New Graduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information
Requested Rubric, Course Number, Core Designation (if needed): NRSG 623

Course Title: Advanced Clinical Ill Primary Care for Aging Families
Abbreviated Course Title (≤ 30 chars): Adv Clin Ill PC for Aging Fam
First Semester to be Offered: Summer 2015
Submitted by: Lynn Taylor
Submitter’s Contact Info: Phone, Email: 994-3500; lynnt@
Instructor: Jennifer Sofie
Department: Nursing
College: Nursing

New Graduate Course Review Process

Instructor completes the New Course Packet.
Department Head’s signature indicates that course has been approved by the process used within the Department.
The Chair of the College Curriculum Committee signs to indicate College academic approval (if required).
The College Dean signs to indicate that adequate resources are available to offer the course. Supporting information (Dean’s Statement) is typically required.
The New Course Packet (as PDF) is submitted to the Graduate School for approval by the Dean.
Provost’s Office reviews the new course request.

APPROVALS

New Course Packet

Department Review

College Review

Graduate Dean Review

Provost Review

Registrar’s Office (for Catalog)

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. * Special topics courses (e.g., Special Topics) do not require review by the College Curriculum Committee, but cannot be offered more than two times without committee review.
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.
   
   www.mus.edu/Tools/CCN/ccndefault.aspx

   - If a course exists with at least 80% of the same outcomes, the course is considered "equivalent" to the proposed new course, and the new course should use the existing rubric and course number.
   - If no "equivalent" course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.
3. The requested rubric and course number are submitted as part of the new course packet.
4. The Provost's Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)
5. The assigned common course number is reported back to the person submitting the new course request.

Requested Rubric, Course Number, Core Designation (if needed):

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>NRSG 623</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbrev. Course Title [s 10 char]:</td>
<td>Advanced Clinical III Primary Care for Aging Families</td>
</tr>
<tr>
<td>Credits:</td>
<td>6</td>
</tr>
<tr>
<td>Department Offering Course:</td>
<td>Nursing</td>
</tr>
<tr>
<td>College:</td>
<td>Nursing</td>
</tr>
</tbody>
</table>

Is this course "equivalent" to a course in the MUS System?:

☐ Yes  ☐ No

Learning Outcomes for the Course:

1. Demonstrate effective communication and collaboration skills in providing treatment, preventive care, and advocacy for aging families with emphasis on rural, primary care settings.
2. Select and apply assessment strategies to determine the health treatment needs of individuals and families across the lifespan based on an understanding of biological, psychosocial, and developmental theories.
3. Formulate, apply, and evaluate advanced practice strategies, guided by identified concepts and perspectives, for treatment and preventive care of aging families.
4. Translate findings from evidence-based interventions traditional and non-traditional, for health promotion and protection in response to primary health care needs of aging families.
5. Disseminate findings from evidence-based interventions traditional and non-traditional, for health promotion and protection in response to primary health care needs of aging families.
6. Implement diagnostic reasoning skills, critical thinking, and science of therapeutics for positive patient outcomes.
7. Integrate dynamics of culture into the development,
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Assigned Rubric, Course Number, Core Designation (if needed): NRSG 623
Advanced Clinical III Primary Care for Aging Families
Adv Clin III PC Aging Family
Summer 2015

Course Title (for Catalog): NRSG 623 Advanced Clinical III Primary Care for Aging Families
Adv Clin III PC Aging Family

Restricted Entry/Consent of Instructor Required:
☑ Yes ☐ No

Instructor’s GID (last 4 digits only): 9882

Department Offering Course: Nursing

College: Nursing

Is the requested course number available? (x4155 to check):
☑ Yes ☐ No

Assigned Rubric, Course Number, Core Designation (if needed):

Assigned Day(s):
☑ M ☐ Tu ☐ W ☐ Th ☐ F ☐ Sa ☐ Su

Assigned Time(s):

Assigned Building:

Assigned Room:

Capacity (room capacity, or enrollment "cap"): 35

Primary Mode(s) of Delivery:
☐ Face-to-face ☐ Web-Enhanced (small on-line comp.)
☐ On-Line Only ☒ Blended (significant on-line portion)

Frequency of course offering:
☑ Annually ☐ Alternate Years, starting ________

Semester(s) offered (check all that apply):
☑ Summer ☐ Fall ☐ Spring

Summer Options (check all that apply):
☑ First 6 weeks ☐ Second 6 weeks ☒ 12 weeks

Credits by mode of instruction:
Lecture: 3
Seminar: ________
Independent Study: ________ Lab/Studio: 3
Recitation/Discussion: ________

TOTAL CREDITS: 6

Course Description – Provide a course description of 40 words or less for the MSU Catalog.
Focus on assessment, treatment and preventative care for aging families in primary health care settings. Physiological, pathophysiological, psychological, developmental, sociocultural and spiritual responses to acute and chronic conditions will be explored emphasizing the importance of advocacy.

