Advanced Practice Nursing Care of Persons Across the Life Span with Psychiatric Care Concerns II - Practicum

Three credit for 168 hours of Supervised Clinical Hours

Winter 2019 SYLLABUS

Faculty:
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DNP COURSE PREREQUISITES

As listed in catalogue. Visit:
http://catalog.umflint.edu/preview_program.php?catoid=14&poid=4386&returnto=924

1. Successful completion of all core courses up to this point in the DNP program.

2. NUR 750, NUR 780, NUR 781, NUR 790, NUR 753 or approval of faculty.

Course Description

Guided and supervised by clinical and faculty preceptors, students continue to advance diagnostic and critical thinking skills working with clients across the life span experiencing acute and chronic mental health problems and psychiatric disorders. Students demonstrate knowledge of pharmacologic agents based on individual characteristics, and conduct individual psychodynamic therapy.

Additional Description: This course provides the student with the opportunity to apply theories and concepts from behavioral, cultural, social sciences and evidence-based best practices. Health promotion, illness prevention, assessment, diagnosis, and management of mental health, mental illness, and developmental and functional problems of the adult and older adult from diverse cultural groups are included. This preceptor-supervised course is taken at the following successful completion of Care of Persons with Psychiatric Mental Health Concerns I theory.

- All clinical hours must be entered into TYPHON and a copy sent to the faculty prior to end of semester

COURSE OBJECTIVES

1. Investigate etiology, presenting signs and symptoms and differential diagnosis of adult psychiatric problems.

2. Integrate theoretical concepts of care of adult/child/adolescent individuals with psychiatric/mental health concerns into clinical practice.

3. Assess and diagnose individuals with Psychotic/Schizophrenic, Mood, Dementia, and Anxiety Disorders according to the DSM-V. Critically integrate assessment data into appropriate DSM-V diagnosis.

4. Apply appropriate management of problems including diagnostic studies, pharmaco-therapeutics, teaching, counseling and alternative care.

5. Develop plans of care including both pharmacologic and non-pharmacological treatment of persons with Psychotic/Schizophrenic, Mood, Dementia, and Anxiety Disorders.

6. Implements plans of care for the above.

7. Analyze effectiveness of treatment for the above.

8. Continue to learn non-pharmacological treatments of mental health disorders.

9. Evaluate and apply the concepts of health risks, gender, and socio-cultural-economic factors as they apply to assessment of adult psychiatric problems.

10. Evaluate current health care economics, managed care and legal/ethical issues as a plan of care is formulated.
11. Illustrate collaborative skill in verbal and written communication with interdisciplinary health team members.

12. Evaluate safe practice based on management choices, skillful documentation of plan and patient outcomes.

**TERMINAL OBJECTIVES:**

1. Practices ethically and assumes full accountability as a licensed independent practitioner by incorporating evidenced-based and culturally congruent best practices when assessing, diagnosing, treating, and managing clients, families, populations, communities, and health care systems.

2. Critically analyzes research and other data by integrating knowledge from arts and sciences within the context of nursing’s philosophical framework and scientific foundation to anticipate, predict, and explain variations in practice to diverse audiences.

3. Assumes increasingly complex leadership roles that foster the use of critical and reflective thinking, interprofessional collaboration, and translation of new knowledge into practice. Evaluates how organizational, structural, financial, marketing, and policy decisions impact cost, quality, and accessibility of health care delivery systems.

4. Increase self-awareness of the nurse practitioner psychotherapist process.

**REQUIRED TEXTS** You should have these required books already.


*Choose one book to read and do the assignment:*


**TEACHING STRATEGIES**

Faculty-Preceptor supervised practice
Independent student research on clinical topics
Collaborate Sessions to discuss clinical experiences

GRADING SCALE FOR COURSE

The following grading scale has been adopted by the School of Nursing:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>97-100</td>
</tr>
<tr>
<td>A</td>
<td>93-96</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
</tbody>
</table>

Successful completion of courses at the DNP level requires a grade of B (83%) or higher.

