University of Michigan-Flint

Doctor of Nursing Practice Program

SYLLABUS

NUR 801

Winter 2019

Special Topics in Adult-Gerontology Primary Care Theory/Practicum II

W1 & W2-Online 3 Credits

Instructor contact information:
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E-mail: lbehnke@umflint.edu
Cell phone: 989-254-2131
School of Nursing: 810-762-3420
Virtual and face to face office hours: Thursday evenings 8-9 pm or by appointment. Holidays are the exception.
My Goal is to create a Practically Perfect Syllabus. Unfortunately, it doesn’t always happen. Important changes will be posted on the Announcements.

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COURSE DESCRIPTION/ Special Topics in Adult-Gerontology Primary Care Theory/Practicum II

NUR 801 – 3 credits

DNP Year-3

This online course is focused on the application of theories and concepts from physical, behavioral, cultural, social science and evidence-based best practices to clinical problems with adult and geriatric populations in diverse settings. Seminar component uses variety of teaching and learning strategies to enable synthesis of clinical experiences for further critical thinking and growth.

- Theory: 1 semester hours (Online)
- Clinical: 112 clinical hours (Practicum)

COURSE PREREQUISITES
Successful completion of the following course sequence:

- NUR 720 Primary Health Care of Adolescents/Adults/Elders I – Theory
- NUR 721 Primary Health Care of Adolescents/Adults/Elders II – Theory; and
- NUR 723 Primary Health Care of Adolescents/Adults/Elders I – Practicum
- NUR 800 Special Topics in Adult-Gerontology Primary Care Theory/Practicum I

COURSE OBJECTIVES
The purpose of this course is to expand the specialized knowledge of the advanced practice nurse in the care of older adults. Emphasis will be placed on the functional assessment, health promotion, illness prevention, and chronic disease management of older adults. Application of knowledge and theories from physical, behavioral, cultural, social sciences, and evidence-based best practices will be integrated.

Upon completion of this course the student will be able to meet the following didactic learning objectives:
<table>
<thead>
<tr>
<th>Course Objectives-Theory</th>
<th>Assignment Linkages</th>
<th>DNP Program Objectives* (I-IX)</th>
<th>DNP Terminal Objectives** (1-9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply principles of functional health assessment to the care of older adults.</td>
<td>Geriatric Assessment Pracicum Experiences</td>
<td>II, IV, V, VI</td>
<td>2, 8</td>
</tr>
<tr>
<td>2. Analyze principles of health promotion and health maintenance care as they apply to the management of older adult acute and chronic health problems.</td>
<td>Geriatric Assessment</td>
<td>II, IV, V, VI</td>
<td>2</td>
</tr>
<tr>
<td>3. Evaluate current research and evidence based practice as they apply to the management of older adult health.</td>
<td>Discussion Board Pracicum Experiences</td>
<td>V, VI, VII</td>
<td>2, 8</td>
</tr>
<tr>
<td>4. Develop cultural competence skills through the assessment and integration of culturally congruent care approaches in the provision of primary care for older adults.</td>
<td>Discussion Board Pracicum Experiences</td>
<td>IV, IX</td>
<td>7</td>
</tr>
<tr>
<td>5. Analyze etiology, presenting signs and symptoms, and differential diagnosis of select health problems common in the care of the older adult.</td>
<td>Practicum Experiences Discussion Board SOAPE notes Typhon</td>
<td>II, IV, V</td>
<td>1, 8</td>
</tr>
</tbody>
</table>
6. Apply diagnostic reasoning in the management of common acute and chronic health problems of the older adult.

Upon completion of this course the student will be able to meet the following **clinical** learning objectives:

<table>
<thead>
<tr>
<th>Course Objectives-Practicum</th>
<th>Assignment Linkages</th>
<th>DNP Program Objectives* (I-IX)</th>
<th>DNP Terminal Objectives** (1-9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply principles of functional health assessment using case studies of older adults.</td>
<td>Discussion Board</td>
<td>I, II, IV, V, VI</td>
<td>1, 2, 5, 8</td>
</tr>
<tr>
<td>2. Consider the concepts of health risks, gender, and socio-cultural-economic factors as they apply to assessment and management of special adult problems.</td>
<td>SOAPE Typhon</td>
<td>III, VI, VIII,</td>
<td>3, 4, 6, 7</td>
</tr>
<tr>
<td>3. Evaluate safe practice based on management choices; demonstrate skillful documentation of plan and patient outcomes for special adult populations.</td>
<td>SOAPE Discussion Board</td>
<td>IV, V, VI, IX</td>
<td>3, 6, 7, 8</td>
</tr>
<tr>
<td>4. Consider current health care economics, managed care, and legal-ethical issues as a plan of care is formulated for special adult populations.</td>
<td>SOAPE CODING TYPHON</td>
<td>VIII, VII, II, IV</td>
<td>3, 4, 6, 7, 8</td>
</tr>
</tbody>
</table>

**DNP PROGRAM OBJECTIVES**

I. The nurse practitioner will demonstrate competency in the area of independent practice.
II. The nurse practitioner will demonstrate competency in the area of scientific foundation.
III. The nurse practitioner will demonstrate competency in the area of leadership.
IV. The nurse practitioner will demonstrate competency in the area of quality.
V. The nurse practitioner will demonstrate competence in the area of practice inquiry.
VI. The nurse practitioner will demonstrate competence in the area of technology and information literacy.
VII. The nurse practitioner will demonstrate competence in the area of policy.
VIII. The nurse practitioner will demonstrate competence in the area of health delivery systems.
IX. The nurse practitioner will demonstrate competence in the area of ethics.

**DNP 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.

4. Evaluates how organizational, structural, financial, marketing, and policy decisions impact cost, quality, and accessibility of health care delivery systems.

5. Demonstrates skill in peer review that promotes a culture of excellence.

6. Evaluates the impact of globalization on the development of culturally relevant health care systems and health care policy.

7. Analyzes ethical, legal, and social factors and uses skills of negotiation, building consensus, and partnering when developing health policy.

8. Utilizes technology and information literacy in complex decision-making.

9. Participates in the development of clinical information systems.

TEXTBOOKS

**Required**
This is an expensive textbook; however, you will use it for NUR 800, 801 and a significant part of your career.

**Recommended Reference Texts**


**E-Reserves (If applicable, will be listed in course module)**

Reserved readings are articles or books that are assigned for a course but were not required for purchase. Instead, copies are made available in the library or electronically through the library’s web site. Refer to the instructional guideline from the library in the Course Shell under Syllabus tab. The telephone number for Library technical services is: 810-762-3158.

**INSTRUCTIONAL STRATEGIES**

This course uses an online seminar approach to learning. This educational format involves active, self-directed learning that fosters and enhances graduate-level critical thinking. Students are required to read all assigned textbook chapters and publication articles prior to participation in postings and/or group learning assignments. Instructional strategies used in this course are designed to address diverse learning styles (visual, auditory, mixed, or other) and include:

- Discussion Boards
- Quizzes (mastery approach)
- BB Collaborate Session
- Course Projects
• PowerPoint MP3 Lectures and Video Presentations
• Face-to-face and/or virtual meeting(s) with faculty

STUDENT RESPONSIBILITIES

WORKLOAD MANAGEMENT

a. Plan to dedicate **approximately 9 hours** of your time each week for the didactic portion of this online class. Your academic and technological background as well as the speed of your Internet connection will determine whether you need to increase or decrease amount of time spent to meet the requirements for this course.

b. Additional responsibilities as identified by faculty
   • **Practicum:** Students are responsible for ensuring that their preceptor has completed the preceptor evaluation.

CLINICAL REQUIREMENTS

Students are not permitted to be precepted by family members or personal friends. Graduate Faculty has the right to approve or disapprove a student’s clinical placement.

TEACHING AND RESEARCH LABORATORY SAFETY REPORTING STATEMENT

In the event that a student is involved in an accident, sustains an injury, or experiences an exposure in a teaching or research laboratory, the incident must be reported immediately to the instructor of the course or to the research principal investigator. The incident must also be reported by the student within 24 hours to the UM-Flint SHPS department/program director or designee. The department/program director will promptly notify UM-Flint Department of Public Safety and the Office of Environmental, Health and Safety to ensure that appropriate follow-up measures are taken. This policy also extends to student near-misses, which are defined as unplanned events that did not result in illness, injury or damage, but had the potential to do so.