NRS 622 Adv Clin II for Midlife Families

Focus on assessment, treatment and preventative care for aging families in primary health care settings. Physiological, pathophysiological, psychological, developmental, sociocultural and spiritual responses to acute and chronic conditions will be explored emphasizing the importance of advocacy.

Co- and Pre-Requisites – Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with "and" if both are required, or "or" if only one is required.

Prerequisite(s):

Co-Requisite(s):

First Semester to be Offered:

Is the requested course number available? (x4155 to check):

Assignment Entry/Consent of Instructor Required:

Assignment’s GID (last 4 digits only):

Department Offering Course:

College:

Time and Location – Call the Registrar’s Office at x4155 to find a time and location for the course.

Assigned Day(s):
☑ M ☐ Tu ☐ W ☐ Th ☐ F ☐ Sa ☐ Su

Assigned Time(s):

Assigned Building:

Assigned Room:

Capacity (room capacity, or enrollment "cap"): 35

Primary Mode(s) of Delivery:
☐ Face-to-face ☐ Web-Enhanced (small on-line comp.)
☐ On-Line Only ☒ Blended (significant on-line portion)
DEAN'S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified.

The Dean’s Statement is the place to document how the costs of the proposed new course will be covered.

This course essentially replaces an existing 6 credit clinical course that has been offered to master's nurse practitioner students. With the introduction of the DNP program into the graduate nursing curriculum, the master's nurse practitioner courses are no longer offered.

Helen Melland, Dean
College of Nursing
NEW GRADUATE COURSE NARRATIVE
Updated: 12/31/2013

REQUIRED DOCUMENTATION FOR REVIEW OF NEW GRADUATE COURSES

1. Course Description:
   a. What are the special goals or purposes of the course that support a "graduate" level of the course?

   1. Demonstrate effective communication and collaboration skills in providing treatment, preventive care, and advocacy for aging families with emphasis on rural, primary care settings.
   2. Select and apply assessment strategies to determine the health treatment needs of individuals and families across the lifespan based on an understanding of biological, psychosocial, and developmental theories.
   3. Formulate, apply, and evaluate advance practice strategies, guided by identified concepts and perspectives, for treatment and preventive care of aging families.
   4. Translate findings from evidence based interventions traditional and non-traditional, for health promotion and protection in response to primary health care needs of aging families.
   5. Disseminate findings from evidence based interventions traditional and non-traditional, for health promotion and protection in response to primary health care needs of aging families.
   6. Implement diagnostic reasoning skills, critical thinking, and science of therapeutics for positive patient outcomes.
   7. Integrate dynamics of culture into the development, implementation and evaluation of nursing strategies.
   8. Demonstrate leadership in analyzing complex health problems for people who are aging.
   9. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

   b. Is this course intended to be a required part of a new degree curriculum option, major, or minor? Yes, this course is part of the new Doctor of Nursing Practice (DNP), Family/Individual degree program.
   c. Provide a course syllabus containing all major topics to be covered. Syllabus attached.
   d. List required texts or other required references.


2. Level of Offering:
   a. Has the course been offered previously as a 591? No
      i. If so, when?
ii. What was the enrollment?

iii. What level of students took the course?

iv. What were the evaluations?

b. Does the course represent an upgraded version of an undergraduate level course? No

i. If so, how has the course been changed to justify offering it at the graduate level? (Be specific)

c. What are the prerequisites for this graduate course? (List exact MSU courses - e.g. ESCI XXX or equivalent) NRSG 622 Advanced Clinical II PC for Midlife Families

d. What performance requirements are placed on students which make this a graduate course?

- Effective verbal and written communication consistent with graduate level performance standards.
- Accountable to MSU code of conduct as defined in the student catalog and MSU student code of conduct.
- Critical thinking ability—the use of analysis and synthesis skills such as: accurate interpretation of evidence, statements, graphics, questions, data, etc.; identification of salient arguments (reasons and claims) pro and con; thoughtful analysis and evaluation of major alternative points of view; drawing warranted, judicious, no fallacious conclusions; justification of key results and procedures, explanations of assumptions and reasons; and fair-minded following where reason and evidence lead (Faccione and Faccione, 1994).

- Students are responsible for their own learning. Faculty act as mentors and facilitators in the learning process. The level of learning which the student achieves is dependent on the complex relationships between the student, faculty, clinical supervisor and preceptors. The student must be an active participant in the learning process in order for learning to occur.

- Travel to clinical sites and face-to-face course offerings are expected at Montana State University. Clinical experiences can take place in rural settings, as well as the settings near the campus. The student is responsible for travel expenses associated with this experience.

- Graduate education requires extensive reading of current literature. These may be assigned as readings for courses, may be research for course assignments or projects, or may be work necessary for professional projects/theses. The student is responsible for completion of these expectations and the time and costs associated with any needed reproduction of these materials. Students are bound by the appropriate copyright laws and proper citation of materials used.

1. Specifically state the written requirements or products of this course. Please refer to the Course Assignment section of the attached syllabus.

   i. How will the student’s learning be assessed and graded?