STUDENT RESPONSIBILITIES

a. Plan on dedicating **8-10 hours a week** of your time for this online class. Your academic and technological background as well as your internet speed connection will determine whether you need to increase or decrease amount of time spent in preparation for this course.

b. Additional responsibilities as identified by faculty

c. Typhon log must be updated on a **regular** basis, to reflect the current status of the student participation at the clinical site.

COURSE GRADING RUBRIC and CLASS SCHEDULE

<table>
<thead>
<tr>
<th>ASSIGNMENTS and GRADING</th>
<th>DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborate with faculty preceptor (10 pts for each full attendance and participation in discussion)</td>
<td>1/29 2/26 3/26</td>
</tr>
<tr>
<td>All 7:30 EST</td>
<td></td>
</tr>
<tr>
<td>Initial Evaluation of a Patient with IPEC goals</td>
<td>100 points</td>
</tr>
<tr>
<td>IPEC goals</td>
<td>50 points</td>
</tr>
<tr>
<td>Inter-professional Collaboration paper</td>
<td>120 points</td>
</tr>
<tr>
<td>Paper on therapy</td>
<td>50 points</td>
</tr>
<tr>
<td>Diagnostic Readiness Test Must Score 70 or above</td>
<td>70 points</td>
</tr>
<tr>
<td>Interview of Standard Patient see rubric</td>
<td>Pass/fail</td>
</tr>
<tr>
<td></td>
<td>3/28 10-12 and 1-4 (12 students)</td>
</tr>
<tr>
<td>Assignment</td>
<td>Points</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Self-Critique of interview</td>
<td>100</td>
</tr>
<tr>
<td>Preceptor Completion of all forms</td>
<td>Pass/fail</td>
</tr>
<tr>
<td>Demographic Profiles in Typhon with log of clinical hours</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>550</td>
</tr>
</tbody>
</table>

**ASSIGNMENTS**

Note: An unsatisfactory preceptor evaluation at the end of the semester will result in failing the entire course.

**ATTENDANCE**

It is expected that students will attend all Collaborate sessions. The time and dates are posted so everyone is aware of these sessions at the start of the semester and can make the necessary arrangements for attending. In an effort to promote a sense of ‘presence’ to our online class it is necessary to meet periodically and share our learning experiences with each other.

**Interpersonal Skills DVD**

Look in Content folder. You will find a Interpersonal Skills for Healthcare Providers disc 1, 3. Open file and SAVE to your computer. (It is a large file). Please review these communication skills during week 1. Any concerns OEL will help.

**Collaborate Schedule**:

We will meet on Tuesday for about 1 hour at 7:30 pm EST You will be expected to attend all sessions and be ready to discuss and share your cases with each other. I will call on each of you to discuss a case. What is expected is that you can share with us your experience and knowledge. I am always available on email on the phone to discuss a case.

- **January 29**
- **February 26**
- **March 26**

**Clinical Case Management Interprofessional Collaboration**

Purpose: The purpose of this assignment is to provide students with the opportunity and structure for expanding their knowledge base and management skills regarding interprofessional education as a collaborative approach;
to develop nurse practitioner students as future interprofessional team members and a recommendation suggested by the Institute of Medicine. The goal for the assignment is to demonstrate the significant impact of environment and resources on health status, and emphasize the importance of interprofessional collaborative effort in providing services to patients.

**Part One Procedure:**  
**150 points total**

Select a client from your clinical practicum on whom you performed a mental health assessment and mental status exam.

Based on your assessment, identify three (3) other disciplines that your patient will benefit from as being part of the collaborative team.

**Overall Focus of Paper One:** The student will provide an extensive mental health evaluation that assesses the patient mental health status and needs and/or family’s health status, resources, and health behaviors. See guidelines. Develop your prioritized treatment plan with an individualized approach to the client’s needs: mutual goal setting, treatment planning, symptom management, and health promotion planning. **Remember all identify information should be deleted.**

Develop a project that will hopefully positively address the patient/family’s health status in some way. (See the list of possible areas of collaboration.)

Identify three other providers that may be of benefit to your particular patient/family based on your evaluation of the patient’s needs. What is your rationale for these collaborations? Identify situations in which an institution or government advocacy may be appropriate.

- Who are key members that need to be part of this team?
- Will members be able to contribute accordingly?

