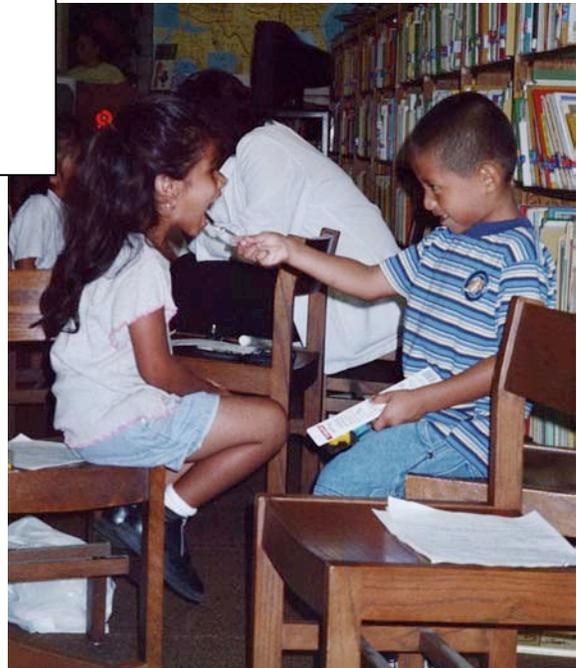


# Albany State University Family Nurse Practitioner Program

Celebrating a Decade of Meeting Healthcare  
Needs in Southwest Georgia.....



.....and inspiring future  
generations of nurses!



# Mission and Philosophy

The mission of the ASU College of Health Professions is to provide nursing education to a diverse student population, consistent with the mission of the Historically Black College. In this predominately African-American region of southwest Georgia, the preparation of racially diverse nurses is a key factor in improving the delivery of high quality health care. One of the strategies identified by the Institute of Medicine to address racial and ethnic health disparities is to increase the number of racial and ethnic minorities in the healthcare workforce. Healthcare providers who understand and hold a greater affinity to the culture, language, and social experiences of a given racial or ethnic group have been found to provide more effective health care to that community. In collaboration with academic and healthcare institutions and state agencies, the College of Health Professions is committed to developing and enhancing programs and services to improve the health and quality of life of all citizens of Southwest Georgia (SOWEGA). Through teaching, research, quality health care delivery and public service, the College of Health Professions seeks to foster the growth and development of the region, state, and nation.

The primary mission of the ASU Family Nurse Practitioner program is to prepare safe, competent, effective, and efficient advanced practice nurses to provide primary health care to diverse populations and medically underserved communities. An important initiative aimed at improving the number and distribution of nurse practitioners in rural geographically isolated areas of the SOWEGA region was the creation of a distance-learning program for ASU FNP students. Implemented in 2003, the online FNP program has been successful in achieving its desired outcomes, which were (1) to improve access to advanced practice education for students residing in the SOWEGA region but living many miles from the Albany campus; (2) to improve the quality of the FNP program by focusing institutional financial investment in equipment, infrastructure, and faculty development; and (3) to allow ASU to reach far beyond its own immediate geographic area, thereby increasing its advantage in recruiting a diverse body of qualified students.

Integral to the success of the ASU FNP mission is a supportive and diverse faculty delivering comprehensive and technologically enhanced didactic and experiential learning activities in a manner that is responsive to student needs. As adult learners, ASU FNP students tend to be diverse and geographically dispersed; they demand interactive and innovative teaching strategies delivered in a format that is flexible in terms of time and place. The ASU FNP faculty envisioned online education as an alternative educational model through the promotion of “anyplace, anytime” education.

Our conceptualization of online education, as supported by Adult Learning Theory, is congruent with the ASU College of Health Professions’ philosophy of nursing and nursing education. The unifying framework of the ASU Nursing philosophy is centered on the belief that each client (patient) has potential for self-management, self-direction and self-fulfillment. This conceptualization of nursing is applicable across all developmental stages of the human lifespan and within the breadth and scope of the health-illness continuum. This unifying framework allows for the client or aggregate to become the focus for nursing service, and to participate to the best of his, her, or their abilities in needed care.

The ASU College of Health Professions' philosophy of nursing integrates well with the concepts of adult learning upon which the educational model of the online FNP program is based. The theoretical constructs that comprise adult learning and the ASU nursing philosophy support and encourage active, rather than passive, involvement in self-management and learning. Additionally, the experiences of life brought to adult learning and self-management exert their influence on both. The sum of those experiences differs for each individual or aggregate, and neither can function separately from those experiences. Lastly, the evaluation of outcomes and the sharing of evaluative information are critical to the success of both learning and self-management. Active involvement on the part of the learner and client requires full knowledge of the outcomes and the progress made toward their accomplishment.