   1. Substantial contribution to the discussion with new ideas, insights, and information. Comments are timely and reflect critical thinking, personal examples, and analysis—20 points

   2. Contributions are for the most part substantial but lacking in depth or insight. They are timely and overall contribute to the discussion. 15 points
3. Contributions are lacking in significant depth. Ideas lack insight or reflection. 10 points

4. One or more posting is late. There is lack of personal reflection and the comments do not add anything significant to the discussion 0 points

- Elderly Topic Presentation: Each student will select a topic which is relevant to the health care issues/needs of elders and their families. Students will devise a power point presentation that will be presented to other students within their small group. Suggestions for topics are provided and students may also choose their own topic which must be approved by course coordinator. Topics that are covered in class lectures are not eligible topics to select since they are addressed as part of the class content. Topics will be chosen during the first two weeks of the semester. Presentations will consist of a 20-25 minute concise, accurate, and well organized power point discussion which provides useful information on the topic selected. The content must be based on current evidence, and include at least two evidence based articles. Audio recording is optional. Peers are expected to pose relevant questions, comments, or additional information on the topic.

Points for the presentation will be based on the following:
- Organization and quality of presentation 20 points
- Accuracy, currency, and quality of content presented 20 points
- Ability to discuss and answer questions appropriately 10 points

3. Relationship to other courses, curricula, and Departments:
   a. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which one(s)? This DNP course builds on prior DNP coursework as required in the DNP F/I curriculum.
   b. Does this course replace one or more courses that will not be offered? If so, which one(s)? No
   c. Will this course be co-convened with an undergraduate course? If so, what additional requirements will students enrolled in the graduate course be expected to fulfill? N/A
   d. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverages and education experiences differ, and how are these duplications or reiterations justified? N/A
   e. When the course is to be co-sponsored, taught by faculty from more than one department, or when content overlaps areas of common concern, the concurrence of all department heads and deans involved must be indicated. What liaison has been conducted with other departments? State reactions, both favorable and unfavorable. N/A

4. Students Served:
   a. Does the proposed course serve:
      i. Majors only? Yes
      ii. Non-majors only? State area(s) or discipline(s) to be served. No
iii. Both majors and non-majors? Indicate what specific efforts will be made to make the course materials relevant to all disciplines served. How are faculty and students in the other areas to be served being made aware of this course?

5. What is the anticipated course enrollment? 35

6. Resources (including instructor):
   a. Are department financial resources sufficient for offering this course? Yes
   b. Does the instructor have the requisite academic training to offer this course? Yes
      i. Describe these qualifications briefly and include a vita (if the instructor is non-tenured). **Jennifer Sofie holds a DNP degree and is a board certified Family Nurse Practitioner**
   c. Are the library holdings adequate to support this course? Yes

7. Course Evaluation:
   a. How will the students evaluate the course and instructor? **Online professor evaluations and new course evaluation forms for students and instructor**
   b. How will the department evaluate the course and instructor? **Same as above**

8. Other Supporting Material: Include any additional information you feel is needed to support this request.

Note: When using the December 2013 New Graduate Course form, it is **not** necessary to also submit a Graduate Course Change form, as required in the past.
NRSG 623 Advanced Clinical III for Aging Families
DNP Family/Individual Program
Summer 2015 Syllabus

Faculty: Jennifer Sofie, DNP, APRN, ANP-BC, FNP-BC, Course Coordinator
Phone: office: (406) 994-3783
Cell: (406) 599-4483  fax: (406) 994-6020
email: jennifer.sofie@montana.edu

Clinical Faculty: Stacy Stellflug, MSN, FNP
Billings
Credits: 6 (3 lecture; 3 clinical lab)
Semester offered: Summer
Prerequisite: NRSG 622 Advanced Clinical II for Midlife Families
Degree: DNP

Course Description: This graduate nursing course focuses on the assessment, treatment and preventative care for aging families in primary healthcare settings guided by interdisciplinary perspectives. Physiological, pathophysiological, psychological, developmental, sociocultural and spiritual responses to acute and chronic conditions will be explored. The importance of the advocacy role for this population is emphasized.

Course Objectives:

1. Demonstrate effective communication and collaboration skills in providing treatment, preventive care, and advocacy for aging families with emphasis on rural, primary care settings.
2. Select and apply assessment strategies to determine the health treatment needs of individuals and families across the lifespan based on an understanding of biological, psychosocial, and developmental theories.
3. Formulate, apply, and evaluate advance practice strategies, guided by identified concepts and perspectives, for treatment and preventive care of aging families.
4. Translate findings from evidence based interventions traditional and non-traditional, for health promotion and protection in response to primary health care needs of aging families.
5. Disseminate findings from evidence based interventions traditional and non-traditional, for health promotion and protection in response to primary health care needs of aging families.
6. Implement diagnostic reasoning skills, critical thinking, and science of therapeutics for positive patient outcomes.
7. Integrate dynamics of culture into the development, implementation and evaluation of nursing strategies.
8. Demonstrate leadership in analyzing complex health problems for people who are aging.
9. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.

