

NURS 607 Section #xxx

Theory: Family Primary Care 2 Units

Instructor: XXX
Email: xxx
Telephone: xxx
Office: xxx
Office Hours: xxx

Course Days:
Course Time:
Course Location

I. Course Prerequisites or Co-Requisites

SOWK 506: Human Behavior in the Social Environment
 NURS 601: Clinical Practicum: Management of the Childbearing/Child-Rearing Family (prerequisite)
 NURS 603: Transforming Evidence Into Practice
 NURS 604: Clinical Practicum: Clinical Management of Adult Patients With Complex Medical Issues
 NURS 605: Professional Issues in Advanced Practice Nursing
 NURS 608: Clinical Practicum: Family Primary Care (must be taken concurrently)

II. Catalogue Description

This capstone course draws on material and concepts learned throughout the FNP program and explores additional complex issues across the lifespan.

III. Course Description

This capstone course is the culmination of theoretical and clinical knowledge for family nurse practitioner students in the care of individuals and families across the lifespan. Complex health-related, biophysical, psychosocial, and cultural concerns will be a focus in the theoretical aspect of this course. The capstone project for this course includes writing an abstract and creating an evidence-based research poster and presentation tied to an area of interest identified by the student in the prior clinical theory courses. This capstone project builds on coursework/assignments throughout the program.

IV. Course Objectives

Upon completion of the theory portion 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, 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

This is a **challenging and exciting** online course, using both asynchronous and synchronous approaches. Students will be expected to be prepared, fully present, and actively involved during all phases of the course. It is also the expectation that students will either possess or have access to the necessary computer equipment (desktop computer with audio/video capability), software (Microsoft Word and Adobe Acrobat), and a reliable **hard-wired** internet connection.

Interactive activities (both asynchronous and synchronous), case studies, active group discussion, presentations, didactic lecture by webcast, online resources, and required readings are examples of the techniques that will be used to facilitate student learning. Material from clinical practice will be used to (a) illustrate class content and (b) assist with the transition from the classroom to the clinical setting. Students will leave this course better prepared to assume the role of family nurse practitioner.

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 607	Course Objective
1	Scientific Foundation Competencies	*	3
2	Leadership	*	6
3	Quality	*	3
4	Practice Inquiry	*	3
5	Technology and Information Literacy	*	2, 3, 4
6	Policy		
7	Health Delivery System	*	2, 3, 5, 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.

SCIENTIFIC FOUNDATION COMPETENCIES		
Competencies/Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
	Critically analyzes data and evidence for improving advanced nursing practice.	Poster Clinical Write-Up Exams 1&2
	Integrates knowledge from the humanities and sciences within the context of nursing science.	

<p><i>Family Nurse Practitioner competent in Leadership Competencies:</i></p> <ul style="list-style-type: none"> ▪ Integrates scientific findings from nursing, biopsychosocial fields, genetics, public health, quality improvement, and organizational sciences for continual improvement of nursing care across diverse settings. 	<p>Translates research and other forms of knowledge to improve practice processes and outcomes.</p>	
	<p>Develops new practice approaches based on the integration of research, theory, and practice knowledge.</p>	

LEADERSHIP COMPETENCIES		
Competencies/Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p><i>Family Nurse Practitioner competent in Leadership Competencies:</i></p> <ul style="list-style-type: none"> ▪ Applies concepts of organizational and systems leadership critical to the promotion of high quality and safe patient care and has leadership skills needed to make ethical and critical decisions, working effectively within a systems perspective. 	<p>Assumes complex and advanced leadership roles to initiate and guide change.</p> <p>Provides leadership to foster collaboration with multiple stakeholders to improve health care.</p> <p>Demonstrates leadership that uses critical and reflective thinking.</p> <p>Advances practice through the development and implementation of innovations incorporating principles of change.</p> <p>Advocates for improved access to quality and cost-effective health care.</p> <p>Communicates practice knowledge effectively, both orally and in writing.</p> <p>Works with individuals of other professions to maintain a climate of mutual respect and shared values.</p> <p>Engages diverse health care professionals who complement one's own professional expertise, as well as associated resources, to develop strategies to meet specific patient care needs.</p> <p>Engages in continuous professional and interprofessional development to enhance team performance.</p> <p>Assumes leadership in interprofessional groups to facilitate the development, implementation, and evaluation of care provided in complex systems.</p>	<p>Clinical Write-Up Portfolio</p>

QUALITY COMPETENCIES		
Competencies/Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p><i>Family Nurse Practitioner competent in Quality Competencies:</i></p> <ul style="list-style-type: none"> ▪ Discusses methods, tools, performance measures, and standards related to quality, and applies quality principles within an organization. 	Uses best available evidence to continuously improve quality of clinical practice.	Poster Clinical Write-Up
	Evaluates the relationships among access, cost, quality, and safety and their influence on health care.	
	Evaluates how organizational structure, care processes, financing, and 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.	