The ASU Nursing philosophy further explicates our beliefs regarding teaching-learning and nursing education. The faculty is entrusted with the development and implementation of curricula which includes the selection of educational experiences and teaching strategies that ensure the student opportunities to acquire knowledge and skills related to practice and professional growth. The demands of graduate students for convenient and flexible delivery of education, coupled with the unique healthcare needs of rural SOWEGA residents contributed to the development and implementation of the online FNP program. Through online education, the FNP faculty serves as facilitators of learning and role models of professionalism and scholarship..

Online teaching involves the use of innovative strategies to facilitate students in their acquisition of knowledge, skills, and attitudes. The most challenging aspect of the pedagogical transformation from the traditional "face-to-face" classroom format to online FNP courses was to create an environment that provided for both the education and socialization of future health care providers. The art and science of nursing care requires both critical thinking and connectedness. An online asynchronous delivery format needed to retain and foster key aspects of an academic community: shared pursuit of knowledge and intellectual growth, dynamic interaction among students and among students and faculty, belonging and shared values, and the development of collegial relationships. However, the FNP faculty has found that the interactive potential of online education blurs the line between distance education and traditional, place-based education primarily because of the opportunity for discussion, collaboration, and the potential for building a sense of community among participants. Through online education, FNP students have access to their peers, thus creating a network of scholars for the purposes of intellectual exchange, collective thinking, collaborative endeavors, and socialization. As the FNP students share information, insights, personal experience and perspectives, they gain an appreciation and understanding of other views and potentially create new knowledge. The online learning activities developed and implemented by FNP faculty have not only facilitated the construction of new knowledge, but have also supported social negotiation of ideas, provided students with multiple perspectives on any given topic and improved access to a vast array of information.

The adoption of online teaching in the education of family nurse practitioners has been a necessary and logical step. Online education helps to counter the nation's mounting health care professional shortage by bringing nursing careers to people who wouldn't otherwise follow that path because they lack access to a campus, or because work, family or economic considerations preclude a full-time, on-site education. Moreover, online courses fight 'brain drain' from rural areas: students who learn within their own communities are more likely to practice there, and working nurses pursuing advanced degrees via technology can continue to serve their patients.

Preparation of FNPs who reside in geographically isolated areas of Southwest Georgia is an important factor in improving access to high quality health care. The new tools that are available through technology make it truly possible to deliver high quality “anyplace, anytime” education. Ultimately, these learning tools support the holistic development of FNP students as learners, leaders and contributing members of society, who embody the ideals of professional nursing in a global society.

# Program Outcomes

At the completion of the Family Nurse Practitioner Program, the graduate shall:

## **Professionalism**

- Engage in professional and scholarly activities that promote the profession of nursing and individual development in advanced practice nursing.

## **Nursing process and critical thinking**

- Integrate synthesized knowledge of behavioral and natural sciences, humanities, technology, and nursing science to perform advanced practice nursing roles.

## **Therapeutic communication and interventions**

- Exhibit expertise in the advanced practice nursing role of family nurse practitioner.

## **Leadership, collaboration and advocacy**

- Assume advanced leadership roles, including collaborating with members of interdisciplinary teams, and influencing policy-making that impacts positively on health care delivery.

## **Evidence-based practice**

- Participate as a researcher and a consumer of research in advancing nursing science and practice.
- Critically analyze health care data in order to promote optimal health.

# Innovative Teaching Strategies

Address [http://webct.usg.edu/SCRIPT/asuNURS3510\\_sp03kas/scripts/serve\\_home](http://webct.usg.edu/SCRIPT/asuNURS3510_sp03kas/scripts/serve_home)

**WebCT** MYWEBCT | RESUME COURSE | COURSE MAP | RESOURCES | LOGOUT | HELP

Hide Navigation Cardiovascular: View Designer Options

NURS 3510 Spring 2003 (Schachman)  
Home > Lecture Notes > Cardiovascular

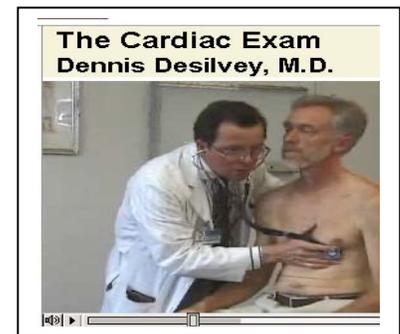
ACTION MENU: Previous Next Contents Retrace Refresh **VIDEOS** Heart Sounds

