

**Sistema Universitario Ana G. Méndez, Inc.  
School for Professional Studies  
Continental USA Branch Campuses  
Universidad del Turabo**

**NURS 513**

**ENFE 513**

**Residency  
Residencia**

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TABLA DE CONTENIDO/TABLE OF CONTENTS

	PÁGINA/PAGE
GUÍA DE ESTUDIO .....	4
STUDY GUIDE.....	17
TALLER UNO.....	29
WORKSHOP TWO .....	34
TALLER TRES .....	38
WORKSHOP FOUR .....	44
TALLER CINCO.....	48
WORKSHOP SIX.....	54
TALLER SIETE .....	59
WORKSHOP EIGHT .....	65
APPENDIX A NATIONAL PROFICIENCY LEVELS FOR DIFFERENTIATED INSTRUCTION.....	71
APPENDIX B THE WRITING PROCESS 6-TRAITS WRITING RUBRIC .....	76
APÉNDICE C/APPENDIX C LANGUAGE LAB AND E-LAB INFORMATION.....	84
APÉNDICE D/APPENDIX D LANGUAGE LAB/E-LAB DOCUMENTATION.....	89
APPENDIX E NP PROGRAM RUBRICS .....	92

## GUÍA DE ESTUDIO

Título del Curso: Residencia

Codificación: NURS 513

Créditos: 3

Duración: Ocho semanas con 32 horas de seminario y 240 horas de práctica clínica

Prerrequisito: NURS 512

Descripción: La culminación de la experiencia clínica, se desarrollará durante 240 horas de práctica clínica, durante la cual el estudiante proveerá servicios comprensivos de cuidado primario a comunidades con ciertas desventajas económicas y sociales, en escenarios ambulatorios. Los estudiantes serán pareados con profesionales de enfermería de práctica avanzada ("nurse practitioners") o médicos de familia, pediatras, geriatras o cualquier otro médico especialista capacitado y con credenciales, pues estos son los que están orientados, adiestrados y certificados para servir como preceptores clínicos en nuestro programa. Durante el curso se realiza una práctica completa en días de ocho horas clínicas. Los estudiantes desarrollan y perfeccionan las competencias de la especialidad de práctica avanzada de familia (FNP) a través de experiencia en horas clínicas. Las conferencias/seminarios semanales proveen un foro para discusión de casos clínicos, presentación de casos y preparación para el examen comprensivo de Advanced Practice Registered Nurse: Family Nurse el cual integra los conceptos de práctica avanzada de familia, en el cual el estudiante debe obtener una nota de un 80% para poder aprobar el curso.

**Objetivos de Contenido Generales:**

Al finalizar el curso el estudiante será capaz de:

1. Reconocer signos y síntomas mediante la toma del historial y el examen físico comprensivo en diferentes grupos de edad durante el ciclo de vida.
2. Aplicar las guías estandarizadas apropiadas de acuerdo a diferentes grupos de edad durante el manejo de enfermedades crónicas o agudas comunes en las áreas de salud pediátrica, de la mujer, en adolescentes, adultos y gerontología/geriatria.
3. Desarrollar y demostrar destrezas de comunicación oral y escrita, evidenciadas a través de las interacciones con clientes/familias y en la documentación del cuidado.
4. Aplicar destrezas efectivas de pensamiento crítico y de toma de decisiones para así poder proveer referidos apropiados y dar seguimientos a tiempo, reconociendo que estos son componentes esenciales para un manejo efectivo en el plan de tratamiento del paciente.
5. Demostrar ser competente en su entendimiento del rol del profesional de enfermería de práctica avanzada de familia (FNP), aplicando destrezas clínicas avanzadas con pacientes a través del ciclo de vida y dentro de un equipo de salud interprofesional y multidisciplinario.
6. Demostrar competencias clínicas avanzadas en la interpretación de resultados de diagnóstico en pacientes a través del ciclo de vida.

7. Realizar estimados comprensivos y documentar con precisión las observaciones subjetivas y objetivas, centradas en el examen físico y en otros datos clínicos relevantes.
8. Reconocer los determinantes sociales que ejercen influencia en cambios de estilo de vida, y proveer cuidado primario que sea culturalmente competente, enfocado tanto en la educación y promoción de la salud como en prevención de enfermedades para mejorar o mantener la salud individual y de la familia.
9. Demostrar destrezas clínicas avanzadas en la provisión de servicios de salud comprensivos dentro de una variedad de escenarios clínicos para así promover la salud en todas las áreas que cubre la práctica de familia.

#### Objetivos de Lenguaje Generales

1. **Escuchar:** Los estudiantes participarán activamente en las discusiones dirigidas por el facilitador y escucharán las presentaciones de sus compañeros.
2. **Hablar:** Haciendo uso del vocabulario científico apropiado, cada estudiante participará y presentará informes, resúmenes y graficas sobre los temas asignados.
3. **Leer:** Los estudiantes leerán la literatura de los tópicos asignados para comprender, resumir y discutir los contenidos del curso.
4. **Escribir:** Escribir respuestas de preguntas, resúmenes e informes de los artículos leídos, aplicando correctamente la terminología aprendida, las normas gramaticales, ortográficas y de estilo, así como los criterios evaluativos incluidos en la rúbrica del curso.

**Requisitos del Laboratorio de Lenguaje o Laboratorio Electrónico:** (*Tell Me More, Net Tutor, Wimba Voice, Biblioteca Virtual y Voice E-mail.*)

- **Requisitos Mínimos de Laboratorio de Lenguaje:** Los estudiantes deben demostrar que ellos han cumplido con las horas de uso en el laboratorio de

lenguaje (inglés y español) por curso. El facilitador podría requerir más horas de práctica basado en las necesidades para las destrezas auditivas, orales, de lectura y escritura en cualquiera de los lenguajes mencionados. **El total de horas de práctica el laboratorio de lenguaje o e-lab deben de estar integradas en la sección de actividades del módulo.**

**Descripción del Proceso de Evaluación:** Debe de integrar el uso del laboratorio de lenguaje o laboratorio de lenguaje electrónico en las rúbricas de evaluación. Las rúbricas del lenguaje para escuchar, hablar, leer, y escribir se integran en el avalúo de los estudiantes. Ver **Apéndice A** para las rúbricas a usarse. Para evaluar trabajos escritos en los dos idiomas, el facilitador deberá usar el “*Writing Process: Six Writing Traits Rubrics*” que aparecen en el Apéndice **B**. “*Portfolio Performance Assessment*” tiene que ser uno de los instrumentos para evaluar el progreso lingüístico y académico de los estudiantes. Debido a la naturaleza del modelo bilingüe instruccional, el facilitador tiene que documentar que el estudiante esté progresando hacia la meta de dominar dos idiomas académicamente. El portfolio tiene que cumplir con los estándares establecidos. El facilitador del curso le proveerá el estudiante el MANUAL DE PORTAFOLIOS.

**Escala:** Para aprobar la clase no puedes tener notas menor de B.

100-90 A      89-80 B      79-70 C      69-60 D      59-00 F

### Descripción de la evaluación

- 1. Asistencia:** La asistencia a cada uno de los talleres es de carácter obligatoria. El facilitador llevará un registro de asistencia en cada taller y, al finalizar el curso.
- 2. Puntualidad:** La puntualidad es inherente a la ética profesional por lo tanto el facilitador llevará un registro para documentar la puntualidad de cada estudiante en cada taller y, al finalizar el curso.
- 3. Participación en clase:** Es responsabilidad del estudiante participar constructiva y activamente en cada una de los talleres. Asistencia, puntualidad y participación en el seminario es 10% de su nota final.
- 4. El componente clínico** es el 40% de la nota final. El componente clínico es calificado mediante la suma de su nota semanal de SOAP, evaluación del preceptor clínico y los estudios de caso. Además se le dará un 10% adicional por la presentación de uno de sus estudios de caso en el seminario.
- 5. El examen de HESI Advanced Practice Registered Nurse: Family Nurse Practitioner** tiene un valor del 40% de su nota final. Debe aprobar el examen con un mínimo de 80%.
- 6. E-lab:** Los estudiantes obtendrán un valor de cincuenta (50) puntos al demostrar, mediante documento aprobado por el Centro de Recursos del Aprendizaje o Representante de Laboratorio de Lenguaje, que ellos han cumplido con las horas de uso en el laboratorio de lenguaje (inglés y español) por curso. Los estudiantes deben incluir actividades y pruebas del programa *Tell Me More* como parte de las horas requeridas de laboratorio de lenguaje (E-lab).
- 7. Portafolio del curso:** Cada estudiante deberá preparar un portafolio en formato digital. Previo al comienzo del curso, el facilitador colocará en *Blackboard* una copia



de la última edición oficial del manual de portafolio (en inglés, “Performance Portfolio Assessment Handbook”). Durante el primer taller, el facilitador discutirá con detenimiento el proceso y las expectativas del uso del portafolio digital para demostrar el progreso académico y lingüístico, de manera que los estudiantes puedan alcanzar la meta de convertirse en profesionales bilingües.

### **Requisitos de APA (versión 6) para citar los Textos a Usarse en el Módulo**

Para los Textos Recomendados y Recursos utilice el estilo APA, (6ª. Ed.). Incluya al menos un libro electrónico de la Biblioteca Virtual <http://bibliotecavirtualut.suagm.edu/>

La fecha de publicación de un libro no deberá ser mayor de 5 años según lo exige la Comisión de Educación Independiente de la Florida.

### **Libro(s)**

Dunphy, L., Winland Brown, J., Porter, B. & Thomas, D. (2011). Primary Care: Art and Science of Advanced Practice Nursing. 3rd Ed. F.A. Davis Company. ISBN: 0803622554

Buttaro, TM., Trybulski, JA., Bailey, PP. & Sandberg-Cook, J. (2012). Primary Care: A Collaborative Practice. 4th ed. Mosby. ISBN: 0323075010

### **Libro(s) Electrónico(s)**

Cash, J.C. & Glass, C.A. (2010). Family Practice Guidelines. 2<sup>nd</sup>. Edition. Springer Publishing Company.

### **Descripción de las Normas del Curso**

1. Este curso sigue el modelo “Discipline-Based Dual Language Immersion Model®” del Sistema Universitario Ana G. Méndez, Inc. el cual está diseñado para promover el desarrollo de cada estudiante como un profesional bilingüe.

- Cada taller será facilitado en inglés y español, utilizando el modelo 50/50. Esto significa que cada taller deberá ser conducido enteramente en el lenguaje especificado. Los lenguajes serán alternados en cada taller para asegurar que el curso se ofrezca 50% en inglés y 50% en español. Para mantener un balance, el módulo debe especificar que se utilizarán ambos idiomas en el quinto taller, dividiendo el tiempo y las actividades equitativamente entre ambos idiomas. **Las primeras dos horas son estrictamente en español y las últimas dos en inglés.** Los cursos de idiomas deben ser desarrollados en el idioma correspondiente, en inglés o en español, según aplique.
2. El curso es conducido en **formato acelerado y bilingüe**, esto requiere que los estudiantes sean sumamente organizados, enfocados y que se preparen antes de cada taller de acuerdo al módulo. El estudiante debe hacer todo esfuerzo para desarrollar las destrezas en los dos idiomas usando los recursos de lenguaje disponibles dentro y fuera de la institución. El convertirse en un profesional bilingüe es un proceso complejo y exigente. Cada taller requiere un promedio de diez (10) horas de preparación y en ocasiones requiere más para poder tener éxito lingüístico y académico.
  3. La asistencia a todos los talleres es obligatoria. El estudiante que se ausente al taller deberá presentar una excusa razonable al facilitador. El facilitador evaluará si la ausencia es justificada y decidirá como el estudiante repondrá el trabajo perdido, de ser necesario. El facilitador puede elegir una de estas dos alternativas: (a) permitirle al estudiante reponer el trabajo o (b) asignarle trabajo adicional además del trabajo que el estudiante tenga que reponer.

Toda tarea a ser completada antes del taller deberá ser entregada en la fecha asignada. El facilitador ajustará la nota de las tareas repuestas.

4. La asistencia y participación en actividades de la clase y en presentaciones orales es extremadamente importante pues éstas no se pueden reponer. Si el estudiante provee una excusa válida y verificable, el facilitador determinará una actividad equivalente a evaluar que sustituya la misma. Esta actividad deberá incluir el mismo contenido y componentes del lenguaje como la presentación oral o actividad que requiera repuesta.
5. En actividades grupales, el grupo será evaluado por su trabajo final. Sin embargo, cada miembro de grupo deberá participar y cooperar para lograr un trabajo de excelencia. Los estudiantes también recibirán una calificación individual.
6. Se espera que todo trabajo escrito sea de la autoría de cada estudiante y no plagiado. Se requiere que todo trabajo sometido al facilitador cumpla con las reglas para citar apropiadamente o que esté parafraseado y citado dando crédito al autor. Todo estudiante debe ser el autor de su propio trabajo. Todo trabajo que sea plagiado, copiado o presente trazos del trabajo de otro estudiante o autor será calificado con cero. El servicio de **SafeAssign™ de Blackboard** será utilizado por los facilitadores para verificar la autoría de los trabajos escritos de los estudiantes. Es responsabilidad del estudiante de leer la política de plagio de su universidad. Si usted es estudiante de UT, deberá leer la Sección 11.1 del Manual del Estudiante. Si es estudiante de UMET y UT, refiérase al Capítulo 13, secciones 36 y 36.1 de los respectivos manuales.

- Se espera un comportamiento ético en todas las actividades del curso. Esto implica que TODOS los trabajos tienen que ser originales y que para toda referencia utilizada deberá indicarse la fuente, bien sea mediante citas o bibliografía utilizando el estilo APA, versión 6. No se tolerará el plagio y, en caso de que se detecte casos del mismo, el estudiante se expone a recibir cero en el trabajo y a ser referido al Comité de Disciplina de la institución. Los estudiantes deben observar aquellas prácticas dirigidas para evitar incurrir en el plagio de documentos y trabajos pues va en contra de la ética profesional.
7. Para el facilitador poder hacer cambios a las actividades del módulo o guía de estudio, deberá ser aprobado por el Director de Facultad y Currículo antes de la primera clase. Es requisito que el facilitador discuta y entregue una copia de los cambios a los estudiantes al principio del primer taller.
  8. El facilitador establecerá los medios para contactar a los estudiantes proveyendo su **correo electrónico de SUAGM**, teléfonos, día y horario disponibles.
  9. El uso de celulares está prohibido durante las sesiones de clase; de haber una necesidad, deberá permanecer en vibración o en silencio.
  10. La visita de niños y parientes no registrados en el curso no está permitida en el salón de clases.
  11. Todo estudiante está sujeto a las políticas y normas de conducta y comportamiento que rigen al SUAGM, al curso y a un adulto profesional.

**Nota:** Si por alguna razón no puede acceder las direcciones electrónicas ofrecidas en el módulo, notifique al facilitador pero no se limite a ellas. Existen otros motores de

búsqueda y sitios Web que podrá utilizar para la búsqueda de la información deseada.

Algunas de éstos son:

- [www.google.com](http://www.google.com)
- [www.ask.com](http://www.ask.com)
- [www.pregunta.com](http://www.pregunta.com)
- [www.findarticles.com](http://www.findarticles.com)
- [www.bibliotecavirtualut.suagm.edu](http://www.bibliotecavirtualut.suagm.edu)
- [www.eric.ed.gov/](http://www.eric.ed.gov/)
- [www.flelibrary.org/](http://www.flelibrary.org/)
- <http://www.apastyle.org/>

Para comprar o alquilar libros de texto o referencias nuevas o usadas puede visitar:

- <http://www.chegg.com/> (alquiler)
- <http://www.bookswim.com/> (alquiler)
- <http://www.allbookstores.com/> (compra)
- <http://www.alibris.com/> (compra)

Éstos son sólo algunas de las muchas compañías donde puede comprar o alquilar libros.

El facilitador puede realizar cambios a las direcciones electrónicas y/o añadir otras de índole profesional y que contengan las investigaciones más recientes del tópico del módulo, de ser necesario.