REQUIRED TEXTBOOKS:

COURSE REQUIREMENTS:

Course expectations

- Effective verbal and written communication consistent with graduate level performance standards.
- Accountable to MSU code of conduct as defined in the student catalog and MSU student code of conduct.
- Critical thinking ability—the use of analysis and synthesis skills such as: accurate interpretation of evidence, statements, graphics, questions, data, etc.; identification of salient arguments (reasons and claims) pro and con; thoughtful analysis and evaluation of major alternative points of view; drawing warranted, judicious, no fallacious conclusions; justification of key results and procedures, explanations of assumptions and reasons; and fair-minded following where reason and evidence lead (Faccione and Faccione, 1994).
- Students are responsible for their own learning. Faculty act as mentors and facilitators in the learning process. The level of learning which the student achieves is dependent on the complex relationships between the student, faculty, clinical supervisor and preceptors. The student must be an active participant in the learning process in order for learning to occur.
- Travel to clinical sites and face-to-face course offerings are expected at Montana State University. Clinical experiences can take place in rural settings, as well as the settings near the campus. The student is responsible for travel expenses associated with this experience.
- Graduate education requires extensive reading of current literature. These may be assigned as readings for courses, may be research for course assignments or projects, or may be work necessary for professional projects/theses. The student is responsible for completion of these expectations and the time and costs associated with any needed reproduction of these materials. Students are bound by the appropriate copyright laws and proper citation of materials used.

Course Assignments

- Reading: There is a lot of reading for this course. Each week there will be readings taken from the Truax & Dunphy texts. There will also be current online readings that will supplement the lectures and texts. Students are expected to keep up with the readings. You are expected to be familiar with the content posted and all reading material is test worthy! The assigned readings below are from your textbook The Nurse Practitioner in Long-Term Care & from Primary Care: The Art and Science of Advanced Practice Nursing and from Primary Care: The Art and Science of Advanced Practice Nursing. In addition to these assigned readings, the assumption is that your previously required textbooks will be used as references for diagnosis and treatment guidelines. Assigned articles will also be posted under course content in D2L. I have carefully chosen the latest, evidence based readings to enhance your understanding so that you will be a proficient primary care provider. Read as much as you can. Most of these can be found under course reserves at the MSU Library. Please note the Medscape requires free registration.
- Exams: 3 exams to be taken over D2L, and a comprehensive final exam. Exact dates and times of the exams will be posted on the course schedule.
- Death & Dying Discussion: The purpose of this assignment is for you to reflect on your own thoughts of death and dying. Death is as much a part of life as birth. For this assignment
you will view all of the videos by Dr. Ira Byock. We will then have a discussion about the many issues surrounding death and dying. Your response is expected to be substantial and add to the discussion. It should be more than a simple, "I agree, or nice job". You can pull from personal accounts, information you have gleaned in other courses, lessons from patients, etc. Please keep your responses succinct and meaningful (limit to 300 words). After watching all of the Ira Byock videos I would like you to discuss your reaction to a minimum of two of the following questions and then comment on at least three of your colleague's statements. You may choose from the following discussion topics:

- Is there such a thing as dying well?
- Why is dying so hard?
- What are your thoughts on the right to die?
- Why is end-of-life care neglected by the medical profession?
- Is there an ethical limit to prolonging life?
- Or you may address any of the issues/questions that Dr. Byock discusses that catch your attention

**Grading will be as follows:**

1. Substantial contribution to the discussion with new ideas, insights, and information. Comments are timely and reflect critical thinking, personal examples, and analysis- 20 points
2. Contributions are for the most part substantial but lacking in depth or insight. They are timely and overall contribute to the discussion. 15 points
3. Contributions are lacking in significant depth. Ideas lack insight or reflection. 10 points
4. One or more posting is late. There is lack of personal reflection and the comments do not add anything significant to the discussion 0 points

**Elderly Topic Presentation:** Each student will select a topic which is relevant to the health care issues/needs of elders and their families. Students will devise a power point presentation that will be presented to other students within their small group. Suggestions for topics are provided and students may also choose their own topic which must be approved by course coordinator. Topics that are covered in class lectures are not eligible topics to select since they are addressed as part of the class content. Topics will be chosen during the first two weeks of the semester. Presentations will consist of a 20-25 minute concise, accurate, and well organized power point discussion which provides useful information on the topic selected. The content must be based on current evidence, and include at least two evidence based articles. Audio recording is optional. Peers are expected to pose relevant questions, comments, or additional information on the topic.

