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**THE UNIVERSITY OF MARYLAND  
SCHOOL OF NURSING**

**Master of Science FNP Specialty**

The Family Nurse Practitioner Specialty is a new program of study offered within the Department of Maternal and Child Health in the School of Nursing. The UMSN has one admissions process for all graduate students. Admission requirements include: master's degree in nursing from a program accredited by the National League for Nursing, minimum master's grade point average of 3.0 on a 4.0 scale, official scores on the Graduate Record Examination, minimum of two years of nursing experience, three letters of reference, and a valid nursing license. Students in the Family Nurse Practitioner program complete 48 graduate credits. An overview of the FNP curriculum is presented below with specific courses:

Core Courses (12 credits): Presently these include two research courses, one theory course, and one policy/health services delivery course. The two research courses cover quantitative statistics and methods, including descriptive, inferential and multivariate statistics, as well as qualitative research methods. The theory course, entitled critical approaches to nursing theories, and the policy course entitled influential forces in nursing and health care provide current perspectives on the development of knowledge in nursing and the dynamic relationship between nursing and health care systems, respectively.

Specialty Certificate option Courses (30 credits): There are six clinical and didactic courses, two family specialty courses, and a practicum in family health that form the nucleus of the FNP program. In addition to an emphasis on advanced clinical practice as a family nurse practitioner, three clinical themes are developed within the program: women's health care, health care of children, and adult primary care. Health promotion and prevention are emphasized within these three areas. Two courses on family nursing offer an overarching family perspective necessary for integration of family theory and concepts into the FNP program. The final family practicum seeks to integrate didactic and clinical content from the three specialty areas, and integrate this within a primary care family practice. These courses include the following: Common Health Problems of Children I and II (NURS 713 and 714), Primary Care of Women (NURS 669), Diagnosis and Management in Adult Primary Care (NURS 619)(didactic only), Clinical Practicum in Primary Care I (NURS 620) (clinical only), Family Seminar I and II, and the Practicum in Family Health.

The only new courses developed for the FNP program at the School of Nursing are the two family seminars and the final family practicum.

The first of these, Family Seminar I (1 credit), focuses on the well family. The focus of the course is on family theory, family assessment, and common pertinent family issues. Theoretical as well as practical material is in seminar fashion, utilizing current literature and emphasizing a research basis for practice with families. Application of the advanced nursing role in improving outcomes and care of these families is discussed.

The second course, Family Seminar II (1 credit), develops the knowledge base and the skills necessary in caring for families at risk, and those with special needs. The emphasis in this course is on intervention and referrals for families with special needs within the nurse practitioner scope of practice. Common problems seen in families such as domestic violence, caregiver strain, and dysfunctional families are included.

Application of the advanced nursing role in improving outcomes and care of these families, particularly the family with special needs, is discussed.

The third course, Practicum in Family health (7 credits), offers students the opportunity to begin to apply the material learned in their specialty and family courses. This course enables students to participate in the provision of care for individuals and families within a family practice setting. Clinical experiences provide students with the opportunity to integrate knowledge and skills in managing care of individuals and families. Students will continue to manage care of individuals and families with an emphasis on developing collaborative relationships with other members of the health team. Didactic seminar material will focus on the responsibilities of and issues confronting family nurse practitioners in a variety of settings. There will be some interface with other nurse practitioner students during this course, especially regarding advanced practice role issues.

Support Courses (6 credits): FNP students will enroll in an applied physiology course (NPHY 610) and a pharmacotherapy course (NURS 637). The pharmacotherapy course is presently offered and required for all adult and geriatric nurse practitioner students. A special breakout section for Family Nurse Practitioner students will be offered, highlighting the pharmacological management of patients throughout the lifespan.

The following sections contain a description of the option; a plan of study; an overview of the philosophy, conceptual framework, and terminal objectives of the Master's program at the UMSN; and detailed syllabi of each of the new courses.

**FAMILY NURSE PRACTITIONER  
Master of Science**

**Plan of Study**

**Course No.**                      **Course Title (credits)**

**SUMMER SESSION**

NURS 611                      Intro. to Primary Care Nursing (3)  
NURS 602                      Critical Approaches to Nursing theories (3)

**FALL SEMESTER**

NURS 701                      Nursing Research Design & Analysis I (3)  
NPHY 610                      Methods and Principles of Applied Physiology (3)  
NURS 713                      Common Health Problems of Children I (3)  
NURS 669                      Primary Care of Women (5)  
NURS 756                      Family Seminar I (1)

**WINTER SESSION**

NURS 637                      Pharmacotherapy (3)

