


<b>ORIGINATOR'S SECTION:</b>	
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Summer 2017
2. Current Course abbreviation and Number: NURS 526 <i>Advanced Practice Care of Women in the Childbearing Years</i>	

TYPE OF CHANGE(S). Check ☒ all that apply.

Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input checked="" type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input type="checkbox"/>
Description Change	<input type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section– both current and new – is required only for items checked (☒) above.**NEW INFORMATION:****CURRENT INFORMATION:**

3. Title:			Course abbreviation and Number:		
4. Abbreviated Title for Banner (no more than 25 characters):			Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)		
5. Number of Units: 1			Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces)		
6. Catalog Description:			Number of Units: 2		
			Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.)		
7. Mode of Instruction* (See pages 17-23 at <a href="http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf">http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf</a> for definitions of the Course Classification Numbers)					
Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture			Lecture		
Activity			Activity		
Lab			Lab		
8. Grading Method:*			Grading Method:*		
<input type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)			<input type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)		
9. If the NP or CP grading system was selected, please explain the need for this grade option.					
10. Course Requires Consent for Enrollment?_			Course Requires Consent for Enrollment?_		
<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair			<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair		

\*If Originator is uncertain of this entry, please consult with Program Director/Chair.

**CURRENT INFORMATION:****11. Course Can be Taken for Credit More than Once?**☐ Yes ☐ No

If yes, how many times (including first offering)

**12. Is Course Cross Listed:** ☐ Yes ☐ No

If yes, indicate which course

**13. Prerequisite(s):****14. Corequisite(s):****15. Documentation attached:**☒ Syllabus ☐ Detailed Course Outline**NEW INFORMATION:****Course Can be Taken for Credit More than Once?**☐ Yes ☐ No

If yes, how many times (including first offering)

**Is Course Cross-listed?** ☐ Yes ☐ NoIf yes, indicate which course  
and check "yes" in item #17 below.**Prerequisite(s):****Corequisite(s):****PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:***(Mandatory information – all items in this section must be completed.)***16. Does this course fulfill a requirement for any major (i.e. core course or elective for a major, majors in other departments, minors in other departments)?** ☒ Yes ☐ No

If yes, please specify:

MSN in Family Nurse Practitioner track

**17. Does this course change impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)** Check "yes" if the course is cross-listed. ☐ Yes ☒ No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Discipline \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_ Support \_\_\_\_\_ Oppose

Discipline \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_

\_\_\_\_\_ Support \_\_\_\_\_ Oppose

**18. Reason(s) for changing this course:**

Increased from 1 to 2 units was needed to cover all the content that was necessary for students. Content has been expanded in areas that were already taught but now covered in greater depth. No change in units required for degree as this additional unit was taken from NURS 540 that had been removed previously from requirements.

**SIGNATURES : (COLLEGE LEVEL) :**

1. Susan Andera 2/12/17  
 Originator (Please Print) Date  
Denise Moran 2/21/17  
 Program Director/Chair Date  
[Signature] 2/22/17  
 College Curriculum Committee Date  
Denise Garcia  
 College Dean (or Designee) Date

**(UNIVERSITY LEVEL)**

5. UCC Committee Chair Date  
 6. Vice President for Academic Affairs (or Designee) Date  
 7. President (or Designee) Date

Tracker ✓  
 RP  
 PS

## Criselda Yee

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**From:** Susan L. Andera  
**Sent:** Wednesday, March 01, 2017 4:23 PM  
**To:** Criselda Yee  
**Cc:** Regina Eisenbach; Denise Boren  
**Subject:** RE: NURS 526 C-2

Hello,

There is no change in the units for this degree. We made the change when we re did the curriculum for the FNP MSN students.

This was included in the P2 in 2015 and is what is required in the current students plan of study. We removed NURS 536- 2 units and NURS 540- 2 units an then added NURS 554- 2 units, a new course NURS 531, and increased NURS 526 from 1 to 2 units.

No net gain or loss of units. We just forgot to get to include the C2 for NURS 526 at that time.

We need to offer it this summer as it is in the plan of study for our curent cohort.

If you have further questions, please let me know.

