

TEXAS A&M UNIVERSITY-CORPUS CHRISTI
College of Nursing and Health Sciences
Graduate Nursing Program
Family Nurse Practitioner Track
Syllabus Spring 2026
NURS: 5746 Integrated Clinical Practice

The course didactic content will be online; supervised clinical experience is also required and supports the application and integration of the didactic content.

Credits: 6 semester hours (3:3)

Course Faculty:

Faculty	Dr. Elizabeth Loika DNP, APRN, FNP-C,	Dr. Joshua Anderson DNP, APRN, FNP-BC
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Email	elizabeth.loika@tamucc.edu	joshua.anderson@tamucc.edu
Office Hours	Available by Canvas message, email, phone, or zoom.	Available by Canvas, email, phone, or zoom.

Preferred Method of Communication

The preferred method of communication is Canvas. Email messages must come from a student Islander account; email from unknown personal accounts will not be opened due to security issues.

Course Description:

Continued study of assessment and clinical management of frequently seen healthcare issues in primary care. The clinical portion provides for the development of clinical competence as the student integrates previously acquired knowledge into the enactment of the multiple roles of the nurse practitioner and allows for a greater degree of interdependent practice based on the student's abilities and progress. Students work with a preceptor in multicultural and/or rural communities.

Course Objectives with Learning Outcomes

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

1. Demonstrate acquisition and application of knowledge necessary to provide primary care to individuals from culturally diverse populations (MSN Essentials I, VIII, IX).
2. Demonstrate acquisition and application of knowledge, based on current research findings, scientific foundations, and clinical experience, which is required for the provision of effective primary care on each of the symptom complexes or diagnoses under discussion (MSN Essentials I, II, III, IV, VII, IX).

Accept responsibility for contributing to the enactment/establishment of the family nurse practitioner role (MSN Essential VI).

3. Appreciate the nurse practitioner's role, legal, historical, social, political, and ethical aspects (MSN Essentials I, IV).

- 4.

Textbooks

1. 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.
2. Nelson, W.E. *et al.* (2020) *Nelson Textbook of Pediatrics*. vol. 1&2. Philadelphia: Elsevier. ISBN 978-0-323-84625-7

Recommended texts and resources

- Bickley, L. S. (current ed.). *Bates' guide to physical examination and history taking*. Philadelphia: Lippincott Williams & Wilkins.
- Domino, Baldor, Golding, Grimes & Taylor (Eds). (current edition). *The 5-minute clinical consult* (print, website, &/or mobile) Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins.
- Hollier, A. & Hensley, R. (current edition). *Clinical guidelines in primary care: A reference and review book*. Lafayette, LA: APEA.
- Essential Guide to Practice for Texas Nurse Practitioners (Most Current) (available at the Texas Nurse Practitioner website; www.texasnp.org).

Recommended Database

DynaMed Plus (available through TAMUCC library)

UpToDate (if you have access; the TAMUCC library no longer has this)

Epocrates (call to sign up for free NP student account if still applicable)

Learning Experiences and Teaching Methods

Course objectives are met through individual study of required content from prior courses and recommended readings. Additional study of symptom complexes and diagnoses encountered in clinical practice add to the knowledge base; use any of the following resources to expand your reading and comprehension:

- literature review
- active and sustained participation in virtual classroom
- formal and informal discussions of selected, pertinent topics with faculty, classmates, and other colleagues
- utilization of 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 provide guidance and consultation, the student is responsible for identifying learning needs, self-direction, and demonstrating course objectives.

Students must have access to the Internet to complete web assignments. Microsoft Word or PDF is the format required for any electronically submitted assignments. Work submitted in any other format will NOT be accepted or graded.

Students are reminded that web-based assignments take more time to complete than traditional face-to-face classroom work. However, time spent through independent web work is determined both by each student's learning style and the tasks involved in the assignment. Students with limited experience using Canvas are expected to seek assistance from the university Helpdesk supportive services and the Office of Distance Learning and Education to ensure satisfactory completion of the required work

General Requirements

1. Syllabus: Students are expected to review the syllabus along with any guidelines for assignments and related grading criteria throughout the semester to ensure that class assignments are completed correctly and submitted in a timely fashion.

2. Course Communication: Communication should be conducted online, using Canvas.

- Canvas messages will be used for private communication concerning the course.
- Canvas general class discussion folders will be used for posting seminar assignments as indicated in specific seminar guidelines.
- Small group (private) discussion folders should be used for group work as needed. Faculty have access to these group discussion boards and can read and assess work and progress within each group. Outside means of group communication are not monitored by faculty.

3. Grading and Evaluation:

Grading and evaluation are part of an ongoing process that provides students with feedback regarding their performance in meeting course objectives.