**SPRING SEMESTER**

NURS 702                      Nursing Research Design & Analysis II (3)  
NURS 606                      Influential Forces in Nursing & Health Care (3)  
NURS 714                      Common Health Problems of Children II (3)  
NURS 619                      Diagnosis and Management in Adult Primary Care I (4)  
NURS 620                      Clinical Practicum in Primary Care I (3)  
NURS 757                      Family Seminar II (1)

**SUMMER SESSION**

NURS 758                      Practicum in Family Health (7)

**Total Program Credits                      48**

**Didactic and Clinical Hours: FNP Master of Science Program**

<b>Course</b>	<b>Didactic (hours/semester)</b>	<b>Clinical (hours/semester)</b>
NURS 611: Introduction to Primary Care Nursing: Adult & Pediatric	30	45
NPHY 610: Methods and Principles of Applied Physiology	45	0
NURS 713: Common Health Problems of Children I	30	45
NURS 669: Primary Care of Women	45	90
NURS 756: Family Seminar I	15	0
NURS 637 : Pharmacotherapy	45	0
NURS 714: Common Health Problems of Children II	30	45
NURS 619: Diagnosis & Management in Adult Primary Care I	60	0
NURS 620: Clinical Practicum in Primary Care I	0	135
NURS 757: Family Seminar II	15	0
NURS 758: Practicum in Family Health	15	270
<b>TOTALS</b>	300	630

**\*\*Note: This table DOES NOT include the core courses**

**THE UNIVERSITY OF MARYLAND****SCHOOL OF NURSING****The Post-Master's FNP Certificate Option**

The Family Nurse Practitioner certificate option is an expansion of the Family Nurse Practitioner Specialty track. Students in the Family Nurse Practitioner certificate option complete 36 graduate credits. There is the possibility of certain courses being waived based on prior graduate educational work as indicated below. An overview of the certificate option curriculum is presented below with specific courses:

Core Courses (12 credits): Master's-prepared students will be exempted from these courses.

Specialty Certificate option Courses (30 credits): There are six clinical and didactic courses, two family specialty courses, and a practicum in family health that form the nucleus of the FNP certificate option. These include the following: Common Health Problems of Children I and II (NURS 713 and 714), Primary Care of Women (NURS 669), Diagnosis and Management in Adult Primary Care (NURS 619)(didactic only), Clinical Practicum in Primary Care I (NURS 620) (clinical only), Family Seminar I and II , and the Practicum in Family Health.

Support Courses (6 credits): FNP students may enroll in an applied physiology course (NPHY 610) and a pharmacotherapy course (NURS 637). Depending on the student's prior course work, some or all of these courses may be waived.

**FAMILY NURSE PRACTITIONER POST-MASTER'S CERTIFICATE OPTION**

**Plan of Study**

Course No.

Course Title

SUMMER SESSION

NURS 611 Intro to Primary Care Nursing (3)

FALL SEMESTER

NPHY 610\* Methods and Principles of Applied Physiology(3)

NURS 713 Common Health Problems of Children I (3)

NURS 669 Primary Care of Women (5)

NURS new Family Seminar I (1)

WINTER SESSION

NURS 637\* Pharmacotherapy (3)

SPRING SEMESTER

NURS 714 Common Health Problems of Children II (3)

NURS 619 Diagnosis and Management in Adult Primary Care I (4)

NURS 620 Clinical Practicum in Primary Care I (3)

NURS new Family Seminar II (1)

SUMMER SESSION

NURS new Practicum in Family Health (7)

Total Program Credits 36

**\*Depending on the student's prior course work, some or all of these courses may be waived.**

**Didactic and Clinical Hours: FNP Post-Master's Certificate Option**

<b>Course</b>	<b>Didactic (hours/semester)</b>	<b>Clinical (hours/semester)</b>
NURS 611: Introduction to Primary Care Nursing: Adult & Pediatric	30	45
NPHY 610: Methods and Principles of Applied Physiology	45	0
NURS 713: Common Health Problems of Children I	30	45
NURS 669: Primary Care of Women	45	90
NURS new: Family Seminar I	15	0
NURS 637 : Pharmacotherapy	45	0
NURS 714: Common Health Problems of Children II	30	45
NURS 619: Diagnosis & Management in Adult Primary Care I	60	0
NURS 620: Clinical Practicum in Primary Care I	0	135
NURS new: Family Seminar II	15	0
NURS new: Practicum in Family Health	15	270
<b>TOTALS</b>	300	630

## Philosophy

Nursing is a dynamic and evolving practice discipline that is concerned with the promotion of health and with human responses to actual and potential health problems. Nursing goals include the promotion and protection of health, the prevention of illness, care of the suffering and ill, and the support for a peaceful death or loss.