PRACTICE INQUIRY COMPETENCIES		
Competencies/Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p><i>Family Nurse Practitioner competent in Practice Inquiry Competencies:</i></p> <ul style="list-style-type: none"> ▪ Applies scholarship for evidence-based practices within the practice setting, resolves practice problems, works as a change agent, and disseminates results. 	Provides leadership in the translation of new knowledge into practice.	Poster Clinical Write-Up
	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.	

TECHNOLOGY AND INFORMATION LITERACY COMPETENCIES		
Competencies/Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p><i>Family Nurse Practitioner competent in Technology and Information Literacy Competencies:</i></p> <ul style="list-style-type: none"> ▪ Integrates and incorporates advances in technology within the practice setting, resolves practice problems, works as a change agent, and disseminates results. 	Integrates appropriate technologies for knowledge management to improve health care.	Poster Clinical Write-Up
	Translates technical and scientific health information appropriate for various users' needs. <ul style="list-style-type: none"> ▪ Assesses the patient's and caregiver's educational needs to provide effective, personalized health care. ▪ Coaches the patient and caregiver for positive behavioral change. 	

	Demonstrates information literacy skills in complex decision-making.	
	Contributes to the design of clinical information systems that promote safe, quality, and cost-effective care.	
	Uses technology systems that capture data on variables for the evaluation of nursing care.	

HEALTH DELIVERY SYSTEM COMPETENCIES		
Competencies/Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p><i>Family Nurse Practitioners competent in Health Delivery System Competencies:</i></p> <ul style="list-style-type: none"> 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. As a member and leader of interprofessional health care system, the advanced practice nurse communicates, collaborates, and consults with other health professionals to manage and coordinate care. 	Applies knowledge of organizational practices and complex systems to improve health care delivery.	Clinical Write-Up Exams 1&2
	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.	

ETHICS COMPETENCIES		
Competencies/Knowledge, Values, Skills	Student Learning Outcomes	Method of Assessment
<p><i>Family Nurse Practitioner competent in Ethics Competencies:</i></p> <ul style="list-style-type: none"> Integrates the highest level of moral principles and social policy when applying professional guidelines in the practice environment. 	Integrates ethical principles in decision-making.	Clinical Write-Up Exams 1&2
	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
Poster (in progress from NURS 603)	Week 4	15
Exam 1	Week 7	25
Clinical Case Write-Up	Weeks 10	20
Exam 2	Week 15	25
Portfolio	Week 15	5
Class Participation	Ongoing	10

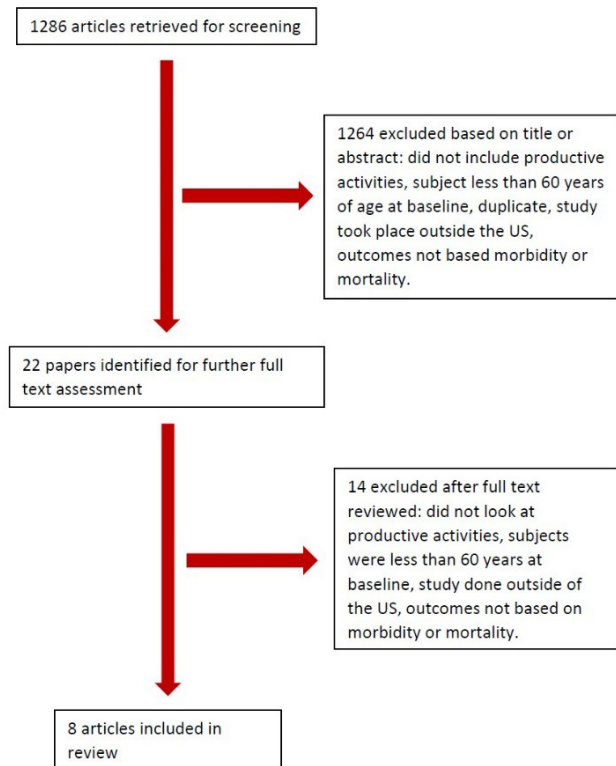
Each of the major assignments is described below.

Assignment 1: Poster (15% of course grade)

The poster is the summary of your findings from NURS 603. Work to summarize your findings in brief, concise bullet points. A poster template and examples are available in the documents section of this course. This is an individual assignment.

