

## NURS 600

### Theory: Clinical Management of Adult Patients with Complex Medical Issues

### 3 Units

**Instructor:** XXX  
**Email:** XXX  
**Telephone:** XXX  
**Office:** XXX  
**Office Hours:** XXX

**Course Days:**  
**Course Time:**  
**Course Location**

#### I. Course Prerequisites

NURS 503 Theory: Clinical Management of Adult Patients

NURS 507 Theory: Clinical Management of the Childbearing/Childrearing Family

#### II. Catalogue Description

The scope of practice and responsibilities of the family nurse practitioner in the diagnosis and management of patients with acute, complex and chronic illnesses are explored.

#### III. Course Description

This course provides the nurse practitioner student with the necessary knowledge and experience to conduct comprehensive assessments, formulate differential diagnoses, and develop plans of care to manage acute and chronic complex health problems. Emphasis will be placed on the development of advanced clinical skills. The unique perspective the family nurse practitioner brings to the patient encounter, as well as interprofessional collaboration with colleagues, and knowledge of specialty referrals are important aspects of the course.

#### IV. Course Objectives

Upon completion of this course, the student will be able to apply a systematic approach to the diagnosis and management of complex health problems. At the completion of the course, the student will be able to:

Objective #	Objectives
1	Demonstrate the ability to take and analyze environmental, historical, psychosocial, physical and diagnostic findings in order to arrive at a differential diagnosis.
2	Develop and evaluate a plan of care that takes into consideration the biophysical, psychosocial, and cultural demands of the individual patient and family.

3	Identify safe, ethical, culturally aware, evidence-based care for patients who have acute, chronic, and complex illness in order to integrate theoretical knowledge of current evidence-based medicine and interventions into practice.
4	Determine interventions that optimize health, minimize harm and enhance quality of life while promoting patient self-determination.
5	Delineate the role of the family nurse practitioner in illness management specific to the patient, family and community
6	Determine appropriate interprofessional collaboration, utilizing community resources and specialists in order to optimize the health and wellness of the patient and family.

**V. Course Format/Instructional Methods**

The format of the course will be online, using both asynchronous and synchronous approaches. Interactive activities, case studies, active group discussion, presentations, didactic lecture by webcast, viewing online resources and Required Readings: will also be used to facilitate the students' learning. Material from clinical practice will be used to illustrate class content and to provide integration between class and clinical.

**VI. Student Learning Outcomes**

Student learning for this course relates to one or more of the following nine nursing core competencies:

Nursing Core Competencies		NURS 600	Course Objective
1	Scientific Foundation Competencies	*	3
2	Leadership		
3	Quality	*	3
4	Practice Inquiry	*	3
5	Technology and Information Literacy		
6	Policy		
7	Health Delivery System	*	2,3,4,6
8	Ethics	*	3
9	Independent Practice		

\*Highlighted in this course

The following table explains the highlighted competencies for this course, the related student learning outcomes, and the method of assessment.

<b>SCIENTIFIC FOUNDATION COMPETENCIES</b>		
Competencies/Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p><b>Family Nurse Practitioner competent in Scientific Foundation Competencies:</b></p> <ul style="list-style-type: none"> <li>Integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for the continual improvement of nursing care across diverse settings</li> </ul>	Critically analyzes data and evidence for improving advanced nursing practice	Journal Club Exams
	Integrates knowledge from the humanities and sciences within the context of nursing science.	
	Translates research and other forms of knowledge to improve practice processes and outcomes.	
	Develops new practice approaches based on the integration of research, theory, and practice knowledge.	

<b>QUALITY COMPETENCIES</b>		
Competencies/Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p><b>Family Nurse Practitioner competent in Quality Competencies:</b></p> <ul style="list-style-type: none"> <li>Discusses methods, tools, performance measures, and standards related to quality, and applies quality principles within an organization.</li> </ul>	Uses best available evidence to continuously improve quality of clinical practice.	Journal Club Exams
	Evaluates the relationships among access, cost, quality, and safety and their influence on health care.	
	Evaluates how organizational structure, care processes, financing, marketing and policy decisions impact the quality of health care.	
	Applies skills in peer review to promote a culture of excellence.	
	Anticipates variations in practice and is proactive in implementing interventions to ensure quality.	

<b>PRACTICE INQUIRY COMPETENCIES</b>		
Competencies/Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment

<p><b>Family Nurse Practitioner competent in Practice Inquiry Competencies:</b></p> <ul style="list-style-type: none"> <li>Applies scholarship for evidence-based practices within the practice setting, resolves practice problems, works as a change agent, and disseminates results.</li> </ul>	Provides leadership in the translation of new knowledge into practice.	Journal Club Exams
	Generates knowledge from clinical practice to improve practice and patient outcomes.	
	Applies clinical investigative skills to improve health outcomes.	
	Leads practice inquiry, individually or in partnership with others.	
	Disseminates evidence from inquiry to diverse audiences using multiple modalities.	

HEALTH DELIVERY SYSTEM COMPETENCIES		
Competencies/Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p><b>Family Nurse Practitioners competent in Health Delivery System Competencies:</b></p> <ul style="list-style-type: none"> <li>Explains how the advanced practice nurse applies and integrates broad, organizational, client-centered, and culturally appropriate concepts in the planning, delivery, management, and evaluation of evidence-based clinical prevention and population care and services to individuals, families, and aggregates/identified populations.</li> <li>As a member and leader of interprofessional health care system, the advanced practice nurse communicates, collaborates, and consults with other</li> </ul>	Applies knowledge of organizational practices and complex systems to improve health care delivery.	Journal Club Group Project Exams
	Effects health care change using broad based skills including negotiating, consensus building, and partnering.	
	Minimizes risk to patients and providers at the individual and systems level.	
	Facilitates the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.	
	Evaluates the impact of health care delivery on patients, providers, other stakeholders, and the environment.	
	Analyzes organizational structure, functions and resources to improve the delivery of care.	

health professionals to manage and coordinate care.		
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ETHICS COMPETENCIES		
Competencies/Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p><b><i>Family Nurse Practitioner competent in Ethics Competencies:</i></b></p> <ul style="list-style-type: none"> <li>▪ Integrates the highest level of moral principles and social policy when applying professional guidelines in the practice environment.</li> </ul>	Integrates ethical principles in decision-making.	Group Project
	Evaluates the ethical consequences of decisions.	
	Applies ethically sound solutions to complex issues related to individuals, populations and systems of care.	

### VII. Course Assignments, Due Dates, and Grading

Assignment	Due Date	% of Final Grade
Journal Club	Ongoing	5%
Exams	Weeks 2,4,6,8,10&12	70%
Group Project	Weeks 11-14	15%
Class Participation	Ongoing	10%

#### **Assignment 1: Journal Club (5% of course grade)**

Details on this assignment will be available online. Students will choose one or two peer-reviewed journal articles selected related to the module topic. The student will read and familiarize themselves with the article and then share two to three pieces of information that they have learned with their fellow classmates.