Best, Susan

Sent from my Verizon 4G LTE smartphone

----- Original message -----

From: Criselda Yee <cyee@csusm.edu>  
Date: 3/1/17 3:15 PM (GMT-08:00)  
To: "Susan L. Andera" <sandera@csusm.edu>  
Subject: NURS 526 C-2

Hi Susan,

Thank you for dropping off the C-2 form for NURS 526.

I reviewed it with Regina and asked if we need the marked up catalog copy. Basically, if this change affects the unit value of the major, then we would need the catalog copy as well as a P-2 form.

Hope this helps.

Best regards,  
Criselda

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*Criselda Yee*

**Curriculum Specialist - Academic Programs**  
California State University San Marcos  
Craven Hall 5201-B

new

NURS 526



California State University  
**SAN MARCOS**

SCHOOL OF NURSING

**Advanced Practice Care of Women in the  
Childbearing Years**

**NURS 526**

**Course Syllabus**

**Summer 2017**

**CSUSM School of Nursing**  
**NURS 526: Advanced Practice Care of Women in the Childbearing Years**  
**Summer 2017**

**Faculty:**

Vanessa Quiroz, RN, MS, WHNP-BC

Office: (760) 750-7565

Email: [vquiroz@csusm.edu](mailto:vquiroz@csusm.edu)

Office Hours: UH 344-3; Wednesday 12-1pm or call for appointment

Allison Mondragon, WHCNP-C, FNP-C, MSN

Cell Phone: (909) 273-9111

Email: [mondragon@csusm.edu](mailto:mondragon@csusm.edu)

Office Hours: UH 344; Call for appointment

Course units: 2 units

**Course Day & Time: TBD**

**Course Location: TBD**

**Course Description:**

Advanced study of the management of women in the childbearing years with common acute/chronic illnesses and health and developmental problems by advanced practice nurses in a variety of health care settings. The advanced practice nurse assumes responsibility and accountability for health promotion, assessment, diagnosis and management of acute/chronic illness and client problems including prescription of pharmacological agents within a specialty area of clinical practice. Emphasis on developing sound clinical decision making and diagnostic reasoning skills is included. The APN uses theory, research and best practices to manage the care of women and works to provide quality, cost-effective care. Enrollment requirement: Admitted to the Family Nurse Practitioner track of the MSN program.

<b>Course Outcomes</b>	<b>Program Learning Outcomes</b>
<b>Upon successful completion of the course, the student will be able to:</b>	
1. Describe the advanced practice role in management of women in the acute/chronic care setting.	PLO #1 PLO #3
2. Demonstrate sound critical thinking and clinical decision making.	PLO #2
3. Recognize signs and symptoms of common acute/chronic illnesses and health and developmental problems.	PLO #1
4. Describe the use of basic laboratory and diagnostic tests for common acute/chronic illnesses.	PLO #1
5. Establishment of differential diagnosis based on assessment data.	PLO #3

6. Describe appropriate and effective plans of care for women with common acute/chronic illnesses and client problems that take into consideration life circumstance and cultural, ethnic and developmental variations.	PLO #1 PLO #5
7. Discuss the role of theory, research and best practices in the management clients in the acute/chronic care setting.	PLO #2
8. Describe the role of primary prevention and risk assessment in the acute/chronic care setting.	PLO #1

**PLO Key:**

PSLO #1 Apply theoretical and empirical knowledge at the advanced level.

PSLO #2 Conduct and critically analyze research to apply sound clinical decision making.

PSLO #3 Recognize team dynamics and develop care management plans

PSLO #5 Recognize diversity and provide culturally sensitive care.