This project can be preventive such as:
- an exercise program for weight lost
- social (arranging experiences and aid for single elders)
- economic (helping families enroll in Medicaid or other assistance)
- educational (teaching families about their medical and/or socio-behavioral concerns)

**Part 1** of this paper is your mental health evaluation with your treatment plan. **100 points**

<table>
<thead>
<tr>
<th>Criteria for Grading IE and Care Plan</th>
<th>100 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criteria for Grading IE and Care Plan</td>
<td></td>
</tr>
<tr>
<td>Identifying Data</td>
<td></td>
</tr>
<tr>
<td>Chief complaint</td>
<td></td>
</tr>
<tr>
<td>Thorough assessment of presenting problem</td>
<td>10</td>
</tr>
<tr>
<td>History of Present Illness</td>
<td></td>
</tr>
<tr>
<td>History of Present Crisis</td>
<td></td>
</tr>
<tr>
<td>Do the symptoms reflect the DSM criteria</td>
<td>20</td>
</tr>
<tr>
<td>Is the patient symptoms list adequately detailed</td>
<td></td>
</tr>
<tr>
<td>Section</td>
<td>Points</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Complete history of past psychiatric problems and care. Thorough list of sites, reasons for treatment, precipitating factors, past medications use including response</td>
<td>10</td>
</tr>
<tr>
<td>Family Psychiatric History</td>
<td>10</td>
</tr>
<tr>
<td>Substance Use History</td>
<td></td>
</tr>
<tr>
<td>Legal History</td>
<td></td>
</tr>
<tr>
<td>Mental status exam</td>
<td>10</td>
</tr>
<tr>
<td>Medical History</td>
<td>5</td>
</tr>
<tr>
<td>Thorough documentation for medical problems and list of medications and assessment of any interactions or possible complication contributing to mental health problems</td>
<td>5</td>
</tr>
<tr>
<td>Psycho-social History</td>
<td>10</td>
</tr>
<tr>
<td>Thorough psycho social evaluation with detail of economic, family, relationships, cultural, and contributing factors</td>
<td></td>
</tr>
<tr>
<td>Completeness of all sections</td>
<td>5</td>
</tr>
<tr>
<td>Organization - Is document written so other clinicians can easily locate data to assist with patient care?</td>
<td></td>
</tr>
<tr>
<td>Treatment plan with evidenced based rationale. (You must use your textbook and give citations) Must include medication, teaching, psychosocial (therapy) and follow up plan. You must make this very specific to your patient and explain your choice very thoroughly</td>
<td>20</td>
</tr>
</tbody>
</table>

**Part 2** you will identify needs of this patient /family outside of direct mental health intervention and treatment which will become the focus of your project. **50 points**

- Identify the three (3) collaborative providers by specialty or profession.
- What are your IPEC goals for this patient Provide information about the patient and how your collaboration will be a benefit.

**Overall Focus of IPEC Paper 120 points total**

**Part One 15 pts**

You have identified 3 other disciplines that are part of your collaborative team who can provide holistic care for this person/family (project). I ask you to choose 3 in case one of your providers refuses to participate you have another choice.

*Suggestion is to either begin sentence with descriptive lead in or put in a subheading for the sections.*

- Choose 2 of the 3 identified disciplines Provide a brief introduction to the project identifying the needs of the patient and what are the benefits that will be realized from this project for the patient/family. (What do you view as the significant problems for this patient/family in each collaborative domain?) **10 points**
• Elaborate on the specific area of problem or need providing a rationale for impact to support the overall wellbeing of your patient/family. It should be focused on the unique problem being discussed for this paper. Provide your rationale for how collaborating with these disciplines will benefit the project.

Part 2 15 pts
• What need in this patient is this collaborative partner addressing? What are YOUR treatment objectives that you have for this discipline for this patient? (Why have you selected these patient goals /what you are hoping to change or improve?) What is the problem being experienced by the patient? What are the needs of the patient? A discussion on the impact of this objective to the patient. How will it improve quality of life?