- Post a link to the journal article/s and the citation 72 hours before class (1 pt.)
- Critique the level of evidence of the article (1 point)
- Describe why the article was chosen and relevance to primary care (1 points)
- Synthesize 2-3 key points relevant to adult-geriatric primary care i.e. provider insights (2 points)

**Due:** Ongoing

*This assignment relates to student learning outcome 1, 3, 4, and 7.*

**Assignment 2: 6 Exams (70% of course grade, each exam worth 11.6%)**

Students will be given six multiple choice exams during weeks 2, 4, 6, 8, 10 and 12

**Due:** Every 2 weeks

*This assignment relates to student learning outcomes 1, 3, 4, and 7.*

All exams are password protected. Students will have 72 hours to complete each exam. All exams may only be taken once and must be completed in one session. See course outline for specific exam date ranges. You are allotted 1.5 minutes per question; thus a 50-item exam would be allotted 75 minutes.

All exams in this course will require students to deploy a software called Proctortrack. This is a software system that automatically proctors student exams, verifies student identities throughout the exam, and provides instructors with brief video clips and screenshots if potential testing violations occur. Proctortrack is fully integrated with the Learning Management System, however, students are required to complete a practice exam at the start of the semester to ensure the technology is setup properly on their computers. If students experience issues or have questions with the practice exam or with Proctortrack in general, students should contact student support for help in advance of taking the exam.

- To ensure a successful testing environment, students should:
- Choose a private location with no distractions
- Have nothing around that could make noise
- Set up proper lighting and ensure his/her face is clearly visible
- Not have food or drink
- Close all browser tabs and other programs
- Have only one keyboard, mouse, and monitor connected
- Not leave testing area/camera view during the exam
- Not take or use notes (unless specifically allowed by instructor)
- Not use or have nearby additional technology (phones, tablets, television, etc.)
- Not have other people in the room
- Have a hardwire connection

**Assignment 3: Group Project: (15% of course grade)**

Students will work in groups of 2 to 3 on a project focused on a selected illness that has a strong genetic correlation (i.e. Polycystic Kidney Disease, Marfan's Syndrome etc.). The group will prepare a presentation for the class that includes the following components: definition of the disease or illness, epidemiology, pathophysiology, clinical presentation, diagnostics, management, complications,

patient and family education, health promotion, disease prevention. Also includes genetic testing/screening and ethical considerations. Each presentation will be worth 20% of course grade.

*Grading Rubric for Group Project*

- 70%: Present an accurate, coherent, detailed presentation on selected topic that includes the following components: definition of the disease or illness, epidemiology, pathophysiology, clinical presentation, diagnostics, management, complications, patient and family education, health promotion, disease prevention.
- 20% integrates genetic screening implications and ethical considerations.
- 10% leads interactive case discussion.
- Presentation time should be approximately 20 minutes.

**Due:** Weeks 11-14

*This assignment relates to student learning outcome 7 and 8.*

**Class Participation (10% of Course Grade)**

Students' active involvement in the class is considered essential to their growth as practitioners. Their presence in class, along with preparation by having read and considered the assignments and participation in discussion and activities are essential. Class participation is based on attendance and participation in online and in class discussions. Class attendance is mandatory; if a student anticipates missing a class or is ill, they will need to notify the instructor as soon as possible.

Class grades will be based on the following:

Class Grades		Final Grade	
3.85 – 4.00	A	93 – 100	A
3.60 – 3.84	A-	90 – 92	A-
3.25 – 3.59	B+	87 – 89	B+
2.90 – 3.24	B	83 – 86	B
2.60 – 2.89	B-	80 – 82	B-
2.25 – 2.59	C+	77 – 79	C+
1.90 – 2.24	C	73 – 76	C
		70 – 72	C-

Within the School of Social Work, grades are determined in each class based on the following standards which have been established by the faculty of the School: (1) Grades of A or A- are reserved for student work which not only demonstrates very good mastery of content but which also shows that the student has undertaken a complex task, has applied critical thinking skills to the assignment, and/or has demonstrated creativity in her or his approach to the assignment. The difference between these two grades would be determined by the degree to which the student has

demonstrated these skills. (2) A grade of B+ will be given to work that is judged very good. This grade denotes that a student has demonstrated a more-than-competent understanding of the material being tested in the assignment. (3) A grade of B will be given to student work that meets the basic requirements of the assignment. It denotes that the student has done adequate work on the assignment and meets basic course expectations. (4) A grade of B- will denote that a student's performance was less than adequate on an assignment, reflecting only moderate grasp of content and/or expectations. (5) A grade of C would reflect a minimal grasp of the assignments, poor organization of ideas and/or several significant areas requiring improvement. (6) Grades between C- and F will be applied to denote a failure to meet minimum standards, reflecting serious deficiencies in all aspects of a student's performance on the assignment.

As a professional school, class attendance and participation is an essential part of your professional training and development at the USC Suzanne Dworak-Peck School of Social Work. You are expected to attend all classes and meaningfully participate. For Ground courses, having more than 2 unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences can result in additional deductions. For VAC courses, meaningful participation requires active engagement in class discussions and maintaining an active screen. Having more than two unexcused absences in class may result in the lowering of your grade by a half grade. Additional absences in the live class can result in additional deductions. Furthermore, unless directed by your course instructor, you are expected to complete all asynchronous content and activities prior to the scheduled live class discussion. Failure to complete two asynchronous units before the live class without prior permission may also lower your final grade by a half grade. Not completing additional units can result in additional deductions.

**Note: Faculty reserve the right to modify content and/or date for assignments and/or exams. In some cases, depending on national and University holidays, live session days and times may be adjusted. Notice of such changes will be given at the start of the semester to permit students to arrange their work schedules accordingly.**



## VIII. Required and Supplementary Instructional Materials and Resources

### Required Textbooks:

Dunphy, L.M., Winland-Brown, J.E., Porter, B.O. & Thomas, D.J. (2019). Primary care: The art and science of advanced practice nursing (5<sup>th</sup> ed), Philadelphia, PA: F.A. Davis Company  
Usatine, R.P., Smith, M.A., Mayeaux, Jr., E.J., & Chumley, H.S. (2019). *The Color Atlas and Synopsis of Family Medicine* (3e Ed.), New York, NY: McGraw-Hill Education  
Grossman, S. C., Porth, C. M., (2014). *Porth's pathophysiology: Concepts of altered health states.* (9th Ed.), Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams & Wilkins.

### Recommended Guidebook for APA Formatting:

American Psychological Association (2009). *Publication manual of the American Psychological Association*, (6th Ed.). Washington, D.C.: American Psychological Association.

### Recommended Textbooks & Websites:

Available through Norris Medical Library as e-books.

Kasper, D. et al. (2018) Harrison's Principles of Internal Medicine (20<sup>th</sup> Ed.) New York, NY: McGraw-Hill.

