

TEXAS A&M UNIVERSITY- CORPUS CHRISTI
College of Nursing and Health Sciences
NURS: 5644 W01 - Management of Acute and Chronic Illnesses I
Spring 2025 Syllabus

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NURS 5644 Management of Acute and Chronic Illness I

6 Semester Credit Hours

COURSE DESCRIPTION:

Study of clinical management of commonly occurring acute and chronic conditions in primary health care settings across the lifespan. Content includes study of symptom complexes, pathophysiology, epidemiology, clinical management, and prevention of complications. Emphasis is on symptom analysis, diagnostic reasoning, differential diagnosis, and prescription of therapeutic regimens. Attention is given to research-based pharmacological and non-pharmacological treatments, and integration of nursing, developmental, family and transcultural theories to the diagnostic and management process. The clinical practice provides the opportunity for the student to perform comprehensive and episodic assessments, practice advanced skills in health assessment, diagnose commonly occurring illnesses, and suggest treatments under supervision in urban/rural communities. The lecture component of this course is delivered through online technology. Laboratory hours must be completed in appropriate settings approved by clinical faculty.

COURSE OBJECTIVES:

1. Demonstrate acquisition and application of research derived knowledge base required for effective primary ambulatory clinical practice of each symptom complex or diagnosis under discussion.
2. Integrate and apply selected theory and research findings into clinical practice to implement the advanced nurse practitioner role.
3. Value responsibility and demonstrate commitment to the enactment of the role of advanced nurse practitioner.
4. Analyzes the advanced nurse practitioner role in the healthcare delivery system.
5. Collaboratively plan for the delivery of culturally acceptable health care within the context of client social structure and worldviews.

REQUIRED TEXTS AND RESOURCES:

Dunphy, L. M. H., Winland-Brown, J. E., Porter, B. O., & Thomas, D. J. (2023). *Primary care: The art and science of advanced practice nursing - an interprofessional approach*. F.A. Davis Company. ISBN-13 978-1-7196-4465-5.

Pagana, K.D., Pagana, T.J., Pagana, T.N. (2021). *Mosby's Manual of Diagnostic and Laboratory Tests* (7th ed). Mosby- Elsevier. ISBN-13 978-0323697033.

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed). Washington, D.C.: APA

- All textbooks from previous FNP program classes are encouraged for use as additional resources.

LEARNING EXPERIENCES:

- Course objectives may be met through individual study of required and recommended resources, formal and informal exchange of ideas with classmates, colleagues, and both clinical and class faculty regarding specific topics and practicum activities, while utilizing the critical thinking skills demanded of the graduate student.
- Teaching methods include online asynchronous discussion, independent study of texts, library and other professional resources, web-based activities, analysis and synthesis of clinical applications, feedback on clinical experience activities and reports, and the assignments listed in the course. While faculty provides guidance and consultation, the student is responsible for identification of learning needs, self-direction, and demonstration of course objectives.
- Students are reminded that web-based assignments take more time to complete than traditional face-to-face classroom work. The time spent engaged in independent learning is determined by each student's schedule, learning style, and the tasks

involved in the assignment. Students with limited experience using CANVAS software are expected to seek assistance from the support services at the university's Helpdesk to ensure satisfactory completion of the required work.

Learning Experiences Related to the Clinical Portion of the Course:

- Regular attendance and participation at the clinical site throughout the semester.
- Reflection on clinical cases and evidence-based practice through the documentation of clinical experiences in Typhon.
- Selected readings from current literature, both in preparation for and as follow-up to learning associated with patient encounters.
- Ongoing self-evaluation of clinical progress.
- Ongoing evaluation by preceptor.
- Informal planning and communication with the preceptor for appropriate goals and activities to meet learning needs.
- On-site observation and evaluation by clinical faculty.

COURSE REQUIREMENTS AND GRADING:

- **Syllabus:** Students are expected to review the syllabus, including guidelines for assignments and related grading criteria, to understand the course requirements and policies fully. Students should acknowledge careful review of the syllabus via CANVAS email (instructions in 'Orientation Module').
- **Course communication:** Professional and timely communication with the course and clinical faculty is a course expectation. Email communication with faculty should be through CANVAS, except in special circumstances (e.g., when CANVAS is unavailable). Faculty (both didactic and clinical) will respond to CANVAS e-mail messages within 48 hours during the week (M-F) and 72 hours over the weekend (Sat./Sun.). If your message is urgent and/or needs prompt assistance, please call or text the faculty. Students are expected to read and respond to faculty communication(s) within 48 hours during the week (M-F) and within 72 hours during the weekend (Sat./Sun.). CANVAS email should also be used for private communication with faculty and/or other students concerning the course.
- **Student evaluation of others:** Students are expected to complete course, class, faculty, clinical faculty, preceptor, and peer evaluations.
- **Grading and evaluation of students:** This course is designed with evaluation as an ongoing process to provide feedback on students' progress toward meeting course objectives.
- **Students must attain an average of $\geq 75\%$ on all four exams.** If the 75% average on the exams is not attained, the final grade (in SAIL) will be the student's exam average. **Please Note:** An evaluation of 'U' ('U' = "Unsatisfactory") in the clinical portion of the course will supersede any class grade and result in a failing grade (F) for NURS 5644.