COMMUNICATION WITH FACULTY

Course questions of general relevance to all class members should be posted on the main Discussion Board under the 'Course Questions' forum. Faculty will respond to general course questions on Discussion Board within 48 hours. Such questions submitted via email will receive a reply that requests the student to post instead on DB where faculty will answer.

Personal accommodations or needs should be communicated to faculty via email to protect own privacy and confidentiality.

Students communicating with faculty via telephone, email, or text need to provide full name, course number, and section number to enable appropriate faculty response. If telephoning, please also provide date and time of call and complete contact information where faculty may reach the student.
Students are asked to address any questions or concerns to Dr. Behnke @ Lbehnke@umflint.edu. Faculty will make every attempt to check email daily and to respond within 24-48 hours to messages or emails sent after 5:00 PM and during weekends. I will respond to urgent calls received via cell phone; please leave a message and I will call you back as soon as reasonably possible.

**CLASS ATTENDANCE**
*Active and regular student participation is essential for student success in this course.*

Students are strongly advised to monitor the course shell daily for announcements and/or potential updates or changes to assignments. **READING IS ESSENTIAL TO THIS COURSE.**

Students encountering academic or personal challenges are encouraged to proactively contact course faculty and/or their academic advisor for guidance and support.

**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.

**ASSIGNMENTS**

**Written Assignments**

Papers/assignments must be typed and must follow APA guidelines. Refer to the *Publication Manual of the American Psychological Association* (6th ed.). It is strongly suggested that papers be proofread by non-faculty (peers/colleagues/writing center) before submission. Please retain a copy of your papers before submitting.

**Note: Faculty does not preview assignments prior to submission for grading. We will gladly answer any questions and / or discuss concerns regarding the assignment in question via Discussion Board, and if needed, by telephone, Skype, or course Collaborate.**

Successful completion of assignments includes adherence to both content and format guidelines.

**Electronic Postings / BB Collaborate Sharing/Zoom**

All coursework or participatory contributions submitted to BB Collaborate, Discussion Board, or other online open format sites shall be regarded as being in the public domain for the course, school, department, and university. Students shall expect that any work so submitted will be viewable or viewed by faculty, staff, administration, and / or other students.
LATE ASSIGNMENTS
Should additional time be required for an assignment completion, *as soon as known*, privately and proactively discuss the situation with faculty by email or telephone conversation so as to make other suitable arrangements.

Late assignments are not accepted without prior instructor authorization and can result in a lower grade. Authorization must be requested within 72 hours of 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 Graduate Student Affairs Committee petition may be required. Assignments not submitted by the due date can result in a PIP and loss of points. Two PIPs in one semester require a mandatory meeting with the director and the academic advisor. Additional PIPS may result in dismissal from the program.

HONOR CODE
Review the Student Code of Academic and Professional Conduct in the UM-Flint School of Nursing Graduate Student Handbook available on the University website. Giving proper credit is required when using the work or ideas of others. Plagiarism is not acceptable and may cause dismissal from the program.

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](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.

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

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

<table>
<thead>
<tr>
<th>A+</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
</tr>
</thead>
</table>

Approved grad template 8/2018
*Successful completion of the course requires a grade of B (83%) or higher*

**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 B for the Performance Improvement Plan (PIP) and form.

**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:**

**DISABILITY AND ACCESSIBILITY SUPPORT SERVICES (DASS)**
Accommodations: The University of Michigan–Flint strives to make learning experiences as accessible as possible and complies with Section 504 of the Rehabilitation Act of 1973 and the American with Disabilities Act. The university provides individuals with disabilities reasonable accommodations to participate in educational programs, activities, and services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should self-identify with Disability and Accessibility Support Services as early as possible at (810)762-3081 or accessibility@umflint.edu. The office is located in 285C University Pavilion, inside the Student Success Center. Students are expected to discuss course accommodations with their professors as early as possible.

**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.

**PAPER RELEASE FORM**
As part of maintaining our national credentialing, the department 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).