Nursing occurs within the context of a caring relationship, the purpose of which is to assist individuals, families, groups, communities, and populations in a variety of settings to achieve optimal health and to make informed choices for their own well-being.

Nursing has a distinct body of knowledge which can and must be extended, verified, and revised using the methods of scholarly inquiry. It involves the selection, integration, and expansion of knowledge from nursing and other disciplines, including the social sciences, biological sciences, and humanities. This knowledge is applied to the understanding of health and illness and to the analysis and improvement of nursing practice.

Nursing is a research-based practice which uses empirical, ethical, personal and aesthetic perspectives in the application of the nursing process. Essential for the practice of nursing are knowledge, critical thinking, communication, interpersonal competence, leadership, management, teaching, psychomotor and analytic skills, and the use of current research, technology and information systems.

At all levels, the practice of professional nursing is based on a distinct body of knowledge and includes multiple responsibilities. These responsibilities include, but are not limited to, providing direct care, providing information for persons to make informed health care choices, facilitating persons to act on their own behalf, managing care, and applying research to practice. Advanced nursing practice consists of theoretically/conceptually based diagnostic reasoning and decision making strategies as the foundation for solving complex health care problems through a multiplicity of responsibilities. Advanced nursing practice is defined as specialty practice which is based on principles derived from relevant theory and research findings, and includes two interrelated spheres of activity: direct service to persons and indirect action carried out for the enhancement of direct nursing knowledge, health care systems and health policy.

Persons are holistic beings who have interactive dimensions. These dimensions are physical, psychological, spiritual, social, and cultural. The individual person has intrinsic worth and is entitled to respect. Persons have the right to seek and achieve optimal health, the right to make informed choices, and the responsibility for their own health care decisions. Persons are capable of reflecting upon their experiences. Their perceptions of these experiences along with their values and principles guide their health care decisions as well as their interactions with others. Throughout their lifetime, persons grow and individually and within families, groups, communities, and populations.

Health is a multidimensional balanced expression of physical, psychological, developmental, spiritual, and social well-being. The expression of a person's health and/or illness is a reflection of the interaction of the person and the environment, and is expressed in human responses. Health is dynamic and uniquely defined and redefined by persons as they progress through their lifetime.

The environment is the context within which persons, families, groups, communities, and populations live and within which nurses practice. The context can be viewed from a variety of dimensions including

physical, social, ethical, cultural, legal, spiritual, historical, economic, political, and organizational. These dimensions are discrete, interactive, and may change over time. Persons are in continuous and mutual interchange within their contextual dimensions. They bring experiences that can be valuable to developing a dynamic and quality environment. The dynamic interaction between persons and the environment affects their health and the achievement of well-being.

Learning is an active and lifelong process. Learning is facilitated through a reciprocal interaction between faculty and students, and occurs best within a caring and supportive environment where students are ultimately responsible for their learning. Differences among people necessitate various educational approaches.

Nursing education respects and builds upon the prior education and practice experiences of the learner. Nursing education at the baccalaureate level prepares professional nurses who are generalists and value life-long learning. Nursing education facilitates the development of students' empirical, ethical, aesthetic, and personal perspectives for the purpose of making and accepting responsibility for practice decisions. Baccalaureate education prepares nurses to participate in research, apply research findings to practice, and contribute to the development of the profession. Baccalaureate nursing programs are foundational for graduate study in nursing. Graduate education is characterized by an emphasis on specialization at the masters level, and a commitment to research and involvement in the development and refinement of knowledge at the doctoral level.

### **Conceptual Framework**

The primary focus of the Master's curriculum is the discipline of nursing. The curriculum is designed to prepare students in specialized areas of advanced nursing practice, areas that are developed and have evolved in response to changing societal needs. The basic strands that run throughout the Master's curriculum are theory, research, and role specialization relevant to advanced nursing practice.

Theory: Theory from nursing and related disciplines serves as a foundation for practice, research, and role development within nursing.

Research: Research in nursing includes both applied and basic research. Nursing research explores and defines the knowledge necessary to provide direct and indirect nursing and health care. Theory development and refinement occur as results of research.

Role Specialization: Human responses are affected through various direct and indirect roles within organizations. Advanced professional nursing roles are based upon changing societal needs, sociopolitical trends, and health care delivery systems.

### **Purpose and Objective**

The Master's program in nursing is formulated with the understanding that graduate education builds upon undergraduate education. Graduate education promotes an intensive and analytic expansion of knowledge, enabling the perception and development of new and more complex relationships that affect nursing practice. Graduate education provides further opportunity for the student to think conceptually and to apply theory and research to practice.