Papadakis, M.A, McPhee, S.J & Rabow, M.W. (2018). Current Medical Diagnosis & Treatment 2018 (56<sup>th</sup> Ed.) New York, NY. McGraw-Hill.

UptoDate (2018). <https://www-uptodate-com.libproxy2.usc.edu/contents/search?unid=scwj3mn7&srcsys=UTD198629&eiv=2.1.0>. Accessed February 10, 2018.

Access Medicine (2018). <http://accessmedicine.mhmedical.com.libproxy1.usc.edu/> Accessed March 9, 2018.

### Recommended Websites:

American College of Cardiology: <http://www.acc.org/>

American College of Gastroenterology: [www.acg.gi.org](http://www.acg.gi.org)

American Diabetes Association: <http://www.diabetes.org/http://www.diabetes.org/>

American Heart Association: [www.heart.org/HEARTORG/](http://www.heart.org/HEARTORG/) <http://www.heart.org/HEARTORG/>

National Heart, Lung, and Blood Institute: <http://www.nhlbi.nih.gov/http://www.nhlbi.nih.gov/>

National Institute of Diabetes and Digestive and Kidney Diseases:

<http://www.niddk.nih.gov/Pages/default.aspxhttp://www.niddk.nih.gov/Pages/default.aspx>

<http://www.niddk.nih.gov/Pages/default.aspx>

**Note:** Throughout the course, the instructor may assign additional required and Recommended Readings.

## Course Overview

Week	Content	Assignments
1	<b>Module 1: Course Intro. Syllabus Overview</b> <b>Shared Decision Making &amp; Common Derm. Disorders</b> <b>Ears, Eyes, Nose, &amp; Throat: Common Eye Disorders</b> <ul style="list-style-type: none"> <li>Chronic disease management/chronic care model</li> <li>Shared decision making</li> <li>Patient centered medical home</li> <li>Alopecia, Hidradenitis Suppurativa, Psoriasis, Seborrheic Dermatitis</li> <li>Cataract, Refractive errors, Glaucoma, Macular degeneration, Iritis, Pre-septal and Orbital Cellulitis</li> </ul>	<ul style="list-style-type: none"> <li>No Assignment</li> </ul>
2	<b>Module 2: Ears, Eyes, Nose &amp; Throat: Common ENT Disorders and Pulmonary</b> <ul style="list-style-type: none"> <li>Impaired hearing</li> <li>Inner ear disorders</li> <li>Tumors and polyps of the nose</li> <li>Dysphagia</li> <li>Chronic Cough</li> <li>Chronic Obstructive Pulmonary Disease</li> <li>Lung Cancer</li> <li>Pleural Effusion and Pleurisy</li> </ul>	<b>Module 2</b> <ul style="list-style-type: none"> <li>Journal Club</li> <li>Exam 1</li> </ul>
3	<b>Module 3: Musculoskeletal Disorders</b> <ul style="list-style-type: none"> <li>Back and Neck Pain</li> <li>Knee Pain</li> <li>Hip Pain</li> <li>Shoulder Pain</li> <li>Gout</li> <li>Fibromyalgia and Myofascial Pain Syndrome</li> </ul>	<b>Module 3:</b> <ul style="list-style-type: none"> <li>Journal Club</li> </ul>
4	<b>Module 4: Rheumatologic Disorders</b> <ul style="list-style-type: none"> <li>Rheumatoid Arthritis</li> <li>Systemic Lupus Erythematosus</li> <li>Raynaud's Phenomenon</li> <li>Ankylosing Spondylitis</li> <li>Polymyalgia Rheumatica</li> <li>Vasculitis</li> <li>Psoriatic Arthritis</li> <li>Connective Tissue Disorders</li> </ul>	<b>Module 4:</b> <ul style="list-style-type: none"> <li>Journal Club</li> <li>Exam 2</li> </ul>
5	<b>Module 5: Common Mental Health Disorders</b>	<b>Module 5:</b> <ul style="list-style-type: none"> <li>Journal Club</li> </ul>

	<ul style="list-style-type: none"> <li>• Anxiety and Panic</li> <li>• Depression</li> <li>• Eating Disorders</li> <li>• Schizophrenia and other Psychotic Disorders</li> </ul>	
6	<b>Module 6: Endocrine Disorders</b> <ul style="list-style-type: none"> <li>• Diabetes Mellitus Type I</li> <li>• Diabetes Mellitus Type II</li> <li>• Adrenal gland disorders</li> </ul>	<b>Module 6:</b> <ul style="list-style-type: none"> <li>• Journal Club</li> <li>• Exam 3</li> </ul>
7	<b>Module 7: Cardiovascular I</b> <ul style="list-style-type: none"> <li>• Heart Failure</li> <li>• Angina</li> </ul>	<b>Module 7:</b> <ul style="list-style-type: none"> <li>• Journal Club</li> </ul>
8	<b>Module 8: Cardiovascular II</b> <ul style="list-style-type: none"> <li>• Managing Complex Cardiac Conditions</li> <li>• Palpitations</li> <li>• Atrial Fibrillation</li> </ul>	<b>Module 8:</b> <ul style="list-style-type: none"> <li>• Group Project Presentation</li> <li>• Exam 4</li> </ul>
9	<b>Module 9:</b> <b>Neurologic Disorders 1</b> <ul style="list-style-type: none"> <li>• Cerebrovascular Accidents, Concussion, Myasthenia gravis, Parkinson's, Huntington Disease, Amyotrophic Lateral Sclerosis</li> </ul> <b>Neurologic Disorders II</b> <ul style="list-style-type: none"> <li>• Seizures and strokes, Carotid Artery Stenosis, Multiple Sclerosis, Dementia/Delirium</li> </ul>	<b>Module 9:</b> <ul style="list-style-type: none"> <li>• Group Project Presentation</li> </ul>
10	<b>Module 10: Hematologic and Oncologic Disorders</b> <ul style="list-style-type: none"> <li>• Anemia</li> <li>• Coagulopathies</li> <li>• Leukemias, Lymphomas, Myelodysplastic Syndromes</li> </ul>	<b>Module 10:</b> <ul style="list-style-type: none"> <li>• Group Project Presentation</li> <li>• Exam 5</li> </ul>
11	<b>Module 11: Gastrointestinal Disorders</b> <ul style="list-style-type: none"> <li>• Gallstone Disease</li> <li>• Pancreatitis</li> <li>• Hepatitis</li> <li>• Inflammatory Bowel Disease</li> <li>• Cholelithiasis and Cholecystitis</li> <li>• Diverticular Disease</li> </ul>	<b>Module 11:</b> <ul style="list-style-type: none"> <li>• Group Project Presentation</li> </ul>
12	<b>Module 12:</b> <b>Renal, Gynecologic Concerns and Genitourinary</b> <ul style="list-style-type: none"> <li>• Chronic Kidney Disease/Renal Failure, Polycystic Kidney Disease, Gyn Concerns and Genitourinary Disorders, Incontinence, Prostate Disorders, Pelvic Pain, Polycystic Ovarian Syndrome</li> </ul> <b>Infectious Diseases</b>	<b>Module 12:</b> <ul style="list-style-type: none"> <li>• Group Project Presentation</li> <li>• Exam 6</li> </ul>