Grading Rubric for Poster

- 20 points: Introduction and background – the question (PICOT) asked should be emphasized here, the unknowns in the literature highlighted. It is important to justify the need for the review and the potential implications.
- 10 points: Presentation : quality of poster, ability to communicate and engage with audience
- 20 points: Method: this is the what, when, where. What you searched – what was your “search string”, what search terms and limits did you use, what was the inclusion/exclusion criteria, how studies were screened. What search engines did you use (i.e. PubMed, Medline/OvidSP, CINAHL, etc.)
- 20 points: Results: this is where you put what your findings were. Evidence and explanation should be given to the process of study inclusion/exclusion (start to finish) and summarized in an appropriate flow diagram. A summary of characteristics – what were the characteristics of the studies/subjects included if relevant.
- For example:



- 25 points: Discussion and conclusion. The discussion aims to integrate the findings. Tables work well here. A brief and direct interpretation of the findings should be made and suggestion of inference/implications for future research or clinical practice.
- 5 points: Incorporate at least three references using APA format; references should be current and within the last five years (avoid UpToDate as part of current references)

Due: Weeks 4

This assignment relates to Student Outcomes 1, 3, 4, and 5.

Assignment 2: Exam 1 (25% of course grade)

The exam reviews material from other courses taken in the FNP program related to the FNP role and assessment of physical, social, and psychosocial health in the childbearing family, child-rearing family (infants through adolescents), and young adult through aging adult. Students will have 75 minutes for 50 questions.

All exams are password-protected. Students will have 72 hours to complete the exam. All exams may be taken only once and must be completed in one session. Your instructor will post the exam password to the course wall after Live Session 7. You are allotted 1.5 minutes per question; for this 50-item exam you will be allotted 75 minutes. Students must video-record themselves taking each exam using ProctorTrack software (accessed through our Learning Management System). If you do not know how to use the Record feature, contact Student Support for help in advance of taking the exam. The exam recording must be made available to your section faculty. Students must be in a well-lit area and remain visible and on-camera for the entire duration of the exam. The student's work area must be clear of all papers, books, and other materials. Cell phones MUST be turned off (not on silent or vibrate). Any attempt to turn away from the camera or the use of messaging or text to communicate in any POD will be considered a violation of the

testing protocol, resulting in a zero for the exam. Students without a valid test recording or with a

questionable recording, or students who miss the exam deadline, will receive a grade of zero for the exam.

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 set up 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. There will at minimum a three- to four-day lag on releasing exam grades per Proctortrack software.

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 or her face is clearly visible
- Have no 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

Due: Week 7

This assignment relates to Student Outcomes 1, 3, 4, 7, and 8.

Assignment 3: Clinical Write-Up (20% of Course Grade)

- Students will submit a paper on a patient they have followed in their current clinical placement within this semester (in NURS 608). This same patient may not be the basis for the complex childbearing, pediatric, adult, or aging adult group presentations presented by the student groups in Weeks 6, 8, and 10 of this course. The presenting problems should reflect significant complexity (multiple comorbid conditions), beyond those you wrote for previous clinical courses. Incorporate at least three references using APA format; references should be current and within the last five years (avoid UpToDate as part of current references). cited in APA style within text. See Clinical Write Up Template and Rubric.

Grading Rubric for Clinical Write-up

- 40%: An orderly, thorough, and accurate History and Physical that includes: (use USC Template for Clinical Write Ups) Chief Complaint, HPI, PMH, Medications, Allergies, Family History, Health Maintenance/Screenings, Social History, Review of Systems, and Physical Exam.
- 20%: Assessment, which includes an analysis of at least two differential diagnoses and your primary diagnosis. Provide an explanation of the clinical decision-making process.
- 20%: Plan that is relevant to any interventions and includes evidence-based references to reinforce the treatment plan. Appropriate references are current (3–5 years) pertinent evidence-based articles. References must be from a peer-reviewed internal medicine, pediatric, or women’s health journal. UpToDate, eMedicine and other

web-based resources are not acceptable for this paper.

- 5%: Includes a discussion of the cultural or ethical competency met.
- 10%: Accuracy, grammar, medical syntax, structure.
- 5%: overall synthesis

Due: Week 10

This assignment relates to Student Outcome 1, 2, 3, 4, 5, 7, and 8.

Assignment 4: Exam 2 (25% of course grade)

The exam reviews material from other courses taken in the FNP program related to the FNP role and assessment of physical, social, and psychosocial health in the childbearing family, child-rearing family (infants through adolescents), and young adult through aging adult. Students will have 1.25 hours for 50 questions.