TECHNOLOGY REQUIREMENT
To take full advantage of your online learning experience, you will need the following items:
- Windows Vista, Windows 7, Windows 8, Windows 10 or MAC System OS X 10.7 or later.
- 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)

Speakers and microphone (or headset combination) Webcam, microphone or headset combination (are recommended if not included on your computer), and a printer are 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>Recommended</td>
<td>Unsupported</td>
<td>Unsupported</td>
</tr>
<tr>
<td>Web Browsers for Apple</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>Recommended</td>
<td>Unsupported</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KEY</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommended</td>
<td>This browser is currently considered fully compatible with Blackboard</td>
</tr>
<tr>
<td>Compatible</td>
<td>This browser may have minor issues but is overall functional within Blackboard</td>
</tr>
<tr>
<td>Unsupported</td>
<td>This browser is not recommended for use with Blackboard as it remains largely untested and/or unsupported</td>
</tr>
</tbody>
</table>

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:
- Complete the Browser Test found at http://online.umflint.edu
- 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/help-blackboard-student 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>Open for walk-in and telephone support: 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.

**Assignment Grid-Theory/Practicum**

Refer to Modules on Blackboard for Complete Content & Due Dates

<table>
<thead>
<tr>
<th>Grading Component</th>
<th>Points</th>
<th>Due Date</th>
<th>Submit via</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction/Preceptor Info Assignment link</td>
<td>30</td>
<td>1.13.19</td>
<td>Blackboard</td>
</tr>
<tr>
<td>Organ Systems Discussion Board</td>
<td>250</td>
<td>See Modules 3,4,5,6, &amp; 7</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>(5 x 50 points each)</td>
<td></td>
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<tr>
<td>SOAPE notes</td>
<td>120</td>
<td>#1 2.17.19 #2 3.03.19 #3 3.31.19</td>
<td>Blackboard</td>
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<tr>
<td>(3 x 40 points each)</td>
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<tr>
<td>Event</td>
<td>Value</td>
<td>Date</td>
<td>Location</td>
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<tr>
<td>Midterm Exam</td>
<td>100</td>
<td>2.27.19</td>
<td>Blackboard</td>
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<tr>
<td>Modules 1-4</td>
<td></td>
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<tr>
<td>8am to 8pm (ONE Day Only)</td>
<td></td>
<td></td>
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<tr>
<td>Midterm* Preceptor Evaluation</td>
<td>100</td>
<td>3.03.19</td>
<td>Typhon/BB</td>
</tr>
<tr>
<td>TYPHON (Midterm) (profiles of pts &amp; clinical practice log)</td>
<td></td>
<td></td>
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<tr>
<td>Geriatric Assessment</td>
<td>150</td>
<td>4.8.19</td>
<td>Blackboard</td>
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<tr>
<td>Final * Preceptor Evaluation</td>
<td>100</td>
<td>4.8.19</td>
<td>Typhon/BB</td>
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<tr>
<td>TYPHON (Final) (profiles of pts &amp; clinical practice log showing hours are complete)</td>
<td></td>
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<tr>
<td>Final Exam</td>
<td>150</td>
<td>4.18.19</td>
<td>Blackboard</td>
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<tr>
<td>Comprehensive: Modules 1-7</td>
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<tr>
<td>8am to 8pm (ONE Day Only)</td>
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<tr>
<td>Student Evaluation of preceptor and clinical site, PARTO</td>
<td>Required</td>
<td>4.18.19</td>
<td>Tk20</td>
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<tr>
<td>Final—Faculty * Clinical Experience</td>
<td>Pass/Fail</td>
<td></td>
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<tr>
<td>Final evaluation by faculty will be in TK 20</td>
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<tr>
<td>GRAND Total</td>
<td>1000</td>
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</table>

*Satisfactory Faculty and Preceptor evaluations are necessary to pass the course.