	<ul style="list-style-type: none"><li>• HIV Infection, Tick-Borne Illnesses, Tuberculosis, West Nile Virus, Zika Virus</li></ul>	
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## Course Schedule—Detailed Description

### Module 1: Introduction to Chronic Disease Management and Common Derm. Disorders Ears, Eyes, Nose & Throat: Common Eye Disorders

#### Topics

- Chronic Disease Management
- Shared Decision Making
- Patient medical homes
- Alopecia, Hidradenitis Suppurativa, Psoriasis, Seborrheic Dermatitis
- Common Eye Disorders, Cataract, Glaucoma, Preseptal and Orbital Cellulitis, Refractive Errors, Iritis

Definition, epidemiology, pathophysiology, clinical presentation, physical examination, diagnostics, differential diagnosis, management, complications, indications for referral or hospitalization, patient and family education, health promotion and disease prevention. Ethical, cultural, lifespan, environmental considerations

**This Module relates to course objectives 1-6.**

#### Required Readings:

- Elwyn, G. et al. (2012) Shared decision making: A model for clinical practice (2012). *Journal of General Internal Medicine*. Oct;27(10): 1361-1367
- Mayo Clinic Shared Decision Making National Resource Center. Retrieved from <http://shareddecisions.mayoclinic.org/>
- Dunphy, L.M., Winland-Brown, J.E., Porter, B.O. & Thomas, D.J. (2019). Primary care: The art and science of advanced practice nursing (5th ed), Philadelphia, PA: F.A. Davis Company
  - Garnett, S., Winland-Brown, J.E. & Porter, B.O. (2019). Chapter 11: Common Skin Complaints
  - Maheady, D., Winland-Brown, J.E. & Porter, B.O. (2019). Chapter 16: Dermatitis
  - Winland-Brown, J.E. & Porter, B.O. (2019). Chapter 17: Skin Lesions
  - McCaffrey, R., Dunphy, L., & Porter, B.O. (2019). Chapter 18: Common Eye Complaints.
  - Reinoso, H., R., Dunphy, L., & Porter, B.O. (2019). Chapter 19: Lid and Conjunctival Pathology.
  - Porter, B.O., Dunphy, L., Provins, C. (2019). Chapter 20: Visual Disturbances and Impaired Vision.
- Dahl, M.V., Dellavalle, R.P. & Ofori, A.O. (2019). Hidradenitis suppurativa (acne inversa): Pathogenesis, clinical features and diagnosis. UptoDate.
- Papadakis, M.A, McPhee, S.J & Rabow, M.W. (2019). Current Medical Diagnosis & Treatment 2019 (58<sup>th</sup> Ed.) New York, NY. McGraw-Hill.

- Riordan-Eva, P. (2018) Chapter 7. Read the following sections in this chapter: age-related macular degeneration, acute angle-closure glaucoma, cataract, chronic glaucoma, orbital cellulitis, refractive errors, and uveitis. (this is available as an ebook)

### Recommended Readings:

- Costanzo, L. (2017). *Physiology* (6th ed.). Philadelphia, PA: Elsevier/Saunders. ISBN 978-0-323-47881-6
- Grossman, S. C., Porth, C. M., (2014). *Porth's pathophysiology: Concepts of altered health states*. (9th Ed.), Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams & Wilkins.
  - Grossman, S. (2014). Chapter 24: Disorders of the auditory system, pp. 613-627.
  - O'Brien, M.B. (2014). Chapter 23: Disorders of the lens and lens function, pp. 589-592.
  - O'Brien, M.B. (2014). Chapter 23: Intraocular pressure and glaucoma, pp. 585-589.

This Module relates to course objectives 1-6.

## Module 2: Ears, Nose & Throat: Common ENT & Pulmonary Disorders

### Topics

- Impaired Hearing
- Inner Ear Disturbances: Labyrinthitis, Meniere's Disease, Tinnitus
- Dysphagia
- Dental abscess
- Tumors/polyps of nose
- Chronic Cough
- Chronic Obstructive Pulmonary Disease
- Lung Cancer
- Pleural effusions and Pleurisy

Definition, epidemiology, pathophysiology, clinical presentation, physical examination, diagnostics, differential diagnosis, management, complications, indications for referral or hospitalization, patient and family education, health promotion and disease prevention.  
Ethical, cultural, lifespan, environmental considerations

This Module relates to course objectives 1-6.

### Required Readings:

- Dunphy, L.M., Winland-Brown, J.E., Porter, B.O. & Thomas, D.J. (2019). *Primary care: The art and science of advanced practice nursing* (5th ed), Philadelphia, PA: F.A. Davis Company
  - Kelly-Weeder, S., Thrush, S. & Porter, B.O. (2015). Chapter 8: Hearing loss, tinnitus, Meniere's disease
- Henderson, M., Tierney, L. & Smetana, G. *The Patient History: An evidence-based approach to differential diagnosis* (2012). <Available in ACCESS Medicine>
  - Lembo, A. & Cremonini, F. Chapter 35: Dysphagia

- Papadakis, M.A, McPhee, S.J & Rabow, M.W. (2018). Current Medical Diagnosis & Treatment 2018 (56<sup>th</sup> Ed.) New York, NY. McGraw-Hill.
  - Chesnutt, A., Chesnutt, M. & Prendergast, T. (2018): Chapter 9: Pleural effusions (in Pulmonary Disorders)
  - Lustig, L.R. & Schindler (2018): Chapter 8: Tumors & granulomatous disease (in Diseases of the nose & paranasal sinuses)
- Gross A.J., Paskett, K.T., Cheever, V.J., *et al* Periodontitis: a global disease and the primary care provider's role. *Postgraduate Medical Journal* 2017u:560-565

### Recommended Readings:

- Global Initiative for Chronic Obstructive Lung Disease (2018). Global strategies for the diagnosis, management and prevention of chronic obstructive pulmonary disease. *Global Initiative for Chronic Obstructive Lung Disease Pocket Guide*. Retrieved from: <https://goldcopd.org/wp-content/uploads/2018/02/WMS-GOLD-2018-Feb-Final-to-print-v2.pdf>
- Costanzo, L. (2017). Physiology (6th ed.). Philadelphia, PA: Elsevier/Saunders. ISBN 978-0-323-47881-6

## Module 3: Musculoskeletal Disorders

### Topics

- Shoulder Pain
- Knee Pain
- Neck Pain
- Hip Pain
- Chronic Back Pain
- Gout
- Fibromyalgia and Myofascial Pain Syndrome

Definition, epidemiology, pathophysiology, clinical presentation, physical examination, diagnostics, differential diagnosis, management, complications, indications for referral or hospitalization, patient and family education, health promotion and disease prevention. Ethical, cultural, lifespan, environmental considerations

This Module relates to course objectives 1-6.