**CUMPLIMIENTO DE LA LEY DE INVESTIGACIÓN:**

**Si el facilitador o el estudiante requirieran o deseara llevar a cabo una investigación o la administración de cuestionarios o entrevistas, éstos deberán referirse a las normas y procedimientos de la Oficina de Cumplimiento y solicitar su autorización. Para acceder a los formularios de la Oficina de Cumplimiento pueden visitar este enlace:**

**[http://www.suagm.edu/ac\\_aa\\_re\\_ofi\\_formularios.asp](http://www.suagm.edu/ac_aa_re_ofi_formularios.asp) y seleccionar los formularios que necesite. Además de los formularios el estudiante/facilitador puede encontrar las instrucciones para la certificación de investigación en línea. Estas certificaciones incluyen: Institutional Review Board (IRB), Health Information Portability and Accountability Act (HIPAA), y Responsibility Conduct for Research Act (RCR).**

De tener alguna duda, favor de comunicarse con las Coordinadoras Institucionales o a la Oficina de Cumplimiento a los siguientes teléfonos:

Sra. Evelyn Rivera Sobrado, Directora Oficina de Cumplimiento

Tel. (787) 751-0178 Ext. 7196

Srta. Carmen Crespo, Coordinadora Institucional Cumplimiento – UMET

Tel. (787) 766-1717 Ext. 6366

Sra. Josefina Melgar, Coordinadora Institucional Cumplimiento – Turabo

Tel. (787) 743-7979 Ext.4126

Dra. Rebecca Cherry, Coordinadora Institucional Cumplimiento - UNE

Tel. (787) 257-7373 Ext. 3936

## **Filosofía y Metodología Educativa**

Este curso está basado en la filosofía educativa del Constructivismo. El Constructivismo es una filosofía de aprendizaje fundamentada en la premisa, de que, reflexionando a través de nuestras experiencias, podemos construir nuestro propio entendimiento sobre el mundo en el que vivimos.

Cada uno de nosotros genera sus propias “reglas” y “*modelos mentales*” que utilizamos para darle sentido a nuestras experiencias. Aprender, por lo tanto, es simplemente el proceso de ajustar nuestros modelos mentales para poder entender nuevas experiencias. Como facilitadores, nuestro enfoque es el de mantener una conexión entre los hechos con las experiencias y fomentar un nuevo entendimiento en los estudiantes. También, intentamos adaptar nuestras estrategias de enseñanza a las respuestas de nuestros estudiantes y motivar a los mismos a analizar, interpretar, predecir información y aplicarla a la vida diaria.

### **PRINCIPIOS DEL CONSTRUCTIVISMO:**

1. El aprendizaje es una búsqueda de significados. Por lo tanto, el aprendizaje debe comenzar con situaciones en las cuales los estudiantes estén buscando activamente construir un significado.
2. Para construir “un significado” se requiere comprender todas las partes: globales y específicas (“from whole to parts”). Ambas partes deben entenderse en el contexto del todo. Por lo tanto, el proceso de aprendizaje se enfoca en los conceptos primarios en contexto y no en hechos aislados.

3. Para enseñar bien, debemos entender los modelos mentales que los estudiantes utilizan para percibir el mundo y las presunciones que ellos hacen para apoyar dichos modelos.
4. El propósito del aprendizaje, es para un individuo, el construir su propio significado, y no sólo el de memorizar las respuestas “correctas” y repetir el significado de otra persona. Como la educación es intrínsecamente interdisciplinaria, la única forma válida para asegurar el aprendizaje es hacer de la evaluación parte esencial de dicho proceso, asegurando que el mismo provea a los estudiantes con la información sobre la calidad de su aprendizaje.
5. La evaluación debe servir como una herramienta de auto-análisis.
6. Proveer herramientas y ambientes que ayuden a los estudiantes a interpretar las múltiples perspectivas que existen en el mundo.
7. El aprendizaje debe ser controlado internamente y analizado por el estudiante.



## **STUDY GUIDE**

Course Title: Residency

Code: NURS 513

Credits: 3

Time Length: 8 weeks with 32 hours of seminar and 240 clinical hours

Pre-requisite: NURS 512

Description:

Culminating clinical experience consisting of 240 hours of clinical practice in an ambulatory setting providing comprehensive primary care services to underserved communities. Students will be paired with qualified and credentialed nurse practitioners or primary care physicians, physicians specialized in pediatrics, geriatrics or in any other specialty (according to our students' needs), who will be oriented, trained and certified to serve as preceptors in our FNP program. The course provides a depth of practice during 8-hour shift clinical days. Students develop and refine FNP competencies through clinical hours/experience. Weekly seminar conferences provide a forum for clinical case studies discussions, case presentations and preparation for the HESI's Advanced Practice Registered Nurse: Family Nurse Practitioner. The A minimum grade of 80% is required to pass the course.

### **General Content Objectives:**

1. Recognize signs and symptoms through comprehensive history taking and physical assessments among different age groups across the lifespan.

2. Apply age-appropriate standardized guidelines in the management of common chronic and /or acute disorders in the areas of pediatric, women, adolescents, adults, and gerontology/geriatric health.
3. Develop and demonstrate effective oral and written communication skills evidenced through client/family interactions and documentation of care.
4. Apply critical thinking and effective decision-making skills in order to make appropriate referrals and timely follow-ups, recognizing these as essential components for effective management of patient treatment plans.
5. Demonstrate proficiency understanding the FNP role and applying advanced clinical skills with patients across the lifespan and within an inter-professional, multidisciplinary health care team.
6. Demonstrate advanced clinical competencies interpreting diagnostic findings among patients across the lifespan.
7. Perform comprehensive assessments and accurately document subjective and objective observations focused on physical examinations and other relevant clinical data.
8. Recognize the social determinants which influence lifestyle changes and provide culturally-competent primary care focused on health education, health promotion and disease prevention to improve or maintain individual and family health.
9. Demonstrate advanced clinical skills in the provision of comprehensive health care services in a variety of clinical settings to promote health in all areas that encompass family practice.

**General Language Objectives:**

- a. **Listening:** Students will participate in discussions led by the facilitator and listen to presentations from their peers.
- b. **Speaking:** Making use of the appropriate scientific vocabulary each student will participate and present to the class on assigned topics.
- c. **Reading:** Students will read literature on the topics discussed in class.
- d. **Writing:** Making the correct application of the terminology learned in class, students will write down correct answers to questions and write summaries of articles and lectures.

**E-Lab (Language Lab) Requirements** (*Tell Me More, Net Tutor, Wimba Voice, Virtual Library, & Voice E-mail.*)

- **Language Lab Minimum Requirement:** Students must demonstrate that they have complied with THE0 hours of language lab or e-lab usage for each language (English and Spanish) per course. The facilitator may require a higher number of hours for language lab practice based on the language needs for listening, speaking, reading, and writing skills in either or both languages. **The total amount of language lab or e-lab hours is integrated in the activities for each workshop in the module.**

**Description of the Evaluation Process:** Integrate the use of the language lab and e-lab to all evaluation rubrics used in the instructional module. The language rubrics for listening, speaking, reading, and writing provided in **Appendix A** are integrated to assess student

performance in all courses. The *Writing Process: Six Writing Traits Rubrics* provided in **Appendix B** must be used to evaluate all writing activities in both languages in all courses. **Portfolio Performance Assessment** must be one of the evaluation instruments used in the module and throughout the content of all workshops and appendices. This instrument must follow established guidelines. Due to the nature of our dual language instructional model, documentation must be provided on the growth of students towards mastery of linguistic and academic skills in both languages (English and Spanish.) The course facilitator will provide the student the PORTFOLIO MANUAL.

**Scale:**

100-90 A      89-80 B      79-70 C      69-60 D      59-00 F

**Evaluation description:**

**Important Note:** The passing grade is B or more.

1. **Attendance:** Attendance at each of the workshops is mandatory. The facilitator will keep a record of attendance for each workshop and at the end of the course.
2. **Punctuality:** Punctuality is essential in professional ethics. Therefore, the facilitator will keep records to document punctuality of each student in each workshop and at the end of the course.
3. **Class participation:** Students are responsible for participating actively and constructively in each of the workshops. Attendance, punctuality and class participation is 10% of your grade.
4. **Clinical Component:** Clinical component of the class is 40% of your grade. This grade includes weekly case studies, weekly SOAP notes and preceptor evaluations. You

will receive a 10% of your grade for an oral presentation of one of your case studies at one of the weekly seminars.

5. The HESI's Advanced Practice Registered Nurse: Family Nurse Practitioner comprehensive test is worth 40% of the final grade. A minimum grade of 80% must be obtained to pass the course.

4. **E-lab:** Students will gain a value of fifty (50) points to demonstrate by documentation approved by the Learning Resource Center and Language Laboratory Representative, that they have complied with the hours of use in the language lab (English and Spanish) per course. Students should include evidence of program activities and Tell Me More as part of the required hours of language lab (E-Lab).

5. **Course Portfolio:** Each student will prepare a portfolio in digital format. Prior to the start of the course, the facilitator placed on Blackboard a copy of the latest edition of the official manual portfolio (in English, "Portfolio Performance Assessment Handbook"). During the first workshop, the facilitator will discuss in detail the process and the expectations of the use of digital portfolio to show academic progress and language, so that students can achieve the goal of becoming bilingual professionals.

#### **Requirements for the Use of APA (Version 6) for Citations of Textbooks**

##### **Book(s)**

Dunphy, L., Winland Brown, J., Porter, B. & Thomas, D. (2011). Primary Care: Art and Science of Advanced Practice Nursing. 3rd Ed. F.A. Davis Company. ISBN: 0803622554

Buttaro, TM., Trybulski, JA., Bailey, PP. & Sandberg-Cook, J. (2012). Primary Care: A Collaborative Practice. 4th ed. Mosby. ISBN: 0323075010

**E-Book (s)**

Cash, J.C. & Glass, C.A. (2010). Family practice guidelines. 2<sup>nd</sup>. Edition. Springer Publishing Company.

**Description of Course Policies**

1. This course follows the *Sistema Universitario Ana G. Méndez, Inc. Discipline-Based Dual Language Immersion Model*® designed to promote each student's development as a Dual Language Professional. Workshops will be facilitated in either English or Spanish, strictly using the 50/50 model. This means that each workshop will be conducted entirely in the language specified for the workshop. The language used in each workshop needs to be alternated to insure that 50% of the course is conducted in English and 50% in Spanish. To maintain this balance, the course module will indicate that both languages **must** be used during the fifth workshop, dividing the workshop activities between the two languages. **The first two hours will be in Spanish and the last two hours in English.** The 50/50 model does not apply to language courses where the delivery of instruction must be conducted in the language taught (Spanish or English only).
2. The course is conducted in an accelerated and dual language format. This requires that students prepare in advance for each workshop according to the course module. Students must be structured, organized, committed, and focused to ensure linguistic and academic success. In order to achieve proficiency expectations in English and in Spanish, the student must strive to take advantage of all language resources in the university and in their community since becoming a dual language professional is a

complex and challenging task. Each workshop requires an average of ten hours of preparation, but could require more.

3. Attendance to all class sessions is mandatory. A student who is absent to a workshop must present a reasonable excuse to the facilitator who in turn will evaluate the reason for the absence. If it is justified, the facilitator will decide how the student will make up the missing work, if applicable. The facilitator will decide on the following: allow the student to make up the work, or allow the student to make up the work and assign extra work to compensate for the missing class time.

Assignments required prior to the workshop must be completed and turned in on the assigned date. The facilitator may decide to adjust the grade given for late assignments and/or make-up work.

4. Student attendance and participation in oral presentations and special class activities are extremely important as it is not possible to assure that they can be made up. If the student provides a valid and verifiable excuse, the facilitator may determine a substitute evaluation activity if he/she understands that an equivalent activity is possible. This activity must include the same content and language components as the oral presentation or special activity that was missed.
5. In cooperative learning activities, the group will be assessed for their final work as a group. However, each member will have to collaborate to assure the success of the group. Students will also receive an individual grade for their work.
6. It is expected that all written work will be solely that of the student and should not be plagiarized. That is, the student must be the author of all work submitted. All quoted or paraphrased material must be properly cited, with credit given to its author or

publisher. It should be noted that plagiarized writings are easily detectable and students should not risk losing credit for material that is clearly not their own.

**SafeAssign™, a Blackboard plagiarism deterrent service, will be used by the facilitators to verify students' ownership of written assignments.** It is the student's responsibility to read the university's plagiarism policy. If you are a UT student, read Section 11.1 of the Student Manual, and if you belong to UMET or UNE, refer to Chapter 13, Sections 36 and 36.1 of the respective manuals.

Ethical behavior is expected from the students in all course related activities. This means that ALL papers submitted by the student must be original work, and that all references used will be properly cited or mentioned in the bibliography. Plagiarism will not be tolerated and, in case of detecting an incidence, the student will obtain a zero in the assignment or activity and could be referred to the Discipline Committee.

7. In order for the Facilitator to make changes to activities and the study guide, the Faculty and Curriculum Director must approve such changes before the first day of class. The Facilitator must discuss the approved changes with students in the first class workshop. A written copy of the changes must also be provided to students at the beginning of the first workshop.
8. The facilitator will establish a means of contacting students by providing the SUAGM e-mail address, phone number, hours to be contacted, and days available.
9. The use of cellular phones is prohibited during sessions; if there is a need to have one, it must be on vibrate or silent mode during class session.
10. Children or family members that are not registered in the course are not allowed to the classrooms.



11. All students are subject to the policies regarding behavior at the university community established by the institution, and in this course.

**Note:** If for any reason you cannot access the URL's presented in the module, notify the facilitator immediately but do not stop your investigation. There are many search engines and other links you can use to search for information. These are some examples:

- [www.google.com](http://www.google.com)
- [www.ask.com](http://www.ask.com)
- [www.pregunta.com](http://www.pregunta.com)
- [www.findarticles.com](http://www.findarticles.com)
- [www.bibliotecavirtualut.suagm.edu](http://www.bibliotecavirtualut.suagm.edu)
- [www.eric.ed.gov/](http://www.eric.ed.gov/)
- [www.flelibrary.org/](http://www.flelibrary.org/)
- <http://www.apastyle.org/>

To buy or rent new or used textbooks or references you can visit:

- <http://www.chegg.com/> (rent)
- <http://www.bookswim.com/> (rent)
- <http://www.allbookstores.com/> (buy)
- <http://www.alibris.com/> (buy)

The facilitator may make changes or add additional challenging, research-based, and professional educational Web Resources, if deemed necessary to reflect current trends in the course topics.

**RESEARCH LAW COMPLIANCE REQUIREMENT:**

**If the facilitator or the student is required, or wants to perform a research, or needs to administer a questionnaire or an interview individuals, he/she must comply with the norms and procedures of the Institutional Review Board Office (IRB) and ask for authorization. To access the forms from the IRB Office or for additional information, visit the following link:**

**[http://www.suagm.edu/ac\\_aa\\_re\\_ofi\\_formularios.asp](http://www.suagm.edu/ac_aa_re_ofi_formularios.asp) and select the forms needed.**

**Furthermore, in this Web site the student/facilitator will find instructions for several online certifications related to IRB processes. These certifications include: IRB Institutional Review Board, Health Information Portability and Accountability Act (HIPAA), and the Responsibility Conduct for Research Act (RCR).**

If you have any questions, please contact the following institutional coordinators:

Mrs. Evelyn Rivera Sobrado, Director of IRB Office (PR)

Tel. (787) 751-0178 Ext. 7196

Miss. Carmen Crespo, IRB Institutional Coordinator– UMET

Tel. (787) 766-1717 Ext. 6366

Sra. Josefina Melgar, IRB Institutional Coordinator – Turabo

Tel. (787) 743-7979 Ext.4126

Rebecca Cherry, Ph.D., IRB Institutional Coordinator - UNE

Tel. (787) 257-7373 Ext. 3936

## **Teaching Philosophy and Methodology**

The activities for the course reflect the educational philosophy of Constructivism.

Constructivism is an educational philosophy founded on the premise that, by reflecting on our experiences, we construct our own understanding of the world in which we live. Each of us generates our own “rules” and “mental models,” which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to accommodate new experiences.

One of the main goals facilitators have is assisting students in making connections between their prior knowledge of facts, and fostering new understanding that is relevant to real live experiences. We will also attempt to tailor our teaching strategies to student responses and encourage students to analyze, interpret, and predict information.

#### **CONSTRUCTIVISM GUIDING PRINCIPLES:**

1. Learning is a search for meaning. Therefore, learning must start with the issues around which students are actively trying to construct meaning.
2. Meaning requires understanding “wholes” as well as “parts”. The “parts” must be understood in the context of “wholes”. Therefore, the learning process focuses on primary concepts, not isolated facts.
3. In order to teach well, we must understand the mental models that students use to perceive the world, and the assumptions they make to support those models.
4. The purpose of learning is for an individual to construct his or her own meaning, not just memorize the "right" answers and regurgitate someone else's meaning. Since education is inherently interdisciplinary, the only valuable way to measure learning is

to make *assessment* part of the learning process, thus ensuring that it provides students with information on the quality of their learning.

5. Evaluation should serve as a self-analysis tool.
6. Provide tools and environments that help learners interpret the multiple perspectives of the world.
7. Learning should be internally controlled and mediated by the learner.

## TALLER UNO

### Objetivos específicos de contenido:

Al finalizar este taller, el estudiante será capaz de:

1. Integrar y aplicar conceptos sobre los niveles de prevención primaria, secundaria y terciaria, y demostrar dominio a través de su ejecutoria clínica y en las discusiones de casos en el seminario semanal.
2. Incorporar destrezas y conocimientos avanzados sobre promoción de la salud y educación en salud, dando énfasis a la programación de inmunizaciones y clínicas de detección de cáncer.
3. Diseñar un programa educativo de salud primaria para una comunidad con desventaja económica y social seleccionada, aplicando conceptos de promoción de la salud aprendidos en cursos anteriores y respondiendo a las metas para la nación de acuerdo a Gente Saludable 2020.