Part 3 30 pts
  Meet with two of the collaborating discipline. Ask each the collaborating professional:
  “How would your profession assist the needs of this person/family?”
• What does your provider view as the significant problem for this patient/family in this domain? What are your collaborating professional determining as their goals for this patient? If you and the provider do not agree how will you compromise on the goal?
• Discuss the collaborative inter-professional team characteristics and behaviors.
• Analyze one of the interactions for qualities of patient centered care. What problems did you encounter? 15pts/15pts (30 total)

Part 4 30 pts
• What is the IPEC evidence to support the methods used to address the issue? Provide references for your discussion. Choose one of the competencies from page 10 of the IPEC competencies update and discuss making an application to your patient and chosen collaborator. If possible discuss the patient history and responses to the inter-professional experience. Otherwise provide a hypothetical discussion of likely response. Be realistic because people are not always reliable and do not always follow through. If possible how did your patient/client react to this experience? And if possible a follow up as to what goals were accomplished goals.

Part 5 30 pts
• What did you learn from this experience that you will take with you into your actual practice? Include a critique of the process. Did you choose the most appropriate disciplines for this patient/family? Do a more in depth discussion of your interactions with the other collaborative partners and again tie this into the values and goals of IPEC. This part is your own thoughts and reactions and opinions about the process but also your personal experience. If this was negative or did not work for some reason, try to evaluate what the roadblocks were.

Paper on Mindfulness / or Dialectical Behavior Therapy
• History of development of theory 5 pt
• Basic principles or skills about therapy. Explain each principal completely. 25 pts
• Pro and Cons about this therapy 10 pt
• When and why is it best used for a patient? Who would likely benefit most? 10 pts

Total pages for entire paper is 6 not including references pages. Use these as headings or as an introduction for transition. It helps identify transition.

Graduate level work using APA format. (− 1 point) for every 3 APA errors).
This assignment is meant to provide you with knowledge and application process of this therapy.

Do not use outside sources. All answers must be cited using the book you read.

Initial Evaluation of a Standardized Patient

We will meet in the SIM lab on the second floor of the WSW Building. You will be videotaped while you interview your ‘patient’. Your patient will be a student from the theatre program who has been given a script from which to answer your questions. You will need to demonstrate that you can conduct a full and complete initial evaluation of a patient with a mental health concern. You will receive a guideline and rubric to help you prepare but you will not be allowed to bring anything in the interview room except a pen to write with (paper will be provided). You will have up to one hour to conduct this interview.

After the interview you will go to a quiet room to write up your evaluation. You will have 60 minutes to complete this write up and turn it into the instructor.

Self-Critique Paper

You will review your interview and write up a self-critique of your interview and your assessment of your write up of the evaluation, the due date is on the schedule.

Please note that if you do not pass the interview and write up assignment you will not be allowed to pass the course without remedial follow-up.

Diagnostic Readiness Test

In March you will take the Diagnostic Readiness Test DRT offered by Barkley & Associates. This is a 100 question exam which is very similar to the ANCC Mental Health exam. It is 100 questions with a passing score of 70. The passing score indicates that you are likely at the baseline level preparedness to take the ANCC exam. There is a pretest and posttest each 100 questions. You will need to score 70 or above to pass this exam. If you score 70 or above on the pretest you do not need to take the posttest (you may if you wish as a way to better prepare yourself for the ANCC exam). This exam will be online and the date and time will be coordinated with you. Your points will be your grade up to 70 points.

You must use the links provided. If you have a Barkley account for some other reason you CANNOT take the exam under your own account, it must be as part of this course. You must use the provided links otherwise you will receive 0 for this assignment.

INSTRUCTOR DISCLAIMER:

I am only human and I make mistakes in typing, reviewing calendar due dates, page numbers, etc. When I determine rubrics, instructions, and grading criteria, I try to be as clear as possible but if it is unclear, please understand I will gladly review and make the intent as clear as I can. I have no intention of misleading or ‘tricking’. If you find a possible error, please bring it to my attention so I can correct or clarify for everyone.

LATE ASSIGNMENTS

Late assignments are not routinely accepted and require instructor authorization. Authorization must be requested well in advance, prior to the posted due date. The inability to meet a course requirement by the due date that is directly related to an emergency situation will require supporting documentation. It is the student’s responsibility to contact all faculty when course progression may be affected. A GSAC petition may be required.