### Required Readings:

- Dunphy, L.M., Winland-Brown, J.E., Porter, B.O. & Thomas, D.J. (2019). Primary care: The art and science of advanced practice nursing (5th ed), Philadelphia, PA: F.A. Davis Company
  - Vanhook, P., et al., (2019). Chapter 52. Common musculoskeletal complaints Neck pain, myofascial pain, shoulder pain, arm pain, elbow problems, wrist problems, hip pain, knee pain ankle pain, foot pain, low back pain.
  - Vanhook, P., et al., (2019). Chapter 53. Spinal disorders
  - Vanhook, P., et al., (2019). Chapter 54. Soft-tissue disorders
  - Vanhook, P., et al., (2019). Chapter 55. Osteoarthritis and osteoporosis

**Required YouTube Videos:**

- Basic ankle Exam <https://www.youtube.com/watch?v=QiSm8rz2cmo>
- Shoulder and Neck Exam <https://youtu.be/f9kYF8K0HSs>
- Knee Exam <https://youtu.be/-Z7j09LKt8Q>

**Recommended Readings:**

- Costanzo, L. (2017). Physiology (6th ed.). Philadelphia, PA: Elsevier/Saunders. ISBN 978-0-323-47881-6

**Module 4: Rheumatology**

**Topics**

- Rheumatoid Arthritis
- Systemic Lupus Erythematosus
- Raynaud's
- Ankylosing Spondylitis
- Polymyalgia Rheumatica and Giant Cell Arteritis
- Vasculitis
- Content will include:

Definition, epidemiology, pathophysiology, clinical presentation, physical examination, diagnostics, differential diagnosis, management, complications, indications for referral or hospitalization, patient and family education, health promotion and disease prevention. Ethical, cultural, lifespan, environmental considerations

This Module relates to course objectives 1-6.

**Required Readings:**

- Dunphy, L.M., Winland-Brown, J.E., Porter, B.O. & Thomas, D.J. (2019). Primary care: The art and science of advanced practice nursing (5th ed), Philadelphia, PA: F.A. Davis Company
  - Thomas, D.J. & Porter, B.O. (2019). Chapter 59: Metabolic disorders
  - Porter, B.O. & Winland-Brown, J.E. (2019). Chapter 62: Immunological disorders
  - Hellman, D.B. & Imboden, J. B. (2018). Chapter 20: Ankylosing spondylitis and related disorders, Raynaud's phenomenon, polymyalgia rheumatica & giant cell arteritis
- Goldenberg, D., Schur, P. & Romain, P. (2019). Clinical Manifestations and diagnosis of fibromyalgia in adults. UpToDate (access through Norris Medical Library)

**Recommended Readings:**

- Costanzo, L. (2017). Physiology (6th ed.). Philadelphia, PA: Elsevier/Saunders. ISBN 978-0-323-47881-6

**Module 5: Mental Health Disorders**

**Topics**

- Eating Disorders: Anorexia Nervosa, Eating Disorder NOS
- Mood Disorders: Anxiety, Depression, Bipolar Disorder



- Schizophrenia and other Psychotic disorders
- Content will include:  
Definition, epidemiology, pathophysiology, clinical presentation, physical examination, diagnostics, differential diagnosis, management, complications, indications for referral or hospitalization, patient and family education, health promotion and disease prevention.  
Ethical, cultural, lifespan, environmental considerations

This Module relates to course objectives 1-6.

### Required Readings:

- Dunphy, L.M., Winland-Brown, J.E., Porter, B.O. & Thomas, D.J. (2019). Primary care: The art and science of advanced practice nursing (5th ed), Philadelphia, PA: F.A. Davis Company
  - King, B.M., Wilson, T., & Dunphy, L.M. (2019). Chapter 64: Common psychological complaints
  - Strassing, M.T., Thase, M.E. & Dunphy, L.M. (2019). Chapter 66: Schizophrenia spectrum disorders
  - Aziz, R., Dunphy, L.M. & Bulfin, S. (2019). Chapter 67: Mood disorders
  - Millender, E., & Dunphy, L.M. (2019). Chapter 68: Anxiety, stress, and trauma-related disorders
- Ranzenhofer, L.M., Lewis, E.L. & Tanofsky-Kraff, M. (2019) Chapter 11. Eating Disorders. In: South-Paul JE, Matheny SC, Lewis EL. eds. *CURRENT Diagnosis & Treatment in Family Medicine, 4e* New York, NY: McGraw-Hill;

### Recommended Readings:

- Costanzo, L. (2017). Physiology (6th ed.). Philadelphia, PA: Elsevier/Saunders. ISBN 978-0-323-47881-6

## Module 6: Endocrine

### Topics

- Complex Diabetes Mellitus Type II
- Diabetes Mellitus Type 1
- Adrenal disease: Addison's Primary Adrenal Insufficiency, Cushing's syndrome, Pheochromocytoma

Definition, epidemiology, pathophysiology, clinical presentation, physical examination, diagnostics, differential diagnosis, management, complications, indications for referral or hospitalization, patient and family education, health promotion and disease prevention. Ethical, cultural, lifespan, environmental considerations

This Module relates to course objectives 1-6.

### Required Readings:

- Dunphy, L.M., Winland-Brown, J.E., Porter, B.O. & Thomas, D.J. (2019). Primary care: The art and science of advanced practice nursing (5th ed), Philadelphia, PA: F.A. Davis Company

- Golden, A.K., Thomas, D.J. & Porter, B.O. (2019). Chapter 58: Diabetes mellitus
- Thomas, D.J. & Porter, B.O. (2019). Chapter 57: glandular disorders
- Davies, M.J et al., (2018) Management of Hyperglycemia in Type 2 Diabetes, 2018. A Consensus Report by the American Diabetes Association (ADA) and the European Association for the Study of Diabetes (EASD) *Diabetes Care* 2018 Dec; 41(12): 2669-2701. Retrieved from <http://care.diabetesjournals.org/content/41/12/2669>

**Recommended Readings:**

- Costanzo, L. (2017). *Physiology* (6th ed.). Philadelphia, PA: Elsevier/Saunders. ISBN 978-0-323-47881-6

**Module 7: Cardiovascular I**

**Topics**

- Heart Failure
- Angina  
Definition, epidemiology, pathophysiology, clinical presentation, physical examination, diagnostics, differential diagnosis, management, complications, indications for referral or hospitalization, patient and family education, health promotion and disease prevention. Ethical, cultural, lifespan, environmental considerations.

This Module relates to course objectives 1-6.