Regardless of the grades derived from the didactic components, an unsatisfactory/failure in the clinical portion of the course will supersede that grade and result in a failure in NURS 5746.

4. Grading Scale- Consistent with the standard for College of Nursing and Health Sciences

Grade	Points
A	90 – 100
B	83 – 89
C	75 – 82
D	67 – 74
F	Below 67

Class Course Grade Components

Graded Activity	Course Weight
Exam I, II, III, & IV (faculty developed)	70%
Unit quizzes	20%
Weekly group discussion	10%
Professional Portfolio	Complete/Incomplete
Total Course Grade	100%

A course grade of “B” (83% or above) must be obtained for successful completion of this course, considered the capstone course in the program.

Students must achieve an average of 75% or higher on the course exams to successfully pass this course. Once an average of 75% in exams is achieved, the grades for all other assignments are averaged to determine your final grade. If the 75% average on the exams is not attained, the final grade (in SAIL) will be the student’s exam average.

Clinical Course Grade Components

Completion of required 270 clinical hours or remaining hours to reach minimum of 630 cumulative hours	S/U
Clinical SOAP notes (x2) posted in Clinical section	S/U
Clinical log documentation of patient encounters posted in Typhon within a one-week period from date of patient visit.	S/U
Preceptor Evaluation (found in the “Preceptor Guide for MSN Clinical Courses”)	S/U
Two 1:1 Clinical evaluations with faculty, due at midterm and final evaluation before end of semester.	S/U
Regular communication w/clinical instructor, which includes informal sharing of clinical pearls &/or significant patient encounters.	S/U

5. Student Evaluations:

- Students are expected to complete the following evaluations at the end of the semester: course, class faculty, and clinical faculty and preceptor evaluations.
- Students must also complete the report of clinical time log hours for the preceptor and submit a copy of their records. These should be uploaded with the end-of-semester evaluations.
- At the end of the program, students are expected to participate in a full program evaluation.

Class Requirements:

Faculty-developed Exams: Four faculty-developed exams are scheduled during the course.

Exams will be given in a multiple-choice format and are automatically graded in Canvas after each student completes the exam. Grade adjustments will be available to students following the test period and faculty review. This question format is similar to that used in the certification exams. Following each exam, course faculty will evaluate individual questions for psychometric soundness. Global feedback will be given to students in the week following the exam. **Students must achieve an average of 75% or higher on the course exams to successfully pass this course.** Once an average of 75% in exams is achieved, the grades for the discussion posts and quizzes are averaged to determine your final grade. *****Exam and assignment due dates are noted on your course schedule.**

******Exams will be available from 12am-12am and will only be administered via Canvas using the Respondus LockDown Browser and Webcam.**

Secured Proctored Exam Policies: All exams in this course must be taken with Secured Test Proctoring.

The exam will be taken on Canvas.

No student may use notes, books, or handouts during the exams. You will be allowed to use a whiteboard which must be completely blank and shown through webcam prior to the beginning and end of the session.

The Secure Testing Policy is considered part of this syllabus and may be found as a separate document on Canvas.

Make-up exams will not be permitted to maintain the integrity of the exams. Students are advised that there is ample time to take the tests when scheduled.

Quizzes: Unit quizzes will cover the materials for each unit. The quizzes will be in electronic format on Canvas. Quizzes are open book, and two attempts will be given per quiz. **Quizzes will open with the topic unit and close the day after the topic exam.**

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.

Professional Portfolio: A professional portfolio contains materials that document an individual’s competencies and experiences. The material placed in a portfolio should illustrate your background, clinical skills, and expertise, including your career goals, education, training, and community services. Completion of a professional portfolio is an expected outcome of clinical. Detailed information can be found under the Assignment tab.

Group Discussion Netiquette

- Recognize that everyone’s contribution is important.
- Respect a group member’s confidentiality if requested.
- When disagreeing with another student(s), do so respectfully without judgment or blame.
- Be open to new paths and new ways of thinking.
- If a group leader emerges, that person should identify him/herself as such and communicate with the faculty periodically about the group progress when necessary; if a group leader does not emerge, choose one.
- Feel free to develop group dynamic working guidelines but make them guidelines (not rules) that everyone can live with, if a guideline does not fit the group anymore, and then negotiate to change or eliminate it.
- Members should stay in touch and communicate with group members. If a personal situation develops, preventing an individual from meeting a group assignment deadline, please notify group members and course faculty as soon as possible.
- Remember that satisfactorily working within groups is a learned skill that is important in the FNP’s career.

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 230 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 230 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 that connects the campus community during emergencies.
- 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/facilityadministration/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.