The purpose of the Master's program is to prepare nurses for advanced nursing practice and for entry into doctoral study.

The terminal objective of the Master's program is to prepare graduates who:

- Utilize theory and research from nursing and related disciplines as a basis for advanced nursing practice and scholarly inquiry.
- Demonstrate competence in a specialized area of nursing.
- Generate innovative and effective nursing actions for advanced nursing practice using the process of critical thinking.
- Collaborate with health care providers and consumers to achieve health care goals.
- Integrate legal and ethical dimensions of practice into professional nursing specialty roles.
- Assume responsibility for improving the delivery of health care and advancing the nursing profession.

In addition to the knowledge and practice components of the objectives listed above, the behavior of graduate students should reflect an internally consistent value system. Graduate students are expected to value scientific inquiry as a basis for professional practice and to seek to increase their contributions to the nursing profession.

#### **Approval of Program by UMSN**

The Master's Program Sub-committee of the Curriculum Committee unanimously approved the FNP program and the content of the three new courses on January 17, 1997. Full course syllabi were submitted and approved with minor revisions in terms of more specific evaluation criteria needed for course requirements. The Curriculum Committee of the UMSN approved the FNP program and the three new courses on January 31, 1997. The total faculty of the Department of Maternal and Child Health Nursing approved the FNP track and courses on January 10, 1997.

### **Biographical Sketches**

**Sharon L. Dudley-Brown, Ph.D., RNC, FNP**, is the program coordinator and is responsible for the overall management and implementation of the FNP program. She is well-prepared in terms of her experience and educational preparation to provide leadership and serve as program coordinator. Dr. Dudley-Brown is currently an assistant professor in the Department of Maternal Child Health Nursing. Twenty percent of her time is spent practicing as a Family Nurse Practitioner at Open Gates Health Center, a community based nurse-managed health center developed by the School of Nursing. She is currently precepting Adult Nurse Practitioner students at that site, and will continue to function as a preceptor of FNP students.

Dr. Dudley-Brown has had research funded on the National level through the Society of Gastrointestinal Nurses and Associates. Her main research interests include the health status and marginalization of women, and psychological correlates in illness states. Her research expertise will enable her to guide the evolution of both the research and developmental threads of the curriculum. She has published on both research and topics.

#### **Other Faculty:**

Other faculty from the University of Maryland School of Nursing will be participating in both the classroom and clinical components of the Family Nurse Practitioner program. Specifically, faculty who are currently teaching in the above mentioned pediatric, women's and adult health courses and who are actively involved with the pediatric, women's health and adult nurse practitioner programs at the University of Maryland School of Nursing will now also be involved with the FNP students in those respective courses.

**University of Maryland  
School of Nursing**

Course Title: NURS 756 : Family Seminar I

Course Placement: Fall semester (2nd semester of the program)

Credit: 1

Faculty: Sharon Dudley-Brown, Ph.D., RN, CRNP

This seminar explores theories, concepts, and challenges relevant to the study of the functional family. Focus will be on the health needs of families in primary care settings, with examples drawn from the student's clinical practice. Emphasis will be on promoting and providing care within a family framework.

Pre- or co-requisites: NURS 611, NPHY 610

Course Objectives:

By the completion of the course the student will be able to:

1. Apply theory from nursing and other disciplines to the assessment of health needs of throughout the lifespan and across the health continuum.
2. Examine family adaptation and the coping skills of the individual and the family.
3. Identify methods of improving family-oriented care within a given clinical situation and develop and implement within the individual family, a plan of care to promote, maintain and restore health.
4. Evaluate the family's response to the health care provided, and the effectiveness of care within the individual client and his / her family.
5. Interpret, critique, and apply research findings to clinical practice in the care of families.

Course Requirements:

1. Class attendance & participation
2. One written family assessment paper.
3. One oral presentation of a pertinent family issue and clinical application.

Evaluation:

Class participation	10%
Written family assessment	50%
Seminar presentation	<u>40%</u>
	100%

**Guidelines for Written Family Assessment**

Based on the use of a theoretical/conceptual framework pertinent to the assessment of families, assess one family in your clinical experience.

## Objectives:

1. Describe the family using appropriate terminology.
2. Assess family development, function and interaction patterns
3. Utilize and apply a family assessment tool
4. Analyze the assessment data, including the strengths and limitations of the family patterns.
5. Interpret, critique and apply research findings to clinical practice with families.

## Style:

Paper should be approximately 10-15 pages, double-spaced, typed, using APA format.