**Methods of Evaluation:**

1. Participation	15 points
2. Case Studies/SOAP Notes	30 points
3. Health Promotion/Problem Focused Paper	65 points
4. Quizzes	<u>40 points</u>
Total	150 points

**Standard Grading Scale:**

A total of 150 points may be earned for the course. Letter grades will be assigned according to the following percentages:

Letter Grade	Total Points
A	135 – 150 points
B	120 – 134 points
C	109 – 119 points
D	90 – 108 points
F	Fewer than 90 points

**Required Textbooks:**

1. American Psychological Association. (2010). *Publication manual of the American psychological association*. 6<sup>th</sup> Ed. Washington, DC: American Psychological Association.
2. Chernecky, C.C., Berger, B.J. (2008). *Laboratory tests and diagnostic procedures*. 5<sup>th</sup> Ed. Philadelphia, Pa: Saunders
3. Centers for Disease Control and Prevention (CDC) (2006). *Sexually transmitted diseases treatment guidelines 2006*. MMWR, 55:1-98.

- 4, Youngkin, Ellis Quinn., Davis, Marcia Szamania., Schadewald, Diane Marie., Juve, Catherine (2013). *Women's Health- A Primary Care Clinical Guide* 4<sup>th</sup> Ed. Boston, Ma.: Pearson

### **Recommended Books:**

1. Hamric AB, Spross JA, Hanson CM. (2009). *Advanced practice nursing: An integrative approach*. (4<sup>th</sup> ed.) St Louis, Mo: Saunders.

### **University Writing Requirement**

Writing requirement will be met by the paper required in the course.

### **Credit Hour Policy**

Students are expected to spend six hours outside of class working on this course each week as this is a 10 week summer course.

### **Course Outline:**

- I. Advanced Practice Nursing in Women's Health in Acute and Chronic Care
  - II. Management from Menarche through Menopause in Health and Illness
    - A. Assessment and Differential Diagnosis of Acute/Chronic Health Problems/Diseases
    - B. Management of Common Acute/Chronic Health Problems/Diseases
      1. Overview of Women's Health
      2. Pregnancy and childbearing/ Lactation
      3. Infertility
      4. Contraception
      5. PMDD and PP Depression
      6. Dysfunctional Uterine Bleeding
      7. SAB/TAB
      8. Cervical Cancer
      9. Urinary Incontinence
    10. Vaginitis, STD's and PID
    11. Domestic Violence and assessment for abuse
    12. Amenorrhea
    13. Breast Cancer
    14. Genitourinary disorders
    15. Menopause/ERT/HRT
  - C. Health Promotion and Patient Education.
- III. Contemporary Issues in Advanced Practice Management in Acute/Chronic Illness
  - A. Cultural Diversity and Other Factors Affecting Management Outcomes.
  - B. Legal and Ethical Issues of Advanced Practice Nursing in women's health care
  - C. Interdisciplinary/collaborative standards of practice and guidelines for care

### **Course Expectations:**

1. The format for this course will include a variety of participatory activities including group work, discussion and lecture. Students are expected to prepare for and participate actively in class and during discussions.

- Class participation includes respectful and receptive attitude towards classmates and the professor. **All cellular phones, pagers, beepers and other such electronic equipment to communicate or text message others are to be turned off during class periods.**

3. Written assignments need to be submitted typed in 12-point font (Ariel or New Times Roman), and double-spaced. Students are required to follow the writing and citation directions found in the most recent edition of the American Psychological Association Publication Manual. All papers are due by midnight on the day the assignment is due unless by prior arrangement with the instructor. If illness or an emergency situation should occur please contact the instructor to arrange for a possible alternate date to submit the assignment that is due.

4. You are expected to adhere to the University policies on academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments will be original work. Any evidence of cheating, including plagiarism, constitutes sufficient reason for a failing grade for the assignment or even the entire course. To avoid any appearance of plagiarism, be sure to document the sources of your work, using standard APA citation format. All quotations and all paraphrasing require a citation. Materials adapted from web-based references must also be properly cited. Disciplinary action may include lowering of grades or the assignment of a failing grade. Turn-it-in software through Cougar Courses will be used to ensure an acceptable originality report of 20% or less.

5. Maintain confidentiality on all personal and sensitive information obtained in this course. This includes, but is not limited to, avoiding discussions that would allow others to identify the subject of the information and removing names from course papers/class assignments. To discuss patient information in a student forum, you may use initials or a name that is not the patients. Failure to protect the privacy of others is a violation of the Health Information Protection and Privacy Act (HIPPA).