HIPAA REGULATIONS
All information used in asynchronous and synchronous discussions and assignments about patients and/or agencies must have all identifying information removed and conform to HIPAA guidelines for confidentiality.

ACCESSIBILITY SERVICES:

Every effort will be made to support the learning needs of all students in this course. To request academic accommodations due to a disability, please contact Accessibility Services in 264 UCEN, (810) 762-3456. Personnel from this office can provide assistance to students with disabilities. It is the student’s responsibility to inform faculty at the beginning of the semester of need for Accessibility Services and to ensure that all necessary paperwork and other communication is arranged between office of Accessibility Services and faculty in a timely fashion.

HONOR CODE

Every effort will be made to support the learning needs of all students in this course. To request academic accommodations due to a disability, please contact Accessibility Services in 264 UCEN, (810) 762-3456. Personnel from this office can provide assistance to students with disabilities. It is the student’s responsibility to inform faculty at the beginning of the semester of need for Accessibility Services and to ensure that all necessary paperwork and other communication is arranged between office of Accessibility Services and faculty in a timely fashion.

ACADEMIC INTEGRITY

Students are expected to adhere to the University of Michigan-Flint policy on academic integrity available on the University Website.

PLAGIARISM

All work for this course should be guided by the University of Michigan’s policies concerning academic integrity and the school’s honor code. Information concerning the university’s academic integrity policy can be found in the university catalog (http://catalog.umflint.edu/content.php?catoid=5&navoid=221). (from the business school)

Plagiarism: Is submission of work that is not the student’s own work. Taking credit for someone else’s ideas, words, or statements or other works found in print or electronic sources as one’s own without proper acknowledgment.

Examples of plagiarism include:

- Submitting for credit past work from another student, a purchased or downloaded paper.
- Paraphrasing or summarizing ideas without citing the sources.
- Word for word quotes, copying exactly either a sentence or an entire section without using quotation marks or citation

Self-Plagiarism presenting your own work from another course as new scholarship.

NETIQUETTE

As current and future health care professionals we value, advocate, and exercise caring for patients. Throughout this course, we will care for each other. As such, caring is exercised by conducting oneself in a professional and courteous way in the online environment and in e-mails, being respectful to one another, and refraining from rude or sarcastic remarks.
It is very easy for comments to be misinterpreted in the electronic environment since we can't see each other's faces for visual cues. It has been estimated that 80% of interpersonal communication is non-verbal and conveyed through facial expressions and body language. When sending e-mails or disagreeing with someone's point of view (including the instructors’), please keep the tone respectful and courteous. It is possible to hold an opposing point of view and still be professional. See Appendix C for additional Netiquette Rules.

**TYPHON**- If you need to review the instructional video, it is available at http://www.typhongroup.net/np/videos/students.htm  All patients must be logged into Typhon. This will be vital information when you complete the program. Instructions are in the content section of the BB shell.

**CLINICAL HOURS**

NONPF has a long-standing record of defining clinical practice hours as the hours in which direct clinical care is provided to individuals, families and populations in population-focused areas of NP practice. Clinical hours do not include skill laboratory hours, physical assessment practice sessions, or a community project, unless these include provision of direct care. Clinical experiences and time spent should be varied and distributed in a way that prepares the student to provide care to the populations served.

NONPF Position on Clinical Hours: The clinical practice experiences of the student NP earning a practice doctorate need to include learning activities beyond expected clinical hours in direct patient care. A broad range of learning activities could assist the student NP earning a practice doctorate to achieve the expected student outcomes. Examples of learning activities include:

- participating in a clinical agency’s committee to evaluate a practice protocol;
- participating in a health initiative in the state’s health department;
  - participating in components of program evaluation within a clinical unit.

CCNE defines clinical practice experiences as planned learning activities in nursing practice that allow students to understand, perform, and refine professional competencies at the appropriate program level. Clinical practice experiences may be known as clinical learning opportunities, clinical practice, clinical strategies, clinical activities, experiential learning strategies, or practice.

**Students must be able to support all clinical hours by**

- Recording all patient encounter information including demographics, clinical information, diagnoses and procedure codes, medications as cases in Typhon.
- Clinical note detailing learning activity that summarizes the experience.