Grading criteria: (This paper is 50% of your final grade)

## Introduction (5%)

- Identify the family that will be the focus of your paper
- Describe how and why you chose this particular family
- Describe how the content of your paper will be organized

## Body of paper (35%)

- Describe the assessment tool chosen, and the results of your family assessment
- Analyze the assessment data, including the strengths and limitations of the family patterns
- Synthesize appropriate literature to support your analysis

## Conclusion (5%)

Summarize assessment findings, and describe how the assessment can be used in your clinical practice.

## Style (5%)

Clarity of writing, correct grammar & punctuation, use of APA format. Provide evidence of a review of pertinent literature, and use of theory.

### **Guidelines for Seminar Presentation**

Choose a topic from those provided (below) based on your clinical experience to date regarding families. Choose a topic that has some relevance to a family you have worked with in one of your clinical settings. Briefly describe the current literature on the topic, and then how you could apply those findings to the care of your chosen family (The family you choose may be the same family you chose for your assessment paper).

Objectives:

1. Describe topic pertinent to the study of families.
2. Identify, synthesize and analyze pertinent literature.
3. Based on a brief family assessment, develop nursing diagnoses for the family.
4. Outline the nursing intervention strategies and goals of care appropriate to this family relative to the topic chosen.

**Grading criteria:** (This presentation is 40% of your grade; 40 points)

#### **I. Content (30 points)**

Briefly describes topic and relevance to advanced practice nursing (5 points)

Reports on current literature (10 points)

Describes family and how topic is relevant to chosen family (5 points)

Based on literature and clinical experience, identifies appropriate nursing interventions and goals of care for the family, highlighting the clinical implications of the topic (10 points)

#### **II. Style (10 points)**

Use of handouts, AV material (5%)

Clarity of presentation (5%)

**Suggested topics for presentation:**

1. Definitions of families (i.e.: what is a “normal” family? Does a family always consist of a married heterosexual two person couple?)
2. Integration vs. disintegration of the American family
3. Extended families and elder care
4. Teen parenting
5. The impact of feminism and the women’s movement on the family

6. Family-centered health care; is it possible?

Textbooks / Readings:

In addition to those listed below, individual readings will be assigned for each class.

Whall, A.L. & Fawcett, J. (1991). Family theory development in nursing: State of science and art. Philadelphia, PA: F.A. Davis.

Wright, L. & Leahy, M. (1994). Nurses and families: a guide to nursing assessment and intervention. Philadelphia, PA: F.A. Davis.

Class Topic Outline:

- Session #1 Course overview; Definitions of family: traditional & non-traditional
- Session #2 Definitions of family con't: Male head of household; role of men in family
- Session #3 Family development across the lifespan
- Session #4 Family theory
- Session #5 Family theory (continued)
- Session #6 Family assessment and measurement
- Session #7 Family assessment (continued)
- Session #8 Student seminars
- Session #9 Issues in family research
- Session #10 Student seminars
- Session #11 Family-oriented interventions
- Session #12 Student seminars
- Session #13 Nurse practitioner role in providing care to a family
- Session #14 Student seminars
- Session #15 Course summary and evaluation

**University of Maryland  
School of Nursing**

Course Title: NURS 757 : Family Seminar II

Course Placement: Spring semester (3rd semester of the program)

Credit: 1

Faculty: Sharon Dudley-Brown, Ph.D., RN, CRNP

This seminar will focus on common issues and problems facing families with special needs across the lifespan. Emphasis will be placed on the application of theories, concepts, and research to meeting the families needs, and to providing care within a family framework.

Pre- or co-requisites: NURS 756, NURS 713

Course Objectives:

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

1. Apply theory from nursing and other disciplines to the identification of common problems in families with special needs throughout the lifespan and across the health continuum.
2. Implement family-oriented care within a given clinical situation and within the individual family with special needs.
3. Identify and utilize available resources for referral for families with special needs as appropriate.
4. Evaluate the family's response to the health care provided, and the effectiveness of care for the individual client and his / her family.
5. Synthesize and critically apply research findings to clinical practice with families.

Course Requirements:

1. Class attendance & participation
2. One written family case study.
4. oral presentation of the family study and clinical application.

Evaluation:

Class participation	10%
1 Family case study	
written paper	50%
oral seminar presentation	40%
	<hr/>
	100%

**Guidelines for Written Family Case Study**

Based on the use of a theoretical/conceptual framework pertinent to the assessment of families, assess one family with needs in your clinical experience.