---

**Winter 2019 CLASS SCHEDULE***

**Theory and Practicum**

*Refer to Modules on Blackboard for Complete Content & Due Dates*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>Introductions</td>
<td>Review Syllabus and Course Shell</td>
<td>Didactic Assignment</td>
</tr>
<tr>
<td>Jan 7 – Jan 20</td>
<td>• Geriatric pharmacy</td>
<td>Geriatric pharmacology: See lectures in Module 1</td>
<td>• Introduction/Preceptor Info Assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Located in Module 1</td>
<td>Practicum Assignment</td>
</tr>
</tbody>
</table>

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Approved grad template 8/2018
<table>
<thead>
<tr>
<th>Module 2</th>
<th>Infectious Disease: General principles, specifics, and treatment</th>
<th>Readings are in Module 2</th>
<th>Didactic Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 21 – Feb 03</td>
<td>Hematology</td>
<td>Brocklehurst: Section J, chapters 91, 92, 93, 24</td>
<td>Zoom meeting Feb 03 at 9 pm</td>
</tr>
<tr>
<td>Oncology</td>
<td>Breast</td>
<td>Also: Check Module for additional content and resources</td>
<td>Practicum Assignment</td>
</tr>
<tr>
<td></td>
<td>Prostate</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Skin</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Module 3</th>
<th>Endocrine &amp; Metabolism</th>
<th>Brocklehurst: Chapter 23. Section I: Chapters 87, 88, 89, 90</th>
<th>Didactic Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 04 – Feb 17</td>
<td>Aging Endocrine</td>
<td></td>
<td>Discussion Board</td>
</tr>
<tr>
<td></td>
<td>Thyroid Diseases</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diabetes Mellitus</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dyslipoproteinemia</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hyperparathyroid and Paget Disease</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Also: Check Module for additional content and resources</td>
<td></td>
<td></td>
<td>1st SOAPE Note</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Antibiotic stewardship material
- Begin practicum hours
- Begin practicum hours
- Discuss Module for additional content and resources
- 1st SOAPE Note
<table>
<thead>
<tr>
<th>Module 4</th>
<th>Mobility &amp; Rheumatology</th>
</tr>
</thead>
</table>
| Feb 18- Mar 03 | • Aging of Muscles and Joints  
• Biomechanics of mobility  
• Exercise  
• Mobility  
• Osteoarthritis  
• Osteoporosis  
• Hip Fractures  
• Myopathies, Polymyalgia Rheumatica, Giant Cell Arteries  
• Rheumatoid Arthritis and Autoimmune  
• Back Pain  
• Foot Pain  
• Fibromyalgia and myofascial |
| **Readings in Brocklehurst:** | Chapter 20: Section E, Chapters 69,70,71,72  
Note: This is review plus new material. |
| Also: Check Module for additional content and resources | **Didactic Assignment**  
• Discussion Board  
**MIDTERM EXAM OPENS and CLOSES on 2/27, 0800 to 2030.**  
Respondus browser  
**Practicum Assignment**  
• 2nd SOAPE Note  
TYPHON : Due 3/03  
Preceptor midterm evaluation due 3/03 |

| Mar 4 - 10 | Winter “Spring” Break | No assigned coursework | *Faculty evaluations will be arranged after the break |