Points for the presentation will be based on the following:

- Organization and quality of presentation 20 points
- Accuracy, currency, and quality of content presented 20 points
- Ability to discuss and answer questions appropriately 10 points
Suggested Topics for Presentation

1. Elder Abuse
2. Activity/Exercise for Elders
3. Nutrition
4. Falls and Mobility Disorders
5. Sexuality/Intimacy Needs in Elders
6. Substance Abuse- etoh, tobacco, nonprescription drugs
7. Issues of Transition R/T Changes in Living Arrangement for elder and family
8. Driving Concerns/Issues
9. Wound care
10. Advanced Directives
11. Drug Interactions/polypharmacy
12. Anti-aging & non-traditional healing therapies(vitamins, hormones, acupuncture, etc)
13. Problems
14. DMII in elderly
15. OTHERS

General Discussion Advice

- **Discussions:** There are several ongoing discussion forums: (1) **Consult with your Professor:** forum where you may ask general questions. This is a public forum where you are encouraged to ask questions about the course or exams, etc. Anything that others might also benefit from because often there are other students that might have the same questions as you. (2) **Instructor announcements:** This is where I will make any announcements that pertain to our course. I encourage you to read anything that is posted in this forum. (3) **Mocha:** This is your student space. You may post information here for your fellow students that might pertain to another course, an outside activity, or questions for your classmates. (4) **Small Group Graded Discussion:** This is where your Death and Dying Discussion & Elderly Topic Presentation will take place. You will each be placed into a group during the first week of the semester.

  - Please participate in online discussions as you would in constructive face-to-face discussions. Remember that email allows for a written record, thus your comments are considered a legal document. In other words...be careful what you say.
  - Please be professional and courteous.
  - Online communication lacks the non-verbal cues that provide much of the meaning in face-to-face conversations. Choose your words carefully, phrase your sentences clearly, and keep your sentences and paragraphs brief.
  - State your purpose for writing at or near the beginning of your message whenever possible.
  - Proofread what you post. Check your spelling and grammar. As you are a professional, your posts should reflect graduate level content and semantics.
Competency Evaluation:
Final grade will be computed on the total points possible in the course. The standard curve will be used as follows to assign course grade. An average of 70% for all exams is required to pass the course.

Grading:
- 93-100% = A
- 90-92.9% = A-
- 87-89.9% = B+
- 83-86.9% = B
- 80-82.9% = B-
- 77-79.9% = C+
- 70-76.9% = C
- 60-69.9% = D

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<thead>
<tr>
<th>D2L Exams (3)</th>
<th>50 pts x 3 = 150pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Final Exam</td>
<td>75 pts</td>
</tr>
<tr>
<td>Death &amp; Dying Discussion</td>
<td>20 pts</td>
</tr>
<tr>
<td>Elderly Topic Presentation</td>
<td>50 pts</td>
</tr>
<tr>
<td>Total</td>
<td>295 pts</td>
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THE NATURE OF CLINICAL EXPERIENCE
The clinical experience should focus on the nursing management of aging families in primary health care settings. Recognizing and valuing the holistic nature of individuals within families, this course will include content on physiological, pathophysiological, psychological, sociocultural, and primary health care needs of aging families. Students may be asked to identify and develop a conceptual framework for working with their patients and families.

REQUIRED CLINICAL ACTIVITIES FOR ALL NRSG 623 STUDENTS
The student will:

1. **Hours:** Work in the assigned clinical area(s) an average of eight (8) hours each week or a total of 135 clinical hours. Hours can be calculated from face to face patient time and charting time. (Commute time, teleconferences, or time spent on course material do not)

2. **SOAPS:** You are initially required to submit 1 SOAP note per clinical day to your clinical faculty. You are also required to submit 1 Comprehensive Geriatric Assessment. If there is no opportunity for this in clinic, you may perform on a neighbor or family member. Negotiate the method of turning notes in (whether snail mail, fax, scan and email) with your individual clinical supervisor. Specifics of due dates and the number of notes required is ultimately up to your clinical faculty. At this point you have hopefully progressed with your charting and some students may only need to submit the 1 comprehensive note and others may need one note per day to further improve your skills.

3. **Clinical log:** You are to keep a log each clinical day. Required logs generally include client initials, date, diagnosis, critical observation and assessments made and the treatment plan but individual clinical faculty can specify expectations. I suggest using the clinical log form but you may make your
own form if you prefer. You will be expected to submit this clinical log to your clinical faculty per the dates noted on the course schedule. The log may serve several purposes:

- Provide an overview of the week’s clinical experiences.
- Create a medium in which clinical questions and ethical dilemmas can be raised and explored with the clinical supervisor, preceptor or colleagues in the seminar.
- Aid in identification of patient’s problem/need assessment issues, goal setting and intervention planning.
- Provide a means for ongoing student self-evaluation.
- Provide a regular opportunity for the student to address the development of the conceptual framework in practice.
- Aid in improving writing skills.

4. Site Visit: There should be 1 onsite visit with clinical faculty. Meet with the clinical supervisor as agreed upon to review student log/SOAP notes and discuss clinical and role issues. Additional visits may occur and are at the discretion of the clinical supervisor during the semester.

5. Clinical Seminars: You can expect at least monthly formal or asynchronous seminars with your clinical faculty and group to discuss case studies, charting, or other pertinent clinical issues.

A grade of satisfactory is expected. An unsatisfactory clinical grade constitutes failure of the course regardless of theory grade.

- Satisfactory—attainment of the course objectives and performance criteria by the time of course completion. The student uses learning opportunities to achieve the course objectives. The student may experience difficulty with some new experiences, but is at ease with tasks encountered previously. Identifies learning and/or faculty consultative needs reliably with appropriate assistance from the faculty. A satisfactory performance is characterized by the level of nursing behavior and the attitude of inquiry for the advanced practice nurse.