#### **Special Assistance:**

#### **Special Assistance:**

Should you require special accommodations because of a documented disability, please notify the professor early in the semester. The student should provide appropriate and recent documentation to the Office of Disabled Student Services (DSS). The office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905.

### **Course Requirements:**

1. **Class Participation:** Over the course of the semester, students will participate in a variety of group activities and discussions, scholarly writing, case studies, and videos. The purpose of these activities is to provide an opportunity for application of theoretical concepts and to stimulate critical thinking on the topics presented.
2. **Health Promotion/Problem Focused Paper:** Due in week 7. An outline of your paper will be due to me in week 4. See grading rubric to follow.
3. **Case Studies:** There will be three case studies throughout the course, 10 points each. They will be online and submitted in the form of a SOAP note. At least one recent (within last 7 years) article needs to be utilized and cited to support the assessment and/or plan of care. Citations and references need to be in APA format.
4. There will be 2 twenty question **quizzes** throughout the course. They will be multiple choice and will be designed to stimulate critical thinking on the topics presented.

**Due dates for assignments** will be specified. There will be a 2pt/day penalty deduction for late assignments.

**See modules for required and recommended weekly readings.**

## Course Schedule

	Topic	Reading/Assignments
Week 1 6/8/16 In Class	Introduction: Overview of Women's Health Pregnancy & Childbearing Lactation Prenatal Care Postpartum Care	Youngkin: Chap 1, 19, 22, 25 Appendix A and E
Week 2 6/15/16 In Class	Preeclampsia Preterm Labor Molar Pregnancy SAB/TAB Ectopic Pregnancy Fetal Well-Being	Youngkin: Chap 20-21
Week 3 6/22/16 <b>Online</b>	Infertility Domestic Violence PMDD/ PMS Postpartum Depression  <b>ONLINE            CASE STUDY/SOAP            NOTE DUE</b>	Youngkin: Chap 4 (pg. 61), 5 (pg. 75), 11 (pg. 220-224), 13, 22 (pg. 657-662), 25 (pg. 867-872)
Week 4 6/29/16 In Class	The Pelvic Exam Pap Smear Cervical Cancer HPV  <b>OUTLINE FOR PAPERS            DUE</b>	Youngkin: Chap 3 (pg. 36-48), 4 (pg. 65-66), 5, 14 (pg. 328-332), 16 (pg. 364-366, 392-393)
Week 5 7/6/16 <b>Online</b>	Menopause, HRT/ERT, Cystocele, Rectocele  <b>ONLINE            CASE STUDY/SOAP            NOTE DUE</b>	Youngkin: Chap 16 (pg. 378-380), 18

Week 6 7/13/16 In Class	Genitourinary Disorders: UTI, interstitial cystitis, urinary incontinence  <b>Quiz (weeks 1-5)</b>	Youngkin: Ch. 3, 16, 22 (pg. 654-656), 24 (pg. 825-836)
Week 7 7/20/16 <b>Online</b>	Dysfunctional uterine bleeding Uterine Fibroids Amenorrhea Dysmenorrhea Endometriosis  <b>PAPERS DUE</b>  <b>ONLINE CASE STUDY/SOAP NOTE DUE</b>	Youngkin: Chap 11, 16
Week 8 7/27/16 In Class	Vaginitis STD's PID	Youngkin: Chap 14, 16 (pg. 361-364)
Week 9 8/3/16 In Class	Breast Exam Breast mass Mastitis Breast Cancer Contraception	Youngkin: Chap 12, 17, 22 (pg. 651-652)
Week 10 8/10/16 In Class	<b>Quiz (weeks 6-9)</b>	

**Grading Rubric: Health Promotion/Problem Focused Paper**

This is a 7-10 page paper (exclusive of title page and references) researching a topic from one of the areas covered in class.