All exams are password-protected. Students will have 72 hours to complete the exam. All exams may be

taken only once and must be completed in one session. Your instructor will post the exam password to the course wall to open the exam. You are allotted 1.5 minutes per question; for this 50-item exam you will be allotted 75 minutes. Students must video-record themselves taking each exam using ProctorTrack software (accessed through our Learning Management System). If you do not know how to use the Record feature, contact Student Support for help in advance of taking the exam. The exam recording must be made available to your section faculty. Students must be in a well-lit area and remain visible and on-camera for the entire duration of the exam. The student's work area must be clear of all papers, books, and other materials. Cell phones MUST be turned off (not on silent or vibrate). Any attempt to turn away from the camera or the use of messaging or text to communicate in any POD will be considered a violation of the testing protocol, resulting in a zero for the exam. Students without a valid test recording or with a questionable recording, or students who miss the exam deadline, will receive a grade of zero for the exam.

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- Have nothing around that could make noise
- Set up proper lighting, and ensure his or her face is clearly visible
- Have no 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

Due: Week 15

This assignment relates to Student Outcomes 1, 3, 4, 7, and 8.

Assignment 5: Professional Portfolio (5% of Course Grade)

The purpose of this assignment is to assist the student in developing an individualized portfolio to be used as a personal marketing tool. It is P/F and worth 5% of the course grade. The completed portfolio should be submitted to the Assignments section of the course website. This portfolio is in progress from NURS 605: Professional Issues in Advanced Practice Nursing (the same rubric will be used).

- A. Table of contents
- B. Cover letter
- C. Resume, including professional goal statement
- D. Copy of current licenses and certifications
- E. Preceptorship and clinical placements/experiences:

1. Description of course for the site (for example, AdultComplex)

2. Name of preceptor
3. Description of each clinical site:
 - a. Populations served
 - b. Socioeconomic background
 - c. Cultural differences
 - d. Common issues for this community
 - e. Types of patients seen (clinical issues/diagnoses)
- F. Summary clinical report for entire program (from Typhon)
- G. Summary of the requirements for entry into NP practice in the student's state of residency
- H. List courses taken (students are strongly advised to retain copies of their course syllabi for their own records for possible licensing purposes and DNP program requirements)
- I. Completed application for AANP or ANCC certification examination
- J. Copy of completed state-specific Board of Nursing Nurse Practitioner application
- K. Collaborative practice agreement, if applicable
- L. Plan for growth:
 1. Continuing education (professional/CEU requirements of student's Board of Nursing)
 2. Role transition
 3. Participation in professional organization
 4. Future leadership roles

Due: Week 15

This assignment relates to Student Outcome 2.

Class Participation (10% of course grade)

In preparation for weekly, synchronous class sessions, students will be expected to complete and submit weekly class preparation assignments. These weekly asynchronous assignments/reflections/questions will be graded according to a rubric.

A significant amount of time (online synchronous) will be spent discussing core course content. A variety of techniques will be used to assist in stimulating a more meaningful learning environment. In order to get the full benefit of the learning experience, it is the expectation that every student will fully prepare and participate. Active presence in class (synchronous sessions), along with preparation by having read and completed the assignments, and full participation in discussion and activities are essential for a quality student learning experience.

Students must, at all times, adhere to the Virtual Academic Center classroom decorum standards. A copy of this has been placed for your review in the course Documents and Files section. Take some time to review this document and understand your role and responsibilities as a virtual student. Behavior that consistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and an instructor's ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office of Student Judicial Affairs for disciplinary action.

Class participation is based on attendance and participation in both asynchronous work and synchronous sessions. Class attendance is mandatory. The presence (and absence) of students greatly affects the learning experience of others. If a student anticipates missing a class or is ill, he or she will be expected to notify the instructor within 24 hours of the missed deadline or synchronous class session.

Due: Ongoing

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. Papers are due on the day and time specified by the faculty. An extension for papers or other assignments will be granted only for serious extenuating circumstances with the permission of the faculty. If the paper or other assignment is turned in late without prior permission, there will be an automatic deduction of 10% per day up to 5 days (example- 3 days late results in an automatic 30% deduction from the grade). After the 5th day the late paper will receive an automatic 0.

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 that not only demonstrates very good mastery of content but that 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 these skills have been demonstrated by the student. (2) A grade of B+ will be given to work that is judged to be 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.

VIII. Required and Supplementary Instructional Materials and Resources

Required Textbooks:

Dunphy, L. M., Winland-Brown, J. E., Porter, B. O., & Thomas, D. J. (2015). *Primary care: The art and science of advanced practice nursing* (4th ed.). Philadelphia: FA Davis Company. ISBN - 13: 978- 0803695290

Hagan, J.F., Shaw, J.S., & Duncan, P. (2017). *Bright Futures* (4th ed.). Elk Grove Village, IL. ISBN 978-1-61002-022-0

Hay, W.W., Levin, M.J., Deterding, R.R., & Abzug, M.J. *Current Diagnosis and Treatment Pediatrics* (24th ed.) ISBN.978-1259862908.