- Unsatisfactory—failure to attain the course objectives and performance criteria by the time of course completion. Unsatisfactory performance can also occur if: 1) the student, given the opportunity to learn, fails to engage in learning activities which lead him/her to non-attainment of the objective(s); OR 2) the student continues to have marked difficulty with commonly encountered advanced nursing practice problems; OR 3) the student consistently requires a level of faculty/preceptor supervision unusual for her/his level as a learner; OR 4) the students’ performance is so inconsistent that she/he is considered unsafe.

**CLINICAL FACULTY/SUPERVISOR RESPONSIBILITIES:**

- Formally evaluate the student 1-2 times each semester
- Activate problem-solving discussions with preceptor and student when problems arise
- Maintain bi-monthly contact with preceptor
- Provide supervisory conferences with student as negotiated
- Evaluate and provide guidance to aid student to progress in health assessment process
- Evaluate, provide guidance and support for level of learning
- Assess and problem solve with the student (as role assimilation)
h. Identify and control for nursing, health promotion and family foci
i. Evaluate and provide guidance for student (as record keeping)
j. Track student clinical time of quality of learning experience
k. Give feedback on SOAP notes.
l. Conduct at least monthly seminars to discuss charting or case studies.
m. Maintain balance between academic and clinical goals
n. Review selective cases seen by student in the clinical area for in-depth discussions of differential diagnosis and management issues
o. Help identify the personal style of the student, evaluate its effectiveness, and assist in refinement over time (therapeutic communication, advocacy, role issues, collaboration, conflict resolution, fraternalism, timing and pacing, artful use of self, biases, assumptions, judgments, etc.
p. Evaluate preceptor at semester end

Behavioral Expectations
Montana State University expects all students to conduct themselves as honest, responsible and law-abiding members of the academic community and to respect the rights of other students, members of the faculty and staff and the public to use, enjoy and participate in the University programs and facilities. For additional information reference see http://www2.montana.edu/policy/student_conduct/student_conductc-code_2006-2007.htm.

Collaboration
University policy states that, unless otherwise specified, students may not collaborate on graded material. Any exceptions to this policy will be stated explicitly for individual assignments. If you have any questions about the limits of collaboration, you are expected to ask for clarification.

Plagiarism
Paraphrasing or quoting another’s work without citing the source is a form of academic misconduct. Even inadvertent or unintentional misuse or appropriation of another’s work (such as relying heavily on source material that is not expressly acknowledged) is considered plagiarism. If you have any questions about using and citing sources, you are expected to ask for clarification.

Academic Misconduct
Section 420 of the Student Conduct Code describes academic misconduct as including but not limited to plagiarism, cheating, multiple submissions, or facilitating others’ misconduct. Possible sanctions for academic misconduct range from an oral reprimand to expulsion from the university.
**Academic Expectations**
Section 310.00 in the MSU Conduct Guidelines states that students must:

a. be prompt and regular in attending classes;
b. be well prepared for classes;
c. submit required assignments in a timely manner;
d. take exams when scheduled;
e. act in a respectful manner toward other students and the instructor and in a way that does not detract from the learning experience; and
f. make and keep appointments when necessary to meet with the instructor.

In addition to the above items, students are expected to meet any additional course and behavioral standards as defined by the instructor.

**Students with Disabilities**
If you have a documented disability for which you are or may be requesting an accommodation(s), you are encouraged to contact your instructor and Disabled Student Services as soon as possible.

**Email Policy**
I expect that you will check your university email daily. Since this course is being conducted primarily in an online venue, you need to be consistently checking email and the D2L link for this course.

**Student Educational Records**
All records related to this course are confidential and will not be shared with anyone, including parents, without a signed, written release. If you wish to have information from your records shared with others, you must provide written request/authorization to the office/department. Before giving such authorization, you should understand the purpose of the release and to whom and for how long the information is authorized for release.

*Students have the right to access their educational records by appointment. This information is protected by the Family Educational Rights and Privacy Act (FERPA). For more information contact the Dean of Students office at 994-2826.*

-The course schedule is subject to change at any time during the semester.
Jennifer K. Sofie
7075 Skylark Dr., Manhattan, MT 59741

EDUCATION

- Doctorate of Nursing Practice, May 2013, University of Colorado Denver, Aurora, CO

- Post-Masters Certificate in the Family Nurse Practitioner Program, May 2007 Montana State University, Bozeman, MT

- Master of Science in Nursing, Adult Nurse Practitioner and Occupational & Environmental Health Nursing, March 2000 University of Washington, Seattle, WA
  Thesis: “A Qualitative Study of the Occupational Health and Safety Risk Perceptions of Nursing Assistants Certified At a Long-Term Nursing Care Facility”

- Bachelor of Science in Nursing, Magna Cum Laude, June 1997 Seattle University, Seattle, WA