Grading Scale:
A = 90 -100
B = 83 - 89
C = 75 - 82
D = 67 - 74
F = <67

Grade Components:

Graded Activity	Course Weight
*4 Exams	70%
Disease Summary and Presentation	10%
Quizzes	10%
Class Participation (Lessons/Discussions)	10%
SOAP Notes (Clinical)	Complete/Incomplete
Total Course Grade	100%

- Exams:** There are four exams scheduled for this course. All exams will be administered through a secure testing setting. Students may NOT use notes, books, handouts, etc., during the exams. The Secure Testing Policy is considered a part of this syllabus and may be found as a separate document under the Information section of CANVAS. **Failure to comply with exam policy will result in a 'ZERO' for an exam.** Please see course schedule for the content areas for each exam. Exams are comprehensive, closed-book and timed. The exam material is a culmination of the textbooks, learning activities, and class assignments/discussions. All exams will be open starting on Tuesday from 8 am (CST) and close Wednesday at 8 am (CST) of the scheduled exam week. You will have 90 minutes of testing time allowed. The initial score will be released at a designated time after the end of the testing period. Course faculty will evaluate individual test questions for psychometric soundness. Based on this review, the exam score may be adjusted. The exam scores are finalized within 1-2 days after testing. Should a student have concerns about a specific question(s) on the test, the student should contact the course faculty privately through CANVAS email with their concern(s)/question(s). If the student has an urgent/emergent situation or circumstance that causes an exam

absence, it is recommended that the student contact the course faculty as soon as *possible before* the start of the exam.

- **Disease Summary Poster and Presentation:** The purpose of this assignment is to guide students to synthesize information on a common acute illness and create a simple poster. Emphasis is on risk factors, pathophysiology, symptom analysis, diagnostic reasoning, differential diagnosis, and management, including patient education and referrals. Students should develop a disease summary that can be used in clinical practice, which focuses on information applicable to the outpatient primary care setting. The content should be appropriate for the advanced practice nurse/family nurse practitioner. The assignment is due according to the course schedule. **Late submissions of the assignments will lead to a 10-point deduction in grading PER DAY, except for excused late submissions.** If the student has a documented severe illness, an urgent/emergent situation, or circumstance leading to course absences (excused late submission), students should make every effort to notify faculty *before* the assignment due date/time.
- **Weekly participation:** Due according to the weekly schedule. Student engagement and participation are an expectation in this course. Each student must participate in weekly assignments (discussions, quizzes, and other learning activities) as assigned for the week. Weekly participation assignments are graded randomly throughout the semester. The number of postings and replies to discussions is determined by the faculty and can change at any time. Students are expected to utilize the assigned readings and original clinical practice guidelines as their major references for didactic weekly assignments. When the didactic discussion is assigned, all original posts must be completed by Monday at 11:59 pm (CST). Timely submission allows class members to compare and respond to the assigned questions. Students are expected to stay engaged in their didactic discussions throughout the week, as assigned. The learning process involves an exchange of ideas and an exploration of concepts between faculty and students. Students must log into the CANVAS course to participate in classroom activities. A certain level of decorum facilitates the online learning process for learners and teachers. The online learning environment communication and behavior guidelines should be reviewed in “Netiquette” found in the Information section of CANVAS.

CLINICAL COURSE GRADE COMPONENTS

Students should begin by reading the Clinical Guidelines for the MSN Program and the Preceptor Agreement Packet available within the course under “Clinical Information.” The Clinical Guidelines and Preceptor Agreement Packet serves as a reference for policies guiding the clinical laboratory portion of this course.