Grading Criteria Content Items	Actual Points/ Total Points Possible
<b>Introduction:</b> 1-2 pages maximum. Introduces the subject of the paper. Specific and concise. (Should be consistent with established guidelines for the subject matter.)	/5
<b>Body of the paper:</b> 8-10 pages. Includes literature review, supporting documentation, and APN role. -Include examples of differential diagnosis (ex: COPD vs.TB), assessment, and treatment Sound theoretical basis: Application of at least one nursing theory.	/15
Population appropriate (i.e., if the topic is lung cancer in Caucasian adults please don't include a pediatric discussion).	/5
Strong empirical support. Uses at least 5-10 research articles.	/10
Uses a variety of data from nursing, psychology, sociology, medicine and other relevant disciplines.	/10
Structure, processes and content that are clearly articulated and can be replicated.	/5
Adds to the body of nursing knowledge by discussing implications to Advance Nursing Practice.	/5
<b>Conclusion:</b> 1-2 paragraphs	/5
APA 6 <sup>th</sup> Ed.: Format, spelling & grammar. Citations appropriately placed within the body of the text. References listed. Attention will be placed on avoidance of the use of first person, personal opinion, and non-professional reference	/5
<b>Total Points</b>	<b>/65</b>

**Grading Rubric: Case Study SOAP Note**

<b>Grading Criteria Content Items</b>	<b>Actual Points/ Total Points Possible</b>
<b><u>Subjective Information:</u></b> Chief complaint is correctly identified and in quotations. HPI, ROS, medical/family/social histories are correctly identified.	/1
<b><u>Objective Information:</u></b> Information provider observes or measures is correctly identified.	/1
<b><u>Assessment:</u></b> Based on the subjective and objective information provided in patient case scenario. May have more than one assessment.	/2
<b><u>Plan of Care:</u></b> Be sure to include patient education, medication, labs/diagnostics, and patient follow-up (as needed) for each assessment identified.	/3
One recent (within last 7 years) peer reviewed article that supports your assessment and/or plan of care submitted with SOAP note.	/2
APA 6 <sup>th</sup> Ed.: Format, spelling & grammar. Citations appropriately placed within the body of the text. References listed. Attention will be placed on avoidance of the use of first person, personal opinion, and non-professional reference	/1
<b>Total Points</b>	<b>/10</b>

OLD

NURS 526



California State University  
**SAN MARCOS**

SCHOOL OF NURSING

**Advanced Practice Care of Women in the  
Childbearing Years**

**NURS 526**

**Course Syllabus**

**Summer 2016**

**CSUSM School of Nursing**  
**NURS 526: Advanced Practice Care of Women in the Childbearing Years**  
**Summer 2016**

**Faculty:**

Vanessa Quiroz, RN, MS, WHNP-BC

Office: (760) 750-7565

Email: [vquiroz@csusm.edu](mailto:vquiroz@csusm.edu)

Office Hours: UH 344-3; Wednesday 12-1pm or call for appointment

Allison Mondragon, WHCNP-C, FNP-C, MSN

Cell Phone: (909) 273-9111

Email: [mondragon@csusm.edu](mailto:mondragon@csusm.edu)

Office Hours: UH 344; Call for appointment

Course units: 1 unit

**Course Day & Time: Wednesday 1600-1720**

**Course Location: UNIV 439**

**Course Description:**

Advanced study of the management of women in the childbearing years with common acute/chronic illnesses and health and developmental problems by advanced practice nurses in a variety of health care settings. The advanced practice nurse assumes responsibility and accountability for health promotion, assessment, diagnosis and management of acute/chronic illness and client problems including prescription of pharmacological agents within a specialty area of clinical practice. Emphasis on developing sound clinical decision making and diagnostic reasoning skills is included. The APN uses theory, research and best practices to manage the care of women and works to provide quality, cost-effective care. Enrollment requirement: Admitted to the Family Nurse Practitioner track of the MSN program.

<b>Course Outcomes</b>	<b>Program Learning Outcomes</b>
<b>Upon successful completion of the course, the student will be able to:</b>	
1. Describe the advanced practice role in management of women in the acute/chronic care setting.	PLO #1 PLO #3
2. Demonstrate sound critical thinking and clinical decision making.	PLO #2
3. Recognize signs and symptoms of common acute/chronic illnesses and health and developmental problems.	PLO #1
4. Describe the use of basic laboratory and diagnostic tests for common acute/chronic illnesses.	PLO #1
5. Establishment of differential diagnosis based on assessment data.	PLO #3

6. Describe appropriate and effective plans of care for women with common acute/chronic illnesses and client problems that take into consideration life circumstance and cultural, ethnic and developmental variations.	PLO #1 PLO #5
7. Discuss the role of theory, research and best practices in the management clients in the acute/chronic care setting.	PLO #2
8. Describe the role of primary prevention and risk assessment in the acute/chronic care setting.	PLO #1

**PLO Key:**

PSLO #1 Apply theoretical and empirical knowledge at the advanced level.