### Objetivos específicos de lenguaje:

Al finalizar este taller, el estudiante será capaz de:

1. **Escuchar:** Analizar y aplicar los conceptos presentados por el facilitador y discutidos con los compañeros de clase.
2. **Hablar:** Explicar y demostrar conocimientos sobre la programación de inmunización y la detección de cáncer en los pacientes.
3. **Leer:** Analizar e interpretar las lecturas y artículos asignados acerca de prevención primaria, secundaria, y terciaria.
4. **Escribir:** Escribir respuestas y el resumen del caso de estudio y artículo respectivamente con observancia de las normas gramaticales y ortografía, la sintaxis y estilo correctos.

### Enlaces electrónicos:

Biblioteca Virtual

<http://bibliotecavirtualut.suagm.edu/>

APA

[http://www.suagm.edu/umet/biblioteca/pdf/guia\\_apa\\_6ta.pdf](http://www.suagm.edu/umet/biblioteca/pdf/guia_apa_6ta.pdf)

Tema: Inmunización

<http://www.nlm.nih.gov/medlineplus/spanish/immunization.html>

<http://familydoctor.org/familydoctor/es/kids/vaccines/childhood-vaccines-what-they-are-and-why-your-child-needs-them.printerview.all.html>

<http://www.cdc.gov/spanish/inmunizacion/index.html>

Tema: Cuidado primario, secundario, y terciario

[http://www.suagm.edu/umet/biblioteca/Reserva\\_Profesores/maritza\\_acevedo\\_nurs\\_230\\_101/sistemas\\_de\\_cuidado\\_de\\_salud/Acev\\_M\\_Nurs-230\\_sistemas\\_cuidado.pdf](http://www.suagm.edu/umet/biblioteca/Reserva_Profesores/maritza_acevedo_nurs_230_101/sistemas_de_cuidado_de_salud/Acev_M_Nurs-230_sistemas_cuidado.pdf)

**Asignaciones antes del taller:**

1. Los estudiantes revisarán el capítulo sobre cuidado primario en su libro de texto.
2. Los estudiantes usarán la biblioteca virtual para identificar un artículo sobre la inmunización y pruebas diagnósticas para prevención de cáncer. Estos artículos se discutirán en la clase.
3. Los estudiantes repasarán contenido de cursos anteriores sobre educación en salud y promoción de la salud, incluyendo el documento Gente Saludable 2020.
4. Los estudiantes completarán las dos primeras columnas de la KWL.

**Vocabulario clave de la lección:**

1. Prevención primaria
2. Prevención secundaria
3. Prevención terciaria
4. Transmisión de enfermedades
5. Inmunoglobulina
6. Promoción de la salud
7. Gente Saludable 2020
8. Comunidades desventajadas
9. Detección de cáncer
10. Inmunizaciones

**Lista de materiales suplementarios para el taller:**

1. Libro de texto
2. Papel
3. Marcadores de colores
4. Documento Gente Saludable 2020

**Componentes de SIOP** (Sheltered-Instruction Observation Protocol): Coloque una marca de cotejo (✓) en la ( ) en todas las estrategias por componente que se usarán en el taller.

**A. Preparación**

- Adaptación de Contenido
- Enlaces al Conocimiento Previo
- Enlaces al Aprendizaje Previo
- Estrategias Incorporadas

**Estrategias de CALLA**

(Cognitive Academic Language Learning Approach)

- Cognoscitivo
- Meta-cognoscitivo
- Socio/Afectivo

**B. Andamiaje**

- Modelaje
- Práctica Dirigida
- Práctica Independiente
- Instrucción Comprensible

**C. Opciones para Agrupamiento**

- Grupo Completo
- Grupos Pequeños
- Pares
- Trabajo Independiente

**D. Integración del Proceso**

- Escuchar
- Hablar
- Leer
- Escribir

**E. Aplicación**

- Actividades Dinámicas de Aplicación
- Significativas y Relevantes
- Rigurosas
- Alineadas a los Objetivos
- Promueven Participación

**Actividades integradas:**

1. El facilitador ofrecerá la bienvenida a los estudiantes y hará una introducción del curso durante el taller.
2. El facilitador entregará el Manual del Portafolio Digital y aclarará dudas sobre el mismo.
3. El facilitador discutirá el requisito de 240 horas de práctica y repasará las normas y reglamentos de práctica clínica. La práctica es el 40% de la nota además del 10% por una presentación de caso durante el taller. Se aclararán preguntas y se verificará que ya todos los estudiantes tengan su preceptor y área clínica asignados.
4. El facilitador repasará las diferencias entre prevención primaria, secundaria, y terciaria. Además, el facilitador hablará sobre diversas pruebas de detección de cáncer que deben ser realizadas en pacientes para hacer detección temprana.
5. Cada estudiante compartirá con el grupo su plan para ofrecer un programa de salud primaria en una comunidad desventajada.
5. Los estudiantes serán divididos en parejas. Cada pareja tendrá un estudio de caso sobre cernimiento o “screening” de cáncer y una serie de preguntas para contestar. Cada grupo contestará sus preguntas y las presentará a la clase utilizando una cartulina.
6. Cada estudiante presentará a la clase el resumen del artículo sobre inmunización que identificó y leyó en preparación para el taller.
7. El facilitador discutirá los componentes del examen físico de manera general y aclarará dudas.
8. Los estudiantes completarán la última columna del diagrama KWL.
9. El facilitador tendrá una discusión de los objetivos del día antes de terminar la clase.



**Evaluación:**

1. **Individual:** Apéndice A se va utilizar para evaluar la participación individual de cada actividad.
2. **Grupo:** Apéndice A se va utilizar para evaluar la participación individual de cada actividad grupal.
3. **Escrito:** Apéndices B, C, y D se utilizarán para evaluar los portafolios.
4. **Oral:** Apéndice A se utilizará para evaluar a los alumnos de forma individual en sus conocimientos lingüísticos al proporcionar retroalimentación a los demás en el grupo y en diferentes actividades incluidas en este taller.

**Cierre del taller:**

1. **Individual:** Los estudiantes completarán el diagrama KWL y lo entregarán al facilitador.
2. **Grupal:** Se dará al grupo unas preguntas para contestar para saber qué se aprendió en la clase, particularmente cómo va integrando conceptos.

## WORKSHOP TWO

### Specific Content Objectives:

1. Demonstrate increased knowledge and patient education skills related to the identification and early detection of infectious diseases.
2. Incorporate knowledge and apply advanced skills related to the recognition of the pathophysiology and clinical manifestations for each infectious disease discussed in this workshop.
3. Select appropriate preventive strategies and set effective management plans for each common infectious disease discussed in this workshop.

### Specific Language Objectives:

1. **Listening:** The student will listen to the facilitator and classmates on their discussion of infectious diseases, which occur throughout the life span.
2. **Speaking:** The student will participate in discussions on infectious diseases pathophysiology, clinical signs and symptoms, and management of each disease.
3. **Reading:** The students will read about infectious diseases and the importance of educating patients, families and communities.
4. **Writing:** The students will prepare a written report about infectious diseases and vulnerable populations.

### Electronic Links (URLs):

Virtual Library

<http://bibliotecavirtualut.suagm.edu/>

TOPIC: Infectious Mononucleosis

<http://www.cdc.gov/ncidod/diseases/ebv.htm>

<http://www.mayoclinic.com/health/mononucleosis/DS00352>

TOPIC: Influenza

<http://www.cdc.gov/flu/>

TOPIC: Measles

<http://www.who.int/topics/measles/en/>

<http://www.nlm.nih.gov/medlineplus/ency/article/001569.htm>

TOPIC: Varicella

<http://emedicine.medscape.com/article/969773-overview>

TOPIC: West Nile

<http://www.cdc.gov/westnile/index.html>

**Assignments before the Workshop:**

1. Each student will prepare a written report on a selected infectious disease assigned by the facilitator.
2. Answer the first two columns of the KWL.
3. The students will visit the following YouTube video and will write down what they have learned from the video. In addition they will write down questions they have about the virus <http://www.youtube.com/watch?v=JM7qYy8jieM>
4. The students will visit the virtual library and search information on pertussis, rheumatic fever and scarlet fever.

**Key Core Vocabulary:**

1. Pharyngitis
2. Malaise
3. Anorexia
4. Leukopenia
5. Febrile
6. Coryza
7. Maculopapular rash
8. Vesicular rash
9. Carditis
10. Infectious disease
11. Early detection
12. Patient education
13. Vulnerable populations

**List of Supplementary Materials for the Workshop:**

1. Markers
2. Paper

3. Textbook

**SIOP Components** - Place a checkmark (✓) on the (\_\_\_) for **ALL** strategies that will be used in the workshop.

<p><b>A. Preparation</b></p> <p><input checked="" type="checkbox"/> Adaptation of Content</p> <p><input checked="" type="checkbox"/> Links to Background Knowledge</p> <p><input checked="" type="checkbox"/> Links to Past Learning</p> <p><input checked="" type="checkbox"/> Strategies Incorporated</p> <p><b>CALLA Strategies</b> (Cognitive Academic Language Learning Approach)</p> <p><input checked="" type="checkbox"/> Cognitive</p> <p><input checked="" type="checkbox"/> Meta-cognitive</p> <p><input checked="" type="checkbox"/> Social/Affective</p>	<p><b>B. Scaffolding</b></p> <p><input checked="" type="checkbox"/> Modeling</p> <p><input checked="" type="checkbox"/> Guided Practice</p> <p><input type="checkbox"/> Independent Practice</p> <p><input type="checkbox"/> Comprehensible Input</p>
<p><b>C. Grouping Options</b></p> <p><input checked="" type="checkbox"/> Whole Class</p> <p><input checked="" type="checkbox"/> Small Groups</p> <p><input checked="" type="checkbox"/> Partners</p> <p><input checked="" type="checkbox"/> Independent Work</p>	<p><b>D. Integration of Processes</b></p> <p><input checked="" type="checkbox"/> Listening</p> <p><input checked="" type="checkbox"/> Speaking</p> <p><input checked="" type="checkbox"/> Reading</p> <p><input checked="" type="checkbox"/> Writing</p>
<p><b>E. Application</b></p> <p><input checked="" type="checkbox"/> Hands-on</p> <p><input checked="" type="checkbox"/> Meaningful/Relevant</p> <p><input type="checkbox"/> Rigorous</p> <p><input checked="" type="checkbox"/> Link to Objectives</p> <p><input checked="" type="checkbox"/> Promote Engagement</p>	

**Integrated Activities of Content and Language to achieve Content and Language**

**Objectives:**

1. The students will take a quiz on the infectious diseases selected for this workshop.
2. The students will be divided into small groups. Each group will discuss the quiz.
3. The facilitator will discuss the following topics: Fifth disease, Infectious mononucleosis, West Nile virus and Influenza.

4. After the discussion the facilitator will ask questions to the students as a method of evaluating students understanding of the material.
5. The students will be divided into groups. Each group will be given one of the following topics: Measles, Mumps, Rubella, Lyme Disease, Rheumatic Fever and Varicella. Each group will develop a concept map on the clinical manifestations. Each group will present their concept map to the class.
6. The facilitator will present each small group with multiple choice questions for discussion similar to questions from the National FNP Certification Exam.
7. Each group will then present to the class their answers and will open a discussion.
8. The facilitator will provide guidance as needed.
9. The students will answer the last column of the KWL.

**Assessment:**

1. **Individual:** Appendix A will be used to evaluate individual participation on each activity.
2. **Group:** Appendix A will be used to evaluate individual participation on each group activity.
3. **Written:** Appendix B, Appendix C, Appendix D will be used to evaluate notes and portfolios.
4. **Oral:** Appendix A will be used to evaluate the students individually assessing their language skills when providing feedback to others in the group and during different activities included in this workshop.

**Lesson Wrap-Up:**

1. **Individual:** The students will complete the KWL.
2. **Group:** The group will discuss and analyze the questions presented by the facilitator, as a method of evaluation of their test-taking skills in English.

## TALLER TRES

### Objetivos específicos de contenido:

Al finalizar este taller, el estudiante será capaz de:

1. Demostrar y aplicar en el escenario clínico conocimientos sobre la importancia de identificar y atender los factores psicosociales y de salud mental que afectan la salud integral de una persona, la familia y su comunidad.
2. Identificar los signos y síntomas de desórdenes mentales en grupos de edad a través del ciclo de vida de acuerdo al DSM-V, aplicando pensamiento crítico y las destrezas de toma de decisiones efectivas al hacer referidos a especialistas de salud mental y al dar seguimiento.
3. Seleccionar el plan de tratamiento adecuado para cada uno de los trastornos psiquiátricos discutidos en este taller.

### Objetivos específicos de lenguaje:

Al finalizar este taller, el estudiante será capaz de:

1. **Escuchar:** Escuchar al facilitador y a sus compañeros de clase en la discusión de los trastornos psiquiátricos seleccionados para comprender los conocimientos presentados.
2. **Hablar:** Discutir conceptos durante el debate sobre trastornos psiquiátricos, incluyendo su fisiopatología, signos y síntomas clínicos y el manejo de la enfermedad.
3. **Leer:** Leer las selecciones y artículos sobre trastornos psiquiátricos de acuerdo al libro de texto y la referencia del DSM-V.
4. **Escribir:** Redactar un informe sobre la información encontrada relacionada con los trastornos psiquiátricos seleccionados para este taller.

### Enlaces electrónicos:

Biblioteca Virtual

<http://bibliotecavirtualut.suagm.edu/>

APA

[http://www.suagm.edu/umet/biblioteca/pdf/guia\\_apa\\_6ta.pdf](http://www.suagm.edu/umet/biblioteca/pdf/guia_apa_6ta.pdf)

Tema: Depresión

<http://www.nlm.nih.gov/medlineplus/spanish/depression.html>

[http://www.nlm.nih.gov/medlineplus/spanish/news/fullstory\\_137628.html](http://www.nlm.nih.gov/medlineplus/spanish/news/fullstory_137628.html)

<http://www.nmha.org/go/information/get-info/en-espanol/lista-de-verificaci-n-de-las-se-ales-de-la-depresi-n>

[http://www.consumerreports.org/health/resources/pdf/best-buy-drugs/2pager\\_SpanishAntidepress.pdf](http://www.consumerreports.org/health/resources/pdf/best-buy-drugs/2pager_SpanishAntidepress.pdf)

Tema: Trastornos de Ansiedad

<http://www.nimh.nih.gov/health/publications/espanol/trastornos-de-ansiedad/index.shtml>

<http://www.nami.org/Template.cfm?Section=Helpline1&Template=/ContentManagement/ContentDisplay.cfm&ContentID=4057>

Tema: Trastornos por abuso de sustancias

[http://www.aboutourkids.org/files/articles/spanish\\_parent\\_letter\\_nov\\_05.pdf](http://www.aboutourkids.org/files/articles/spanish_parent_letter_nov_05.pdf)

[http://www.aboutourkids.org/articles/acerca\\_de\\_los\\_trastornos\\_relacionados\\_con\\_el\\_consumo\\_de\\_sustancias\\_adictivas](http://www.aboutourkids.org/articles/acerca_de_los_trastornos_relacionados_con_el_consumo_de_sustancias_adictivas)

[http://www.aboutourkids.org/articles/acerca\\_de\\_los\\_trastornos\\_relacionados\\_con\\_el\\_consumo\\_de\\_sustancias\\_adictivas](http://www.aboutourkids.org/articles/acerca_de_los_trastornos_relacionados_con_el_consumo_de_sustancias_adictivas)

### **Asignaciones antes del taller:**

1. Los estudiantes visitarán los sitios de web que están localizado en enlaces electrónicos y escribirán un pequeño resumen. Este material deberá ser discutido en clase.
2. Los estudiantes leerán el capítulo de trastornos psiquiátricos del libro de texto y escribirán un resumen de lo que han aprendido con su aplicación clínica.
3. Los estudiantes visitarán la biblioteca virtual y buscarán artículos de revistas sobre los siguientes temas: PTSD, proceso de pérdida, alcoholismo, violencia doméstica y abuso sexual. Prepararán fichas bibliográficas de los artículos revisados.
4. Los estudiantes completarán las dos primeras columnas de la KWL.

**Vocabulario clave de la lección:**

1. Trastornos de pánico
2. Trastorno obsesivo-compulsivo
3. Trastorno de estrés postraumático (PTSD)
4. Adicción
5. Alcoholismo
6. Abuso sexual
7. Violencia doméstica
8. Proceso de pérdida
9. Hiperactividad con déficit de atención

**Lista de materiales suplementarios para el taller:**

1. Fichas
2. Marcadores
3. Cartulina



**Componentes de SIOP** (Sheltered-Instruction Observation Protocol): Coloque una marca de cotejo (✓) en la ( ) en todas las estrategias por componente que se usarán en el taller.