- **Clinical Course Component:**

Component:	Grading: S/U (Satisfactory/ Unsatisfactory) Or percentage
Completion of minimum number of 135 + (any make-up hours from previous semester) clinical hours spread throughout the semester	S/U
Typhon documentation: Electronic clinical log documentation of patient encounters must be posted <u>within a one-week period</u> from date of patient visit; procedure. documentation (part of the final course grade)	S/U
Minimum One COMPREHENSIVE and One FOCUSED SOAP Assignments (part of the final course grade)	Complete/Incomplete
Faculty Observation and Evaluation (site visit)	S/U

- **Clinical Hours:**

At least 135 hours of clinical experience related to course content are required. Additional hours may be assigned at the discretion of the clinical faculty based on student needs. Students are responsible for working with their clinical faculty members to plan experiences that meet the course objectives and take into consideration student skills and learning needs. Clinical learning experiences should reflect the course's didactic content and be flexible to meet the needs of the clinical setting. To meet the course requirements and assignments, students should organize their clinical hours/days so that they span the entire semester. This allows for continued skill development and affords clinical faculty ample time to schedule visits and evaluate students throughout the semester.

- **Clinical Practice Prerequisites:** Clinical hours may **NOT** begin until the following requirements are met:
 - Current information on file in Certified Profile Database Software: BLS for Healthcare Providers, TB test results, immunization record, urine drug screen, criminal background check and verification of Texas RN license.
 - Clinical site and preceptor approval by the clinical faculty member: A signed and approved Preceptor Agreement must be submitted through the Assignments section of CANVAS. Clinical faculty may ALSO request that the agreements be submitted directly to them via CANVAS or by email.
 - The Preceptor Agreement should be submitted as one file with the document checklist as the cover sheet.
- **Typhon Documentation:** Electronic clinical log documentation of EVERY patient encounter must be posted using the Typhon software within a one-week (7 calendar days) from the date of the patient visit for the clinical time to count toward the minimum 135

hours. Typhon entries are reviewed and must be approved by clinical faculty. Incomplete entries in Typhon after the 7-day deadline are subject to non-approval of the cases and deletion of the associated Shift Time. Participation in clinical procedures must be documented in Typhon as well.

- **SOAP Note Assignments:** Students will complete a minimum of two SOAP note assignments throughout the semester. The due dates for the SOAP note assignments are available in the course schedule. The assignments will be submitted through Canvas Assignments and graded by clinical faculty. Subsequent assignment submissions should reflect an improvement from previous submissions. Additional SOAP note assignments and/or reworking of the notes may be assigned by clinical faculty as indicated. Students should complete ONE COMPREHENSIVE AND ONE FOCUSED SOAP NOTES FOR the assignments.
- **Preceptor and Self-Evaluations:** All end-of-clinical Preceptor and Student Evaluations must be completed and submitted within one week of completion of the clinical experiences or by the assigned due date. Evaluation forms will be submitted in the Assignments section of CANVAS. Clinical faculty may ALSO request that the evaluations be submitted directly to them via CANVAS or by email.
- **Faculty Observation and Evaluation: Safe and satisfactory clinical practice** is mandatory for successful completion of the course. The clinical laboratory portion of this course is according to the Clinical Course Grade Components listed above. Unsatisfactory performance in the clinical laboratory requirements of the course will result in a failure of the course (F). The Clinical Faculty will complete at least one evaluative clinical site visit. Additional site visits may be completed based on the individual student progress observed or reported in the clinical area. The clinical faculty can be reassigned throughout the course. In the unusual circumstance that a student fails to provide safe care or professional conduct based on the clinical instructor's professional judgment, the student may be removed from the clinical setting at any time. If the identified deficiencies cannot be remedied in the remaining clinical time and (within the limits of available faculty or preceptor supervision), the student will earn an 'Unsatisfactory' grade in the Clinical Course.

COURSE POLICIES:

Academic Integrity/Plagiarism:

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct, or complicity in an act of academic misconduct on an assignment or test, will result in a **ZERO**. Please see the following sites for additional information:

[University Student Handbook](#) and [Code of Conduct](#)

University Rules and Procedures

The intent of academic integrity is to present your own original work on all assignments. Examples of Academic Integrity Violations include, but are not limited to, the following:

- (1) Copying and pasting from the internet, without attribution,
- (2) Copying and pasting from the textbook or other sources, without attribution,
- (3) Using Artificial Intelligence applications to write, enhance, or alter your exam or assignment,
- (4) Using Grammarly, Go to write, enhance, or alter your exam or assignment.
- (5) Forwarding your exam or assignment to another person for review and/or alteration,
- (6) Paying a person, organization, or website to originate, review, write, or contribute to your exam or class assignment,
- (7) Using unauthorized materials while taking an exam,
- (8) Discussing an individual exam or assignment with another when not permitted, and
- (9) Assisting another student by any of these means.

Dropping a Class:

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. ***Please consult with your academic advisor, the Financial Aid Office, and me before you decide to drop this course.*** Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. **May 1, 2026**, is the last day to drop a class with an automatic grade of “W” this term.