Hatcher, R., Trusell, J., Nelson, A., Cates, W., Stewart, F., & Kowal, D. *Contraceptive technology* (21st ed). ISBN. 978-1732055605.

Ball, Dains, Flynn, Solomon, Stewart. *Seidel's Guide to Physical Examination*. (9th ed). 978-0323481953
978-0323481953.

Recommended Textbooks:

Burns, C. E., Dunn, A. M., Brady, M. A., Starr, M. B., Blosser, C. G., & Garzon, D. L. (2017). *Pediatric primary care* (6th ed.). Philadelphia, PA: Elsevier/Saunders. ISBN: 9780323243384

Required Guidebook for APA Formatting:

American Psychological Association (2019). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.: American Psychological Association. ISBN-13: 9781433832161

Note: Additional required and recommended readings may be assigned by the instructor throughout the course.

Course Overview

Week	Content	Assignments
1	Module 1: Entry Into Practice: Are You Ready? <ul style="list-style-type: none"> • This module covers starting a job search. • Finalizing the portfolio for submission in Week 3. • Scholarship (submitting an abstract and poster presentation). • Students give a five-minute discussion on entry into practice within their state of residence. 	
2	Module 2: Mental Health Mixed Topics <ul style="list-style-type: none"> • Review of the epidemiology, presentation, diagnosis, and management of the following disorders: <ul style="list-style-type: none"> • Posttraumatic stress disorder • Eating disorders • Mood disorders and psychosis • Suicidal ideation 	
3	Module 3: Putting the Pieces Together: Pediatric Growth and Development <ul style="list-style-type: none"> • Growth and development • Behavioral and learning disorders • Red flags 	Week 4: <ul style="list-style-type: none"> • Poster
4	Module 4: The Dermatologic Detective <ul style="list-style-type: none"> • Clinical presentation, diagnosis, and management of select dermatologic conditions across the lifespan 	
5	Module 5: Pulmonary Disorders <ul style="list-style-type: none"> • COPD management • Obstructive sleep apnea • Pulmonary hypertension 	
6	Module 6: Hematological Disorders <ul style="list-style-type: none"> • Anemias • Leukemias across the lifespan • Review of human genome with regard to personalized medicine 	
7	Module 7: GI Disorders <ul style="list-style-type: none"> • Nonviral hepatitis across the lifespan • Celiac disease 	Week 7: <ul style="list-style-type: none"> • Exam 1

8	Module 8: Genitourinary Disorders/Sexually Transmitted infections <ul style="list-style-type: none">• Vaginitis/vaginosis (candida, BV, trich)• Sexually transmitted infections (STIs)• Hematuria• Genitourinary disorders	
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9	Module 9: Musculoskeletal System Disorders <ul style="list-style-type: none"> • Osteoarthritis • Carpal tunnel syndrome 	
10	Module 10: Neurological Disorders <ul style="list-style-type: none"> • Headaches (benign) • Guillain-Barré • Bell’s palsy and idiopathic facialparalysis • Meningitis 	Week 10: <ul style="list-style-type: none"> • Clinical Write-Up
11	Module 11: Endocrine Disorders <ul style="list-style-type: none"> • Adrenal and pituitary disorders • Diabetes mellitus type 2 management 	
12	Module 12: Vector-Borne Illnesses/Infectious Diseases/Rheumatological Disorders <ul style="list-style-type: none"> • Rheumatological disorders across the lifespan • Lyme disease • Ehrlichiosis • Rocky Mountain spotted fever 	
13	Module 13: The Role of Advanced Practice Nurses in Survivorship Care Planning <ul style="list-style-type: none"> • Survivorship across the lifespan • Later-term effects of disease treatment and management 	
14	Module 14: Revisiting Complex Cases <ul style="list-style-type: none"> • Case with CHF, chronic kidney disease 	
15	Module 15: Preparing for the Certification Exam <ul style="list-style-type: none"> • Preparing for board examinations 	Week 15: <ul style="list-style-type: none"> • Exam 2 • Portfolio
Study Days / No Classes		
Final Examinations		

Course Schedule—Detailed Description

Module 1: Entry Into Practice	Month Date
Topics	
<ul style="list-style-type: none"> • The strategic job search • Scholarship—disseminating your work 	
<ul style="list-style-type: none"> • Role transition 	

This module relates to Course Objectives 2, 3, 5, and 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: FA Davis Company. ISBN-13: 978-0803667181