**A. Preparación**

- Adaptación de Contenido
- Enlaces al Conocimiento Previo
- Enlaces al Aprendizaje Previo
- Estrategias Incorporadas

**Estrategias de CALLA**

(Cognitive Academic Language Learning Approach)

- Cognoscitivo
- Meta-cognoscitivo
- Socio/Afectivo

**B. Andamiaje**

- Modelaje
- Práctica Dirigida
- Práctica Independiente
- Instrucción Comprensible

**C. Opciones para Agrupamiento**

- Grupo Completo
- Grupos Pequeños
- Pares
- Trabajo Independiente

**D. Integración del Proceso**

- Escuchar
- Hablar
- Leer
- Escribir

**E. Aplicación**

- Actividades Dinámicas de Aplicación
- Significativas y Relevantes
- Rigurosas
- Alineadas a los Objetivos
- Promueven Participación

**Actividades integradas:**

1. El facilitador iniciará la clase con una prueba corta sobre el vocabulario clave.
2. Los estudiantes serán divididos en grupos pequeños. Cada grupo analizará las preguntas de la prueba.
3. Los estudiantes volverán a reunirse como grupo clase y el facilitador les entregará tarjetas a cada uno. Cada tarjeta dirá una de las palabras siguientes: factores de riesgo, fisiopatología, signos y síntomas o tratamiento. El facilitador discutirá información relevante a diferentes desórdenes psiquiátricos y los estudiantes indicarán en qué categoría esta información se encuentra elevando la tarjeta correcta.
4. Los alumnos se dividirán en grupos pequeños. A cada grupo se le dará uno de los siguientes temas: trastorno de hiperactividad con déficit de atención, PTSD, violencia doméstica y abuso sexual; cada grupo elaborará un mapa conceptual sobre los determinantes sociales de salud que contribuyen a la condición asignada. Cada grupo presentará su mapa conceptual ante la clase.
5. El facilitador presentará a cada grupo con preguntas para discusión.
6. Los estudiantes completarán la última columna del diagrama KWL.
7. Se les recordará a los estudiantes que deben asegurarse de completar sus 240 horas en las restantes cinco semanas. Esta semana se centrarán en los problemas de comportamiento psico-sociales.
8. El facilitador tendrá una discusión de los objetivos de este taller antes de terminar la clase.

**Evaluación:**

1. **Individual:** El Apéndice A utilizará para evaluar los trabajos y participación individual de cada actividad.

2. **Grupo:** El Apéndice A se utilizará para evaluar la participación individual de cada actividad grupal.
3. **Escrito:** Los Apéndices B, C y D se utilizarán para evaluar los portafolios.
4. **Oral:** El Apéndice A se utilizará para evaluar a los alumnos de forma individual en sus conocimientos y destrezas lingüísticas al proporcionar retroalimentación a los demás en el grupo y en diferentes actividades incluidas en este taller.

**Cierre del taller:**

**1. Individual:** Los estudiantes completarán el diagrama KWL y lo entregarán al facilitador.

**2. Grupal:** Se dará al grupo unas preguntas para contestar aleatoriamente y medir el logro de los objetivos.

## WORKSHOP FOUR

### Specific Content Objectives:

1. Identify signs and symptoms of sexually transmitted diseases through a comprehensive history taking and physical assessment as well as accurate documentation of subjective and objective data.
2. Recognize the pathophysiology and clinical manifestations of Chlamydia, Human Papilloma Virus (HPV), Syphilis, Gonorrhea, and HIV.
3. Select the appropriate management plans for persons diagnosed with Chlamydia, HPV, Syphilis, Gonorrhea, and HIV, following age-appropriate standardized guidelines and ethical principles.

### Specific Language Objectives:

1. **Listening:** The students will listen to the facilitator and classmates on their discussion of sexually transmitted diseases and HIV.
2. **Speaking:** The students will participate of discussions on sexually transmitted diseases and HIV: pathophysiology, clinical signs and symptoms, and management of each disease.
3. **Reading:** The students will read about sexually transmitted diseases and HIV and will prepare bibliographic cards on each reading.
4. **Writing:** The students will write a summary about sexually transmitted diseases and HIV.

### Electronic Links (URLs):

Biblioteca Virtual

<http://bibliotecavirtualut.suagm.edu/>

TOPIC: Chlamydia

<http://www.cdc.gov/std/chlamydia/>

<http://www.cdc.gov/std/chlamydia/stdfact-chlamydia.htm>

TOPIC: Human papilloma virus

<http://www.cdc.gov/std/hpv/stdfact-hpv.htm>

<http://www.cdc.gov/std/hpv/>

TOPIC: Syphilis

<http://www.cdc.gov/std/syphilis/stdfact-syphilis.htm>

<http://www.mayoclinic.com/health/syphilis/DS00374>

TOPIC: Gonorrhea

<http://www.cdc.gov/std/gonorrhea/>

TOPIC: HIV

<http://www.cdc.gov/hiv/>

<http://www.who.int/hiv/en/>

**Assignments before the Workshop:**

1. The students will read the chapter discussing sexually transmitted diseases and HIV in Dunphy, L., Winland Brown, J., Porter, B. & Thomas, D. (2011). Primary Care: Art and Science of Advanced Practice Nursing. 3rd Ed. F.A. Davis Company. ISBN: 0803622554. They will bring to the next class a summary of what they read.
2. Answer the first two columns of the KWL.
3. Review the links on HIV and its treatment. Write a summary and bring to class for discussion.

**Key Core Vocabulary:**

1. Cytomegalovirus
2. Bacterial vaginosis
3. Vulvovaginal candidiasis
4. Urethritis
5. Epididymitis
6. Proctitis
7. Bartholinitis
8. Bacteremia
9. Lymphogranuloma Venerum
10. Chancroid

**List of Supplementary Materials for the Workshop:**

1. Markers
2. Paper
3. Textbook

**SIOP Components** - Place a checkmark (✓) on the (\_\_\_) for **ALL** strategies that will be used in the workshop.

<p><b>A. Preparation</b></p> <p><input checked="" type="checkbox"/> Adaptation of Content</p> <p><input checked="" type="checkbox"/> Links to Background Knowledge</p> <p><input checked="" type="checkbox"/> Links to Past Learning</p> <p><input checked="" type="checkbox"/> Strategies Incorporated</p> <p>CALLA Strategies (Cognitive Academic Language Learning Approach)</p> <p><input checked="" type="checkbox"/> Cognitive</p> <p><input type="checkbox"/> Meta-cognitive</p> <p><input checked="" type="checkbox"/> Social/Affective</p> <p><b>C. Grouping Options</b></p> <p><input checked="" type="checkbox"/> Whole Class</p> <p><input checked="" type="checkbox"/> Small Groups</p> <p><input checked="" type="checkbox"/> Partners</p> <p><input checked="" type="checkbox"/> Independent Work</p>	<p><b>B. Scaffolding</b></p> <p><input checked="" type="checkbox"/> Modeling</p> <p><input checked="" type="checkbox"/> Guided Practice</p> <p><input type="checkbox"/> Independent Practice</p> <p><input type="checkbox"/> Comprehensible Input</p> <p><b>D. Integration of Processes</b></p> <p><input checked="" type="checkbox"/> Listening</p> <p><input checked="" type="checkbox"/> Speaking</p> <p><input checked="" type="checkbox"/> Reading</p> <p><input checked="" type="checkbox"/> Writing</p>
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**Integrated Activities of Content and Language to achieve Content and Language**

**Objectives:**

1. The students will answer a short test on the vocabulary words for this workshop.
2. The students will be divided into small groups to discuss the test.
3. After discussing the test each small group will be assigned one of the following topics: Human papilloma virus, syphilis, gonorrhea, chlamydia and HIV. Each group will develop a concept map on the signs and symptoms, clinical manifestations, psychosocial factors and treatment plan for the topic assigned. Each group will present the concept map to the class.

4. After the discussion the facilitator will ask questions to the students as a method of evaluating students understanding of the material.
5. The facilitator will present each small group with multiple choice questions similar to the ones from the National Certification Exam for discussion. Each group will present their answers and a rationale to the class.
6. The facilitator will encourage the group to continue practicing answering questions from different review books.
7. The students will have an open discussion on selected articles they read in preparation for this workshop.
8. The facilitator will remind students that their clinic practice requires integration of all concepts learned throughout their MSN studies and for the following weeks they are challenged to focus on the application of these concepts as it relates to sexually transmitted diseases and HIV. They will also be reminded that by the end of this week they should have completed approximately 160 hours.
9. The students will answer the last column of the KWL.

**Assessment:**

1. **Individual: Individual:** Appendix A will be used to evaluate individual participation each activity.
2. **Group:** Appendix A will be used to evaluate individual participation on each activity.
3. **Written:** Appendix B, Appendix C, and Appendix D will be used to evaluate notes and portfolios.
4. **Oral:** Appendix A will be used to individually assess their language skills when providing feedback to others in the group and during different activities included in this workshop.

**Lesson Wrap-Up:**

1. **Individual:** The students will complete the KWL.
2. **Group:** The group will discuss questions given by the facilitator as a method of evaluation.

## TALLER CINCO

### Objetivos específicos de contenido:

Al finalizar este taller, el estudiante será capaz de:

1. Demostrar conocimientos y aplicar destrezas en la identificación de la fisiopatología y manifestaciones clínicas de los siguientes trastornos cardiacos y pulmonares: bronquitis aguda, difteria, neumonía adquirida en la comunidad, tuberculosis, asma, hipertensión, dislipidemia, enfermedad de las arterias, infarto al miocardio, insuficiencia cardíaca, y soplos.
2. Aplicar las guías estandarizadas apropiadas de acuerdo a diferentes grupos de edad durante el manejo de trastornos cardiacos y pulmonares comunes.
3. Demostrar competencias clínicas avanzadas en la interpretación de resultados de diagnóstico en pacientes con trastornos cardiacos y pulmonares comunes a través del ciclo de vida.
4. Seleccionar el plan de tratamiento adecuado para cada problema común de trastornos cardiacos y pulmonares.

### Objetivos específicos de lenguaje:

Al finalizar este taller, el estudiante será capaz de:

1. **Escuchar:** Analizar y aplicar los conceptos presentados por el facilitador y discutidos con los compañeros de clase.
2. **Hablar:** Discutir sus juicios en el debate sobre problemas de trastornos cardiacos y pulmonares más comunes, incluyendo su fisiopatología, signos y síntomas clínicos y el manejo de la enfermedad.
3. **Leer:** Leer las selecciones y artículos sobre problemas de trastornos cardiacos y pulmonares, y venir preparado para compartir en clase.
4. **Escribir:** Redactar un resumen sobre las manifestaciones clínicas de los trastornos cardiacos y pulmonares más comunes.

### Enlaces electrónicos:

Biblioteca Virtual

<http://bibliotecavirtualut.suagm.edu/>

APA

[http://www.suagm.edu/umet/biblioteca/pdf/guia\\_apa\\_6ta.pdf](http://www.suagm.edu/umet/biblioteca/pdf/guia_apa_6ta.pdf)



TEMA: Tuberculosis

<http://www.cdc.gov/tb/esp/>

<http://www.cdc.gov/Spanish/especialesCDC/SintomasTuberculosis/>

TEMA: Bronquitis aguda

<http://www.nlm.nih.gov/medlineplus/spanish/acutebronchitis.html>

<http://familydoctor.org/familydoctor/es/diseases-conditions/bronchiolitis.printerview.all.html>

<http://www.nhlbi.nih.gov/health-spanish/health-topics/temas/brnchi/>

TEMA: Insuficiencia cardíaca

<http://www.nlm.nih.gov/medlineplus/spanish/ency/article/000158.htm>

[http://es.heart.org/dheart/HEARTORG/Conditions/What-is-Heart-Failure\\_UCM\\_308848\\_Article.jsp](http://es.heart.org/dheart/HEARTORG/Conditions/What-is-Heart-Failure_UCM_308848_Article.jsp)

[http://escuela.med.puc.cl/paginas/cursos/tercero/IntegradoTercero/mec-231\\_Clases/mec-231\\_Cardiol/Guias-](http://escuela.med.puc.cl/paginas/cursos/tercero/IntegradoTercero/mec-231_Clases/mec-231_Cardiol/Guias-)

[Estudios/TEMA%203%20Insuficiencia%20cardiaca%20I.%20Mecanismos%20de%20sobrecarga%20ventricular%202012.pdf](http://Estudios/TEMA%203%20Insuficiencia%20cardiaca%20I.%20Mecanismos%20de%20sobrecarga%20ventricular%202012.pdf)

TEMA: Infarto al miocardio

[http://scielo.isciii.es/scielo.php?script=sci\\_arttext&pid=S0212-71992007000700010&lang=es](http://scielo.isciii.es/scielo.php?script=sci_arttext&pid=S0212-71992007000700010&lang=es)

<http://www.nlm.nih.gov/medlineplus/spanish/ency/article/000195.htm>

<http://www.cpmc.org/learning/documents/rg-acutemi-span.pdf>

[http://www.scielo.cl/scielo.php?pid=S0034-98872008000900001&script=sci\\_arttext](http://www.scielo.cl/scielo.php?pid=S0034-98872008000900001&script=sci_arttext)

### **Asignaciones antes del taller:**

1. Los estudiantes estudiarán para un examen sobre cuidado primario y atención de trastornos cardíacos y pulmonares.
2. Los estudiantes serán divididos en grupos. Cada grupo tendrá asignado un tópico para presentación en PowerPoint.
3. Los estudiantes completarán las dos primeras columnas de la KWL.

### **Vocabulario clave de la lección:**

1. Taquicardia

2. Bradicardia
3. Ronchi
4. Dispnea
5. Hemoptisis
6. Leucopenia
7. Leucocitosis
8. Neumotórax
9. Embolia pulmonar

**Lista de materiales suplementarios para el taller:**

1. Libro de texto
2. Papel
3. Marcadores de colores
4. Cartulina
5. Proyector

**Componentes de SIOP** (Sheltered-Instruction Observation Protocol): Coloque una marca de cotejo (✓) en la (\_\_\_) en todas las estrategias por componente que se usarán en el taller.

**A. Preparación**

- Adaptación de Contenido
- Enlaces al Conocimiento Previo
- Enlaces al Aprendizaje Previo
- Estrategias Incorporadas

**Estrategias de CALLA**

(Cognitive Academic Language Learning Approach)

- Cognoscitivo
- Meta-cognoscitivo
- Socio/Afectivo

**B. Andamiaje**

- Modelaje
- Práctica Dirigida
- Práctica Independiente
- Instrucción Comprensible

**C. Opciones para Agrupamiento**

- Grupo Completo
- Grupos Pequeños
- Pares
- Trabajo Independiente

**D. Integración del Proceso**

- Escuchar
- Hablar
- Leer
- Escribir

**E. Aplicación**

- Actividades Dinámicas de Aplicación
- Significativas y Relevantes
- Rigurosas
- Alineadas a los Objetivos
- Promueven Participación

**Actividades integradas:**

1. Los estudiantes tomarán un examen sobre trastornos cardiacos y pulmonares más comunes.
2. Los estudiantes harán sus presentaciones en PowerPoint sobre los temas asignados a cada grupo.
3. Tanto el facilitador como los estudiantes dispondrán de cinco a diez minutos para hacer preguntas al grupo que está presentando.
4. Los estudiantes serán divididos en parejas. Cada pareja tendrá un estudio de caso sobre problemas comunes de trastornos cardíacos y pulmonares. Cada grupo contestará las preguntas asignadas para el estudio de caso.
5. Los estudiantes presentarán las preguntas a la clase con un racional para sus respuestas en una cartulina.
6. El facilitador presentará a cada grupo con preguntas adicionales para la discusión. Cada grupo presentará entonces a la clase sus respuestas con el racional.
7. Los estudiantes completarán la última columna del diagrama KWL.
8. El facilitador indicará a los estudiantes que solo quedan tres semanas para completar la experiencia clínica de un total de 240 horas. También les enfatizará sobre la importancia de tener toda la documentación clínica.
9. El facilitador tendrá una discusión sobre los objetivos del taller antes de terminar la clase.

**Evaluación:**

- 1. Individual:** Se utilizará el Apéndice A para evaluar la participación individual de cada actividad.
- 2. Grupo:** Se utilizará el Apéndice A para evaluar la participación individual de cada actividad de grupo.
- 3. Escrito:** Se utilizarán los Apéndices B, C y D para evaluar las notas SOAP y portafolios.
- 4. Oral:** Se utilizará el Apéndice A para evaluar a los alumnos de forma individual en sus conocimientos lingüísticos al proporcionar retroalimentación a los demás en el grupo y en diferentes actividades incluidas en este taller.