**CV System: A & P**

- Position and surface landmarks
  - Heart
    - base
    - apex
  - Great vessels
    - superior vena cava
    - inferior vena cava
    - pulmonary artery
    - pulmonary veins
    - aorta

**Heart wall, Chambers, & Valves**

- Heart Wall
  - pericardium
    - surrounds and protects heart
    - serous pericardial fluid
    - adherent to great vessels, esophagus, sternum, pleura, anchored to diaphragm
  - epicardium
  - myocardium
  - endocardium



Technology Enhancement

Hypotheses Being Investigated  
Select All That Apply

SCANNING  
COPD

Vital Signs

Ophthalmoscope

Ophthalmoscope|Eye-Left

Click and drag Ophthalmoscope tool over fundus to examine Retina.  
Consultant:  
Disc margins are sharp with medial choroidal crescents and a small visible cup is noted in the center of the disc; its diameter is about one-third that of the disc, the disc is yellowish-pink and lighter in color than the rest of the fundus, which is pinkish.  
Arterioles are bright red with a narrow light reflex and there is no tapering or nicking noted where arteries cross veins. The fovea is shiny, slightly darker pink, and there are no hemorrhages or exudates.

Interactive Case Studies



### Subject Re: Week 3 Discussion

[Previous Thread](#) [Next Thread](#) [Close](#)

[Reply](#) [Reply Privately](#) [Quote](#) [Download](#)

Message no. 131[Branch from no. 5]  
Posted by **Jacqueline Howard (asuHoward3239)** on Tuesday, February 3, 2004 4:38pm

The OTC's today encompass many of the drugs which but a few years ago required a prescription. There are cold remedies, acid inhibitors, pain relievers, now there is even drops for ear pain. A major concern with any of these is that they are not always used appropriately. One example is with Afrin Nasal Spray, this drug is subject to dependence and many professionals were addicted when it was a prescription drug.

The pain relievers today, ibuprophen and naproxyn sodium, are still available in prescription strength, but you can take the same dose by increasing the number of tablets in the OTC strength.

Now with the new ear drops, Similisan, the concern is that these will be instilled in the ears of little ones

## Discussion Forums



### Subject Re: Week 3 Discussion

[Previous Thread](#) [Next Thread](#) [Close](#)

[Reply](#) [Reply Privately](#) [Quote](#) [Download](#)

Message no. 132[Branch from no. 131]  
Posted by **Amy Grasman (asuGrasman0368)** on Tuesday, February 3, 2004 8:35pm

Elaine Excellent point about the ear drops. I am sure many people do not even think about the fact that their child may have tubes or a ruptured ear drum, they only think about that their ear hurts. The OTC do offer many conveniences but there are so many cautions that people need to be aware of.....Very thorough answer (as always) Amy

## Multimedia Presentations

Close Back Forward

Overview

- Test (OCT)
- Ultrasound
- Ultrasound and Doppler
- Biophysical Profile (BPP)
- Doppler Flow Studies
- Chorionic Villus Sampling
- Amniocentesis
- Amniocentesis
- Percutaneous Umbilical Blood Sampling

# Amniocentesis

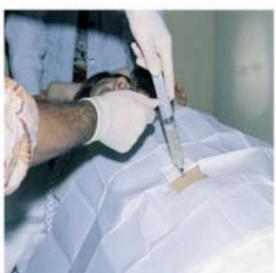
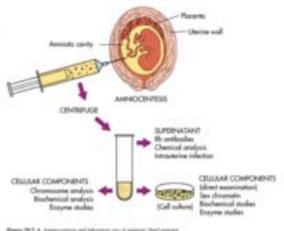



Figure 29-1-8. Ultrasound-guided amniocentesis. Copyright © 2004 by Mosby, Inc.

Figure 29-1-9. Amniocentesis and ultrasonography are used to obtain fetal samples. Copyright © 2004 by Mosby, Inc.

