



**COURSE NO:** NURS 505

**COURSE TITLE:** Nurse Practitioner Roles and Responsibilities

**CREDIT HOURS:** Three credits; 1 cr. theory and 2 cr. clinical (1 cr. = 50 contact hrs.)

**SEMESTER:** Spring 2016

**CONTACT**

**HOURS:** 1 hour = 15 class contact hours; includes 100 practicum hours in clinical care areas

**INSTRUCTOR:** Stephanie R. Peterman, MSN, CRNP

**TEXTBOOKS:**

**Required Textbook:**

Joel, L.A. (2013). *Advanced Practice Nursing: Essentials for role development (3<sup>rd</sup> ed.)*. Philadelphia: F.A. Davis.

**Required Web Resource:**

US Preventative Services Task Force (USPSTF). Information For Health Care Professionals. Retrieved from <http://www.uspreventiveservicestaskforce.org/>

**Recommended:**

**The following are some of the references/text used in nurse practitioner programs:**

American Association of Critical-Care Nurses (2010) *Scope and standards of practice for the acute care nurse practitioner*. Alisa Viejo, CA: AACN

American Nurses Association and American Association of Critical Care Nurses (2006) *Scope of practice and standards of professional performance for the acute and critical care clinical nurse specialist*. Available on line at [www.aacn.org](http://www.aacn.org)

American Heart Association. (2010). *Handbook of emergency cardiovascular care for healthcare providers*. Dallas, TX: Laerdal Medical Corporation.

Barkley, T. W. & Myers C. M. (2008). *Practice guidelines for acute care nurse practitioners*. (2nd ed.). St. Louis, Missouri: Saunders Elsevier.

Buppert, C. (2014). *Nurse Practitioner's business practice and legal guide*. (5<sup>th</sup> ed.). Burlington, MA: Jones and Bartlett.

Dunphy, L. M., & Winland-Brown, J. E. (2015) *Primary care: Art and science of Advanced Practice Nursing*. Philadelphia: FA Davis.

Forman, M., Milisen, K., & Fulmer, T. *Critical care nursing of older adults: Best practices*. (3<sup>rd</sup> ed.). Philadelphia: Lippincott, Williams, and Wilkins.

Gilbert, D. N. (2014). *The Sanford guide to antimicrobial therapy*. (42<sup>nd</sup> ed.). LaVerne, TN: Ingram.

Papadakis, M., & McPhee, S. J. (2015). *Current medical diagnosis and treatment 2016*. (55<sup>th</sup> ed.). New York: McGraw-Hill.

Hardin, S., & Kaplow, R. (2005). *Synergy for clinical excellence*. Boston: Jones and Bartlett.

Marini, J., & Wheller, A. (2010). *Critical care medicine*. (4<sup>th</sup> ed.). Baltimore: Lippincott, Williams & Wilkins.

Winland-Brown, J.E. & Dunphy, L. M. (2013). *Adult-Gerontology and Family Nurse Practitioner certification examination: Review questions and strategies*. (4<sup>th</sup> ed.). Philadelphia: FA Davis.

### **Additional References:**

In addition it is recommended that subscriptions to professional journals be considered. There are a variety of professional publications appropriate for the general Nurse Practitioner community as well as those specific to selected disciplines. Examples include:

- The American Journal for Nurse Practitioners; [www.webnp.net](http://www.webnp.net)
- Journal of the American Academy of Nurse Practitioners; [www.blackwellpublishing.com](http://www.blackwellpublishing.com)
- The Journal for Nurse Practitioners; [www.npjjournal.org](http://www.npjjournal.org)

Course textbooks from previous courses, including Advanced Health and Physical Assessment, Pathophysiology, and Pharmacology

### **PREREQUISITES/COREQUISITES:**

All Direct Core Courses: NURS 530: Advanced Pathophysiology and NURS 534: Advanced Health and Physical Assessment, pre-requisites; NURS 532: Advanced Pharmacology, co-requisite.

### **COURSE DESCRIPTION:**

This course introduces students to the multiple roles and responsibilities of the Adult-Gerontology Nurse Practitioner through seminar and precepted practicum experiences. Students apply prior knowledge and experience of professional nursing in appraising advanced practice nursing roles. Students develop personal philosophies of practice that are consistent with adult-gerontology nurse practitioner competency standards. Seminar and practicum

experiences in primary care or acute care provide care exemplars and case studies that further provide basis for student learning. This is a course requirement for all students in the nurse practitioner track.

### **COURSE OBJECTIVES:**

At the conclusion of this course, the student will be able to:

1. Document comprehensive health assessments at the point of care for adults of all ages.
2. Synthesize assessment findings to establish differential diagnoses and an evidence-based plan of care.
3. Analyze the nurse practitioner role with regard to standards of practice and interdisciplinary collaboration.

