisites: All other courses in MS program completed or in progress of being completed

Pre/Corequisites: NSG 701, 702, 703, 704, or 707

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Course Description

This pre-capstone course requires the student to demonstrate the ability to synthesize information acquired in the graduate core, the area of concentration, and the specialty practice/functional role courses in developing a scholarly project proposal. Students must choose a topic related to their role and are expected to work under the direct supervision of a faculty member to organize and complete their Scholarly Project proposal, secure Institutional Review Board (IRB) approval, if necessary, and establish a realistic timeline for implementation of their Scholarly Project in NSG 711. A seminar format and individual advisement with the faculty sponsor will be the approach used to assist students to accomplish these expectations.

Course Objectives: Upon successful completion of this course, the student will be able to:

1. integrate content from the core, area of concentration, and specialty practice/functional role components in the curriculum.
2. select a topic to explore that is relevant to nursing practice.
3. apply writing and research techniques at an advanced level.
4. demonstrate knowledge and skills of the specialty practice/functional role chosen for graduate study.

Required Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Recommended Textbook

Bonnel, W.E., & Smith, K.V. (2014) *Proposal writing for nursing capstones and clinical projects*. New York: Springer.

Teaching Strategies

Seminar

Individual meetings with faculty sponsor

Assessment/Evaluation Methods

Proposal for Scholarly Project – 50% IRB

Application completed and approved – 30%

Implementation Timeline – 10%

Participation in seminars and individual meetings – 10%

Student Policies

To initiate the process to take NSG 710, the student must submit a one-page idea paper outlining the proposed topic of their project and a brief overview of how it will be conducted. This paper is to be submitted to the Department of Nursing where it will be read by the faculty. Contact information must be provided.

A decision will be made as to which faculty member would most appropriately be able to work with the student on the proposed project. This is determined by faculty area of expertise,

availability, and/or interest. Once this decision is made, the faculty member will contact the student. This will be done within two weeks of the idea paper submission. The faculty member will then meet with the student to provide guidance for writing the draft proposal. Due dates for the topic paper and the proposal vary by semester. Please refer to the chart below.

	Fall	Spring
Idea Paper	June 1st	November 1st
Draft Proposal and Draft IRB Application	Second Class Meeting	Second Class Meeting

Code of Conduct Students are referred to the Academic Standards section in the Student Handbook for specific components related to academic honesty/plagiarism, respect, ethical ideals, and professional conduct. Students are responsible for adhering to all standards of professional behavior contained in this document.

Disability Students who have any disability that may affect their performance in this course are encouraged to speak with the professor at the beginning of the course so that appropriate accommodations may be made. A letter from the Academic Support Center (Director, Disability Support Services) that documents this disability in compliance with the Americans with Disabilities Act (ADA) is required and must be presented to the faculty member for the required accommodations to be made.

Course Grade Distribution P/F

Format for Scholarly Project Proposal (all elements must be included)

1. Introduction
2. Review of literature
3. Needs Assessment/Justification
4. Theoretical Foundation
5. Relationship of Topic to Jesuit Mission of Social Justice
6. Description of Project or Intervention
7. References

All written work is to be submitted in APA format, including a title page.

Class Schedule

Elements of the Project Proposal	Nursing Faculty
Review of the Literature Process	Cathy Scott, Librarian
Format, APA Resources	Nursing Faculty
IRB Documents and Review Process	Nursing Faculty
DRAFT PROPOSAL AND IRB Applications DUE	Nursing Faculty
Timeline Implementation and discussion	Nursing Faculty
Feedback on drafts (individual plans)	Nursing Faculty
Final Proposals and IRB applications due	Nursing Faculty
Introduction to NSG 711	Nursing Faculty
Implementation Timelines due	

Department of Nursing

Course: NSG 711: Scholarly Project II

Semester / Year: As needed

Credit Hours: 2 semester hours (2:2:0:0)