**Cierre del taller:**

- 1. Individual:** Los estudiantes completarán el diagrama KWL y lo entregarán al facilitador.
- 2. Grupal:** Se dará al grupo unas preguntas para contestar aleatoriamente y medir qué se aprendió en la clase.

## WORKSHOP SIX

### Specific Content Objectives:

1. Recognize signs and symptoms and the clinical manifestations of common endocrinology and metabolic disorders through comprehensive history taking and physical assessments among different age groups across the lifespan.
2. Apply age-appropriate standardized guidelines in the management of endocrinology and metabolic disorders.
3. Distinguish the clinical manifestation and management of hypothyroidism and compare with hyperthyroidism.
4. Recognize the social determinants of health influencing lifestyle changes in a family with a member living with diabetes and provide culturally-competent care focused on health education and the development of self-care skills.

### Specific Language Objectives:

1. **Listening:** The student will listen to the facilitator and fellow classmates on their discussion of endocrinology and metabolic disorders, which occur throughout the life span.
2. **Speaking:** The student will participate in discussions on endocrinology and metabolic disorders pathophysiology, clinical signs/ symptoms, and management of the disease.
3. **Reading:** The students will complete the assigned readings about endocrinology and metabolic disorders.
4. **Writing:** The students will prepare a written report about endocrinology and metabolic disorders.

### Electronic Links (URLs):

Biblioteca Virtual

<http://bibliotecavirtualut.suagm.edu/>

TOPIC: Endocrine and Metabolic disorders

<http://www.endocrine.niddk.nih.gov/>

TOPIC: Diabetes

<http://www.diabetes.org/diabetes-basics/type-2/?loc=HomePage-type2-tdt>

<http://www.diabetes.org/diabetes-basics/type-1/?loc=HomePage-type1-tdt>

TOPIC : Hypothyroidism

<http://quizlet.com/4937135/endocrine-disorder-hypothyroidism-flash-cards/>

TOPIC : Hyperthyroidism

<http://www.mayoclinic.com/health/hyperthyroidism/DS00344>

TOPIC: Thyroiditis

<http://www.aafp.org/afp/2006/0515/p1769.html>

**Assignments before the Workshop:**

1. The students will read the chapter on common endocrinology and metabolic disorders in their textbook Dunphy, L., Winland Brown, J., Porter, B. & Thomas, D. (2011). Primary Care: Art and Science of Advanced Practice Nursing. 3rd Ed. F.A. Davis Company. ISBN: 0803622554. They will bring to class a written summary of the literature read.
2. The students will review the vocabulary words for a quiz.
3. The students will complete the first two columns of the KWL.

**Key Core Vocabulary:**

1. Cortisol secretion
2. ketoacidosis
3. Human Leukocyte antigens
4. Hypoglycemic
5. Acromegaly
6. Glucosuria
7. polyphagia
8. Polydipsia
9. Polyuria

10. Dawn phenomena

**List of Supplementary Materials for the Workshop:**

1. Markers
2. Paper
3. Textbook

**SIOP Components** - Place a checkmark (✓) on the (\_\_\_) for **ALL** strategies that will be used in the workshop.

<p><b>A. Preparation</b> <input checked="" type="checkbox"/> Adaptation of Content <input checked="" type="checkbox"/> Links to Background Knowledge <input checked="" type="checkbox"/> Links to Past Learning <input checked="" type="checkbox"/> Strategies Incorporated</p> <p>CALLA Strategies (Cognitive Academic Language Learning Approach) <input checked="" type="checkbox"/> Cognitive <input checked="" type="checkbox"/> Meta-cognitive <input type="checkbox"/> Social/Affective</p> <p><b>C. Grouping Options</b> <input checked="" type="checkbox"/> Whole Class <input checked="" type="checkbox"/> Small Groups <input checked="" type="checkbox"/> Partners <input checked="" type="checkbox"/> Independent Work</p>	<p><b>B. Scaffolding</b> <input checked="" type="checkbox"/> Modeling <input checked="" type="checkbox"/> Guided Practice <input checked="" type="checkbox"/> Independent Practice <input checked="" type="checkbox"/> Comprehensible Input</p> <p><b>E. Application</b> <input checked="" type="checkbox"/> Hands-on <input checked="" type="checkbox"/> Meaningful/Relevant <input checked="" type="checkbox"/> Rigorous <input checked="" type="checkbox"/> Link to Objectives <input checked="" type="checkbox"/> Promote Engagement</p>
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**Integrated Activities of Content and Language to achieve Content and Language Objectives:**

1. The students will take a quiz on endocrinology and metabolic disorders vocabulary.
2. The students will be divided into small groups. Each group will be given a case study with questions to answer on a poster.
3. Each group will present the poster with questions and answers to the class. The rationale for the answers will be discussed.
4. A guest speaker will be invited to the workshop to discuss material on endocrinology and metabolic disorders, giving emphasis to the role of the FNP within an inter-professional and multidisciplinary health care team. The facilitator will introduce the speaker and thank him at the end of the presentation. Students will be encouraged to ask questions.
5. The facilitator will divide the group into small groups of four students. The facilitator will present each small group practice questions for discussion.
6. Each group will discuss with the class their answers to the questions assigned to them with a rationale.
7. The facilitator will clarify any additional questions.
8. The students will answer the last column of the KWL.

**Assessment:**

1. **Individual:** Appendix A will be used to evaluate individual participation on each activity.
2. **Group:** Appendix A will be used to evaluate individual participation each activity.
3. **Written:** Appendix B, Appendix C, and Appendix D will be used to evaluate notes and portfolios.
4. **Oral:** Appendix A will be used to evaluate the students individually and assess their language skills when providing feedback to others in the group and during different activities included in this workshop.

**Lesson Wrap-Up:**

1. **Individual:** The students will complete the KWL.
2. **Group:** Each student will share with the group one lesson learned and one area in need for improvement.

## TALLER SIETE

### **Objetivos específicos de contenido:**

Al finalizar este taller, el estudiante será capaz de:

1. Demostrar conocimientos y aplicar destrezas en la identificación de la fisiopatología y manifestaciones clínicas de los siguientes trastornos: hematuria, bacteriuria asintomática, infección del tracto urinario, pielonefritis aguda, incontinencia urinaria, litiasis renal, uso de anticonceptivos, síndrome premenstrual, amenorrea, endometriosis, menopausia, enfermedad de ovario policístico y enfermedad inflamatoria pélvica.
2. Aplicar las guías estandarizadas apropiadas de acuerdo a diferentes grupos de edad durante el manejo de trastornos urológicos y problemas ginecológicos en la mujer.
3. Demostrar competencias clínicas avanzadas en la interpretación de resultados de diagnóstico en pacientes con trastornos urológicos y problemas ginecológicos en la mujer.
4. Seleccionar el plan de tratamiento adecuado para trastornos urológicos y problemas ginecológicos en la mujer.

### **Objetivos específicos de lenguaje:**

Al finalizar este taller, el estudiante será capaz de:

1. **Escuchar:** Analizar y aplicar los conceptos presentados por el facilitador y discutidos con los compañeros de clase.

2. **Hablar:** Debatir sobre los problemas urológicos y problemas ginecológicos en la mujer, incluyendo su fisiopatología, signos y síntomas clínicos y el manejo de la enfermedad
3. **Leer:** Leer las selecciones y artículos sobre problemas urológicos y problemas ginecológicos en la mujer que aparecen en el libro de texto y en los sitios de la web sugeridos por el módulo.
4. **Escribir:** Redactar un resumen de lo leído sobre manifestaciones clínicas de problemas urológicos y problemas ginecológicos en la mujer.

**Enlaces electrónicos:**

Biblioteca Virtual

<http://bibliotecavirtualut.suagm.edu/>

APA

[http://www.suagm.edu/umet/biblioteca/pdf/guia\\_apa\\_6ta.pdf](http://www.suagm.edu/umet/biblioteca/pdf/guia_apa_6ta.pdf)

Tema: Bacteriuria asintomática

<http://www.nlm.nih.gov/medlineplus/spanish/ency/article/000520.htm>

[http://www.msssi.gob.es/biblioPublic/publicaciones/docs/vol32\\_2BactAsintAtenPrimaria.pdf](http://www.msssi.gob.es/biblioPublic/publicaciones/docs/vol32_2BactAsintAtenPrimaria.pdf)

<http://med.javeriana.edu.co/publi/vniversitas/serial/v49n2/6-BACTERIANA.pdf>

[http://apps.who.int/rhl/pregnancy\\_childbirth/complications/infection/jtcom/es/](http://apps.who.int/rhl/pregnancy_childbirth/complications/infection/jtcom/es/)

Tema: Pielonefritis aguda

[http://www.allinahealth.org/mdex\\_sp/SD7204G.HTM](http://www.allinahealth.org/mdex_sp/SD7204G.HTM)

Tema: Endometriosis

<http://www.nlm.nih.gov/medlineplus/endometriosis.html>

[http://www.nlm.nih.gov/medlineplus/news/fullstory\\_136972.html](http://www.nlm.nih.gov/medlineplus/news/fullstory_136972.html)

Tema: Enfermedad de ovario poliquístico

<http://www.nlm.nih.gov/medlineplus/spanish/ency/article/000369.htm>

<http://www.elnuevodia.com/conoceelsindromedeovariopoliquistico-1486226.html>  
<http://www.acog.org/For%20Patients/Search%20Patient%20Education%20Pamphlets%20-%20Spanish/Files/El%20sindrome%20de%20ovario%20poliquistico.aspx>

**Asignaciones antes del taller:**

1. Los estudiantes revisarán el capítulo sobre problemas urológicos y problemas ginecológicos en la mujer en el libro de texto.
2. Los estudiantes usarán la biblioteca virtual para identificar un artículo sobre problemas ginecológicos en la mujer y traerán a clase para discusión.
3. Los estudiantes completarán las dos primeras columnas de la KWL.

**Vocabulario clave de la lección:**

1. Bacteriuria
2. Incontinencia urinaria
3. Pielonefritis aguda
4. Cálculos renales
5. Disuria
6. Mialgias
7. Diaforesis
8. Anticonceptivo
9. Amenorrea
10. Endometriosis
11. Dismenorrea
12. Anovulación

**Lista de materiales suplementarios para el taller:**

1. Libro de texto
2. Papel
3. Marcadores de colores

**Componentes de SIOP** (Sheltered-Instruction Observation Protocol): Coloque una marca de cotejo (✓) en la ( ) en todas las estrategias por componente que se usarán en el taller.

**A. Preparación**

- Adaptación de Contenido
- Enlaces al Conocimiento Previo
- Enlaces al Aprendizaje Previo
- Estrategias Incorporadas

**Estrategias de CALLA**

(Cognitive Academic Language Learning Approach)

- Cognoscitivo
- Meta-cognoscitivo
- Socio/Afectivo

**B. Andamiaje**

- Modelaje
- Práctica Dirigida
- Práctica Independiente
- Instrucción Comprensible

**C. Opciones para Agrupamiento**

- Grupo Completo
- Grupos Pequeños
- Pares
- Trabajo Independiente

**D. Integración del Proceso**

- Escuchar
- Hablar
- Leer
- Escribir

**E. Aplicación**

- Actividades Dinámicas de Aplicación
- Significativas y Relevantes
- Rigurosas
- Alineadas a los Objetivos
- Promueven Participación

**Actividades integradas:**

1. El facilitador iniciará la clase con una prueba corta sobre algunos problemas urológicos.
2. Los estudiantes serán divididos en grupos. Cada grupo analizará las preguntas de la prueba.
3. El facilitador entregará tarjetas a los estudiantes. Cada tarjeta dirá una de las palabras siguientes: factores de riesgo, fisiopatología, manifestaciones clínicas, implicaciones para educación al paciente. El facilitador discutirá un tema. Los estudiantes indicarán en qué categoría está la información elevando la tarjeta correcta.
4. Los estudiantes se dividirán en grupos pequeños. A cada grupo se le dará uno de los siguientes temas: hematuria, bacteriuria asintomática, infección del tracto urinario, pielonefritis aguda, incontinencia urinaria, litiasis renal, uso de anticonceptivos, síndrome premenstrual. Cada grupo elaborará un mapa conceptual para explicar el cuadro clínico y el plan de tratamiento de la condición o condiciones asignadas y lo presentará a la clase.
5. El facilitador presentará preguntas de repaso para el examen comprensivo que cada grupo analizará para su discusión.
6. Cada grupo presentará a la clase sus respuestas de cada pregunta con un racional.
7. Los estudiantes completarán la última columna del diagrama KWL.
8. Recordar a los estudiantes sobre la necesidad de completar sus horas clínicas para la siguiente semana.
9. El facilitador tendrá una discusión de los objetivos antes de terminar la clase.

**Evaluación:**

- 1. Individual:** El Apéndice A se va utilizar para evaluar la participación individual de cada actividad.
- 2. Grupo:** El Apéndice A se va utilizar para evaluar la participación individual de cada actividad.
- 3. Escrito:** Los Apéndices B, C, y D se utilizarán para evaluar los portafolios.

**4. Oral:** El Apéndice A se utilizará para evaluar a los alumnos de forma individual en sus conocimientos lingüísticos al proporcionar retroalimentación a los demás en el grupo y en diferentes actividades incluidas en este taller.

**Cierre del taller:**

**1. Individual:** Los estudiantes completarán el diagrama KWL y lo entregarán al facilitador.

**2. Grupal:** Se le solicitará al grupo que compartan cuán preparados se sienten para tomar el Examen de Integración de Conceptos.



## WORKSHOP EIGHT

### Specific Content Objectives:

1. Demonstrate knowledge on the identification of common musculoskeletal and hematological disorders.
2. Identify the pathophysiology and clinical manifestations for musculoskeletal and hematological disorders.
3. Select appropriate management plans for musculoskeletal and hematological disorders.

### Specific Language Objectives:

1. **Listening:** The student will listen to the facilitator and fellow classmates on their discussion of musculoskeletal and hematological disorders, which occur throughout the lifespan.
2. **Speaking:** The student will participate in discussions on musculoskeletal and hematological disorders pathophysiology, clinical signs/ symptoms, and management of the disease.
3. **Reading:** The students will complete the assigned readings about musculoskeletal and hematological disorders.
4. **Writing:** The students will write a summary on the material read about musculoskeletal and hematological disorders

### Electronic Links (URLs):

Biblioteca Virtual

<http://bibliotecavirtualut.suagm.edu/>

TOPIC: Rheumatoid Arthritis

<http://www.mayoclinic.com/health/rheumatoid-arthritis/DS00020>

[http://primeinc.org/casestudies/pa\\_np/study/985/Multidisciplinary Management of Rheumatoid Arthritis: The Role of the Nurse Practitioner and Physician Assistant](http://primeinc.org/casestudies/pa_np/study/985/Multidisciplinary_Management_of_Rheumatoid_Arthritis:_The_Role_of_the_Nurse_Practitioner_and_Physician_Assistant)

TOPIC: Osteoarthritis

[http://primeinc.org/casestudies/casemanager/study/1000/Distinguishing Between Osteoarthritis and Osteoporosis and the Role of Case Management](http://primeinc.org/casestudies/casemanager/study/1000/Distinguishing_Between_Osteoarthritis_and_Osteoporosis_and_the_Role_of_Case_Management)

<http://www.mayoclinic.com/health/osteoarthritis/DS00019>

TOPIC: Gout

[http://www.niams.nih.gov/Health\\_Info/Gout/](http://www.niams.nih.gov/Health_Info/Gout/)

TOPIC: Anemia

<http://www.mayoclinic.com/health/anemia/DS00321>

[http://primeinc.org/casestudies/pa\\_np/study/787/A\\_Team\\_Approach\\_to\\_Managing\\_CKD-Related\\_Anemia](http://primeinc.org/casestudies/pa_np/study/787/A_Team_Approach_to_Managing_CKD-Related_Anemia)

**Assignments before the Workshop:**

1. The students will read the chapter on musculoskeletal and hematological disorders, in their textbook Dunphy, L., Winland Brown, J., Porter, B. & Thomas, D. (2011). Primary Care: Art and Science of Advanced Practice Nursing. 3rd Ed. F.A. Davis Company. ISBN: 0803622554. They will bring to the next class a summary of what they read.
2. The students will complete the first two columns of the KWL.
3. The students will visit the websites, which are posted above. They will review the case studies and bring a summary of what they learned.