**Objectives:**

1. Describe the family using appropriate terminology.
2. Assess the family using an appropriate family assessment tool .
4. Analyze the assessment data.
5. Formulate appropriate nursing diagnoses.
6. Identify appropriate nursing interventions and goals for your family.
7. Describe criteria for evaluation of the interventions for the family.
8. Interpret, critique and apply research to clinical practice with the family with needs.

**Style:**

Paper should be approximately 10-15 pages, double-spaced, typed, using APA format.

**Grading criteria:** (This paper is 50% of your final grade)**Introduction (5%)**

- Identify the family that will be the focus of your paper
- Describe how and why you chose this particular family
- Describe how the content of your paper will be organized

**Body of paper (35%)**

- Describe the assessment of this family, and an analysis of the assessment findings
- Formulate appropriate nursing interventions and goals for evaluation
- Synthesize appropriate literature to support your discussion
- Identify how you would evaluate the family-centered interventions, and appropriate referrals as needed

**Conclusion (5%)**

Summarize assessment findings, and describe how the case study may be used in your clinical practice.

**Style (5%)**

Clarity of writing, correct grammar & punctuation, use of APA format.

**Guidelines for Seminar Presentation**

This presentation will be a presentation of the material in your written case study. Briefly describe your family case study, identifying any pertinent literature, and how your experience could be used in the future clinical setting as an FNP.

**Objectives:**

1. Describe the family identified in your case study
2. Summarize findings from your case study, including assessment, nursing diagnoses, interventions, goals and criteria for evaluation..
3. Identify, synthesize and analyze pertinent literature.

**Grading criteria:** (This presentation is 40% of your grade; 40 points)

**I. Content (30 points)**

Describes family of interest, and pertinent assessment findings (5 points)

Based on literature and clinical experience, identifies appropriate nursing interventions and goals of care for the family (15 points)

Provides evidence of interpretation, critique and application of research findings to clinical practice with the family with needs (10 points)

**II. Style (10 points)**

Use of handouts, AV material (5%)

Clarity of presentation (5%)

Textbooks / Readings:

In addition to those listed below, individual readings will be assigned for each class.

Danielson, C.B., Hamel-Bissell, B., & Winstead-Fry, P. (1993). Families, Health & Illness: Perspectives on coping and intervention. St. Louis, MO: Mosby.

Wright, L. & Leahy, M. (1994). Nurses and families: a guide to nursing assessment and intervention. Philadelphia, PA: F.A. Davis.

Class Topic Outline:

- Session #1 Course overview
- Session #2 Family coping: theoretical perspectives
- Session #3 Family coping with illness: assessment & intervention
- Session #4 Dysfunctional families: assessment & intervention
- Session #5 Family violence: overview & assessment
- Session #6 Family violence: intervention & referral
- Session #6 The family in crisis: assessment
- Session #7 Conflict management / crisis intervention with families
- Session #8 Student seminars
- Session #9 Families in clinical practice
- Session #10 Student seminars
- Session #11 Referrals: who, when, where
- Session #12 Student seminars
- Session #13 Student seminars
- Session #14 Student seminars
- Session #15 Course summary and evaluation

**University of Maryland  
School of Nursing**

**Course Title:** NURS 758 : Practicum in Family Health

**Course Placement:** Summer semester (last semester of the program)

**Credits:**

7

1 credit = 2 hour seminar / week  
(15 hours total in 8 weeks)

6 credits = 32 hours clinical / week *plus*  
1 hour of clinical supervision / week  
(270 hours total in 8 weeks)

**Faculty:**

Sharon Dudley-Brown, Ph.D., RN, CRNP

This course focuses on preparing the FNP student to function independently at a beginning level as an FNP in a primary care setting. Didactic material covers issues of professionalism, health policy issues, and organizational issues in advanced practice. Individualized precepted practice provides clinical experience for the refinement of specialized knowledge and skills in family practice and selected primary care interest areas.

**Pre-requisites:** Clinical courses (NURS 619, 620, 669, 713, 714)

**Course Objectives:**

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

1. Function as a primary provider of comprehensive health care for children, adults and families with complex acute or chronic needs and problems.
2. Elicit a comprehensive health history, including an evaluation of the individual's development, maturation, coping ability, activities of daily living, physiological function and emotional and social well-being.
3. Perform a complete physical examination on adults, children, and pregnant women.
4. Order and / or perform pertinent diagnostic tests.
5. Analyze and synthesize psychosocial, physical, political, cultural and environmental dimensions of health status in providing comprehensive care for children and adults within the context of their families.
7. Demonstrate increasing skill and independence in clinical decision-making.