Classroom/Professional Behavior:

Texas A&M University-Corpus Christi, as an academic community, requires that each individual respects the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in Article VII of the Student Code

of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Statement of Civility (can be in place of classroom/professional behavior):

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high-quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state, and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Student Grade Appeals*

As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at https://academicaffairs.tamucc.edu/rules_procedures/index.html. For assistance and/or guidance

in the grade appeal process, students may contact the Dean's office in the college in which the course is taught or the Office of the Provost.

Disabilities Accommodations*

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides reasonable accommodation of their disabilities. If you believe you have a disability requiring accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825- 5816.

Civil Rights Reporting:

Texas A&M University-Corpus Christi is committed to fostering a culture of caring and respect that is free from discrimination, relationship violence and sexual misconduct, and ensuring that all affected students have access to services. For information on reporting Civil Rights

complaints, options, and support resources (including pregnancy support accommodations) or university policies and procedures, please contact the University Title IX Coordinator, Rosie Ruiz, at Rosie.Ruiz@tamucc.edu ext. 5826, or visit website edcs.tamucc.edu.

Limits to confidentiality. Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, are not able to maintain confidentiality when it conflicts with their responsibility to report alleged or suspected civil rights discrimination that is observed by or made known to an employee in the course and scope of their employment. As the instructor, I must report allegations of civil rights discrimination, including sexual assault, relationship violence, stalking, or sexual harassment to the Title IX Coordinator if you share it with me. These reports will trigger contact with you from the Civil Rights/Title IX Compliance office who will inform you of your options and resources regarding the incident that you have shared. If you would like to talk about these incidents in a confidential setting, you are encouraged to make an appointment with counselors in the University Counseling Center.

Campus Emergencies*

At TAMU-CC, your safety is a top concern. We actively prepare for natural disasters or human-caused incidents with the ultimate goal of maintaining a safe and secure campus.

- For any emergency, dial the University Police Department (UPD) at **361-825-4444** or dial 911. It's a good idea to have the UPD emergency number (and non-emergency number 361-825-4242) saved in your cell phone.
- There are nearly 200 classroom telephones throughout campus. If you feel threatened or need help and don't have a cell phone, dial 4444 (emergency) or 4242 (non-emergency) to be connected to UPD.
- If we hear a fire alarm, we will immediately evacuate the building and proceed outside and away from the building a minimum of one hundred feet.
 - Proceed to the nearest building exit or evacuation stairway. Do not use the elevator. Persons who need help navigating stairs should proceed to a marked Area of Rescue Assistance, if possible.
 - Persons with disabilities should speak with their faculty about how to best assist them in case of an emergency.
 - Review the evacuation route (see specific Building Emergency Plan).
- TAMU-CC employs the Code Blue Emergency Notification System, an alert system which connects the campus community during emergency situations.

- The notifications include emails, text and pre-recorded messages, as appropriate.
- Code Blue emergencies may include severe weather warnings, threats, school closures, delays, evacuations and other incidents which disrupt regular campus activities.
- Students can update personal contact information anytime at <https://emergency.tamucc.edu/contactform/>
- Shelter in Place via Code Blue.
 - "Shelter-in-place" means to take immediate shelter where you are and may be implemented for severe weather, hazardous material spills, active shooters or other dangerous situations.
 - If there is a shelter in place for a **tornado warning**, our preferred location is the bottom floor of this building, away from windows and doors.
- Active Threat Protocol. There are three things you could do that make a difference if there is an active threat: Run, Hide, and/or Fight. For more information about the Run, Hide, Fight protocol, including what to do when law enforcement arrives, visit **page 5** of the *Quick Reference Guide to Campus Emergencies* <https://www.tamucc.edu/finance-and-administration/facilityadministration/ehs/emergency-management/assets/documents/finalbooklet.pdf>

For the *Quick Campus Guide to Campus Emergencies* (including a list of Areas of Rescue Assistance and additional protocols on assisting persons with physical disabilities, hurricanes, bomb threats, animal bites, crime reporting, elevator entrapment, etc.), visit <https://www.tamucc.edu/finance-and-administration/facility-administration/ehs/emergency-management/assets/documents/finalbooklet.pdf>

Statement of Academic Continuity:

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of CANVAS and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, websites, and CANVAS) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Syllabus Disclaimer: While the provisions of this syllabus are as accurate and complete as possible, the faculty reserves the right to change non-critical aspects of the course to accommodate emergencies, unexpected technical problems, or any unforeseen circumstances. Such changes will be announced as soon as feasible and will be communicated by course email or announcements via Canvas. It is the STUDENT'S responsibility to keep abreast of course announcements. Questions regarding course requirements should be addressed when the syllabus is received, within the first week of the course.