**TK-20**

You need to go to TK 20 located under UM home page and fill out your evaluation of the preceptor and your evaluation of the clinical site.

**Instructions for Students**

Tk20 is a new electronic database and evaluation system that the University of Michigan-Flint and the
School of Nursing are beginning to utilize. This system will replace the old paper format for student clinical evaluations.

**Accessing Tk20**
1. Go to UM Flint's homepage and select the Tk20 link in the center of the screen near the Blackboard link.
2. Login using your UM Flint credentials.

**Clinical Binder Instructions**

To complete this binder, please read the instructions below. Upon reviewing your faculty and preceptor evaluation, please complete the acknowledgement included your binder.

**Completing your Clinical Binder (this electronic binder takes the place of the paper evaluations that were previously used)**

1. Click the Clinical Forms tab.
2. Within this tab, you will find 4 forms you need to complete at the end of the semester (At midterm, you only need to acknowledge your midterm preceptor evaluation):
   1) Clinical Site Evaluation by Student
   2) Evaluation of Preceptor by Student
   3) PARTO
   4) Acknowledgement (this acknowledges your review of your evaluation by faculty and your preceptor evaluation). Please note that you will have a mid-term and final preceptor evaluation to acknowledge.
3. To complete a form, click the Select button next to the form. A pop-up window will appear.
4. Complete your form. You are encouraged to complete the form once you start it. Remember to click the Save button at the bottom of the pop-up window.
5. If you have started any forms but have not completed them, you may continue working on the form by clicking on the name of it.
6. **Midterm:** You are only required to acknowledge your preceptor evaluation.
7. **Final:** When all forms are completed, please click Submit. Please do not submit your binder until you have completed the Acknowledgement form and reviewed the preceptor and faculty evaluation. These evaluations will reside in the Assessment tab of your Clinical Binder.

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**PAPER RELEASE FORM**

As part of maintaining our national credentialing, the School of Nursing at the University of Michigan-Flint keeps examples of exceptional work from all courses. If you are willing to allow your work to be used as an exemplar for both credentialing and as samples for future classes, you will need to submit a paper release form (See Appendix A).

**E-MAIL COMMUNICATION**

Students are required to use UM-Flint Outlook e-mail when communicating with each other or with the instructors; e-mail is also accessible through blackboard via the communication/send e-mail link. E-mail communication sent from personal accounts may end up in spam or junk folders of UM-Flint accounts.

During the week I will respond to your email within 24 hours; on weekends unless it is an emergency I will respond the following Monday.

**TECHNOLOGY REQUIREMENT**
To take full advantage of your online learning experience, you will need the following items:

- Windows Vista, Windows 7, Windows 8, or MAC System OS X
- MS Office 2007 or later, or an equivalent program allowing reading of all files created by Microsoft Office. Office 365 is available to all faculty, staff, and students free of charge through UM licensing.
- A broadband internet connection is recommended (3 mbps minimally)
- Flash player
- Java
- A PDF reader such as Adobe Reader or Foxit Reader

Speakers and microphone (or headset combination)Webcam, microphone or headset combination (are recommended if not included on your computer), and printer is recommended.

Blackboard 9.1 Web Browser Compatibility Matrix

<table>
<thead>
<tr>
<th>Web Browsers for Windows</th>
<th>Internet Explorer 8, 9, &amp; 10</th>
<th>Google Chrome (26 &amp; up)</th>
<th>Mozilla Firefox (20.0 &amp; up)</th>
<th>Opera (12.0 &amp; up)</th>
<th>Safari (PC) (5.0 &amp; up)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windows Vista, 7, and 8 (32/64-bit)</td>
<td>Compatible</td>
<td>Compatible</td>
<td><strong>Recommended</strong></td>
<td>Unsupported</td>
<td>Unsupported</td>
</tr>
<tr>
<td><strong>Web Browsers for Apple</strong></td>
<td>Safari (5.0 &amp; up)</td>
<td>Google Chrome (26.0 &amp; up)</td>
<td>Mozilla Firefox (20.0 &amp; up)</td>
<td>Opera</td>
<td></td>
</tr>
<tr>
<td>Mac OS X</td>
<td>Compatible</td>
<td>Compatible</td>
<td><strong>Recommended</strong></td>
<td>Unsupported</td>
<td></td>
</tr>
</tbody>
</table>

