

• AUTHORIZATION TO OFFER TOPICS COURSES FOR ACADEMIC CREDIT  
THROUGH EXTENDED STUDIES •

(Note: Extended Studies sections of topic classes for which the appropriate form E-T is not on file in the Office of Academic Programs will be removed from BANNER as periodic audits of course offerings are performed.)

**Note: Any proposed topic can only be offered two times before being converted to a non-topics course. Academic Programs will assign the appropriate suffix and edit the topic description provided.**

1. College of: Education Health & Human Services      2. Center/Program/Department: School of Nursing
3. Instructor : Glen Pugh  
(If more than one instructor will be teaching the course, list full name of the "instructor of record.")
4. Topic Abbreviation and Number: NURS 596 5. Grading Method A-F
6. Term Summer      7. Year 2013      8. Variable Units\* N/A
9. Has this topic been offered previously? \_\_\_ Yes    X No    If yes, indicate term(s) \_\_\_\_\_ Year \_\_\_\_\_
10. Topic Title: Advanced Practice Externship-FNP
11. **Topic Description:** Note: This part can be skipped if answer to part 9 is "yes." (NOTE: Please provide detailed information about the topic. Please type. You may also attach the topic description on a separate sheet if you do not have enough space.

Designed for the Advanced Practice Nurse student to work in a clinical setting and enhance advanced clinical practice under the supervision of an advanced practice nurse or other qualified behavioral health care professional as a role model. Advanced assessment skills and advanced nursing practice will be performed. Students will complete 270 clinical hours.

12. Does this topic have prerequisites? No
13. Does this topic have co-requisites? No
14. Does the topic require consent for enrollment? X Yes    \_\_\_ No  
     \_\_\_ Faculty    \_\_\_ Credential Analyst    \_\_\_ Dean    X Program/Center/Department - Director/Chair
15. Is topic crosslisted: \_\_\_ Yes    X No    If yes, indicate which course \_\_\_\_\_ and obtain signature in #18.
16. What resources are needed to offer this topic (including technology)?  
     Faculty and clinical placements
17. Justification for offering this topic.

We are planning to submit this course through the curriculum process next academic year, however, we would like to offer to our students this summer.

\*Enter units only if this a variable-units topic course.

18. Does this topic impact any other disciplines? Note: This number can be skipped if answer to part 9 is "yes."

Yes  No If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

\_\_\_\_\_  
Discipline Signature Date Support  Oppose

\_\_\_\_\_  
Discipline Signature Date Support  Oppose

19. Location (if topic not offered at main campus) \_\_\_\_\_ Clinical Sites

20. Is this course being offered on-line?  Yes  No

21. Is this a contract topic?  Yes  No

22. Enrollment Limit \_\_\_\_\_ 6 \_\_\_\_\_

23. Requested Bldg/Room \_\_\_\_\_ N/A \_\_\_\_\_

*Please call Extended Studies first to reserve the room.*

**Please note: A separate Form E-T must be submitted for each section offered.**

SIGNATURES

Denise M. Bore 5/14/13  
1. Program/Center/Department – Director/Chair Date

Denise Garcia 5-20-13  
2. College Dean (or Designee) Date

The academic credentials of the instructor listed above are known to the Program/Center/Department (either regular faculty, or adjunct faculty with a curriculum vitae on file in the Program/Center/Department Office). The instructor is qualified to deliver the topic as described in part 9 (or on a previous Form T or Form E-T in the case of a topic that has already been offered).

[Signature] 5-21-13  
3. Dean of Extended Studies (or Designee) Date  
Completed form received in the Office of Extended Studies

[Signature] 5/29/13  
4. Associate Vice President for Academic Affairs – Academic Programs Date

## Lourdes Shahamiri

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**From:** Carrie Dyal  
**Sent:** Friday, May 24, 2013 11:50 AM  
**To:** Lourdes Shahamiri  
**Cc:** Stephanie Henderson  
**Subject:** RE: NURS 596-2

Hi Lourdes,

Thank you for this reminder. Denise said that the syllabus that we have for NURS 539D will be exactly the same for NURS 596-2.

Is it okay for me to email you the syllabus for NURS 539D?

*Carrie Dyal*  
*760) 750-7540*

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**From:** Lourdes Shahamiri  
**Sent:** Friday, May 24, 2013 9:17 AM  
**To:** Carrie Dyal  
**Subject:** NURS 596-2

Hi Carrie, ☺

Don't forget to send me the syllabus for NURS 596-2, Advanced Practice Externship-FNP.

Take care,

Lourdes

**CSUSM School of Nursing**  
**NUR/539: Advanced Practice Externship**  
**Course Syllabus**

**NURS 539** Advanced Practice Externship (6)

Designed for the Advanced Practice Nurse student to work in a clinical setting and enhance advanced clinical practice under the supervision of an advanced practice nurse or other qualified behavioral health care professional as a role model. Advanced assessment skills and advanced nursing practice will be performed. Students will complete 270 clinical hours. Prerequisites: NURS 510 and advancement to candidacy.