**Key Core Vocabulary:**

1. Osteomyelitis
2. Gait
3. Degenerative Joint disease
4. Hypertrophy
5. Osteophytes
6. Pseudogout
7. Fibromyalgia
8. Tendinitis
9. Bacteremia
10. Anemia
14. Hypochromic
15. Hyperchromic

- 16. Macrocytic anemia
- 17. Megaloblastic anemia
- 18. Microcytic anemia

**List of Supplementary Materials for the Workshop:**

- 1. Markers
- 2. Paper
- 3. Textbook

**SIOP Components** - Place a checkmark (✓) on the (\_\_\_) for **ALL** strategies that will be used in the workshop.

<p><b>A. Preparation</b></p> <p><input checked="" type="checkbox"/> Adaptation of Content</p> <p><input checked="" type="checkbox"/> Links to Background Knowledge</p> <p><input checked="" type="checkbox"/> Links to Past Learning</p> <p><input checked="" type="checkbox"/> Strategies Incorporated</p> <p>CALLA Strategies (Cognitive Academic Language Learning Approach)</p> <p><input checked="" type="checkbox"/> Cognitive</p> <p><input checked="" type="checkbox"/> Meta-cognitive</p> <p><input checked="" type="checkbox"/> Social/Affective</p>	<p><b>B. Scaffolding</b></p> <p><input checked="" type="checkbox"/> Modeling</p> <p><input checked="" type="checkbox"/> Guided Practice</p> <p><input checked="" type="checkbox"/> Independent Practice</p> <p><input checked="" type="checkbox"/> Comprehensible Input</p>   <p><b>D. Integration of Processes</b></p> <p><input checked="" type="checkbox"/> Listening</p> <p><input checked="" type="checkbox"/> Speaking</p> <p><input checked="" type="checkbox"/> Reading</p> <p><input checked="" type="checkbox"/> Writing</p>
<p><b>E. Application</b></p> <p><input checked="" type="checkbox"/> Hands-on</p> <p><input checked="" type="checkbox"/> Meaningful/Relevant</p> <p><input type="checkbox"/> Rigorous</p> <p><input checked="" type="checkbox"/> Link to Objectives</p> <p><input checked="" type="checkbox"/> Promote Engagement</p>	

## **Integrated Activities of Content and Language to achieve Content and Language**

### **Objectives:**

- 1 The facilitator will discuss the following topics: Anemia of chronic disease, Aplastic Anemia, hypochromic anemias, megablastic anemias, Folic deficiency, Sickle cell anemia, and thalassemia.
- 2 After the discussion the facilitator will ask questions to the students as a method of evaluating students understanding of the material.
- 3 The students will be divided into groups. Each group will be given one of the following topics: osteoarthritis, Rheumatoid Arthritis, osteomyelitis, gout, scoliosis, and osteoporosis. Each group will develop a concept map on the clinical manifestations and treatment. Each group will present the concept map to the class.
- 4 The facilitator will present each small group with practice questions for discussion. Each group will present to the class their answers and a rationale.
- 5 The facilitator will clarify any questions and encourage the group to continue practicing for the HESI Advanced Practice Registered Nurse: Family Nurse Practitioner test. The specific date and time for the will be announced by the facilitator.
- 6 The students will discuss with the facilitator what they have learned from their visit to the websites indicated in the electronic links.
- 7 The students will answer the last column of the KWL.

### **Assessment:**

1. **Individual:** Appendix A will be used to evaluate individual participation each activity.
2. **Group:** Appendix A will be used to evaluate individual participation each activity.
3. **Written:** Appendix B, Appendix C, Appendix D will be used to evaluate notes and portfolios.
4. **Oral:** Appendix A will be used to evaluate the students individually to assess their language skills when providing feedback to others in the group and during different activities included in this workshop.

**Lesson Wrap-Up:**

- 1. Individual:** The students will complete the KWL.
- 2. Group:** The group will share their experience taking this course and how well prepared they feel to take the HESI Advanced Practice Registered Nurse: Family Nurse Practitioner test.

**APÉNDICES / APPENDIXES**

**APPENDIX A**

**NATIONAL PROFICIENCY LEVELS FOR DIFFERENTIATED INSTRUCTION**

**Retrieved from: WIDA Consortium <http://www.wida.us/>**

**“Can Do” Listening Rubric**

<b>National Proficiency Levels</b>	<b>Criteria</b>
Starting	<ul style="list-style-type: none"> <li>• Identifies objects</li> <li>• Names concrete objects</li> <li>• Points to picture/object of the word heard</li> <li>• Follows simple commands</li> <li>• Repeats words or simple phrases</li> <li>• Understands simple messages – gestures, pointing</li> </ul>
Emerging	<ul style="list-style-type: none"> <li>• Draws a picture</li> <li>• Requires continuous repetition</li> <li>• Follows verbal dictations</li> <li>• Checks-off words that were heard</li> <li>• Repeats information heard to determine comprehension</li> <li>• Understands slow speech and multiple repetitions</li> </ul>
Developing	<ul style="list-style-type: none"> <li>• Understands more details of spoken language</li> <li>• Needs limited or no repetition and slow speech</li> <li>• Understands basic academic vocabulary which is frequently used in class discussions</li> <li>• Understands class discussions with some difficulty</li> <li>• Understands most of what was said</li> </ul>
Expanding	<ul style="list-style-type: none"> <li>• Needs limited or no repetition at normal speed speech</li> <li>• Understands academic vocabulary used in class discussions</li> <li>• Understands class discussions with little difficulty</li> <li>• Understands nearly everything said</li> </ul>
Bridging	<ul style="list-style-type: none"> <li>• Needs no repetition at normal speed speech</li> <li>• Understands elaborate academic vocabulary used in class discussions</li> <li>• Understands class discussions with no difficulty</li> <li>• Demonstrates a native-like English speaker’s understanding of what is said</li> </ul>



**“Can Do” Speaking Rubric**

<b>National Proficiency Levels</b>	<b>Criteria</b>
Starting	<ul style="list-style-type: none"> <li>• Names concrete objects</li> <li>• Responds a simple yes or no to questions</li> <li>• Repeats words or simple phrases</li> <li>• Uses one word commands</li> <li>• Mispronounces words making it difficult to be understood</li> <li>• Breaks speech into parts making comprehension difficult</li> <li>• Uses limited or no vocabulary to support message</li> </ul>
Emerging	<ul style="list-style-type: none"> <li>• Uses a few more words to respond to questions although grammatically incorrect</li> <li>• Uses one-, two-, and multiple-word commands</li> <li>• Uses verb tenses interchangeably</li> <li>• Misuses words in daily speech</li> <li>• Repeats spoken words or phrases to improve understanding due to pronunciation flaws</li> <li>• Uses grammar and word order incorrectly</li> <li>• Uses vocabulary (emerging stage) to support oral messages</li> </ul>
Developing	<ul style="list-style-type: none"> <li>• Responds using longer phrases/sentences</li> <li>• Initiates and carries out conversations; however, there may be interruptions due to thinking of the correct words to say</li> <li>• Applies grammar and word order correctly most of the time</li> <li>• Demonstrates correct use of basic academic vocabulary which is frequently used in class discussions and/or oral assignments.</li> <li>• Speaks with some hesitation</li> <li>• Uses vocabulary to support oral messages</li> <li>• Speaks with less difficulty, but listener must pay close attention to pronunciation.</li> </ul>
Expanding	<ul style="list-style-type: none"> <li>• Responds using elaborate phrases/sentences</li> <li>• Uses and interprets idiomatic expressions</li> <li>• Converses more fluently in social settings</li> <li>• Uses academic vocabulary frequently in class discussions</li> <li>• Participates in class discussions using academic content with slight hesitation</li> <li>• Misuse of grammar and word order seldom occurs and does not interrupt meaning</li> <li>• Pronounces most words accurately and clearly</li> </ul>
Bridging	<ul style="list-style-type: none"> <li>• Speaks fluently</li> <li>• Uses elaborate academic vocabulary in all class discussions correctly</li> <li>• Participates in class discussion using academic content without hesitation</li> <li>• Uses appropriate vocabulary to support oral messages at all times</li> <li>• Uses correct grammar and word all the time</li> <li>• Speaks with native-like pronunciation and intonation</li> </ul>

### “Can Do” Reading Rubric

National Proficiency Levels	Criteria
Starting	<ul style="list-style-type: none"> <li>• Lacks comprehension of a wide array of written material (not developed)</li> <li>• Lacks ability to interpret graphs, charts, tables, and forms in textbooks (not developed)</li> <li>• Struggles with use of pre-reading and reading skills (not developed)</li> <li>• Lacks ability to apply reading strategies in order to guess meanings of unfamiliar words from context (not developed)</li> <li>• Struggles with use of strategic reading skills (in order to plan his/her reading assignments, diagnose deficiencies, resolve deficiencies independently or with the help of others, etc.) (not developed)</li> </ul>
Emerging	<ul style="list-style-type: none"> <li>• Improving comprehension (slowly emerging) of a wide array of written material (e.g., fictional and non-fictional texts that bridge personal, professional and academic themes, news articles, short stories, short novels, etc.)</li> <li>• Demonstrates correct interpretation of basic graphs, charts, tables and forms in textbooks</li> <li>• Applies limited pre-reading (e.g., activation of prior knowledge, semantic maps, etc.) and reading skills (e.g., skimming, scanning, inferences, paragraph frames, DRA, SQ4R, etc.) (slowly emerging)</li> <li>• Struggles with ability to use limited reading strategies to guess meanings of unfamiliar words from context (e.g., definition, restatement, examples, surrounding words, etc.) is</li> <li>• Strives to understand (even when not successful) the relationship between ideas (e.g., time, logical order, comparison/contrast, cause/effect), and reading patterns in order to identify literary genres (as listed above)</li> <li>• Applying successful reading skills (as listed above) are still emerging</li> </ul>
Developing	<ul style="list-style-type: none"> <li>• Comprehends a wide array of written material (as listed above)</li> <li>• Interprets basic graphs, charts, tables and forms</li> <li>• Applies correctly pre-reading and reading skills (as listed above)</li> <li>• Applies correct use of reading strategies to guess meanings of unfamiliar words from context (as listed above)-evidence of emerging.</li> <li>• Understands the relationship between ideas (as listed above)-evidence of emerging..</li> <li>• Uses strategic reading skills (as listed above) that are evident.</li> </ul>
Expanding	<ul style="list-style-type: none"> <li>• Comprehends a wide array of level-appropriate written materials (as listed above) with mature accuracy</li> <li>• Interprets increasingly complex graphs, charts, tables, and forms accurately</li> <li>• Applies pre-reading and reading skills (as listed above) very strongly</li> <li>• Applies strategies to guess meanings of unfamiliar words from context (as listed above) which is clearly evident</li> <li>• Identifies signal words to understand the relationship between ideas (as listed above), and reading patterns to identify literary genres (as listed above)- emerging strongly</li> <li>• Understands the relationship between ideas (as listed above)-strongly evident.</li> <li>• Uses strategic reading skills (as listed above) with mature accuracy</li> </ul>
Bridging	<ul style="list-style-type: none"> <li>• Comprehends various types and lengths of level appropriate written materials (as listed above)-fully developed</li> <li>• Interprets complex graphs, charts, tables, and forms accurately</li> <li>• Applies pre-reading and reading skills (as listed above)-fully developed</li> <li>• Applies reading strategies to determine the meaning of unfamiliar words in a text (as listed above) with accuracy</li> <li>• Understands the relationship between ideas (time, logical order, comparison/contrast, cause/effect)</li> <li>• Demonstrates fully developed strategic reading skills (as listed above)</li> </ul>

### “Can Do” Writing Rubric

National Proficiency Levels	Criteria
Starting	<ul style="list-style-type: none"> <li>● Lacks clear writing and focus. Details are limited or unclear. There’s no clear distinction to what is important and what is supported.</li> <li>● Lacks engaging and drawing a conclusion. Paper simply starts and ends. Lack of transitions make it difficult to understand the paper.</li> <li>● Writes with limited use of vocabulary or specific words to transmit meaning of the essay. Misuse of parts of speech makes it difficult to understand the writing.</li> <li>● Rambles- use of incomplete sentences that are too long to understand. Sentences follow a simple structure and or style.</li> <li>● Struggles with spelling, punctuation capitalization and other writing conventions. This makes it very difficult to understand the writing.</li> <li>● Lacks strategic writing skills (e. g., knowledge of the writing process; declarative, procedural and conditional knowledge; and strategies for inquiry drafting [such as investigating genre, considering audience, and responding to purpose], and for product revision) that are clearly not developed.</li> </ul>
Emerging	<ul style="list-style-type: none"> <li>● Writes sentences that are still unclear there seems to be a guide to a focused topic; however, it may drift at times. There is an attempt in details to support main idea. Reader can still feel confused.</li> <li>● Attempts to write an introduction and or conclusion. Use of transitions helps, but paper is in need of more details.</li> <li>● Struggles with some vocabulary terms that are used inappropriately. Greater command of the parts of speech is developing, but many words are still used incorrectly.</li> <li>● Attempts to create a style of sentence structure here and there; although, for the most part it sticks to one style.</li> <li>● Shows need of improving spelling, punctuation, capitalization, and other writing conventions. It is still difficult to read the writing; but there are signs of improvement.</li> <li>● Demonstrates emerging strategic writing skills.</li> </ul>
Developing	<ul style="list-style-type: none"> <li>● Writes with an unclear focus. Writing appears to be on one topic, but shifts to another topic at times. Support of main idea is lacking. Reader is left with unanswered questions.</li> <li>● Attempts to write a proper introduction and conclusion however, both are dull or unclear. Transitions help connect ideas although at times they distract the flow.</li> <li>● Selects and uses words appropriately; however, they are not higher level and need more vigor.</li> <li>● Formulates well-written sentences; however, style and structure of sentences are repetitious.</li> <li>● Demonstrates control of spelling, punctuation, capitalization, and other writing conventions. However, the writing could read and sound better by improving conventions.</li> <li>● Utilizes strategic writing skills properly (now evident).</li> </ul>
Expanding	<ul style="list-style-type: none"> <li>● Writes with a focus in mind; however, there is room for improvement. Needs more relevant details to support the main idea. Some readers’ questions can be answered, while others are left with doubt.</li> <li>● Uses a proper introduction and conclusion, however, some improvement is needed. Needs to continue using transitional words are properly in order to allow the proper flow of ideas.</li> <li>● Selects and uses vocabulary words that are much more livelier and appropriate. Some common wording can be improved.</li> <li>● Writes with a definite style, and sentence structure is “catchy” with few mistakes.</li> <li>● Demonstrates good control of spelling, punctuation, capitalization, and other writing conventions. Mistakes are few and nothing distracts from the writing.</li> <li>● Applies mature strategic writing skills.</li> </ul>
Bridging	<ul style="list-style-type: none"> <li>● Writing is clear and focused on a narrowed topic. Details are relevant and accurate, and they support the main ideas. Reader’s questions are answered.</li> <li>● Writing has a clear introduction that hooks the reader and conclusion that leaves a lasting impression. Use of transitions helps the reader to connect ideas. Reading flows and not dull.</li> <li>● Words used in the writing are specific and accurate. Vivid verbs and modifying words are present. Words used enhance the meaning of the writing.</li> <li>● There is a variety in length and structure of the sentences. The style of sentences varies on how they begin. Sentences create fluency and rhythm.</li> <li>● Excellent control of spelling, punctuation capitalization and other writing conventions.</li> <li>● Strategic writing skills are fully developed.</li> </ul>

**APPENDIX B**  
**THE WRITING PROCESS**  
**6-TRAITS WRITING RUBRIC**

## Appendix B Six-Traits of Writing Rubric

Student's Name: \_\_\_\_\_

Date: \_\_\_\_\_

Facilitator: \_\_\_\_\_ Course: \_\_\_\_\_

Assignment: \_\_\_\_\_

**Instructions:** This rubric will be used to evaluate all written work done by the student in both English and Spanish. Please refer to the trait that you are evaluating (i.e., Ideas and Content) and write the score in the appropriate box. Select the criteria per level (6= highest, 1=lowest) that best reflects the student's writing ability.

Refer to all the Appendix (D) sheets that describe, in detail, all the writing traits that you are evaluating in order to complete this rubric properly.

Writing Traits	Criteria per Level (From Highest to Lowest)						Grand Total:
	6	5	4	3	2	1	
Ideas and Content							
Organization							
Voice							
Word Choice							
Sentence Fluency							
Conventions							
<b>Totals</b> (Add all the totals down, then across to obtain the Grand Total.)							