1. Chapter 80: The Business of Advanced Practice Nursing, pp. 1327-1347.

Recommended Readings:

Aiken, B. M. (2015, June 1). Job search techniques for new and seasoned nurse practitioners. Retrieved from <http://www.clinicaladvisor.com/napnap-2015-meeting-coverage/job-search-techniques-for-new-student-seasoned-nurse-practitioners/article/400455/>

National Association of Pediatric Nurse Practitioners. (n.d.). New graduate PNP. Retrieved from <https://www.napnapcareerguide.com/new-graduate-pnp/>

National Association of Pediatric Nurse Practitioners. (n.d.). PNP job interview—behavioral questions. Retrieved from <https://www.napnapcareerguide.com/pnp-job-interview-behavioral-questions/>

National Association of Pediatric Nurse Practitioners. (n.d.). PNP networking tips. Retrieved from <https://www.napnapcareerguide.com/pnp-networking-tips/>

Module 2: Mental Health Across the Lifespan	Month Date
Topics	
<ul style="list-style-type: none"> • Posttraumatic stress disorder • Eating disorders • Mood disorders and psychosis • Suicidal ideation 	

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: FA Davis Company. ISBN-13: 978-0803667181

1. Chapter 66: Schizophrenia Spectrum Disorders, pp. 1088-1099.

2. Chapter 67: Mood Disorders, pp. 1100-1128.
3. Chapter 68: Anxiety, Stress, and Trauma-Related Disorders, pp. 1129-1135 & 1138-1152.
4. Chapter 70: Behavioral Disorders Related to Physical/Physiological Disturbances section on Eating Disorders, pp. 1162-1166.
5. Chapter 81: The 15-minute hour: Practical Approaches to Behavioral Health for Primary Care, pp. 1348-1353.

Recommended Readings:

Griswold, K. S., Del Regno, P. A., & Berger, R. C. (2015). Recognition and differential diagnosis of psychosis in primary care. *American Family Physician, 91*(12), 856–863. Retrieved from <http://www.aafp.org/afp/2015/0615/p856.pdf>

Harrington, B. C., Jimerson, M., Haxton, C., & Jimerson, D. C. (2015). Initial evaluation, diagnosis, and treatment of anorexia nervosa and bulimia nervosa. *American Family Physician, 91*(1), 46–52. Retrieved from <http://www.aafp.org/afp/2015/0101/p46.html>

Module 3: Putting the Pieces Together: Pediatric Growth and Development	Month Date
Topics	
<ul style="list-style-type: none"> • Pediatric growth and development across the continuum • Anticipatory guidance • Red flags 	

This module relates to Course Objectives 1–6.

Required Readings:

Burns, C. E., Dunn, A. M., Brady, M. A., Starr, M. B., Blosser, C. G., & Garzon, D. L. (2017). *Pediatric primary care* (6th ed.). Philadelphia, PA: Elsevier/Saunders.

1. Chapter 2: Child and Family Health Assessment, pp. 10–32.
2. Chapter 3: Cultural Considerations for Pediatric Primary Care, p.33–44.
3. Chapter 4: Developmental Management in Pediatric Primary Care, pp.46–60.

4. Chapter 6: Developmental Management of Early Childhood, pp. 80–100.
5. Chapter 7: Developmental Management of School-Age Children, pp. 101–120.
6. Chapter 8: Developmental Management of Adolescents, pp. 121–139.
7. Chapter 10: Nutrition, pp. 156–197.
8. Chapter 13: Physical Activity and Sports for Children and Adolescents, pp.233–274.
9. Chapter 14: Sleep and Rest, pp. 275–284.
10. Chapter 15: Sexuality, pp. 285-298.
11. Chapter 17: Role Relationships, pp. 311–338.
12. Chapter 34: Dental and Oral Disorders, pp. 889–911.

Recommended Readings:

Ball, J. W., Dains, J. E., Flynn, J. A., Solomon, B. S., & Stewart, R. W. (2015). *Seidel’s guide to physical examination* (8th ed.). St. Louis, MO: Elsevier-Mosby.

1. Chapter 23: Sports Participation Evaluation, pp. 581–593.

Module 4: The Dermatological Detective	Month Date
Topics	
<ul style="list-style-type: none"> • Clinical presentation, diagnosis, treatment, and management of select dermatologic conditions across the lifespan. <ul style="list-style-type: none"> ○ Pityriasis rosea ○ Tinea corporis ○ Pityriasis versicolor ○ Guttate psoriasis ○ Nummular eczema ○ Secondary syphilis ○ Erythema nodosum ○ Insect bites ○ Cellulitis, erysipelas, MRSA ○ Erythema multiforme ○ Dermatofibroma ○ Molluscum contagiosum ○ Hypertrophic and keloid scars ○ Basal cell carcinoma ○ Melanoma 	

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: FA Davis Company. ISBN-13: 978-0803667181

1. Chapter 11: Common Skin Complaints, pp. 153-158.
2. Chapter 13: Fungal Skin Infections, pp. 172-181.
3. Chapter 14: Bacterial skin infections, pp. 194-199.
4. Chapter 16: Dermatitis, pp. 211-216.
5. Chapter 17: Skin lesions, pp. 247-258.