**Required Readings:**

- Dunphy, L.M., Winland-Brown, J.E., Porter, B.O. & Thomas, D.J. (2019). *Primary care: The art and science of advanced practice nursing* (5th ed), Philadelphia, PA: F.A. Davis Company
  - Keller, K., Winland-Brown, J.E. & Porter B.O., (2019). Chapter 34: Common cardiovascular complaints
  - Keller, K., Winland-Brown, J.E. & Porter B.O., (2019). Chapter 35: Cardiac & associated risk factors
- Yancy, C.W. et al., (2017). 2017 ACC/AHA/HFSA Focused Update of the 2013 ACCF/AHA Guideline for the Management of Heart Failure. *Circulation* 136(24) Retrieved from : <http://circ.ahajournals.org/content/early/2017/04/26/CIR.0000000000000509>

**Recommended Readings:**

- Apex Innovations. (2015). *Apex Innovations: Improving Outcomes through Education*. Apex Innovations. Retrieved from: <http://www.apexinnovations.com/imPULSE2.0.html>
- Costanzo, L. (2017). *Physiology* (6th ed.). Philadelphia, PA: Elsevier/Saunders. ISBN 978-0-323-47881-6

**Module 8: Cardiovascular II**

**Topics**

- Palpitations
- Atrial fibrillation

- Aortic Stenosis
- Peripheral Arterial and Venous Insufficiency: Chronic Arterial Insufficiency, Acute Arterial Insufficiency, Deep Vein Thrombosis, Chronic Venous Stasis, Varicose Veins, Venous Stasis Ulceration

Definition, epidemiology, pathophysiology, clinical presentation, physical examination, diagnostics, differential diagnosis, management, complications, indications for referral or hospitalization, patient and family education, health promotion and disease prevention. Ethical, cultural, lifespan, environmental considerations.

This Module relates to course objectives 1-6.

#### Required Readings:

- Dunphy, L.M., Winland-Brown, J.E., Porter, B.O. & Thomas, D.J. (2019). Primary care: The art and science of advanced practice nursing (5th ed), Philadelphia, PA: F.A. Davis Company
  - Keller, K., Sabatino, D, Winland-Brown, J. et al. (2019). Chapter 36: Dysrhythmias and valvular disorders
  - Keller, K., Sabatino, D, Winland-Brown, J. et al. (2019). Chapter 37: disorders of the vascular system

#### Recommended Readings:

- Costanzo, L. (2017). Physiology (6th ed.). Philadelphia, PA: Elsevier/Saunders. ISBN 978-0-323-47881-6

### Module 9: Neurological Disorders I & II

#### Topics

- Cerebrovascular Accidents, Concussion, Myasthenia gravis, Parkinson's, Huntington Disease, Multiple Sclerosis
- Amyotrophic Lateral Sclerosis, Carotid Artery Stenosis, Delirium, Dementia

Content will include:

Definition, epidemiology, pathophysiology, clinical presentation, physical examination, diagnostics, differential diagnosis, management, complications, indications for referral or hospitalization, patient and family education, health promotion and disease prevention. Ethical, cultural, lifespan, environmental considerations

This Module relates to course objectives 1-6.

#### Required Readings:

- Dunphy, L.M., Winland-Brown, J.E., Porter, B.O. & Thomas, D.J. (2019). Primary care: The art and science of advanced practice nursing (5th ed), Philadelphia, PA: F.A. Davis Company
  - Horn, S. & Winland-Brown (2019). Chapter 9: Cerebrovascular Accident (Stroke)
  - Horn, S. & Winland-Brown (2019). Chapter 8: Degenerative Disorders

- Horn, S. & Winland-Brown (2019). Chapter 10: Infectious & Inflammatory Neurological Disorders
- Bernardt, D.T. & Young, C.C. (2017) Concussion. Medscape. Retrieved from <https://emedicine.medscape.com/article/92095-overview>

**Recommended Readings:**

- Costanzo, L. (2017). Physiology (6th ed.). Philadelphia, PA: Elsevier/Saunders. ISBN 978-0-323-47881-6

**Module 10: Hematologic and Oncologic Disorders**

**Topics**

- Anemia: Anemia of Chronic Disease, Aplastic Anemia
- Coagulopathies
- Leukemia's
- Lymphomas
- Myelodysplastic Syndromes
- Content will include:  
Definition, epidemiology, pathophysiology, clinical presentation, physical examination, diagnostics, differential diagnosis, management, complications, indications for referral or hospitalization, patient and family education, health promotion and disease prevention.  
Ethical, cultural, lifespan, environmental considerations

**Required Readings:**

- Dunphy, L.M., Winland-Brown, J.E., Porter, B.O. & Thomas, D.J. (2019). Primary care: The art and science of advanced practice nursing (5th ed), Philadelphia, PA: F.A. Davis Company
  - Elder, J.D., Porter, B.O., & Winland-Brown, J.E. (2019). Chapter 61: Hematological disorders
- Besa, E. C. (2016). Myelodysplastic syndrome. Retrieved from <http://emedicine.medscape.com/article/207347-overview.accessed>

**Recommended Readings:**

- Costanzo, L. (2017). Physiology (6th ed.). Philadelphia, PA: Elsevier/Saunders. ISBN 978-0-323-47881-6

**Module 11: Gastrointestinal Disorders**

**Topics**

- Hepatitis: Viral hepatitis (A, B, C, D, E), Alcoholic hepatitis, Autoimmune hepatitis
- Cirrhosis
- Inflammatory Bowel Disease: Ulcerative Colitis and Crohn's Disease
- Cholelithiasis and Cholecystitis
- Diverticular Disease: Diverticulitis, Diverticulosis, Diverticular bleeding (Lower GI bleed)
- Pancreatitis
- Content will include:

Definition, epidemiology, pathophysiology, clinical presentation, physical examination, diagnostics, differential diagnosis, management, complications, indications for referral or hospitalization, patient and family education, health promotion and disease prevention. Ethical, cultural, lifespan, environmental considerations

### Required Readings:

- Dunphy, L.M., Winland-Brown, J.E., Porter, B.O. & Thomas, D.J. (2019). Primary care: The art and science of advanced practice nursing (5th ed), Philadelphia, PA: F.A. Davis Company
  - Thomas, D.J (2019). Chapter 38: Common abdominal complaints
  - Thomas, D.J (2019). Chapter 39: Infectious gastrointestinal disorders
  - Thomas, D.J (2019). Chapter 40: Gastric and intestinal disorders
  - Thomas, D.J (2019). Chapter 41: Gallbladder and pancreatic disorders
- Freidman, L.S., Chopra, S. & Travis, A.C. (2019). Approach to the patient with abnormal liver biochemical and function tests. UptoDate.

### Recommended Readings:

- Bennet, A.L., Munkholm, P., & Andrews J.M. (2019). Tools for primary care management of inflammatory bowel disease: Do they exist? *World Journal of Gastroenterology*. 21(15): 4457-4465
- Costanzo, L. (2017). Physiology (6th ed.). Philadelphia, PA: Elsevier/Saunders. ISBN 978-0-323-47881-6

## Module 14: Renal, Gynecologic and Genitourinary Concerns & Infectious Diseases

### Topics

- Chronic Kidney Disease and Renal Failure – including stages 2,3,4 and End-Stage Renal Disease
- Polycystic Kidney Disease
- Incontinence
- Prostate disorders
- Pelvic pain
- Polycystic ovarian disorder
- HIV Infection
- Tick-Borne Illnesses: Lyme disease, Babesiosis, Rocky Mountain Spotted Fever
- Tuberculosis
- West Nile Virus

Definition, epidemiology, pathophysiology, presentation, physical examination, diagnostics, differential diagnosis, management, complications, indications for referral or hospitalization, patient and family education, health promotion and disease prevention.