Final Score: \_\_\_\_\_

**Scoring Scale: (36-0)**

**Outstanding:** 33-36 points = A

**Very Good:** 29-32 points = B

**Satisfactory:** 24-28 points = C

**Fair:** 19-23 points = D

**Poor:** 0-18 points = F

## Six Traits for Analytic Writing Rubrics

### Trait #1: Idea and Content

#### Criteria per Level

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from

<https://www.ade.state.az.us/standards/6traits/>

6	<p>The writing is exceptionally clear, focused and interesting. It holds the reader's attention throughout. Main ideas stand out and are developed by strong support and rich details suitable to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• clarity, focus, and control.</li> <li>• main idea(s) that stand out.</li> <li>• supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support</li> <li>• a thorough, balanced, in-depth explanation/ exploration of the topic; the writing makes connections and shares insights.</li> <li>• content and selected details that are well suited to audience and purpose.</li> </ul>
5	<p>The writing is clear, focused and interesting. It holds the reader's attention. Main ideas stand out and are developed by supporting details suitable to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• clarity, focus, and control.</li> <li>• main idea(s) that stand out.</li> <li>• supporting, relevant, carefully selected details; when appropriate, use of resources provides strong, accurate, credible support.</li> <li>• a thorough, balanced explanation/exploration of the topic; the writing makes connections and shares insights.</li> <li>• content and selected details that are well-suited to audience and purpose.</li> </ul>
4	<p>The writing is clear and focused. The reader can easily understand the main ideas. Support is present, although it may be limited or rather general. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• an easily identifiable purpose.</li> <li>• clear main idea(s)</li> <li>• supporting details that are relevant, but may be overly general or limited in places; when appropriate, resources are used to provide accurate support.</li> <li>• a topic that is explored/explained, although developmental details may occasionally be out of balance with the main idea(s); some connections and insights may be present.</li> <li>• content and selected details that are relevant, but perhaps not consistently well chosen for audience and purpose.</li> </ul>
3	<p>The reader can understand the main ideas, although they may be overly broad or simplistic, and the results may not be effective. Supporting detail is often limited, insubstantial, overly general, or occasionally slightly off-topic. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• an easily identifiable purpose and main idea(s).</li> <li>• predictable or overly-obvious main ideas or plot; conclusions or main points seem to echo observations heard elsewhere.</li> <li>• support that is attempted; but developmental details that are often limited in scope, uneven, somewhat off-topic, predictable, or overly general.</li> <li>• details that may not be well-grounded in credible resources; they may be based on clichés, stereotypes or questionable sources of information.</li> <li>• difficulties when moving from general observations to specifics.</li> </ul>
2	<p>Main ideas and purpose are somewhat unclear or development is attempted but minimal. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• a purpose and main idea(s) that may require extensive inferences by the reader.</li> <li>• minimal development; insufficient details.</li> <li>• irrelevant details that clutter the text.</li> <li>• extensive repetition of detail.</li> </ul>
1	<p>The writing lacks a central idea or purpose. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• ideas that are extremely limited or simply unclear.</li> <li>• attempts at development that are minimal or non-existent; the paper is too short to demonstrate the development of an idea.</li> </ul>

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

**Trait #2: Organization**

Criteria per Level

6	<p>The organization enhances the central idea(s) and its development. The order and structure are compelling and move the reader through the text easily. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• effective, perhaps creative, sequencing; the organizational structure fits the topic, and the writing is easy to follow.</li> <li>• a strong, inviting beginning that draws the reader in and a strong satisfying sense of resolution or closure.</li> <li>• smooth, effective transitions among all elements (sentences, paragraphs, and ideas).</li> <li>• details that fit where placed</li> </ul>
5	<p>The organization enhances the central idea(s) and its development. The order and structure are strong and move the reader through the text. The writing is characterized by.</p> <ul style="list-style-type: none"> <li>• effective sequencing; the organizational structure fits the topic, and the writing is easy to follow.</li> <li>• an inviting beginning that draws the reader in and a satisfying sense of resolution or closure.</li> <li>• smooth, effective transitions among all elements (sentences, paragraphs, and ideas).</li> <li>• details that fit where placed. .</li> </ul>
4	<p>Organization is clear and coherent. Order and structure are present, but may seem formulaic. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• clear sequencing.</li> <li>• an organization that may be predictable.</li> <li>• a recognizable, developed beginning that may not be particularly inviting; a developed conclusion that may lack subtlety.</li> <li>• a body that is easy to follow with details that fit where placed.</li> <li>• transitions that may be stilted or formulaic.</li> <li>• organization which helps the reader, despite some weaknesses.</li> </ul>
3	<p>An attempt has been made to organize the writing; however, the overall structure is inconsistent or skeletal. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• attempts at sequencing, but the order or the relationship among ideas may occasionally be unclear.</li> <li>• a beginning and an ending which, although present, are either undeveloped or too obvious (e.g. "My topic is...", "These are all the reasons that...")</li> <li>• transitions that sometimes work. The same few transitional devices (e.g., coordinating conjunctions, numbering, etc.) may be overused.</li> <li>• a structure that is skeletal or too rigid.</li> <li>• placement of details that may not always be effective.</li> <li>• organization which lapses in some places, but helps the reader in others.</li> </ul>
2	<p>The writing lacks a clear organizational structure. An occasional organizational device is discernible; however, the writing is either difficult to follow and the reader has to reread substantial portions, or the piece is simply too short to demonstrate organizational skills. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• some attempts at sequencing, but the order or the relationship among ideas is frequently unclear.</li> <li>• a missing or extremely undeveloped beginning, body, and/or ending.</li> <li>• a lack of transitions, or when present, ineffective or overused.</li> <li>• a lack of an effective organizational structure.</li> <li>• details that seem to be randomly placed, leaving the reader frequently confused.</li> </ul>
1	<p>The writing lacks coherence; organization seems haphazard and disjointed. Even after rereading, the reader remains confused. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• a lack of effective sequencing.</li> <li>• a failure to provide an identifiable beginning, body and/or ending.</li> <li>• a lack of transitions.</li> <li>• pacing that is consistently awkward; the reader feels either mired down in trivia or rushed along too rapidly.</li> <li>• a lack of organization which ultimately obscures or distorts the main point.</li> </ul>

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

**Trait #3: Voice**

**Criteria per Level**

6	<p>The writer has chosen a voice appropriate for the topic, purpose and audience. The writer seems deeply committed to the topic, and there is an exceptional sense of “writing to be read.” The writing is expressive, engaging, or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• an effective level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice, while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively, or interesting. Technical writing may require greater distance.)</li> <li>• an exceptionally strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction.</li> <li>• a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense.</li> </ul>
5	<p>The writer has chosen a voice appropriate for the topic, purpose, and audience. The writer seems committed to the topic, and there is a sense of “writing to be read.” The writing is expressive, engaging or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• an appropriate level of closeness to or distance from the audience (e.g., a narrative should have a strong personal voice while an expository piece may require extensive use of outside resources and a more academic voice; nevertheless, both should be engaging, lively or interesting. Technical writing may require greater distance.)</li> <li>• a strong sense of audience; the writer seems to be aware of the reader and of how to communicate the message most effectively. The reader may discern the writer behind the words and feel a sense of interaction.</li> <li>• a sense that the topic has come to life; when appropriate, the writing may show originality, liveliness, honesty, conviction, excitement, humor, or suspense.</li> </ul>
4	<p>A voice is present. The writer demonstrates commitment to the topic, and there may be a sense of “writing to be read.” In places, the writing is expressive, engaging, or sincere. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• a questionable or inconsistent level of closeness to or distance from the audience.</li> <li>• a sense of audience; the writer seems to be aware of the reader but has not consistently employed an appropriate voice. The reader may glimpse the writer behind the words and feel a sense of interaction in places.</li> <li>• liveliness, sincerity, or humor when appropriate; however, at times the writing may be either inappropriately casual or personal, or inappropriately formal and stiff.</li> </ul>
3	<p>The writer’s commitment to the topic seems inconsistent. A sense of the writer may emerge at times; however, the voice is either inappropriately personal or inappropriately impersonal. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• a limited sense of audience; the writer’s awareness of the reader is unclear.</li> <li>• an occasional sense of the writer behind the words; however, the voice may shift or disappear a line or two later and the writing become somewhat mechanical.</li> <li>• a limited ability to shift to a more objective voice when necessary.</li> </ul>
2	<p>The writing provides little sense of involvement or commitment. There is no evidence that the writer has chosen a suitable voice. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• little engagement of the writer; the writing tends to be largely flat, lifeless, stiff, or mechanical.</li> <li>• a voice that is likely to be overly informal and personal.</li> <li>• a lack of audience awareness; there is little sense of “writing to be read.”</li> <li>• little or no hint of the writer behind the words. There is rarely a sense of interaction between reader and writer.</li> </ul>
1	<p>The writing seems to lack a sense of involvement or commitment. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• no engagement of the writer; the writing is flat and lifeless.</li> <li>• a lack of audience awareness; there is no sense of “writing to be read.”</li> <li>• no hint of the writer behind the words. There is no sense of interaction between writer and reader; the writing does not involve or engage the reader.</li> </ul>

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>



**Trait #4: Word Choice****Criteria per Level**

6	<p>Words convey the intended message in an exceptionally interesting, precise, and natural way appropriate to audience and purpose. The writer employs a rich, broad range of words, which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• accurate, strong, specific words; powerful words energize the writing.</li> <li>• fresh, original expression; slang, if used, seems purposeful and is effective.</li> <li>• vocabulary that is striking and varied, but that is natural and not overdone.</li> <li>• ordinary words used in an unusual way.</li> <li>• words that evoke strong images; figurative language may be used.</li> </ul>
5	<p>Words convey the intended message in an interesting, precise, and natural way appropriate to audience and purpose. The writer employs a broad range of words which have been carefully chosen and thoughtfully placed for impact. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• accurate, specific words; word choices energize the writing.</li> <li>• fresh, vivid expression; slang, if used, seems purposeful and is effective.</li> <li>• vocabulary that may be striking and varied, but that is natural and not overdone.</li> <li>• ordinary words used in an unusual way.</li> <li>• words that evoke clear images; figurative language may be used</li> </ul>
4	<p>Words effectively convey the intended message. The writer employs a variety of words that are functional and appropriate to audience and purpose. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• words that work but do not particularly energize the writing.</li> <li>• expression that is functional; however, slang, if used, does not seem purposeful and is not particularly effective.</li> <li>• attempts at colorful language that may occasionally seem overdone.</li> <li>• occasional overuse of technical language or jargon.</li> <li>• rare experiments with language; however, the writing may have some fine moments and generally avoids clichés.</li> </ul>
3	<p>Language is quite ordinary, lacking interest, precision and variety, or may be inappropriate to audience and purpose in places. The writer does not employ a variety of words, producing a sort of “generic” paper filled with familiar words and phrases. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• words that work, but that rarely capture the reader’s interest.</li> <li>• expression that seems mundane and general; slang, if used, does not seem purposeful and is not effective.</li> <li>• attempts at colorful language that seem overdone or forced.</li> <li>• words that are accurate for the most part, although misused words may occasionally appear, technical language or jargon may be overused or inappropriately used.</li> <li>• reliance on clichés and overused expressions.</li> </ul>
2	<p>Language is monotonous and/or misused, detracting from the meaning and impact. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• words that are colorless, flat or imprecise.</li> <li>• monotonous repetition or overwhelming reliance on worn expressions that repeatedly distract from the message.</li> <li>• images that are fuzzy or absent altogether.</li> </ul>
1	<p>The writing shows an extremely limited vocabulary or is so filled with misuses of words that the meaning is obscured. Only the most general kind of message is communicated because of vague or imprecise language. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• general, vague words that fail to communicate.</li> <li>• an extremely limited range of words.</li> <li>• words that simply do not fit the text; they seem imprecise, inadequate, or just plain wrong.</li> </ul>

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

**Trait #5: Sentence Fluency**

Criteria per Level

6	<p>The writing has an effective flow and rhythm. Sentences show a high degree of craftsmanship, with consistently strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• a natural, fluent sound; it glides along with one sentence flowing effortlessly into the next.</li> <li>• extensive variation in sentence structure, length, and beginnings that add interest to the text.</li> <li>• sentence structure that enhances meaning by drawing attention to key ideas or reinforcing relationships among ideas.</li> <li>• varied sentence patterns that create an effective combination of power and grace.</li> <li>• strong control over sentence structure; fragments, if used at all, work well.</li> <li>• stylistic control; dialogue, if used, sounds natural.</li> </ul>
5	<p>The writing has an easy flow and rhythm. Sentences are carefully crafted, with strong and varied structure that makes expressive oral reading easy and enjoyable. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• a natural, fluent sound; it glides along with one sentence flowing into the next.</li> <li>• variation in sentence structure, length, and beginnings that add interest to the text.</li> <li>• sentence structure that enhances meaning.</li> <li>• control over sentence structure; fragments, if used at all, work well.</li> <li>• stylistic control; dialogue, if used sounds natural.</li> </ul>
4	<p>The writing flows; however, connections between phrases or sentences may be less than fluid. Sentence patterns are somewhat varied, contributing to ease in oral reading. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• a natural sound; the reader can move easily through the piece, although it may lack a certain rhythm and grace.</li> <li>• some repeated patterns of sentence structure, length, and beginnings that may detract somewhat from overall impact.</li> <li>• strong control over simple sentence structures, but variable control over more complex sentences; fragments, if present, are usually effective.</li> <li>• occasional lapses in stylistic control; dialogue, if used, sounds natural for the most part, but may at times sound stilted or unnatural.</li> </ul>
3	<p>The writing tends to be mechanical rather than fluid. Occasional awkward constructions may force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• some passages that invite fluid oral reading; however, others do not.</li> <li>• some variety in sentences structure, length, and beginnings, although the writer falls into repetitive sentence patterns.</li> <li>• good control over simple sentence structures, but little control over more complex sentences; fragments, if present, may not be effective.</li> <li>• sentences which, although functional, lack energy.</li> <li>• lapses in stylistic control; dialogue, if used, may sound stilted or unnatural.</li> </ul>
2	<p>The writing tends to be either choppy or rambling. Awkward constructions often force the reader to slow down or reread. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• significant portions of the text that are difficult to follow or read aloud.</li> <li>• sentence patterns that are monotonous (e.g., subject-verb or subject-verb-object).</li> <li>• a significant number of awkward, choppy, or rambling constructions.</li> </ul>
1	<p>The writing is difficult to follow or to read aloud. Sentences tend to be incomplete, rambling, or very awkward. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• text that does not invite—and may not even permit—smooth oral reading.</li> <li>• confusing word order that is often jarring and irregular.</li> <li>• sentence structure that frequently obscures meaning.</li> <li>• sentences that are disjointed, confusing, or rambling.</li> </ul>

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

**Trait #6: Conventions**

**Criteria per Level**

6	<p>The writing demonstrates exceptionally strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that the reader can easily skim right over them unless specifically searching for them. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• strong control of conventions; manipulation of conventions may occur for stylistic effect.</li> <li>• strong, effective use of punctuation that guides the reader through the text.</li> <li>• correct spelling, even of more difficult words.</li> <li>• paragraph breaks that reinforce the organizational structure.</li> <li>• correct grammar and usage that contribute to clarity and style.</li> <li>• skill in using a wide range of conventions in a sufficiently long and complex piece.</li> <li>• little or no need for editing.</li> </ul>
5	<p>The writing demonstrates strong control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage) and uses them effectively to enhance communication. Errors are so few and so minor that they do not impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• strong control of conventions.</li> <li>• effective use of punctuation that guides the reader through the text.</li> <li>• correct spelling, even of more difficult words.</li> <li>• paragraph breaks that reinforce the organizational structure.</li> <li>• correct capitalization; errors, if any, are minor.</li> <li>• correct grammar and usage that contribute to clarity and style.</li> <li>• skill in using a wide range of conventions in a sufficiently long and complex piece.</li> <li>• little need for editing.</li> </ul>
4	<p>The writing demonstrates control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Minor errors, while perhaps noticeable, do not impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• control over conventions used, although a wide range is not demonstrated.</li> <li>• correct end-of-sentence punctuation, internal punctuation may sometimes be incorrect.</li> <li>• spelling that is usually correct, especially on common words.</li> <li>• basically sound paragraph breaks that reinforce the organizational structure.</li> <li>• correct capitalization; errors, if any, are minor.</li> <li>• occasional lapses in correct grammar and usage; problems are not severe enough to distort meaning or confuse the reader.</li> <li>• moderate need for editing.</li> </ul>
3	<p>The writing demonstrates limited control of standard writing conventions (e.g., punctuation, spelling, capitalization, paragraph breaks, grammar and usage). Errors begin to impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• some control over basic conventions; the text may be too simple to reveal mastery.</li> <li>• end-of-sentence punctuation that is usually correct; however, internal punctuation contains frequent errors.</li> <li>• spelling errors that distract the reader; misspelling of common words occurs.</li> <li>• paragraphs that sometimes run together or begin at ineffective places.</li> <li>• capitalization errors.</li> <li>• errors in grammar and usage that do not block meaning but do distract the reader.</li> <li>• significant need for editing.</li> </ul>
2	<p>The writing demonstrates little control of standard writing conventions. Frequent, significant errors impede readability. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• little control over basic conventions.</li> <li>• many end-of-sentence punctuation errors; internal punctuation contains frequent errors.</li> <li>• spelling errors that frequently distract the reader; misspelling of common words often occurs.</li> <li>• paragraphs that often run together or begin in ineffective places.</li> <li>• capitalization that is inconsistent or often incorrect.</li> <li>• errors in grammar and usage that interfere with readability and meaning.</li> <li>• substantial need for editing.</li> </ul>
1	<p>Numerous errors in usage, spelling, capitalization, and punctuation repeatedly distract the reader and make the text difficult to read. In fact, the severity and frequency of errors are so overwhelming that the reader finds it difficult to focus on the message and must reread for meaning. The writing is characterized by</p> <ul style="list-style-type: none"> <li>• very limited skill in using conventions.</li> <li>• basic punctuation (including end-of-sentence punctuation) that tends to be omitted, haphazard, or incorrect.</li> <li>• frequent spelling errors that significantly impair readability.</li> <li>• paragraph breaks that may be highly irregular or so frequent (every sentence) that they bear no relation to the organization of the text.</li> <li>• capitalization that appears to be random.</li> <li>• a need for extensive editing.</li> </ul>

Source: Arizona Department of Education. AIMS Six Trait Analytic Writing Rubric. Retrieved from <https://www.ade.state.az.us/standards/6traits/>

**APÉNDICE C/APPENDIX C**

**Información acerca del Laboratorio de Idiomas y el E-Lab/**

**Language Lab and E-Lab Information**

## Información acerca del laboratorio de idiomas y el E-Lab

El **laboratorio de idiomas** y el *E-Lab* están diseñados para ayudar a los estudiantes a desarrollar sus habilidades lingüísticas en inglés y en español y a lograr los objetivos de aprendizaje a lo largo de su carrera. Ambos cuentan con una amplia variedad de ejercicios visuales y auditivos en línea, recursos de investigación y actividades de escritura guiada, que les permiten a los estudiantes mejorar sus habilidades de comprensión auditiva y de lectura, pronunciación, desarrollo de vocabulario, gramática y escritura.