Outline Slide 14 of 17



### Subject Re: Week 3 Discussion

[Previous Thread](#) [Next Thread](#) [Close](#)

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Message no. 134[Branch from no. 131]  
Posted by **Cindy Caldwell (asuCaldwell908)** on Tuesday, February 3, 2004 8:58pm

Your right about the cost but, where I work sometimes we give away tylenol to our peds pt b/c if we didn't they wouldn't get it. I hate to see a child suffer. But, your right about the accountability. And your points on the OTC were great. I guess I never thought of them in that way. Great Job- Elaine. Later, Cindy

### Health Traditions

#### Self-Study Quiz: Multiple Choice

To receive instant feedback for this self-study quiz, click the Check Answers button. Self-study quizzes are not recorded in your course gradebook, and you may take them as many times as you like. These questions are specific to your textbook and have been provided to reinforce chapter materials. If this self-study quiz contains essay questions, please note:

- Feedback on essay questions may be limited to sample answers, as available.
- To save or share your essay, copy and paste the text into a Word document or an email.

1. Many of the traditional definitions of HEALTH tend to focus on:
- Belief of body and mind
  - Equilibrium with mankind
  - Harmony of body, mind, and spirit
  - Harmony with man

## Enrichment Activities

### Diversity Glossary

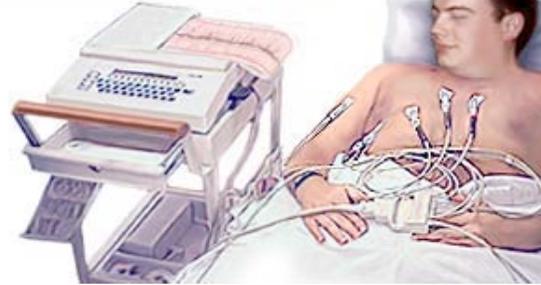
- Demography**  
the statistical study of populations, including statistical counts of people of various ages, sexes, and population densities for specific locations.
- Disadvantaged background**  
educational and economic factors that act as barriers to an individual's participation in a health professions program.
- Emerging majority**

# Creative Workshops

X-ray Interpretation  
Beth Sykes, FNP-C



12-lead EKG  
Sherry Ward, FNP-C



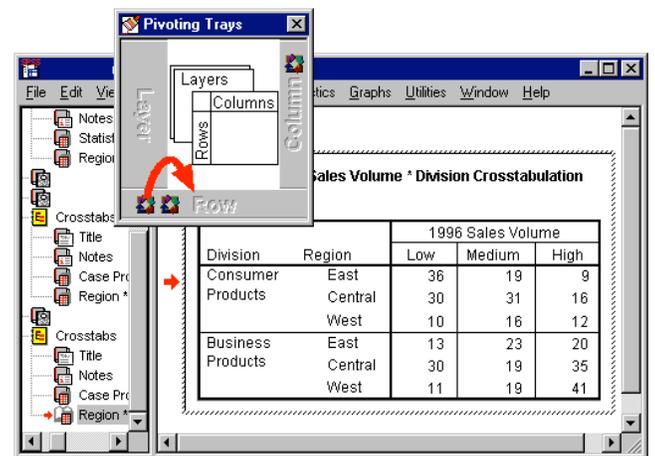
Suturing  
Tim King, PA-C



Splinting  
Russ Kibler



Joint Injection  
Darryl Valentine, PA-C



SPSS Statistical Software  
Kathleen Schachman, FNP-C

# Community Involvement

Migrant Health Fair  
Eastside Elementary School  
Cairo GA



- ❑ 186 School Physicals
- ❑ 37 Health Care Referrals (Vision/Hearing/Dental)
- ❑ \$2,200 in Healthcare products distributed

## Georgia State Fair



- ❑ Conducted Health Promotion Presentations in conjunction with the Georgia Rural Health Association



- Primary and Secondary Schools
- ❑ Health Promotion Presentations
  - ❑ Vision & Hearing Screenings
  - ❑ Scoliosis Screenings

# A glimpse of our graduates.....



Since the first students completed the ASU FNP program in 1995, there have been 92 graduates. Of this number, over 80% of the graduates are practicing in Southwest Georgia (SOWEGA). An additional 17% are practicing in medically underserved counties adjacent to SOWEGA. Thus, the ASU FNP program has had a formidable impact on reducing the undersupply of primary care providers in SOWEGA and surrounding areas, and more importantly, has improved the distribution of primary care providers, since most of the FNP graduates have selected some of the less populous areas in the region as practice sites. For example, the two most populous SOWEGA counties – Lowndes and Dougherty- which claim 65% of SOWEGA physicians, were the sites chosen by only 22% of the ASU FNP graduates.