**KEY**

- **Recommended**: This browser is currently considered fully compatible with Blackboard
- **Compatible**: This browser may have minor issues but is overall functional within Blackboard
- **Unsupported**: This browser is not recommended for use with Blackboard as it remains largely untested and/or unsupported

**TECHNICAL DIFFICULTIES & SUPPORT**

Technical difficulties can plague everyone. However, taking time at the beginning of the semester to do the following can minimize technical difficulties:

- Download the latest version of Java from the PowerPack CD or from the online Browser Test
• Ensure your virus software and Spyware are up-to-date
• Review the online Student Orientation Guide for any updates.

It is important to allow time for unexpected problems when organizing your work for the class. You are responsible for taking care of the technical glitches so that assignments are submitted on time. A recommended strategy is to write everything in Microsoft Word first, then back it up. Copy and paste your materials and messages to the proper place in the course. In addition, when submitting assignments, you can attach them as files. This will help to avoid the frustration of lost time and documents that occur when you write directly in the course Discussion Board or send e-mails. Also, keep the online Helpdesk contact information readily accessible. They can be reached at 810-237-6691 or at olhelp@umflint.edu. Check early in the semester for their telephone support hours and make a note of these hours. Visit http://www.umflint.edu/oel/students/helpguides.htm for additional resources.

<table>
<thead>
<tr>
<th>OEL Location</th>
<th>241 French Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>(810) 237-6691</td>
</tr>
<tr>
<td>Fax</td>
<td>(810) 766-6803</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:olhelp@umflint.edu">olhelp@umflint.edu</a></td>
</tr>
<tr>
<td>Office Hours</td>
<td><strong>Open for walk-in and telephone support:</strong> Monday - Friday, 8 a.m. - 5 p.m.</td>
</tr>
<tr>
<td>Extended Phone Support</td>
<td>Monday - Friday, 7:30 a.m. - 11 p.m. Saturday and Sunday, 10 a.m. - 11 p.m.</td>
</tr>
<tr>
<td>Useful Plugins and Software</td>
<td>Visit this <a href="http://www.umflint.edu/node/1632#accordion-useful-plugins-and-software">http://www.umflint.edu/node/1632#accordion-useful-plugins-and-software</a>.</td>
</tr>
</tbody>
</table>

Blackboard strives to make all its products as accessible as possible. JAWS for Windows is regularly used during accessibility testing. If you require assistance with a learning or physical disability, please contact the Accessibility Services department or Tutoring Services for further assistance.

For password resets and general computer assistance, please contact the ITS helpdesk.

**PERFORMANCE IMPROVEMENT PLAN**

In the event that the instructor determines a need to develop a student improvement plan to address an issue relating to ethics, professional conduct, medication error, safety or other concerns, a PIP form may be drafted by the instructor and the student to identify issue and develop a remedial plan. See Appendix E for the Performance Improvement Plan (PIP) and form.
Appendix A

THE UNIVERSITY OF MICHIGAN-FLINT

School of Nursing

Paper Release Form

The School of Nursing is required to keep samples of student work for viewing by representatives from accrediting agencies. Your paper has been selected as an excellent example of a superior quality paper. If you are willing to have your paper used for accreditation purposes, please fill out this form.

Course Name and Number: __________________________________________________________

Semester: _______________________________________________________________________

Instructor: ______________________________________________________________________

Original Date of Paper: __________________________________________________________

Title of Paper: __________________________________________________________________

☐ Occasionally, instructors like to make available to their students papers submitted for courses similar or identical to your current class. If you are willing to allow your paper to be placed on Reserve at the Thompson Library or available via secure website for other students to read, please check this box.

I verify that I am the author of the paper described above, which is an original work created as part of a classroom assignment. I hereby grant permission to the instructor named to use my paper for the purposes indicated above.

My name may or may not (circle one) be included on the assignment/activity when used as an example of student work.