WORK EXPERIENCE

August 2006-Present, Montana State University, Bozeman, MT
Assistant Clinical Professor & DNP/FNP Clinical Coordinator
- Lead instructor for undergraduate Pathophysiology. Lecturing, fostering independent learning, incorporating creative technology, writing exams and case studies for a class of 100 students in an online venue.
- Graduate lead instructor for Primary Care III series. Lecturing, writing case studies and exams, leading discussions on end of life and clinical practice in an online venue, with intent to prepare students as they embark as independent primary care providers. Focuses on the assessment, diagnosis, and management of acute and chronic illnesses related to older adults and geriatrics.
- Graduate instructor for Primary Care II series. Lecturing, writing and leading case studies and exams in an online venue. Intensive clinical lab coordination and administration for skills such as: suturing, casting, splinting, pelvic exams, interpreting EKGs, reading X-rays, and skin biopsy. Focuses on the diagnosis and management of acute and chronic illnesses across the adult age span.
- Graduate Family Nurse Practitioner Clinical instructor: Guiding graduate students in their clinical coursework focusing on fostering independence, good decision making skills, safe clinical practice, and proper documentation.
- Chair-Graduate Capstone Committee Chair
- Scholarship Committee- member
- DNP/FNP Clinical Coordinator- oversee student clinical placement and completion, act as a liaison community outreach to potential preceptors.

January 2008-Present, Three Rivers Clinic, Three Forks, MT
Family Nurse Practitioner
- Primary care provider at a certified Rural Health Clinic
- Provide care for newborn through elderly. Scope includes acute care illnesses injuries, preventative services, patient education, and chronic disease management.

July 2006-January 2008, Belgrade Urgent Care, Belgrade, MT
Nurse Practitioner
- Providing primary and urgent care to patients across the life span.
- Scope of practice includes diagnosis and treatment of acute/chronic health issues, pharmacological/non-pharmacological management of acute/chronic conditions, health promotion and education.
- Management covers acute injuries, women’s health, acute and chronic illnesses, and just about anything under the sun.
Older Adult Nurse Practitioner
• Managed the acute and chronic illnesses of 250 long-term care residents in the Cleveland area for two busy internal medicine physicians. Took all physician call and made nursing home rounds several days a week to provide optimal care for residents.
• Scope of practice included diagnosis and treatment of acute/chronic health issues, pharmacological/non-pharmacological management of chronic/acute conditions, health promotion, and end of life care.
• This management covered a wide variety of complex and chronic health conditions such as congestive heart failure, diabetes, COPD, degenerative arthritis, renal failure, dementia, and depression.
• Acute management of UTI’s, dermatological conditions, fractures, wt. loss, dyspnea, venous and arterial ulcers, pneumonia, and a number of other common acute conditions.

April 2000-April 2003, Northwest Geriatrics, Mercer Island, WA
Older Adult Nurse Practitioner
• Co-managing the care of 400 residents throughout the Seattle area with another Nurse Practitioner and Geriatrician in long term care facilities, Adult Family Homes, and house call visits.
• Scope of practice included the diagnosis and treatment of acute/chronic health issues, pharmacological/non-pharmacological management of chronic/acute conditions, health promotion interventions, and end of life care.

August 1997-March 2000, TLC Northwest Eye, Seattle, WA
Registered Nurse
• Circulating in the operating room, conducting pre & post-operative assessments, and patient education regarding Cataract, Trabeculectomy, Penetrating Keratoplasty, and other eye surgical procedures at an ambulatory surgery center.
• Maintained sterile technique, supervised scrub technicians, and ensured patient stability and recovery.

Teaching Activities at MSU

Fall 2013
Nurs 517-Principals of Pharmacology, Lead Instructor
Nurs 560- Advanced Pathophysiology, Co-instructor, online course
Nurs 563- Primary Care III, Lead Instructor

Summer 2013
Nurs 258z-Pathophysiology, Lead Instructor Bozeman (Accelerated Nursing Program)
Nurs 562- Primary Care II, Lead Instructor

Spring 2012
Nurs 258-Pathophysiology, Lead Instructor, online with 96 students
Nurs 561-Primary Care I, Clinical Faculty

Fall 2012
Nurs 560- Advanced Principles of Pathophysiology, Co-instructor, online course
Nurs 563- Primary Care of the Older Adult, Coordinator, online course

Summer 2012
Nurs 258z-Pathophysiology, Lead Instructor Bozeman (Accelerated Nursing Program)
Nurs 258z-Pathophysiology, Lead Instructor Great Falls (Accelerated Nursing Program)
Nurs 562- Primary Care II, Clinical Faculty

Spring 2012
Nurs 258-Pathophysiology, Lead Instructor
Nurs 561-Primary Care I, Clinical Faculty
Nurs 571-Primary Care IV, Clinical Faculty
Fall 2011
Nurs 560- Advanced Principles of Pathophysiology, Co-instructor, online course
Nurs 563- Primary Care of the Older Adult, Coordinator, online course
Nurs 563- Graduate Clinical faculty