Continued on next page →
| Module 5 | Cardiovascular  
|          | - Vascular aging and atherosclerosis  
|          | - CHD  
|          | - Valvular Disease  
|          | - HF  
|          | - PVD  
|          | - HTN  
| Pulmonary | - COPD  
|          | - Parenchymal Lung Disease  
|          | - Lung Cancer  
| Didactic Assignment | Review: TCM article, Chpts 16, 17. Power points in module  
|          | Also: Check Module for additional content and resources  
| Practicum Assignment | ZOOM Mtg to be determined  
|          | Brocklehurst  
| Module 6 | Nephrology  
|          | - Renal Disease  
|          | - ESRD  
|          | - Disorders of fluid and electrolyte balance  
| Gastroenterology | - Hepatic disease  
|          | - Biliary and pancreatic disease  
|          | - Upper GI  
|          | - Large intestine  
|          | - GI Malignancies  
| Didactic Assignment | Readings in Brocklehurst: Chapters: 21, 22, Sections F and G  
|          | Also: Check Module for additional content and resources  
| Practicum Assignment | 3rd SOAPE note  
| Module 7 | Neurology and Psychiatry  
|          | - Cognitive changes  
|          | - Psychoactive Drug Therapy  
|          | - Cerebrovascular Disease  
|          | - Dementia & AD  
|          | - Parkinson Disease  
|          | - EBT prevention of Major Depression  
|          | - General Topics in Geriatric Psych  
| Didactic Assignment | Readings in Brocklehurst: Chapters 18, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68  
|          | Also: Check Module for additional content and resources  
| Practicum Assignment | Geriatric Assessment due April 08  
|          | Zoom Meeting to be determined  
|          | Brocklehurst  
|          | - Chapters 63-67, 71, 73  
|          | - Chapters 18, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68  
|          | - Zoom Meeting to be determined  
|          |模块5 | 心血管系统  
|          | - 血管衰老和动脉粥样硬化  
|          | - CHD  
|          | - 瓣膜病  
|          | - HF  
|          | - PVD  
|          | - HTN  
| 肺部系统 | - COPD  
|          | - 肺间质性肺病  
|          | - 肺癌  
| Didactic Assignment | 审阅: TCM文章，Chpts 16, 17. 功率点在模块内  
|          | Also: 查阅模块获取额外内容及资源  
| Practicum Assignment | ZOOM会议待定  
|          | 模块6 | 肾脏系统  
|          | - 肾病  
|          | - ESRD  
|          | - 水电解质平衡异常  
| 消化系统 | - 肝病  
|          | - 胆道和胰腺病  
|          | - 上消化道  
|          | - 大肠  
|          | - 消化道恶性肿瘤  
| Didactic Assignment | 阅读Brocklehurst: Chapters: 21, 22, Sections F and G  
|          | Also: 查阅模块获取额外内容及资源  
| Practicum Assignment | 第3版SOAPE报告  
|          | 模块7 | 神经系统及精神科  
|          | - 认知改变  
|          | - 非处方药治疗  
|          | - 脑血管病  
|          | - 老年痴呆及AD  
|          | - 帕金森病  
|          | - 老年期抑郁的预防  
|          | - 老年精神科总论  
| Didactic Assignment | 阅读Brocklehurst: Chapters 18, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68  
|          | Also: 查阅模块获取额外内容及资源  
| Practicum Assignment | 老年评估报告4月8日前交  
|          | Zoom会议待定  

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DISCUSSION BOARDS/CASE STUDIES

Purpose:

The purpose for the case study approach to the content for this semester is for each student to explore the content related to various organ system issues that you will face in your clinical practice. The intent is to make the content “more real” and to help you connect didactic content to clinical situations.

The Assignment:

1. During modules 3-7 there will be case studies posted in the discussion board. The modules are 2 weeks long, start on Monday and end on the following Sunday at 2359 EST. There will be specific questions posted with each case study for you to use as you analyze the case. You will not see your classmates’ initial post until you post yours.
2. Please consider the questions mentioned in step 1 in your DB post. In addition, you might consider the below questions, as they are appropriate to the case study.
   - What are the common and uncommon signs and symptoms that present in the older person with the identified disorder?
   - What assessment should you do? What are the important history components that you need to remember?
   - What are the appropriate diagnostic tests that should be run/completed (labs, x-rays, etc.)? What results would you expect/be looking for (in other words don’t just order a blanket of diagnostic tests hoping to find something out) What ranges are of greater concern?
   - What are the expected interventions/treatments?
   - When can you manage the situation? When do you need to refer?
3. Keep in mind that within either your initial DB post or your response to one of your classmates you need to refer to a recent article that has helped you expand your knowledge beyond what you have read in your textbook.

GRADING RUBRIC

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>POINTS POSSIBLE</th>
<th>YOUR POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Initial DB post by 1\textsuperscript{st} Sunday of the module by 2359</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>(minus 5 points for each day late)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>**Discussion board replies (TWO) 5 pts each</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Inclusion of a reference to an article or UpToDate/DynaMed BEYOND the</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>assigned chapters that you have read (APA format of course) and short</td>
<td></td>
<td></td>
</tr>
<tr>
<td>discussion of what you found in the article and how it relates to the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>topic under discussion. No more than 5-6 years old.</td>
<td></td>
<td></td>
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</tbody>
</table>
Entering the discussion on more than one day of the module and not all on the last day (2nd Sunday) of the discussion period. As well as answering questions asked by your classmates.  

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

*Initial posts should address all the questions posed in the module case/discussion assignment, be clear, succinct and add new insight or something useful to the discussion.

**The responses need to relate to the readings and/or to the additional article/material that you have read. They don’t have to be lengthy but they have to be relevant and contribute to the discussion.