### **TEACHING STRATEGIES:**

Lecture, seminar discussion, unfolding and interactive case studies, clinical simulation, learning management systems (e.g. blogs, discussion board)

### **CLINICAL PRACTICUM:**

Precepted clinical hours in appropriate practicum settings in various settings with the population focus will be limited to adult and older adult patients. Students will be take comprehensive patient histories and conduct complete physical assessments, followed by documentation of significant findings.

### **GRADING POLICY:**

Course grades are based on the following numerical equivalencies:

A	=93-100	C	=73-76.99
A-	=90-92.99	C-	=70-72.99
B+	=87-89.99	D+	=67-69.99
B	=83-86.99	D	=64-66.99
B-	=80-82.99	D-	=60-63.99
C+	=77-79.9	F	=Below 60

### **TOPICAL OUTLINE:**

#### *I. Foundations in Adult – Gerontology Nurse Practitioner Role Performance*

##### **A. Guidelines for practice**

- APRN Consensus Model for Licensure, Accreditation, Certification, and Education (LACE)
- Scope of practice in Pennsylvania (PASBON Code §21.283-§21.287)
- Standards/guidelines for certification – American Nurses Credentialing Center (ANCC) and the American Academy of Nurse Practitioners (AANP)
- Professional guidelines and competencies for Adult-Gerontology NP (AACN, NONPF)

##### **B. Interdisciplinary and Intraprofessional responsibilities**

- Foundations and evolution of the CRNP role
- Collaborative practice

- Primary and acute care practice
- Advanced Practice Nurses – CNM, CRNP, CRNA, CNS; CNL role
- Interdisciplinary communication and collaboration

## *II. Performance of Adult Health and Physical Assessment and Diagnosis*

### A. Application of health and physical assessment techniques

- Growth and development during the adult years
- Interviewing techniques for young adults, adults, and older adults
- System-specific, age-focused health concerns
  - HEENT
  - Pulmonary/respiratory
  - Cardiovascular
  - Genitourinary
  - Genitourinary
  - Musculoskeletal
  - Neurological
  - Endocrine
  - Hematologic
  - Integumentary
  - Lymphatic
  - Infectious/communicable disease

### B. Techniques for further clinical assessment

- Comprehensive versus problem-focused assessment
- Laboratory evaluation
- Diagnostic testing and related technology
- Health screening guidelines and recommendations
- Identification of gero-psychiatric conditions
- Polypharmacy assessment and implications
- Recognition of adverse drug reactions
- Typical/atypical presentation of health problems
- Geriatric syndromes; suggestive of other health problems, e.g. falls, dehydration, dementia, loss of functional status etc.

### **METHODS OF EVALUATION:**

Active Class Participation	5%
Submissions and responses to assigned weekly readings on online discussion forum	30%
Role Reflections / Clinical logs	15%
Comprehensive Patient Notes - including differential diagnoses for adults across the lifespan (3)	30%
Clinical performance evaluations: Self, Preceptor, and CRNP faculty	20%

## **Class Participation**

Each class period will be dedicated to a specific system or disease process. This will include case studies with development of differential diagnoses, radiograph and lab interpretation, and formulating an effective treatment plan.

## **Submissions and responses to assigned weekly readings on Blackboard**

### **Advanced Practice Nursing Reading Schedule**

Complete assigned reading each week. Post a meaningful, thought-provoking question based on the assigned chapter on the discussion forum of Blackboard by Wednesday. Then respond to at least two questions posted by other students by the following Monday.

<b>Reading Assignment</b>	<b>Questions Due</b>	<b>Responses Due</b>
Chapter 1-2	January 27	February 1
Chapters 4 and 6	February 3	February 8
Chapters 7 and 9	February 10	February 15
Chapter 8 and 10	February 17	February 22
Chapter 11	February 24	February 29
Chapter 12	March 2	March 7
<b>Spring Break, March 9</b>		
Chapter 13-14	March 16	March 21
Chapter 19	March 23	March 28
Chapter 22	March 30	April 4
Chapter 23 and 25	April 6	April 11
Chapter 26	April 13	April 18
Chapter 27	April 20	April 25
Chapter 28	April 27	May 2

## Role Reflections/Clinical Logs

Logs are an open form of communication between students and faculty that describe clinical experiences and personal growth. Each log should be approximately one page in length. They should also include the number of clinical hours completed to date. **Two** of the logs have specific themes:

Class Date	Topic	Readings	Assignments Due
January 20	Intro	CXR Paper	
February 10	Neuro	Art of the Problem List	Reflection/Log #1**
March 2	Cardiovascular		Reflection/Log #2 Comprehensive Note #1
March 30	Pulmonary		Reflection/Log #3 Comprehensive Note #2
April 20	GI/GU		Reflection/Log #4
May 4	Endocrine		Reflection/Log #5** Comprehensive Note #3

**\*\* Log #1:** Expectations for the semester. Include what your biggest goals are for your first clinical rotation.

**\*\*Log #5:** A final evaluation of the semester. What goals were achieved through your first clinical rotation? What could have been made the experience better? What are your goals moving forward into the next semester?