Faculty – TBD

Nursing Program Web Site: www.lemoyne.edu/nursing

Prerequisites: NSG 710

Pre/Corequisites: NSG 701, 702, 703, 704, or 707

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Course Description

This capstone course requires the student to demonstrate the ability to synthesize information acquired in the graduate core, area of concentration, and specialty practice/functional role courses in carrying out this project. The student must have already decided on a topic related to their role as reflected in the draft proposal completed in NSG 710 and now the student must individually design, implement, analyze, and evaluate a new activity or creative approach that reflects an advanced level of knowledge and skills in their area of concentration. Also, the student must demonstrate well-developed abilities in decision making and problem solving as well as a solid understanding of the research process, socio-cultural issues, ethical dilemmas, and organizational systems for health care delivery. The student is expected to work under the direct supervision of a faculty member to organize and complete this written assignment. This project must demonstrate the student's ability to produce a scholarly paper that is relevant to nursing practice and that is of publishable quality.

Course Objectives: Upon successful completion of this course, the student will be able to:

1. integrate content from the core, the area of concentration, and the specialty practice/functional role components in the curriculum.
2. demonstrate professional writing ability consistent with skills and competencies expected at the graduate level.
3. incorporate concepts, models, theories, and principles in the design of this scholarly work.
4. function in a manner that reflects time-management and organizational skills as well as the ability to think critically.
5. produce a written document worthy of publication.

Required Textbooks

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, D.C.: Author.

Teaching Strategies

Individual meetings with faculty sponsor

Assessment/Evaluation Methods

Scholarly Project – 90% (grade is derived from written work and presentation to be scheduled during final week of classes).

Participation in individual meetings with faculty sponsor – 10%

Student Policies

Due dates for project paper revisions are negotiated by the student and faculty sponsor. Students are expected to adhere to all agreed upon due dates, including bi-weekly meetings with the faculty, and inform the course faculty of any delays. Failure to do so will result in a recommendation to withdraw from the course.

Students should be prepared to submit a final draft of their completed project paper by the following schedule:

For Spring semester NSG 711 projects: the first week of April

For Fall semester NSG 711 projects: the first week of November

Final project paper completion and approval by the first as well as a second reader must take place prior to the student's public presentation of the project. The culmination of this scholarly project experience is a presentation to the faculty, peers, and other interested members of the college community. Final project presentations are scheduled by the Department of Nursing for the last week of classes or during the exam week for the semester. The presentation is considered a part of the grade for the course and a project is considered incomplete until presented.

The final project paper and presentation must be fully completed and signed off by the faculty advisor no later than the end of the semester (day semester grades are due). If this is not possible, the student will be given a "No Grade" (NG) for NSG 711 and must register for NSG 706: Scholarly Project Continuation. NSG 706 is a non-credit bearing course and is designed for students who are not able to complete NSG 711 within one semester. This course will allow students to remain connected with a faculty advisor and also continues their access to Le Moyne College resources. NSG 706 may be taken just one time and must be taken in the next available semester. Upon registering for NSG 706, the student will be charged an administrative fee of \$750. In the event NSG 706 cannot be completed in one semester, the student will need to re-register for NSG 710 with a new project proposal and re-register for NSG 711 to produce an acceptable Scholarly Project to meet master's degree requirements.

Code of Conduct Students are referred to the Academic Standards section in the Student Handbook for specific components related to academic honesty/plagiarism, respect, ethical ideals, and professional conduct. Students are responsible for adhering to all standards of professional behavior contained in this document.

Disability Students who have any disability that may affect their performance in this course are encouraged to speak with the professor at the beginning of the course so that appropriate accommodations may be made. A letter from the Academic Support Center (Director, Disability Support Services) that documents this disability in compliance with the Americans with Disabilities Act (ADA) is required and must be presented to the faculty member for the required accommodations to be made.

Course Grade Distribution P/F

Format for Scholarly Project

1. Abstract
2. Introduction
3. Review of literature
4. Needs Assessment/Justification

5. Theoretical Foundation
6. Relationship of Topic to Jesuit Mission of Social Justice
7. Description of Project or Intervention
8. Implementation
9. Evaluation
10. Future Direction/Impact/Significance
11. References

All written work is to be submitted in APA format, including title page and table of contents. The final copy is to be bound (the Department of Nursing will assist with locating a vendor who will bind) for archiving by the college Library.