Recommended 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: FA Davis Company. ISBN-13: 978-0803667181

1. Chapter 20: Visual Disturbances and Impaired Vision, pp. 278-292.

Module 5: Pulmonary Disorders	Month Date
Topics	
<ul style="list-style-type: none"> • COPD management <ul style="list-style-type: none"> ○ Initial steps ○ Pharmacotherapy ○ Treating exacerbations • Obstructive sleep apnea • Pulmonary hypertension 	

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: FA Davis Company. ISBN-13: 978-0803667181.

1. Chapter 29: Sleep Apnea, pp. 363-371.
2. Chapter 31: Inflammatory Respiratory Disorders, pp. 406-416.

Dunlap, B., & Weyer, G. (2016). Pulmonary hypertension. *American Family Physician, 94*(6), 463–469.

Gentry, S., & Gentry, B. (2017). Chronic obstructive pulmonary disease: Diagnosis and management. *American Family Physician, 95*(7), 433–441.

Semelka, M., Wilson, J., & Floyd, R. (2016). Diagnosis and treatment of obstructive sleep apnea in adults. *American Family Physician, 94*(5), 355–360.

Recommended Readings:

Global Initiative for Chronic Obstructive Lung Disease. (2017). *Pocket guide to COPD diagnosis, management, and prevention: A guide for health care professionals*. Retrieved from <http://goldcopd.org/wp-content/uploads/2016/12/wms-GOLD-2017-Pocket-Guide.pdf>

Module 6: Hematological and Oncologic Disorders	Month Date
Topics	

- Anemias
- Leukemia
- Human genome: introduction to genomics

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: FA Davis Company. ISBN-13: 978-0803667181

1. Chapter 32: Lung Cancer, pp. 424-437
2. Chapter 61: Hematologic Disorders, pp. 958-992.

Module 7: GI Disorders	Month Date
Topics	
<ul style="list-style-type: none"> • Approach to the patient with elevated LFTs • Nonviral hepatitis <ul style="list-style-type: none"> ○ Nonalcoholic fatty liver disease (NAFLD)/nonalcoholic steatohepatitis (NASH) ○ Alcoholic hepatitis ○ Drug-induced liver injury • Celiac disease 	

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: FA Davis Company. ISBN-13: 978-0803667181

1. Chapter 40: Gastric and Intestinal Disorders, pp. 582-586.
2. Chapter 42: Cirrhosis and Liver Failure, pp. 612-621.

Module 8: GYN/STIs/Genitourinary Conditions	Month Date
Topics	
<ul style="list-style-type: none"> • Approach to GYN exam • STIs • Approach to hematuria workup • Genitourinary conditions across the lifespan 	

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: FA Davis Company. ISBN-

13: 978-0803667181

1. Chapter 44: Urinary Tract Disorders, pp. 628-649
2. Chapter 46: Common Reproductive System Complaints, pp. 669 – 690.
3. Chapter 47: Breast Disorders, pp. 690-704.
4. Chapter 49: Prostate Disorders, pp. 748-761.
5. Chapter 50: Penile and Testicular Disorders, pp. 761-778.
6. Chapter 51: Sexually Transmitted Infections, pp. 779-787.

Module 9: Musculoskeletal System Disorders	Month Date
Topics	
<ul style="list-style-type: none">• Osteoarthritis• Carpal tunnel syndrome	

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: FA Davis Company. ISBN-13: 978-0803667181

1. Chapter 52: Common Musculoskeletal Complaints, pp. 789-813.
2. Chapter 54: Soft-Tissue Disorders, pp. 834-850.
3. Chapter 55: Osteoarthritis and Osteoporosis, pp.851-873.

Browne, K. L., Merrill, E. (2015). Musculoskeletal management matters: Principles of assessment and triage for the nurse practitioner. *The Journal of Nurse Practitioners*, 11(10), 929–939.

Recommended Readings:

Wipperman, J., & Goerl, K. (2016), Carpal tunnel syndrome: Diagnosis and management. *American Academy of Family Physicians*, 94(12), 993–999.