Summer 2011
Nurs 258z- Principles of Pathophysiology, Coordinator (Accelerated Nursing Program)
Nurs 562- Primary Care of the Middle Age Adult, Co-instructor, online course
Nurs 562- Graduate Clinical faculty

Spring 2011
N258- Principles of Pathophysiology, Coordinator, online course
N561- Graduate Clinical faculty (2 students)
N571- Graduate Clinical faculty (9 students)

Fall 2010
N560- Advanced Pathophysiology, Assistant instructor, online course
N563- Primary Care of the Older Adult, Coordinator, online course
N563- Graduate Clinical faculty (5 students)

Summer 2010
N562- Graduate Clinical Instructor (5 students)
N562- Primary Care II, Care of the Middle Age Adult, Co-instructor, online course

Spring 2010
N571- Graduate Clinical instructor
N561- Graduate Clinical instructor
N224- Pathophysiology, Coordinator, online course

Fall 2009
N563- Primary Care III, Graduate FNP, Coordinator, online course
N563- Graduate Clinical instructor

Summer 2009
N562- Graduate Clinical Instructor
N224- Pathophysiology, Coordinator, online course

Spring 2009
N224- Pathophysiology, Coordinator, online course
N571- Graduate Clinical Instructor
N561- Graduate Clinical Instructor

Fall 2008
N563- Primary Care III, Graduate FNP Coursework, Coordinator, online course
N563- Graduate Clinical instructor

Summer 2008
N562- Graduate Clinical Instructor

Spring 2008
N239 lab- Undergraduate Health Assessment
N561- Graduate Clinical Instructor

Fall 2007
N239 lab- Undergraduate Health Assessment
N563- Primary Care III, Graduate FNP Coursework, Coordinator, online course
N563- Graduate Clinical instructor

Spring 2007
N223 lab- Foundations of Nursing
N223 clinical- Foundations of Nursing
N239 lab (3 sections)- Undergraduate Health Assessment

Fall 2006
N239 lab (3 sections)- Health Assessment

Continuing Education
1. Accepted into the Geriatric Education Faculty Fellows Program through the Montana Geriatric Education Center, University of Montana: July 1, 2011-June 30, 2015
3. DNP National Conference, Phoenix, AZ, September 2013
4. AANP National Conference, Orlando, FL, June 2012
5. NONPF Conference Attendance, Charleston S. Carolina, April 2012
7. NONPF Conference Attendance, Albuquerque, NM, April 2011
8. Advanced Practice in Primary and Acute Care, Seattle, WA, October 2010

PROFESSIONAL AFFILIATIONS
* The National Organization of Nurse Practitioner Faculties (NONPF) member and primary Montana State University Representative
* ANCC Member
* AANP Member
* American College of Nurse Practitioners, Member
* ANA Member
* Montana Nurses Association, Member

PROFESSIONAL ACCOMPLISHMENTS
1. QPR for Suicide Prevention Certified Gatekeeper Instructor, Jan. 2014
2. Teaching Online Program, Montana State University, May 2013

PUBLICATIONS/PRESENTATIONS/CONTRIBUTIONS

Contributing Author &/or Reviewer:


Author:

Presentations:
1. Doctor of Nursing Practice, Inc., Annual Conference, Podium presentation: A Quality Improvement Project to Improve the Management of Type 2 Diabetes Mellitus at a Rural Health Clinic, September 2013.

SERVICE
- Reviewer, F.A. Davis Company Spring 2011-present
- Reviewer, Jones & Bartlett publishing, Spring 2010-present
- Reviewer, Lippincott publishing, Spring 2007-present (Nursing Advisor, 2011)
- Clinical Preceptor at the Three Rivers Rural Health Clinic, FNP-MSN Program, MSU, Fall 2007-present
- CO-OP, Caring for our Own Native American Students, Pathophysiology tutor, Fall 2008-Spring 2010
- AYSU Soccer Coach, 1st and 2nd graders, Fall 2007, Fall 2013
- MSU Student Winter Study Break Volunteer, December 2006
- Clinical Preceptor, RN-BSN Program, Salish Kootenai College, Fall 2006
- MSU Move-In Day Volunteer, August 2006

Committees
- Scholarship Committee, August 2013- present
- Graduate Academic Affairs Committee, GAAC, August 2013-January 2014
Honors/Awards
• Nomination for Excellence in Online Teaching Award, MSU: 2013-2014
• Nomination for Excellence in Online Teaching Award, MSU: 2012-2013
• Nomination for Excellence in Online Teaching Award, MSU: 2011-2012

CURRENT CERTIFICATION/LICENSURE
• National certification by AANP as NP-C, Family Nurse Practitioner: August 2007-July 2017
• National certification by ANCC as an Adult Nurse Practitioner, ANP-BC: May 2000-May 2015
• Advanced Practice Nurse Practitioner with Schedule II-IV Prescriptive Authority, Montana State: 04/06-present
• Registered Nurse, Montana State: August 2005-present
• QPR for suicide Certified Gatekeeper Instructor: January 2013-January 2017
• Current CPR Certification
• Current DEA number