**Faculty**

Professor: Glen Pugh, NP  
Phone: 760-522-9999 cell  
Email: gpugh@csusm  
Office Hours: By appointment  
Course Units: 6 Units  
Course Day and Time: TBD  
Course Location: Various CSUSM approved clinical sites

**Course Objective**

Upon successful completion the student will be able to:

1. Perform in the Advanced Practice Nurse role in management of chronically ill clients and their families in the acute care or community setting.
2. Incorporate cultural and other variables that impact health in chronically ill clients and their families in the construction of health promotion and patient management plans.
3. Integrate theory, research and best practices in managing care of chronically ill clients and their families in the acute care or community setting.
4. Include quality and cost outcomes in evaluating the acute care or community setting.
5. Develop health promotion plans that reflect the developmental, gender, socioeconomic, cultural and literacy needs of the patient.

**Course Outline**

- I. Management of chronically ill clients in the acute care or community setting
  - A. Advanced practice case management role in acute care or the community
  - B. Disease management of chronic illnesses in acute care or the community
  - C. Care domains and outcomes
    1. Client knowledge
    2. Client involvement in care
    3. Client empowerment
    4. Client adherence to treatment programs
    5. Coordination of care
  - D. Cultural and other variables that impact construction of health promotion and patient management activities

- II. Theory, Research and Best Practices in chronic care management
  - A. Theory as foundation of chronic care management
  - B. Research on chronic care management
  - C. Evidence-based interventions for chronic care management in acute care or the community
- III. Quality and Safety in chronic care management in acute care or community settings
  - A. Application of quality care and safety in the advanced practice of chronically ill clients and families
  - B. Evaluation of quality and safety in chronic care management

**Responsibilities of Clinical Faculty**

1. Responsible for arranging meetings with the preceptor, student and faculty during the semester, for evaluation purposes
2. Responsible for providing immediate consultation and/or support of the preceptor when needed or when problems are reported
3. Responsible for seeking preceptor input regarding the students' performance
4. Responsible for collaborating with the student in completing the Student's Evaluation of Preceptor form at the end of the semester (Appendix C).
5. Responsible for using clinical objectives for the specific semester. Clinical faculty will document the students' progress and specify satisfactory/unsatisfactory completion of clinical competencies. All relevant documents will/must be completed by the end of each semester.

**Responsibilities of the Preceptor**

1. The preceptor will provide a setting in which the student will see patients and gain experience in clinical practice
2. The preceptor will function as a role model to provide clinical teaching and supervision for the student in the practice of work-up and management specific to patient care needs.
3. The Preceptor will co-sign all records and orders written by the APN student unless otherwise restricted.
4. The Preceptor will sign the students' clinical hours tracking log each day the student is present in his/her clinical site (see Appendix C).
5. The Preceptor will make contact during the semester with the student and faculty to discuss the student's progress and learning needs
6. The Preceptor will provide input regarding clinical evaluation of the student and will complete the clinical evaluation form at the end of the semester for the student(s) he/she is precepting (see Appendix C).
7. The Preceptor is expected to notify faculty immediately when the student's performance is unsatisfactory or in question.

**Responsibilities of the Student**

1. The Student will complete the Student Profile (see Appendix B) in a timely fashion
2. The Student will provide the preceptor with the APN Preceptor, Faculty, and Student Handbook, including clinical objectives, appropriate evaluation tools and collection of legal and contractual documents (Intent of Relationship letter, Preceptor's Professional Profile or resume/curriculum vitae prior to beginning the clinical experience (see Appendix A).
3. The Student will submit a completed student profile to the preceptor and faculty on or before the first clinical day (see Appendix B).

4. The Student will establish a mutually agreeable schedule for clinical time with the preceptor. He/she will come to the clinical experience prepared to perform in accordance with the assigned learning activities in accordance with the course.
5. The Student will demonstrate ability to manage progressively complex patient care situations (including differential diagnosis, treatment plans, and patient teaching) in accordance with his/her academic progression.
6. The Student will follow policies and procedures established in the practicum site and will keep the preceptor informed about cases and learning activities.
7. The Student will function under the Nurse Practice Act statutes and regulations for expanded nursing roles. Students of California State University San Marcos School of Nursing are covered by the Student Blanket Medical Liability Insurance.
8. The Student will participate in conferences with the preceptor and faculty to discuss progress, problems, and learning needs.
9. The Student will maintain accurate records of clinical time and experiences on the Clinical Hours Tracking Log and N-Track Clinical Log systems. This document will be completed, including the preceptor's signature each day the student is at the clinical site. The original copy of the Clinical log will be submitted to faculty (see Appendix C) as directed by the program coordinator.
10. The Student will complete the specified clinical log and submit it at designated intervals to the faculty.
11. The Student will assist faculty in completing the following forms: Student Site Evaluation and Student Preceptor Evaluation (see Appendix C).

### **Course Requirements**

1. Clinical Hours: The student will complete 270 clinical hours and will document the completion of those hours in accordance with student expectations.
2. Journal: The student will document his/her clinical experience in an ongoing journal. The journal will provide opportunities for the student to gain insights into his/her reactions to patients, the occurrence of transference and counter transference experiences, and observations related to the policies and practices of the assigned clinical setting.
3. The student will complete one written case-study on an assigned patient, during the externship.
4. The student will complete a patient education evaluation due by week 14. This will include the presenting complaint, review of systems, symptom evaluation, assessment findings, differential diagnosis, and development of an initial treatment plan with emphasis on a patient education/teaching intervention.