8. Plan and provide care for children, adults and families addressing the three levels of prevention: primary, secondary, and tertiary.
9. Confer and collaborate in a collegial manner with other health care professionals in meeting individual and family health care needs.
10. Recognize the need for other health care services, and ascertain and utilize available sources for referral.
11. Systematically record all pertinent data about the client including the history and physical examination, problems identified, interventions provided, results of care and plans for follow-up and referral.
12. Coordinate the services required to meet individual and family needs for health care.
13. Analyze and synthesize components of outcome evaluation at the individual and aggregate levels.
14. Formulate evaluation mechanisms for both traditional and nontraditional health care facilities.
15. Define the responsibilities of the family nurse practitioner primary health care scope of practice.
16. Develop and implement strategies to maximize the responsibilities of the family nurse practitioner.
17. Develop and implement strategies that have a positive effect upon the political and regulatory processes related to the health care system and the family nurse practitioner role.
18. Prepare and submit a scholarly paper reflecting knowledge and application of the theoretical/ conceptual bases for advanced practice and of the research process.

#### Learning Activities:

1. Clinical experience in direct care provision, in conjunction with preceptor's feedback, faculty site visits, and clinical supervision conferences.
2. Seminar: 2 hours/week. Includes discussion of advanced management topics, specific role issues, student's progress on the scholarly paper, and students', faculty, and guest speakers presentation of related material.

Course Requirements:

1. Supervised clinical practice in a setting providing primary care for a *minimum* of 32 hours/week for a total of 270 hours.
2. Develop, implement and evaluate an educational project in the clinical setting.
3. Completion of a required clinical notebook and log.
4. Attendance and participation in the weekly seminar.
5. Successful completion of a scholarly paper.

Evaluation:

Class participation in seminars	10%
Clinical logs	10%
Scholarly paper and comprehensive exam	50%
Educational project	30%
	100%

**NOTE:** The grade for the **clinical component** will be comprised of an evaluation by the preceptor. Students must achieve a "Pass" in the clinical portion in order to pass the course.

Guidelines for Clinical Logs:

Clinical logs serve two purposes: document the growth as a primary care provider, document the types of patients and the number of clinical hours spent with various types of patients.

At the beginning of the log, state specific goals for your clinical learning during the semester. After each clinical session, evaluate your progress toward these goals.

Each clinical session should have an entry with the following: date, site, client's initials, age/DOB, gender, chief complaint or reason for visit, diagnosis/focus of visit, student intervention.

### Guidelines for Scholarly Paper and Comprehensive Exam

As part of the requirements for a Master's Degree, a scholarly paper and comprehensive exam is required. These two are met with one paper. You are to choose a clinical research topic of interest to you, and conduct a thorough and critical analysis of the literature and formulate a hypothetical study design, based on the current literature and your own clinical experiences. Requirements for the comprehensive exam are met by a critical discussion of the implications for nursing in the areas of practice, education and research.

Students enrolled in the Post Master's Certificate FNP Program are not required to pass a comprehensive exam. Other options to meet course requirements need to be discussed with the faculty at the beginning of the course. Options include, but are not limited to the following: a research utilization paper, case study, and the development and implementation of an audit tool.

#### Objectives:

1. Implement a review of literature on a clinical topic of interest.
2. Interpret and critique literature from a variety of sources on the topic.
3. Evaluate research findings that can be used in nursing practice.
4. Formulate a hypothetical research study design based on a literature review.
5. Critically analyze and describe the implications for nursing education, practice and research.
6. Summarize your position and delineate how research can be furthered in the area to improve the delivery or evaluation of primary care.

#### Style:

Paper should be approximately 20 pages, double-spaced, typed, using APA format.

Grading criteria: (This paper is 50% of your final grade)

**Chapter 1: Introduction (5%)**

Critically define the scope of the problem, and provide appropriate background information based on the current literature

Document the importance of the problem and its relevance to advanced practice nursing, citing research to support your position.

Delineate your research questions

Define appropriate terms

**Chapter 2: Review of Literature (20%)**

Critically review the literature with respect to both clinical findings and methodology

Compare and contrast findings from the literature

Identify weaknesses, omissions, conflicts in the reviewed literature

Critically describe theories and /or conceptual frameworks used in the literature, noting any research that is atheoretical

Synthesize the review of literature into a logical form

**Chapter 3: Discussion/ Implications for Nursing (10%)**

Critically discuss implications for nursing in the areas of practice, education and research

Describe how further research would further or benefit the advanced practice nurse.

**Chapter 4: Hypothetical study design (10%)**

Develop and discuss potential new research ideas/ topics.