Ethical, cultural, lifespan, environmental considerations

### Required Readings:

- Dunphy, L.M., Winland-Brown, J.E., Porter, B.O. & Thomas, D.J. (2019). Primary care: The art and science of advanced practice nursing (5th ed), Philadelphia, PA: F.A. Davis Company
  - Nogueras, D.J., Thomas, D.J. & Porter, B.O. (2019). Chapter 44: Urinary track disorders

- Nogueras, D.J., Thomas, D.J. & Porter, B.O. (2019). Chapter 45: Kidney and bladder disorders
- Bulfin, S., Thomas, D.J. & Porter, B.O. (2019). Chapter 46: Common reproductive system complaints
- Nogueras, D.J., Thomas, D.J. & Porter, B.O. (2019). Chapter 49: Prostate disorders
- Sheikh, V., Porter, B.O. & Windland-Brown, J.E. Chapter 63: Infectious Disorders.
- Papadakis, M.A, McPhee, S.J & Rabow, M.W. (2019). Current Medical Diagnosis & Treatment 2019 (58<sup>th</sup> Ed.) New York, NY. McGraw-Hill
  - Fitzgerald, P.A. (2018). Chapter 26: PCOS
- UptoDate (2019)
  - Hu, L., Steere, A. & Mitty, J. (2019) Evaluation of a tick bite for possible Lyme disease. UptoDate.
  - Sexton, D.J., Calderwood, S., Kaplan S. et al. (2019). Clinical manifestations and diagnosis of Rocky Mountain spotted fever
  - Petersen, L.R., Hirsch, M.S. & Mitty, J. (2019). Clinical manifestations of West Nile virus infections.

### Recommended Readings:

- Guidelines for the Use of Antiretroviral Agents in Adults and Adolescents Living with HIV. What's New in the Guidelines (2017). Retrieved from <https://aidsinfo.nih.gov/guidelines/html/1/adult-and-adolescent-arv/0>
- Center for Disease Control and Prevention. (2018). Pre-Exposure Prophylaxis (PrEP). Retrieved from <https://www.cdc.gov/hiv/risk/prep/index.html>
- Center for Disease Control and Prevention. (2018). Post-Exposure Prophylaxis (PEP). Retrieved from <https://www.cdc.gov/hiv/risk/pep/index.html>
- <https://aidsinfo.nih.gov/guidelines>
- Costanzo, L. (2017). Physiology (6th ed.). Philadelphia, PA: Elsevier/Saunders. ISBN 978-0-323-47881-6
  - Grossman, S. (2014). Chapter 16: Acquired immunodeficiency syndrome, pp. 361-379.
  - Grossman, S. (2014). Chapter 36: Tuberculosis, pp. 939-942.

## University Policies and Guidelines

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### IX. ATTENDANCE POLICY

Students are expected to attend every class and to remain in class for the duration of the unit. Failure to attend class or arriving late may impact your ability to achieve course objectives which could affect your course grade. Students are expected to notify the instructor by email ([xxx@usc.edu](mailto:xxx@usc.edu)) of any anticipated absence or reason for tardiness.

University of Southern California policy permits students to be excused from class for the observance of religious holy days. This policy also covers scheduled final examinations which conflict with students' observance of a holy day. Students must make arrangements *in advance* to complete class work which will be missed, or to reschedule an examination, due to holy days observance.

Please refer to Scampus and to the USC School of Social Work Student Handbook for additional information on attendance policies.

### X. ACADEMIC CONDUCT

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards" <https://policy.usc.edu/scampus-part-b/>. Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct, <http://policy.usc.edu/scientific-misconduct>.

### XI. SUPPORT SYSTEMS

*Student Counseling Services (SCS) – (213) 740-7711 – 24/7 on call*

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. [engemannshc.usc.edu/counseling](http://engemannshc.usc.edu/counseling)

*National Suicide Prevention Lifeline – 1 (800) 273-8255*

Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week. [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)

*Relationship and Sexual Violence Prevention Services (RSVP) – (213) 740-4900 – 24/7 on call*

Free and confidential therapy services, workshops, and training for situations related to gender-based harm. [engemannshc.usc.edu/rsvp](http://engemannshc.usc.edu/rsvp)

*Sexual Assault Resource Center*

For more information about how to get help or help a survivor, rights, reporting options, and additional resources, visit the website: [sarc.usc.edu](http://sarc.usc.edu)

*Office of Equity and Diversity (OED)/Title IX Compliance – (213) 740-5086*

Works with faculty, staff, visitors, applicants, and students around issues of protected class. [equity.usc.edu](http://equity.usc.edu)

*Bias Assessment Response and Support*

Incidents of bias, hate crimes and micro aggressions need to be reported allowing for appropriate investigation and response. [studentaffairs.usc.edu/bias-assessment-response-support](http://studentaffairs.usc.edu/bias-assessment-response-support)

*The Office of Disability Services and Programs*

Provides certification for students with disabilities and helps arrange relevant accommodations. [dsp.usc.edu](http://dsp.usc.edu)

*USC Support and Advocacy (USCSA) – (213) 821-4710*

Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic. [studentaffairs.usc.edu/ssa](http://studentaffairs.usc.edu/ssa)

*Diversity at USC*

Information on events, programs and training, the Diversity Task Force (including representatives for each school), chronology, participation, and various resources for students. [diversity.usc.edu](http://diversity.usc.edu)

*USC Emergency Information*

Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible. [emergency.usc.edu](http://emergency.usc.edu)

*USC Department of Public Safety – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.* Provides overall safety to USC community. [dps.usc.edu](http://dps.usc.edu)

**XII. ADDITIONAL RESOURCES**

Students enrolled in the Virtual Academic Center can access support services for themselves and their families by contacting Perspectives, Ltd., an independent student assistance program offering crisis services, short-term counseling, and referral 24/7. To access Perspectives, Ltd., call 800-456-6327.

**XIII. STATEMENT ABOUT INCOMPLETES**

The Grade of Incomplete (IN) can be assigned only if there is work not completed because of a documented illness or some other emergency occurring after the 12th week of the semester. Students must NOT assume that the instructor will agree to the grade of IN. Removal of the grade of IN must be instituted by the student and agreed to be the instructor and reported on the official “Incomplete Completion Form.”

**XIV. POLICY ON LATE OR MAKE-UP WORK**

Papers are due on the day and time specified. Extensions will be granted only for extenuating circumstances. If the paper is late without permission, the grade will be affected.