_____________________________________

Signature of Author

_____________________________________

Name of Author (print)

_____________________________________

Date
Policy & Procedure: Performance Improvement Plan

Purpose:

1. Increase student awareness of expected academic behaviors, professional behaviors, and safe nursing practice.

2. Identify concerns or trends in student behaviors for purpose of quality improvement.

Policy: The Performance Improvement Plan form is to be initiated in all situations involving a student that are out of the ordinary. This includes behavior related to issues of academics, ethical conduct, professional conduct, medication near misses or errors, safety concerns, and others. Examples include: repeated tardiness, repeated late assignments, disrespectful behavior, confidentiality issues, personal appearance, patient care and safety issues, accountability, plagiarism, cheating, etc. All situations related to student and professional conduct are documented on the Performance Improvement Plan.

Performance Improvement Plans are subject to review by the Nursing Student Affairs Committee. Further action by the Student Affairs Committee will be considered on a case-by-case basis. Refer to the Code of Academic and Professional Conduct as contained in the UM-Flint Undergraduate and Graduate Student Handbooks for possible sanctions. An electronic copy of the Student Handbooks may be accessed at...

Procedure:

1. Forms are initiated by the instructor/administrator who completes the top half of the PIP form. The PIP is shared with the student. The seriousness and implications of situation/problem are discussed. The student provides a plan for improvement with faculty input as appropriate. Faculty/administrator and student sign the form. A student’s signature indicates that the student has read and reviewed this form with the faculty member/administrator.

2. Faculty initiating PIP forms related to a situation in a clinic, lab, or practicum course will notify the lead faculty within 24 hours.

3. Previous occurrence forms are available for faculty review; forms remain in student’s file and in Department file according to Record Retention policies.

4. Performance Improvement Plans are subject to review by the Undergraduate Nursing Student Affairs Committee. Patterns, frequency, and/or severity of incidents will be reviewed, and corrective actions will be initiated as determined by the Committee.

5. The Nursing SAC will determine if the review is a program issue and/or specific to a student or students.

6. If the review is found to be a Department of Nursing program issue, the matter will be referred directly to the Nursing Administrative Advisory Committee. (Skip steps 7-9 below.)

7. If the review is determined to be a potential violation of the Student Code of Academic and Professional Conduct, as outlined in the Undergraduate and Graduate Student Handbooks, a letter will be sent to the student(s) to convey the seriousness of the matter and to inform them that a Hearing may be conducted by the Nursing SAC.

8. The student and relevant faculty will have the right to be present at the Hearing and to provide input to the Nursing SAC.

9. The Nursing SAC will follow the Hearing process as contained in the appropriate Nursing Student Handbook.

10. The Nursing SAC will render a final decision which may include sanctions for violations of the Code and/or require the student(s) to submit and complete a personal Plan for Success.
UNIVERSITY OF MICHIGAN-FLINT            Cohort Group:
SCHOOL OF NURSING
PERFORMANCE IMPROVEMENT PLAN

<table>
<thead>
<tr>
<th>Student Name:</th>
<th>UMID:</th>
<th>Nursing Course:</th>
</tr>
</thead>
</table>

Check one:

- Pre-Nursing: 
- Trad. BSN: 
- Accelerated BSN: 
- RN to BSN: 
- MSN: 
- DNP/Post-Grad. Cert: 

Category code* (check one):

- E = Ethical Issues
- MNM = Medication Near Miss
- S = Safety
- P = Professional Conduct
- MAE = Medication Administration Error
- O = Other

*Notify lead faculty within 24 hours

<table>
<thead>
<tr>
<th>Date:</th>
<th>Faculty/Administrator:</th>
</tr>
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<tbody>
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</tr>
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</table>

Description:

Contributing Factors:

Potential Consequences:

Student Section – Resolution Plan:

Student Signature: ___________________________________________ Date: __________________
Presence of student signature indicates that the student has read and reviewed this form with the faculty member/administrator. Performance Improvement Plans are subject to review by the Nursing Student Affairs Committee. Further action by the Student Affairs Committee will be considered on a case-by-case basis. Refer to the Code of Academic and Professional Conduct as contained in the UM-Flint Undergraduate and Graduate Student Handbooks for possible sanctions. An electronic copy of the Student Handbooks may be accessed at https://www.umflint.edu/nursing.