**Clinical: SOAPE Note Evaluation Guidelines**

3 SOAPE Notes each 40 points = 120 points total

All must be submitted by the due dates on your syllabus and the Bb modules.

- You are expected to attend clinical each week. The 1st goal is to enable you to document realistically in preparation for the NP role. Your SOAPE note will follow the Rubric (this is not an APA narrative note, but is expected to have correct grammar and spelling).

  **Use Evidence Based guidelines for your SOAPE note and attach it to your note.**
  These guidelines can be from a professional association (American College of Cardiology, American Neurological Society), NIH or other guideline issuing organization.

- The 2nd goal is to link an aspect of your SOAPE to the theory discussed that week (if possible).

- Sometimes, the plan is really your preceptor's plan and not what you would have chosen to do if you were the primary health care provider. In that case, tell me what you would do differently and why by providing the supporting evidence. This is an important element in determining a treatment plan as there is often more than one pathway (medicine/nursing is an “Art and a Science”).


- What is the Evaluation and Management code?

- All identifying patient information must be removed to conform to HIPPA guidelines for confidentiality. No credit will be given for any SOAPE note that has identifying client information.
SOAPE GRADING RUBRIC

<table>
<thead>
<tr>
<th>GUIDELINES</th>
<th>Points possible</th>
<th>Your points</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>S</strong> (Subjective data): including patient demographics, chief complaint, HPI/symptom analysis, ROS past psychosocial HX, PMHx and FMHx, current Rx and/or OTC medications, food or drug allergies, etc. <em>(as they relate to the chief complaint)</em></td>
<td>8 - make sure to include pertinent data</td>
<td></td>
</tr>
<tr>
<td><strong>O</strong> (Objective data): Vital signs, General Survey, Physical Exam: <em>Include the system involved, a system above and a system below.</em> Diagnostic: List results that you have (lab, x-ray, etc. <em>(as they relate to the chief complaint)</em></td>
<td>8-may be just a few areas if problem focused</td>
<td></td>
</tr>
<tr>
<td><strong>A</strong> (Assessment): Assessment-Diagnoses and differential diagnoses if applicable. Use ICD-10 codes.</td>
<td>8-include the relevant diagnoses that you address or consider (leg wound in a diabetic, consider listing diabetes as well).</td>
<td></td>
</tr>
<tr>
<td><strong>P</strong> (Plan): Plan of management, including diagnostic studies, Rx / OTC, alternative care, follow-up date. Remember: for every “S”, there needs to be an “O, A, P”</td>
<td>8- State where you are getting your plan (guidelines, studies; would you plan differently from the preceptor and why?)</td>
<td></td>
</tr>
</tbody>
</table>

**ATTACH THE GUIDELINE USED**
Final Geriatric Assessment:

A final Geriatric Assessment on ONE patient will be **due on April 8th** by 2359 in the format of a combination of a formal paper and a medical document note in APA format where applicable. The patient must be **65 years of age or older**. This assessment will contain the following elements and can be completed at any one visit or over time throughout the semester but needs to be on the same patient (NOT multiple patients). You may need to schedule an extra visit if you are unable to complete this assessment.

*This may be completed on a family member or friend if you are able to complete all components of the assignment including all aspects of examination (have access to ophthalmoscope, tuning fork, etc.) as well as if they are willing to disclose all of their history and personal information to you. Points will be deducted for missing information.*

This article can be used as your guide through this assessment and you will be graded on your use of evidence based instruments to measure the key components of the assessment.


- Functional Ability (Katz index)
- ADL/IADL (Lawton Instrumental Activities of Daily Living)
- Health History
  - Medical, surgical, social
- Age appropriate screening for disease processes
  - Use shared decision making to determine what will be screened for and include what tests will be used and rationale
- Nutrition (The Nutritional Checklist)
- Screening for vision and hearing (Snellen and screening version of the hearing handicap inventory for the elderly)
- Urinary Incontinence
- Balance and fall prevention (Tinetti Balance and Gait evaluation)
- Osteoporosis
- Poly pharmacy
  - list all medications and reason for taking, include a summary/plan if any medications should be/need to be stopped and how you would go about doing so
- Depression (Geriatric Depression scale)
- Dementia (Mini cognitive Assessment Instrument)
- Socioeconomic circumstances
- Physical examination
• Assessment
  o include problem list and any/all relevant diagnoses as well as differential diagnoses for new problems
• Plan
  o address plan for all problems and diagnoses from above also be sure how you will rule in/out differential diagnoses