El laboratorio de idiomas también ofrece un paquete de 140 páginas web de *English for Speakers of Other Languages* (ESOL, por sus siglas en inglés: Inglés para hablantes de otros idiomas) seleccionadas cuidadosamente, así como otras páginas web en español con el fin de satisfacer las necesidades de los estudiantes. En adición, el laboratorio de idiomas y el *E-Lab* cuentan con otros programas informáticos para el aprendizaje del idioma y del contenido académico, tales como *Tell Me More*, *NetTutor* y *Wimba Voice*.

*Tell Me More* es un sistema eficaz para el aprendizaje de inglés y español, que les permite a los estudiantes reforzar sus destrezas y además cumplir con las horas de laboratorio requeridas en sus clases. Para poder usar este programa, los estudiantes necesitan tener Internet, el navegador *Internet Explorer* y acceso a la plataforma *Blackboard*.

El sistema inicialmente evaluará el nivel de conocimiento de los estudiantes y creará un programa de aprendizaje adaptado a las especificidades de lenguaje de cada uno, lo que permitirá medir el progreso individual. Los estudiantes podrán mejorar su pronunciación, gramática y destrezas auditivas desde el nivel de principiante hasta el nivel avanzado con dos perfiles diferentes: lenguaje de comunicación y lenguaje de negocios.

*NetTutor* es un servicio de tutoría en línea, que cuenta con tutoría en vivo para materias cuánticas y de computación (tiene horarios fijos). En los cursos en los que no se ofrece tutoría en vivo, los estudiantes pueden publicar sus dudas, que les serán contestadas en un lapso de 72 horas. El sistema también cuenta con un banco de preguntas y respuestas frecuentes disponible las 24 horas del día, los 7 días de la semana. *NetTutor* se puede acceder remotamente siempre que exista conexión a Internet. Este servicio ofrece tutorías en las siguientes materias:

- Inglés (disponible para todos los cursos)
- Español (disponible para todos los cursos)
- Estadística (el estudiante debe estar matriculado en el curso)
- Matemáticas (el estudiante debe estar matriculado en el curso)
- Contabilidad (el estudiante debe estar matriculado en el curso)
- Sistemas de información computarizada (el estudiante debe estar matriculado en el curso).

**Wimba Voice** es una herramienta electrónica que promueve el uso de la voz en línea durante el desarrollo del material académico y permite a su vez la interacción entre los estudiantes y el facilitador. Los estudiantes usarán **Wimba Voice** para participar en los foros de discusión oral en línea, preparar presentaciones orales, enviar mensajes de voz y cumplir con otras asignaciones. El programa cuenta con 5 funciones:

- **Voice Authoring:** permite grabar y escuchar contenido oral en páginas web.
- **Voice Discussion Board:** permite publicar y escuchar mensajes orales en un foro de discusión en línea.
- **Voice Presentation:** permite presentar contenido de páginas web con mensajes de voz.
- **Voice E-mail:** permite enviar correos electrónicos con mensajes de voz.
- **Voice Podcaster:** permite crear y distribuir mensajes orales a los participantes.

## Language Lab and E-Lab Information

The **Language Lab** and **E-Lab** are designed to help students strengthen their linguistic skills in English and Spanish and to fulfill the content objectives of the course. Both labs count with a wide variety of visual and auditory on-line exercises, Internet-based research, and guided writing activities, that allow students to improve their skills in listening and reading comprehension, pronunciation, vocabulary building, grammar, and writing.

The Language Lab also includes a package of 140 carefully selected English for Speakers of Other Languages (ESOL) Web sites, as well as other Spanish Web pages to meet the students' needs. Additionally, the Language Lab and E-Lab have other software to boost language and academic content learning such as Tell Me More, NetTutor, and Wimba Voice.

**Tell Me More** is an effective system for English and Spanish learning that allows students to strengthen their skills and fulfill the language lab hours required in each class. Students must have Internet connection, Internet Explorer browser, and access to Blackboard to be able to use this program.

The system will initially assess students' knowledge and create a learning path specifically tailored to each student's needs, thus allowing facilitators to measure every student's progress. Students will be able to improve pronunciation, grammar and listening skills from beginner to advanced levels with two different profiles: everyday language and business oriented language.

**NetTutor** is an online tutoring service, which provides live tutoring for numerical and computer classes (scheduled hours apply). For those classes which do not have live tutoring, students can post questions and they will be answered within 72 hours. The system also has a "Frequently Asked Questions" section available 24/7. NetTutor can be accessed remotely with an Internet connection. This service offers tutoring for the following subjects:

- English (available for all courses)
- Spanish (available for all courses)
- Statistics (student must be enrolled in the course)
- Mathematics (student must be enrolled in the course)
- Accounting (student must be enrolled in the course)
- Computer Information Systems (student must be enrolled in the course)

**Wimba Voice** is an electronic tool that promotes the use of voice online during the development of the academic content, and allows students/facilitator interaction. Students

will use Wimba Voice to create voice posts for discussion boards, prepare voice presentations, send voice e-mails, and for other assignments. The Wimba Voice program has 5 functions:

- **Voice Authoring:** allows recording and listening to voice content on a webpage.
- **Voice Discussion Board:** allows posting and listening to voice messages within discussion boards.
- **Voice Presentation:** allows presenting web content alongside voice messages.
- **Voice E-mail:** allows sending voice messages via e-mail.
- **Voice Podcaster:** allows creating and distributing voice messages to participants.



**APÉNDICE D/APPENDIX D**

**LANGUAGE LAB/E-LAB DOCUMENTATION**

Each student will complete this form and give it to the facilitator to be included as part of the assessment criteria for the class. Students will receive **one (1) point** for every hour spent in the language lab for a total of up to **four (4) points per workshop** for the completion of the exercises recommended.

**Ana G. Méndez University System**

**Language Lab/E-Lab  
Attendance Log**

**Student's Name:**

\_\_\_\_\_

**Student's ID Number:** \_\_\_\_\_

**Course Requiring Lab Hours (e.g. ENGL 050, MANA 501):**

\_\_\_\_\_

**Facilitator's Name:**

\_\_\_\_\_

**Semester:** \_\_\_\_\_ **PT:** \_\_\_\_\_

## Appendix D

### Language Lab/E-Lab Documentation

Each student should complete this form and submit it weekly to the facilitator as part of the class evaluation.

**Points:** \_\_\_\_\_

AREAS OF IMPROVEMENT AND/OR SUGGESTED BY FACILITATOR	DATE	ELECTRONIC RESOURCES USED AND TASKS COMPLETED	AGM CLASSROOM LAB. (L) OFF-CAMPUS PRACTICE (O)	STAFF/FACULTY SIGNATURE
		Tell Me More		
		NefTutor		

		<b>Wimba Voice</b>		
		<b>Internet-Based Research (Virtual Library)</b>		
		<b>English and/or Spanish Websites Activities</b>		

**Total number of hours:** \_\_\_\_\_

**APPENDIX E**



NP Program  
GRADING CRITERIA FOR SOAP NOTES

Student: \_\_\_\_\_

This sheet is to help you understand what we are looking for, and what our margin remarks might be about on your write-ups of patients. Since at all of the write-ups that you hand in are uniform, this represents what **MUST** be included in every write-up.

- 1) Identifying Data and Chief Complaint (\_\_\_\_ 5 pts): The opening list of the note must contain age, sex, race, marital status, etc. The patient's complaint should be given in quotes. If the patient has more than one complaint, each complaint should be listed separately (1, 2, etc.) and each addressed in the subjective and under the appropriate number. (each error 1 pt)
- 2) Subjective Data (\_\_\_\_30 pts.): This is the historical part of the note. It contains the following: (each error 2 pts)
  - a) *Symptom analysis/HPI* (location, quality, quantity or severity, timing, setting, factors that make it better or worse, and associate manifestations. (10 pts).
  - b) *Review of systems of associated systems, reporting all pertinent positives and negatives* (10pts).
  - c) *Any PMH, family hx, social hx, allergies, medications related to the complaint/problem* (10 pts). If more than one chief complaint, each should be written up in this manner.
- 3) Objective Data (\_\_\_\_ 25 pts.): Vital signs need to be present. Height and weight should be included where appropriate. (each error 2 pts)
  - a) Appropriate systems are examined, listed in the note and consistent with those identified in 2b. (10 pts.).
  - b) Pertinent positives and negatives must be documented for each relevant system. (10 pts.).
  - c) Any abnormalities must be fully described. Measure and record sizes of things (like moles, scars). Avoid using "ok", "clear", "within normal limits", positive/negative, and normal/abnormal to describe things. (5 pts.).

- 4) Assessment (\_\_\_\_ 10 pts.): Diagnoses should be clearly listed and worded appropriately. (each error 2 pts)
- 5) Plan (\_\_\_\_ 15 pts.): Be sure to include any teaching, health maintenance and counseling along with pharmacological and non-pharmacological measures. If you have more than one diagnosis, it is helpful to have this section divided into separate numbered sections. (each error 2 pts)
- 6) Subjective/Objective, Assessment and Management are Consistent (\_\_\_\_ 10 pts.): Does the note support the appropriate differential diagnosis process? Is there evidence that you know what systems and what symptoms go with which complaints? The assessment/diagnoses should be consistent with the subjective and objective data provided. Make sure that all relevant problems described by the patient are addressed in the objective section and then the assessment and plan. The management should be consistent with the assessment/diagnoses identified. (each error 1 pt)
- 7) Clarity of the Write-up (\_\_\_\_ 5 pts.): Is it literate, organized and complete? (each error 1 pt)

Comments:

Total Score: \_\_\_\_\_ Instructor: \_\_\_\_\_



**Universidad del Turabo  
NP Program**

***PRECEPTOR EVALUATION OF NURSE PRACTITIONER STUDENT***

*Student Name:* \_\_\_\_\_ *Site:* \_\_\_\_\_  
*Date:* \_\_\_\_\_ *Course:* \_\_\_\_\_

***Preceptor:*** \_\_\_\_\_

Please use the following scale to indicate the student's performance during this clinical.

- 0=omits required item
- 1=requires extensive help
- 2=requires much help
- 3=requires moderate help
- 4=requires minimal help
- 5=performs independently

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**ASSESSMENT**

1. Obtains appropriate history for comprehensive, interval, or acute episodic visits.  
N/A 0 1 2 3 4 5
2. Performs the indicated exam in an organized, timely manner (i.e., physical, developmental and/or mental status).  
N/A 0 1 2 3 4 5

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**DIAGNOSIS**

3. Formulates appropriate diagnoses, including differentials and rule-outs.  
N/A 0 1 2 3 4 5
4. Provides rationale for diagnoses.  
N/A 0 1 2 3 4 5
5. Interprets tests, procedures, and/or screening findings.  
N/A 0 1 2 3 4 5
6. Includes health maintenance, disease prevention, and/or health restoration.  
N/A 0 1 2 3 4 5

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**MANAGEMENT**

- 7. Prescribes appropriate pharmacological therapies.  
N/A 0 1 2 3 4 5
- 8. Orders indicated diagnostic tests/procedures as appropriate.  
N/A 0 1 2 3 4 5
- 9. Performs clinical procedures as indicated.  
N/A 0 1 2 3 4 5
- 10. Provides health maintenance, disease prevention and/or disease management, education and counseling.  
N/A 0 1 2 3 4 5
- 11. Orders consults and/or referrals as indicated.  
N/A 0 1 2 3 4 5
- 12. Designates follow up as appropriate.  
N/A 0 1 2 3 4 5
- 13. Includes client in decision-making.  
N/A 0 1 2 3 4 5
- 14. Works collaboratively with health care personnel.  
N/A 0 1 2 3 4 5

**PRESENTATION/DOCUMENTATION**

- 15. Oral presentation is succinct and accurate.  
N/A 0 1 2 3 4 5
- 16. Written documentation is succinct, complete, and accurate.  
N/A 0 1 2 3 4 5

**ROLE**

- 17. Seeks and accepts constructive criticism.  
N/A 0 1 2 3 4 5
- 18. Uses effective communication skills.  
N/A 0 1 2 3 4 5
- 19. Presents a professional demeanor appropriate for clinical setting  
ie. appearance, dress, behavior, and language).  
N/A 0 1 2 3 4 5

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***Did the student communicate learning needs and objectives to preceptor?***  
Yes \_\_\_\_\_ No \_\_\_\_\_

**COMMENTS:**

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**STRENGTHS:**

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**AREAS NEEDING IMPROVEMENT:**

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**SUGGESTIONS:**

**Preceptor Signature:** \_\_\_\_\_ **Telephone Number:**

**Preceptor Name (Print):** \_\_\_\_\_

Would you like the student's advisor to contact you to discuss this student? Yes \_\_\_\_\_ No \_\_\_\_\_

Thank you for taking the time to complete this Evaluation Form. Please return the completed form to Faculty.



PRECEPTOR AGREEMENT

I have reviewed the preceptor packet. I can provide the student with clinical experiences that meet the requirements as outlined in the material covered.

I agree to accept the responsibilities as outlined in the preceptor packet. I understand that there will be no remuneration for the service.

I will review the syllabi, course objectives, scope of practice and NP competencies and agree to submit the required evaluation form(s) to the faculty at midterm and final

I \_\_\_\_\_ agree to serve as a preceptor for the nurse practitioner students, \_\_\_\_\_ for course # \_\_\_\_\_ semester/year \_\_\_\_\_ for a total of \_\_\_\_\_ semester hours and adhere to rules and regulations Preceptor guidelines.

Returning Preceptor       First Time Preceptor.

Specialty Area: \_\_\_\_\_

If your are precepting for the first time place complete the next two pages and submit along with your Curriculum Vitae/Resume.

Preceptor Signature \_\_\_\_\_ Date \_\_\_\_\_

Preceptor Agency \_\_\_\_\_ Preceptor Phone \_\_\_\_\_

Preceptor Address \_\_\_\_\_ Fax Number \_\_\_\_\_

City/State/ZIP \_\_\_\_\_ Email \_\_\_\_\_



Universidad del Turabo  
School of Health Sciences  
Nursing Department  
NP Program - Preceptor Biographical Data Sheet

NAME \_\_\_\_\_ DATE \_\_\_\_\_

CREDENTIALS \_\_\_\_\_

SPECIALTY \_\_\_\_\_

EMAIL \_\_\_\_\_

INSTITUTIONAL AFFILIATION \_\_\_\_\_

OFFICE \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_

ZIP \_\_\_\_\_

PHONE NUMBERS: \_\_\_\_\_

CELLULAR \_\_\_\_\_ FAX \_\_\_\_\_

CONTACT PERSON IN YOUR AGENCY \_\_\_\_\_

CONTACT PERSON PHONE NUMBER \_\_\_\_\_ EXT \_\_\_\_\_

PROFESSIONAL LICENSE NUMBER \_\_\_\_\_ EXP. DATE \_\_\_\_\_

CERTIFICATION  YES  NO Type \_\_\_\_\_ EXP. \_\_\_\_\_

ACADEMIC BACKGROUND

College or University	Degree	Date
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

ORGANIZATIONS AND PROFESSIONAL ASSOCIATIONS

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

This confidential document is kept secured at the UT, NP Program Director's Office.