# A glimpse of our faculty.....



## **Noteworthy achievements of FNP faculty members since 2002:**

- Submitted FIVE major external grants and have received over 1.5 million dollars in federal funding for significant program expansion
- Maintain an active FNP practice in primary and tertiary care settings, including adult health, cardiovascular critical care, family medicine and pediatrics
- Serve as community leaders in health-related service and civic boards and organizations
- Participate in free rural health clinics and farm worker health fairs
- Engaged in research and published articles in peer-reviewed journals, contributed to and reviewed textbooks
- Individual awards for excellence in teaching and/or research

**The ten-year average pass rate on national certification examinations is 92%, with the last two graduating classes achieving a 100% pass rate.**



*“You are to be commended on your excellent pass rates on the national certification exams. This far exceeds the national average of 78%”* Dr. Kate Fiandt, Evaluation consultant from the National Organization for Nurse Practitioner Faculties.

*“I chose the ASU FNP program, in part, for its great reputation on national exams. I wanted to be a part of this very successful program, and I feel confident that when I graduate I will contribute to this trend of success.”* David Atkins, current ASU FNP student

**ASU FNP Program graduates are highly sought after for employment. Eighty percent have at least one job offer prior to graduation, and nearly 100% are employed as advanced practice nurses at one year after graduation.**

*“I have the utmost respect for the [ASU FNP] program. The students that I have worked with are very knowledgeable; they really bring something to the table. I’ve seen a level of care from them that’s pretty much equal to what I do.”* Carl Sills, MD, Cuthbert GA----preceptor, and collaborating physician for a 1997 ASU FNP graduate.

*“Throughout the year, I have physicians from around Southwest Georgia specifically asking to hire a graduate from the ASU FNP program. Their long-standing reputation for excellence and high quality makes their graduates very marketable”.* Pam Reynolds, Director of Southwest Georgia Area Health Education Centers (SOWEGA AHEC).

**Six ASU FNP graduates have been accepted into doctoral programs. Two have graduated, while the other four are still pursuing their studies.**

*“I feel that the graduate education I received while in the ASU FNP program inspired me to pursue doctoral education and provided me with the knowledge and skills to be successful in a doctoral program.”* Pie Hulsey, 1997 ASU FNP graduate.

*“[She] remains our only doctoral student to successfully obtain a nationally-funded pre-doctoral research award. She completed her PhD within her planned time frame and received an award for excellence from our program”.* Dr. Roberta Lee, Director of the Doctoral Nursing Program at the University of Missouri, and professor to a 1998 ASU FNP graduate.

**Once ASU FNP students begin their FNP concentration courses, program retention is nearly 100%**

*“I really enjoy the convenience and the flexibility of the online courses. Since I have a family and other responsibilities, I am able to do my course work around my daily schedule.”* Amy Grasman, current ASU FNP student.

*“Even though most of our activities were online, I really felt connected to other students and to the faculty. Every time I felt as if I wasn’t going to make it, one of the other students would boost me back up. The faculty are very accessible and easy to talk to.”* Anonymous, current ASU FNP student, excerpt taken from reflective survey.

# Evaluation

“Describe the moment in the course, so far this term, which you felt the most engaged with what was happening”

“Describe the moment in the course, so far this term, which you felt the most distanced from what was happening”

What action that anyone took in the course so far did you find most affirming and/or helpful?”

“What action that anyone took in the course so far did you find most puzzling or confusing?”

“What about the course so far has surprised, confused, or made you the most the most happy?”

As a type of *formative evaluation*, students are asked to complete a **reflective survey** twice a semester in each online course. Based upon student feedback, immediate adjustments may be made to the pace of course instruction, due dates for exams and other course requirements, and the level of student/student and faculty/student interaction.

As a type of *summative evaluation*, students are asked to complete **faculty and course evaluations** at the end of each semester for each online course. FNP students evaluate teaching and learning in the online environment with e-SIR II--a new Web-based version of the highly acclaimed Student Instructional Report II (SIR II), modified especially for distance-learning courses (Sample below). In addition, FNP students are expected to complete **clinical site and preceptor evaluations** each semester.

## Resources provided to support course requirements

	1	2	3	4	5	N/A
1. The instructor's explanation of the course requirements	<input type="radio"/>	<input checked="" type="radio"/>				
2. The instructor's preparedness for this course	<input type="radio"/>	<input checked="" type="radio"/>				
3. The instructor's use of supplemental resources (e.g., links to other websites, audio, video)	<input type="radio"/>	<input checked="" type="radio"/>				
4. The instructor's organization of course material into logical components	<input type="radio"/>	<input checked="" type="radio"/>				
5. The instructor's summaries of important material	<input type="radio"/>	<input checked="" type="radio"/>				

Nationally renowned experts in distance learning and curriculum development provided a **formal program evaluation** in 2002 and 2004. This entailed a comprehensive self-study and on-site visitation.