**XV. POLICY ON CHANGES TO THE SYLLABUS AND/OR COURSE REQUIREMENTS**

It may be necessary to make some adjustments in the syllabus during the semester in order to respond to unforeseen or extenuating circumstances. Adjustments that are made will be communicated to students both verbally and in writing.



## **XVI. CODE OF ETHICS OF THE NATIONAL ASSOCIATION OF SOCIAL WORKERS (OPTIONAL)**

*Approved by the 1996 NASW Delegate Assembly and revised by the 2017 NASW Delegate Assembly*

<https://www.socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English>

### **Preamble**

The primary mission of the social work profession is to enhance human well-being and help meet the basic human needs of all people, with particular attention to the needs and empowerment of people who are vulnerable, oppressed, and living in poverty. A historic and defining feature of social work is the profession's focus on individual well-being in a social context and the well-being of society. Fundamental to social work is attention to the environmental forces that create, contribute to, and address problems in living.

Social workers promote social justice and social change with and on behalf of clients. "Clients" is used inclusively to refer to individuals, families, groups, organizations, and communities. Social workers are sensitive to cultural and ethnic diversity and strive to end discrimination, oppression, poverty, and other forms of social injustice. These activities may be in the form of direct practice, community organizing, supervision, consultation, administration, advocacy, social and political action, policy development and implementation, education, and research and evaluation. Social workers seek to enhance the capacity of people to address their own needs. Social workers also seek to promote the responsiveness of organizations, communities, and other social institutions to individuals' needs and social problems.

The mission of the social work profession is rooted in a set of core values. These core values, embraced by social workers throughout the profession's history, are the foundation of social work's unique purpose and perspective:

- Service
- Social justice
- Dignity and worth of the person
- Importance of human relationships
- Integrity
- Competence

This constellation of core values reflects what is unique to the social work profession. Core values, and the principles that flow from them, must be balanced within the context and complexity of the human experience.

### **Code of Ethics for Nurses**

Ethics is an integral part of the foundation of nursing. Nursing has a distinguished history of concern for the welfare of the sick, injured, and vulnerable and for social justice. This concern is embodied in the provision of nursing care to individuals and the community. Nursing encompasses the prevention of illness, the alleviation of suffering, and the protection, promotion, and restoration of health in the care of individuals, families, groups, and communities. Nurses act to change those aspects of social structures that detract from health and well-being. Individuals who become nurses are expected not only to adhere to the ideals and moral norms of the profession but also to embrace them as a part of what it means to be a nurse. The ethical tradition of nursing is self-reflective, enduring, and distinctive. A code of ethics makes explicit the primary goals, values, and obligations of the profession.

The Code of Ethics for Nurses serves the following purposes:

- It is a succinct statement of the ethical obligations and duties of every individual who enters the nursing profession.
- It is the profession's nonnegotiable ethical standard.
- It is an expression of nursing's own understanding of its commitment to society.

There are numerous approaches for addressing ethics; these include adopting or subscribing to ethical theories, including humanist, feminist, and social ethics, adhering to ethical principles, and cultivating virtues. The Code of Ethics for Nurses reflects all of these approaches. The words *ethical* and *moral* are used throughout the Code of Ethics. "Ethical" is used to refer to reasons for decisions about how one ought to act, using the abovementioned approaches. In general, the word *moral* overlaps with *ethical* but is more aligned with personal belief and cultural values. Statements that describe activities and attributes of nurses in this Code of Ethics are to be understood as normative or prescriptive statements expressing expectations of ethical behavior.

The Code of Ethics for Nurses uses the term *patient* to refer to recipients of nursing care. The derivation of this word refers to "one who suffers," reflecting a universal aspect of human existence. Nonetheless, it is recognized that nurses also provide services to those seeking health as well as those responding to illness, to students and to staff, in health care facilities as well as in communities. Similarly, the term *practice* refers to the actions of the nurse in whatever role the nurse fulfills, including direct patient care provider, educator, administrator, researcher, policy developer, or other. Thus, the values and obligations expressed in this Code of Ethics apply to nurses in all roles and settings.

The Code of Ethics for Nurses is a dynamic document. As nursing and its social context change, changes to the Code of Ethics are also necessary. The Code of Ethics consists of two components: the provisions and the accompanying interpretive statements. There are nine provisions. The first three describe the most fundamental values and commitments of the nurse; the next three address boundaries of duty and loyalty, and the last three address aspects of duties beyond individual patient encounters. For each provision, there are interpretive statements that provide greater specificity for practice and are responsive to the contemporary context of nursing. Consequently, the interpretive statements are subject to more frequent revision than are the provisions.

Additional ethical guidance and detail can be found in ANA or constituent member association position statements that address clinical, research, administrative, educational, or public policy issues.

*Code of Ethics for Nurses with Interpretive Statements* provides a framework for nurses to use in ethical analysis and decision-making. The Code of Ethics establishes the ethical standard for the profession. It is not negotiable in any setting nor is it subject to revision or amendment except by formal process of the House of Delegates of the ANA. The Code of Ethics for Nurses is a reflection of the proud ethical heritage of nursing, a guide for nurses now and in the future.

## **XVII. ACADEMIC DISHONESTY SANCTION GUIDELINES**

Some lecture slides, notes, or exercises used in this course may be the property of the textbook publisher or other third parties. All other course material, including but not limited to slides developed by

the instructor(s), the syllabus, assignments, course notes, course recordings (whether audio or video) and examinations or quizzes are the property of the University or of the individual instructor who developed them. Students are free to use this material for study and learning, and for discussion with others, including those who may not be in this class, unless the instructor imposes more stringent requirements. Republishing or redistributing this material, including uploading it to web sites or linking to it through services like iTunes, violates the rights of the copyright holder and is prohibited. There are civil and criminal penalties for copyright violation. Publishing or redistributing this material in a way that might give others an unfair advantage in this or future courses may subject you to penalties for academic misconduct.

**XVIII. COMPLAINTS**

Please direct any concerns about the course with the instructor first. If you are unable to discuss your concerns with the instructor, please contact the faculty course lead. Any concerns unresolved with the course instructor or faculty course lead may be directed to the student's advisor and/or the Chair of your program.

**XIX. Tips for Maximizing Your Learning Experience in this Course (Optional)**

- ✓ Be mindful of getting proper nutrition, exercise, rest and sleep!
- ✓ Come to class.
- ✓ Complete Required Readings: and assignments BEFORE coming to class.
- ✓ BEFORE coming to class, review the materials from the previous Unit AND the current Unit, AND scan the topics to be covered in the next Unit.
- ✓ Come to class prepared to ask any questions you might have.
- ✓ Participate in class discussions.
- ✓ AFTER you leave class, review the materials assigned for that Unit again, along with your notes from that Unit.
- ✓ If you don't understand something, ask questions! Ask questions in class, during office hours, and/or through email!
- ✓ Keep up with the assigned readings.

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*Don't procrastinate or postpone working on assignments.*

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