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PSLO #3 Recognize team dynamics and develop care management plans

PSLO #5 Recognize diversity and provide culturally sensitive care.

**Methods of Evaluation:**

1. Participation	15 points
2. Case Studies/SOAP Notes	20 points
3. Health Promotion/Problem Focused Paper	65 points
4. Quizzes	<u>30 points</u>
Total	130 points

**Standard Grading Scale:**

A total of 130 points may be earned for the course. Letter grades will be assigned according to the following percentages:

Letter Grade	Total Points
A	117 – 130 points
B	104 – 116 points
C	95 – 103 points
D	78 – 94 points
F	Fewer than 78 points

**Required Textbooks:**

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### **Recommended Books:**

1. Hamric AB, Spross JA, Hanson CM. (2009). *Advanced practice nursing: An integrative approach*. (4<sup>th</sup> ed.) St Louis, Mo: Saunders.

### **University Writing Requirement**

Writing requirement will be met by the paper required in the course.

### **Credit Hour Policy**

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    5. PMDD and PP Depression
    6. Dysfunctional Uterine Bleeding
    7. SAB/TAB
    8. Cervical Cancer
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    12. Amenorrhea
    13. Breast Cancer
    14. Genitourinary disorders
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  - C. Health Promotion and Patient Education.
- III. Contemporary Issues in Advanced Practice Management in Acute/Chronic Illness
  - A. Cultural Diversity and Other Factors Affecting Management Outcomes.
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4. You are expected to adhere to the University policies on academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral assignments will be original work. Any evidence of cheating, including plagiarism, constitutes sufficient reason for a failing grade for the assignment or even the entire course. To avoid any appearance of plagiarism, be sure to document the sources of your work, using standard APA citation format. All quotations and all paraphrasing require a citation. Materials adapted from web-based references must also be properly cited. Disciplinary action may include lowering of grades or the assignment of a failing grade. Turn-it-in software through Cougar Courses will be used to ensure an acceptable originality report of 20% or less.
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1. **Class Participation:** Over the course of the semester, students will participate in a variety of group activities and discussions, scholarly writing, case studies, and videos. The purpose of these activities is to provide an opportunity for application of theoretical concepts and to stimulate critical thinking on the topics presented.
2. **Health Promotion/Problem Focused Paper:** Due in week 7. An outline of your paper will be due to me in week 4. See grading rubric to follow.
3. **Case Studies:** There will be two case studies throughout the course, 10 points each. They will be online and submitted in the form of a SOAP note. At least one recent (within last 7 years) article needs to be utilized and cited to support the assessment and/or plan of care. Citations and references need to be in APA format.
4. There will be 2 twenty question **quizzes** throughout the course. They will be multiple choice and will be designed to stimulate critical thinking on the topics presented.