Module 10: Neurological Disorders	Month Date
Topics	
<ul style="list-style-type: none"> • Headaches <ul style="list-style-type: none"> ○ Migraine ○ Tension type ○ Cluster ○ Medication overuse • Guillain-Barré • Bell’s palsy and idiopathic facialparalysis • Meningitis 	

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: FA Davis Company. ISBN-13: 978-0803667181

1. Chapter 6: Common Neurological Complaints, pp. 75-96
2. Chapter 10: Infectious and Inflammatory Neurological Disorders, pp. 126-114

Module 11: Endocrine Disorders	Month Date
Topics	
<ul style="list-style-type: none"> • Adrenal and pituitary disorders <ul style="list-style-type: none"> ○ Pituitary adenomas ○ Adrenal insufficiency • Diabetes mellitus type 2 management <ul style="list-style-type: none"> ○ Medication management ○ Insulin initiation ○ Management of chronic complications 	

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: FA Davis Company. ISBN-13: 978-0803667181

1. Chapter 57: Glandular Disorders, pp. 880-908.
2. Chapter 58: Diabetes Mellitus, pp. 909-953.

Recommended Readings:

American Diabetes Association. (2019). Standards of medical care in diabetes—2019. *The Journal of Clinical and Applied Research and Education*, 42(1). Retrieved from

http://care.diabetesjournals.org/content/42/Supplement_1/S3.full-text.pdf

Module 12: Rheumatoid Arthritis/Tickborne Illnesses/Infectious Disorders	Month Date
Topics	
<ul style="list-style-type: none"> • Rheumatoid arthritis across the continuum • Tickborne illnesses <ul style="list-style-type: none"> ○ Lyme disease ○ Rocky Mountain spotted fever ○ Ehrlichiosis • Infectious diseases <ul style="list-style-type: none"> • Zika virus 	

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: FA Davis Company. ISBN-13: 978-0803667181

1. Chapter 62: Immunological Disorders, pp. 1001-1022.
2. Chapter 63: Infectious Disorders, pp. 1026-1030.

Module 13: The Role of Advanced Practice Nurses in Survivorship Care Plannin	Month Date
Topics	
<ul style="list-style-type: none"> • What is survivorship? • Survivorship care planning • Survivorship and chronic diseases 	

This module relates to Course Objectives 2, 3, 4, 5, and 6.

Required Readings:

Sun, V., Olausson, J. M., Fujinami, R., Chong, C., Dunham, R., Tittlefitz, T., & Grant, M. (2015). The role of the advanced practice nurse in survivorship care planning. *Journal of the Advanced Practitioner in Oncology*, 6(1), 64–70.

Weaver, L., Jessup, A., & Mayer, D. (2013). Cancer survivorship care: Implications for primary care advanced practice nurses. *Nurse Practitioner*, 38(11), 1–11.

Recommended Readings:

American Society of Clinical Oncology. Survivorship Care Planning Tools. Retrieved from <https://www.asco.org/practice-guidelines/cancer-care-initiatives/prevention-survivorship/survivorship-compendium>

Module 14: Complex Cases and Chronic Disease Management	Month Date
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Topics
<ul style="list-style-type: none"> • Approach to complex cases • Complex cases and co-morbidities • Chronic diseases and complex cases

This module relates to Course Objectives 1–6.

Required Readings:

Center for Disease Control. (n.d.). Preventing chronic diseases: Eliminating the leading preventable causes of premature death and disability in the United States. Retrieved from:

<https://www.cdc.gov/chronicdisease/pdf/preventing-chronic-disease-508.pdf>

Glassgow, A. E., Martin, M. A., Caskey, R., Gansa, M., Gerges, M., et al.(2017). An innovative health care delivery model for children with medical complexity. *Journal of Child Health, (21)3*, 263–272.

Recommended Readings:

Porter, S. (2015). How would you describe the complex patient. Retrieved from:

<http://www.aafp.org/news/practice-professional-issues/20150918patientcomplexity.html>

Module 15: Preparing for the Certification Exam	Month Date
Topics	
<ul style="list-style-type: none"> • Preparing for the certification exam • Test strategies 	

This module relates to Course Objectives 1–6.

Study Days / No Classes	Month Date

Final Examinations	Month Date

University Policies and Guidelines

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) 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

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

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

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

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

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

The Office of Disability Services and Programs

Provides certification for students with disabilities and helps arrange relevant accommodations. 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

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

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

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

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

If you have a complaint or concern about the course or the instructor, please discuss it first with the instructor. If you feel cannot discuss it with the instructor, contact the chair of the [xxx]. If you do not receive a satisfactory response or solution, contact your advisor and/or Associate Dean and MSW Chair Dr. Leslie Wind for further guidance.

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.

Don't procrastinate or postpone working on assignments.