The **formative, summative, and program** evaluations are examples of on-going and data-driven processes for reviewing and reshaping curricula, so that achieving academic excellence and serving the needs of all students remain as top priorities.

COLLEGE OF HEALTH PROFESSIONS  
FNP FACULTY MEETING  
December 9, 2003 – 9 A.M.

Present: Alford, Johnson-Smith, Schachman, Ward, Wills  
Absent:

AGENDA ITEM	DISCUSSION	ACTION TAKEN	FOLLOW-UP
Review of Fall 2003 classes	1) <b>The NURS 5410 class</b> , modified in Fall 2003 to present a health promotion focus, <b>received positive feedback from the students. However, a few areas of overlap and omission were identified</b>	1) <b>"Levels of Care" will be addressed in the 1<sup>st</sup> lecture.</b> Also in this lecture, legislative issues should include proper utilization of legal titles for <b>APRNs</b> .  2) The 2 <sup>nd</sup> lecture should include some relevant examples of family and community assessment tools  3) Child assessment tools (including the DDST and other (more practical) screening tools needs to be discussed as appropriate.  4) Health Promotion Presentation topics need to be revised.	Lead instructor for NURS 5410 in Fall 2004 <b>will make changes as appropriate.</b>

The comprehensive assessment of student learning was used to inform teaching practices and curricular development and revision. This is noted in the **minutes of FNP faculty meetings** and the resultant changes are reflected in the **student course map**.

**Unit 1 | Health Promotion of Individuals (September 20 to 26):** Initial student response to the discussion is due on **Sept 22** by 11PM (EST). Response to one (1) student is due on **Sept 26** by 11PM (EST)

Unit Objectives	Readings, Resources, & Presentations	Action Assignments	Discussion/ Reflection
At the completion of this unit, the successful student should be able to: <ol style="list-style-type: none"> <li>Discuss approaches and strategies for achieving the objectives of <i>Healthy People 2010</i>.</li> <li><b>Compare and contrast the levels of preventive care, providing illustrative examples of each</b></li> <li>On a select client, use a systematic approach to conduct a risk assessment health</li> </ol>	<b>Read:</b> U.S. Preventive Services Task Force. (2002). <i>Guide to Clinical Preventive Services: Report of the U S Preventive Services Task Force (3rd ed.)</i> . From the Preface, read the following sections: i. Overview ii. Methodology iii. (omit) iv. Patient Education and Counseling for	Submit weekly patient encounters to e-log  Complete reflective survey	A 22 year-old female patient has come to see you for her third visit for complaints of "an ongoing sinus infection." You notice that she smells strongly of cigarette smoke. In addition to treating her sinusitis, you would like to discuss smoking cessation.  How would you effectively broach the subject? What type of history/assessment would you conduct? What if she is not interested in smoking cessation? What are some pharmacological and non-pharmacological measures that you might recommend if she were to decide to quit? What are some effective counseling strategies to

# Fact Profile

## Albany State University Family Nurse Practitioner Program

- The Graduate Nursing Program at Albany State University is accredited by the National League for Nursing and the Commission on Colleges of the Southern Association of Colleges and Schools.
- The ASU Family Nurse Practitioner Program was established in 1994. Since its inception, there have been 92 graduates of the FNP program.
  - One-hundred percent are employed as Advanced Practice Registered Nurses.
  - Eighty-six percent of the program graduates are practicing in medically underserved areas of Southwest Georgia
  - Thirty percent are minority graduates, increasing the number of culturally congruent health care providers in the region.
- The educational options of the FNP program include a Master of Science in Nursing and Post-Master Certification.
- Over the last ten years, the ASU FNP program pass rate on National Certification Board Exams has averaged 92%, with a 100% pass rate for the last two years.
- The ASU FNP program has been the recipient of 1.5 million dollars in federal funding to develop and support innovative teaching strategies and for program expansion.
- Albany State University has implemented the first fully online Family Nurse Practitioner Program in the State of Georgia.
- Over 300 Clinical Preceptor sites reflecting the support of the medical and nursing communities for the FNP program within the region.
- The ethnically diverse faculty of the Family Nurse Program is committed to higher education and advanced practice in the Region and the State of Georgia.