*10% (15 points) will be deducted for each day late if arrangements have not been made prior to due date

Rubric for Geriatric Assessment:
(Attach rubric to final assessment when submitted)

<table>
<thead>
<tr>
<th>Content</th>
<th>Points possible</th>
<th>Points achieved</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction of patient without using identifying information with age, general survey, historian for assessment, living situation</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Functional ability</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>ADL/IADL</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Health History</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Age appropriate screening parameters</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Nutrition</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Hearing and vision screen</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Urinary incontinence</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Balance and Fall prevention</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Osteoporosis</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Polypharmacy</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Depression</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Dementia</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Socioeconomic circumstances</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Physical Examination</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Assessment</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Plan</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>APA format also</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Include all completed tables, scales, instruments, checklists, etc. used as appendices with proper citation</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Total Points</td>
<td>150</td>
<td></td>
</tr>
</tbody>
</table>

TYPHON
Clinical Log Guidelines

The Typhon Clinical Log is your record of hours of clinical practice. It should reflect a variety of diseases, clients, and experiences seen in the clinical setting. The clinical faculty will review your Clinical Log twice - once at midterm and again at the end of the semester to ensure that your clinical experience is providing adequate opportunities for growth in learning. Create a demographic / practice profile of your clinical experience at midterm and final. This should be a graph or a chart. The demographic profile charts the race, gender, and age of each client seen during clinical experience. The practice profile also charts the most common diagnoses seen in that practice site.

TK20

All of your forms will be located in and filled out via this database. Go the UM-Flint main page, and then My UM-Flint and you will see a link for TK20, sign in with your UM-Flint information and go to Field Experience. From there you will see links for your forms, PARTO both midterm and final, student evaluation of preceptor and site. You will also be able to view your preceptor’s evaluations: the midterm and final as well as the Faculty Evaluation of Student (site visit) form. Clinical forms can be found in the DNP organization under clinical. Please ask Marcia Campbell if you are having problems locating the clinical forms. See below for further instructions regarding use of TK20 site.

Instructions for Students

Tk20 is an electronic database and evaluation system that the University of Michigan-Flint and Department 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

To complete this binder, please read the instructions below. Upon reviewing your faculty and preceptor evaluation, please complete the acknowledgement included your binder. [See next
Instructions for Students

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 **four (4)** forms you need to complete:
   i. Clinical Site Evaluation by Student
   ii. Evaluation of Preceptor by Student
   iii. PARTO
   iv. 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, select **Click here to Attach** next to the form. A pop-up window will appear. Click the Continue button.

4. Expand the pop-up window and 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 from the Artifacts tab at the top of the screen.

6. 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.
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 an original work is 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
Appendix B  
UNIVERSITY OF MICHIGAN-FLINT  
School of Nursing  

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 Graduate Academic Standards Committee. Further action by the nursing Graduate Academic Standards 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.  

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 the 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 and the School’s file according to Record Retention policies.  
4. Performance Improvement Plans are subject to review by the nursing Graduate Academic Standards 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 GSAC 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 School 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 GSAC.  
8. The student and relevant faculty will have the right to be present at the Hearing and to provide input to the Nursing GSAC.  
9. The Nursing GSAC will follow the Hearing process as contained in the appropriate Nursing Student Handbook.  
10. The Nursing GSAC 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 SCHOOL OF NURSING Cohort Group:

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>
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</thead>
<tbody>
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</table>

Description:

Contributing Factors:

Potential Consequences:

Student Section – Resolution Plan:

Student Signature: ____________________________ Date: ____________________________

Faculty/Administrator 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 Graduate Academic Standards Committee. Further action by the nursing Graduate Academic Standards 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.

Copies to: Student, Student’s File, Instructor, Lead Faculty, Performance Improvement Plan Review File

Form approved by Nursing Faculty Committee: 5/12/04; 3/7/07; 2/6/08; 9/3/09 revisions: 1/23/10 and 3/19/10; Form updated by Nursing Student Affairs Committee: 11/7/07; 2/5/08; 3/19/10

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