Describe an appropriate study design in such detail that the research could be implemented

**Chapter 5: Conclusion (5%)**

Summarize the literature presented in a clear and logical fashion

Formulate conclusions and recommendations based on your findings.

**Style (5%)**

Clarity of writing, correct grammar & punctuation, use of APA format.

### Guidelines for Educational Project

The purpose of this project is to develop skills as an educator and clinical leader. This project involves the development, implementation and evaluation of an education project for the staff in the clinical setting. Adult learning principles should be utilized. The project selection should be based both on your interest and expertise and the needs of the agency/clinical site. The final written product should include a description of the process, the educational principles used to develop the project, the education plan, an outline of the presentation made, and an evaluation and summary of the presentation and project.

Grading criteria: (This project is 30% of your grade; 30 points)

Description of the process (5 points)

Educational principles used to develop the project (5 points)

Education plan (10 points)

goals, behavioral objectives, methods, materials & resources used,  
evaluation

Presentation outline (5 points)

Evaluation, summary, and critique of presentation and project (5 points)

### Textbooks / Readings:

In addition to those listed below, individual readings will be assigned for each class.

American Nurses' Association (1985). The scope of practice of the primary health care nurse practitioner. Kansas City, MO: ANA.

American Nurses' Association (1987). Standards of practice for primary health care nurse practitioners. Kansas City, MO: ANA

Mezey, M.D. & McGivern, D.O. (Eds.) (1993). Nurses, nurse practitioners: Evolution to advanced practice. New York: Springer..

Hawkins, J.W. & Thibodeau, J.A. (1993). The advanced practitioner: Current practice issues (3rd ed.). New York: Tiresias Press.

Hickey, J.V., Ouimette, R.M., & Venegoni, S.L. (1996). Advanced practice nursing: Changing roles and clinical applications. Philadelphia, PA: Lippincott.

Class Topic Outline:

- Session #1 Introduction, overview, requirements  
Advanced practice roles: components
- Session #2 Advanced practice roles: merging the CNS and NP
- Session #3 Credentialing, licensure, and certification
- Session #4 Standards & protocols: components & writing  
Quality assurance; measuring outcomes in practice
- Session #5 Legal aspects of practice: prescriptive privileges, malpractice
- Session #6 Job descriptions, written agreements, negotiating practice
- Session #7 Professional practice models: case management; independent practice;  
collaborative practice
- Session #8 Impact of economics on practice; reimbursement issues  
Course summary and evaluation

University of Maryland  
 School of Nursing  
 MS-FNP Program  
**PRECEPTOR EVALUATION FORM**

Please rate the following functions and/or behaviors of the nurse practitioner student in your setting on a scale of 1-4 using the following key:

- 0--No opportunity to perform the function or observe the behavior.
- 1--Dependent Performance (unable to make independent decisions); unsatisfactory or unsafe practice.
- 2--Marginal Performance / minimal competence (needs frequent guidance); beginning level practice
- 3--Supervised Performance (needs occasional cues); intermediate level practice
- 4--Independent Performance; advanced level practice.

Please print your comments in the Comment Section provided. Please review this evaluation with the student; sign and date it. Don't forget to indicate the type of practice setting i.e. pediatric, internal medicine, family, etc.

<u>Function/Behavior</u>	No Data	Dependent Performance	Marginal Performance	Supervised Performance	Independent Performance
		(Circle)			
<u>Promotion of Client Wellness</u>					
1. Obtains complete history from client that includes ethnic/cultural findings.	0	1	2	3	4
2. Identifies normal findings in client history.	0	1	2	3	4
3. Identifies abnormal findings in client history.	0	1	2	3	4
4. Identifies psychosocial needs during interview.	0	1	2	3	4
5. Obtains age-specific developmental assessment	0	1	2	3	4
6. Assesses current health status and health risks.	0	1	2	3	4
7. Assesses client's knowledge regarding nutrition.	0	1	2	3	4
8. Assesses client's perception of health and vulnerability to disease.	0	1	2	3	4
9. Identifies normal and abnormal findings in the physical exam.	0	1	2	3	4

**Overall Performance**

Outstanding \_\_\_\_\_ Above average \_\_\_\_\_ Average \_\_\_\_\_ Did not meet clinical objectives \_\_\_\_\_

**Comments**

1. In what areas has the student shown the greatest improvement?
  
2. In what areas do you think the student needs additional knowledge or practice?
  
3. List the strengths of the student's practice.
  
4. Additional comments.

**Practice Setting:** \_\_\_\_\_

**Signed:** \_\_\_\_\_ / \_\_\_\_\_ / \_\_\_\_\_  
 (Student) (Preceptor) (Date)

**Thank You.**