**Due dates for assignments** will be specified. There will be a 2pt/day penalty deduction for late assignments.

**See modules for required and recommended weekly readings.**

## Course Schedule

	Topic	Reading/Assignments
Week 1 6/8/16 In Class	Introduction: Overview of Women's Health Pregnancy & Childbearing Lactation Prenatal Care Postpartum Care	Youngkin: Chap 1, 19, 22, 25 Appendix A and E
Week 2 6/15/16 In Class	Preeclampsia Preterm Labor Molar Pregnancy SAB/TAB Ectopic Pregnancy Fetal Well-Being	Youngkin: Chap 20-21
Week 3 6/22/16 Online	Infertility Domestic Violence PMDD/ PMS Postpartum Depression  <b>ONLINE            CASE STUDY/SOAP            NOTE DUE</b>	Youngkin: Chap 4 (pg. 61), 5 (pg. 75), 11 (pg. 220-224), 13, 22 (pg. 657-662), 25 (pg. 867-872)
Week 4 6/29/16 In Class	The Pelvic Exam Pap Smear Cervical Cancer HPV  <b>OUTLINE FOR PAPERS            DUE</b>	Youngkin: Chap 3 (pg. 36-48), 4 (pg. 65-66), 5, 14 (pg. 328-332), 16 (pg. 364-366, 392-393)
Week 5 7/6/16 Online	Menopause, HRT/ERT, Cystocele, Rectocele	Youngkin: Chap 16 (pg. 378-380), 18
Week 6 7/13/16 In Class	Genitourinary Disorders: UTI, interstitial cystitis, urinary incontinence  <b>Quiz (weeks 1-5)</b>	Youngkin: Ch. 3, 16, 22 (pg. 654-656), 24 (pg. 825-836)

Week 7 7/20/16 <b>Online</b>	Dysfunctional uterine bleeding Uterine Fibroids Amenorrhea Dysmenorrhea Endometriosis  <b>PAPERS DUE</b>  <b>ONLINE CASE STUDY/SOAP NOTE DUE</b>	Youngkin: Chap 11, 16
Week 8 7/27/16 In Class	Vaginitis STD's PID	Youngkin: Chap 14, 16 (pg. 361-364)
Week 9 8/3/16 In Class	Breast Exam Breast mass Mastitis Breast Cancer Contraception	Youngkin: Chap 12, 17, 22 (pg. 651-652)
Week 10 8/10/16 In Class	<b>Quiz (weeks 6-9)</b>	

**Grading Rubric: Health Promotion/Problem Focused Paper**

This is a 7-10 page paper (exclusive of title page and references) researching a topic from one of the areas covered in class.

Grading Criteria Content Items	Actual Points/ Total Points Possible
<b>Introduction:</b> 1 pages maximum. Introduces the subject of the paper. Specific and concise. (Should be consistent with established guidelines for the subject matter.)	/5
<b>Body of the paper:</b> 6-9 pages. Includes literature review, supporting documentation, and APN role. -Include examples of differential diagnosis (ex: COPD vs.TB), assessment, and treatment Sound theoretical basis: Application of at least one nursing theory.	/15
Population appropriate (i.e., if the topic is lung cancer in Caucasian adults please don't include a pediatric discussion).	/5
Strong empirical support. Uses at least 5-10 research articles.	/10
Uses a variety of data from nursing, psychology, sociology, medicine and other relevant disciplines.	/10
Structure, processes and content that are clearly articulated and can be replicated.	/5
Adds to the body of nursing knowledge by discussing implications to Advance Nursing Practice.	/5
<b>Conclusion:</b> 1-2 paragraphs	/5
APA 6 <sup>th</sup> Ed.: Format, spelling & grammar. Citations appropriately placed within the body of the text. References listed. Attention will be placed on avoidance of the use of first person, personal opinion, and non-professional reference	/5
<b>Total Points</b>	<b>/65</b>

### **Grading Rubric: Case Study SOAP Note**

<b>Grading Criteria Content Items</b>	<b>Actual Points/ Total Points Possible</b>
<b><u>Subjective Information:</u></b> Chief complaint is correctly identified and in quotations. HPI, ROS, medical/family/social histories are correctly identified.	/1
<b><u>Objective Information:</u></b> Information provider observes or measures is correctly identified.	/1
<b><u>Assessment:</u></b> Based on the subjective and objective information provided in patient case scenario. May have more than one assessment.	/2
<b><u>Plan of Care:</u></b> Be sure to include patient education, medication, labs/diagnostics, and patient follow-up (as needed) for each assessment identified.	/3
One recent (within last 7 years) peer reviewed article that supports your assessment and/or plan of care submitted with SOAP note.	/2
APA 6 <sup>th</sup> Ed.: Format, spelling & grammar. Citations appropriately placed within the body of the text. References listed. Attention will be placed on avoidance of the use of first person, personal opinion, and non-professional reference	/1
<b>Total Points</b>	<b>/10</b>