### **Methods of Evaluation**

<b>Activity</b>	<b>Due Date</b>	<b>Possible Points</b>	<b>Percentage of Grade</b>
<b>Student Journal</b>	<b>Weeks 2,4,6,8, and 12</b>	<b>75</b>	<b>23.0%</b>
<b>Patient Education Evaluation</b>	<b>Week 14</b>	<b>50</b>	<b>15.5%</b>
<b>Clinical Logs</b>	<b>Weekly x 15</b>	<b>150</b>	<b>46.0%</b>
<b>Written Case Presentation</b>	<b>Week 12</b>	<b>50</b>	<b>15.5%</b>
<b>Total Points</b>		<b>325</b>	<b>100</b>

**Standard Grading Scale:** The letter grades will be assigned according to the following:

Letter Grade	Points
A	300-293
B	292-260
C	259-228
D	227-195
F	< 195

### **Clinical Evaluation**

In order to pass a course containing both didactic and clinical requirements, the student must pass both the theoretical and clinical components of the course. Students deemed unsafe or clinically incompetent will fail the course and receive a course grade of "F". The behaviors constituting clinical failure include, but are not limited to, the following:

- Student demonstrates unsafe performance and makes questionable decisions
- Student lacks insight and understanding of his/her own behavior and behavior of others
- Student needs continuous specific and detailed supervision
- Student has difficulty in adapting to new ideas and roles
- Student fails to submit required written clinical assignments
- Student falsifies clinical hours

### **Description of Clinical Assignments**

The grade for the clinical externship will be assigned on the basis of completion of clinical hours, participation in supervision and completion of the required written student papers, journals, and case studies. There are two parts to the course grade, i.e. patient care activities and written and oral reports that demonstrate theoretical-clinical synthesis at the advanced practice level.

#### **Patient care activities**

Patient care assignment occurs in an acute or community care setting. Externs will be evaluated on the safe and effective delivery of patient care practices, therapeutic use assessment methodologies, and the application of theory, research findings, and best practice in the implementation of patient interventions. A failing grade in this portion of the course will result in the failure of the entire course regardless of the letter grade achieved for the other course requirements (listed below.)

#### **Written Assignments**

Written assignments are submitted to and graded by the clinical instructor. The assignment due dates are listed elsewhere in the syllabus. Late assignments will be penalized by the deduction of one (1) point per day.

Students are expected to adhere to the University policies on academic honesty and integrity as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. Any evidence of cheating, including plagiarism, constitutes sufficient reason for a failing

grade for the assignment or even the entire course. To avoid any appearance of plagiarism students should document the sources for their work using standard APA citation format. All quotations and all paraphrasing require a citation. Materials adapted from web-based references must also be properly cited. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade.

### **Assignment Descriptions**

**Journals (75 points):** It is expected that each student will maintain a journal. The objective of keeping a journal is to enable the student to analyze and reflect on his/her learning activities and experiences through chronological recordkeeping. The journal will provide the learner with opportunities to identify his/her perceptions, experiences, understanding and questions regarding clinical experiences as evoked by readings, activities, theoretical application and discussion, in written format. Countertransference reactions can also be explored in the therapeutic relationship. Journaling allows the student to analyze and document subjective and objective experiences that occur during the course.

Students are expected to apply relevant course material including theory, research, and applicable best practice principles to the externship clinical experience. Journaling is intended, further, to enhance critical thinking skills and to develop the student's own voice and style through self-assessment and reflection.

Each journal entry will consist of three parts, each of which is assigned 5 points. These are (1) A description of the clinical experience that occurred, (2) The student's personal reactions to the client and setting and an analysis of the effectiveness of the student's intervention, and (3) A description of how the clinical experience relates to theory, research, and best practice as presented in previous coursework and current readings.

Each journal will require the selection of an article that is relevant to the patient's diagnosis and/or treatment.

**Case Study with Standardized Patient (50 points):** Each student will be provided with an opportunity to interact with and assess a standardized patient during the course of the externship. The student will complete a mental status examination that includes a DSM-IV TR diagnostic formulation and will develop an initial plan of care that includes the following:

1. Suggested medication including drug name, dose, and rationale for use
2. Recommended psychotherapeutic interventions
3. Health promotion strategies
4. Nursing education plan with expected outcome

**Clinical Log (150 points):** Each student will maintain a chronological log of his/her clinical experiences throughout the externship to document the completion of a minimum of 270 clinical hours. The log will include a description of the patient (identified by initials only), type of advanced practice nursing activity provided, time, and sign off by the assigned preceptor indicating that the activity occurred, was discussed and was critiqued. The Clinical Log will be submitted weekly to the Clinical Faculty for review.

**Written Case Presentation (50 points):** Each student will submit a written case presentation of a selected client during the externship. The case presentation will include a brief client history, presenting



problem(s), diagnostic formulation and treatment strategies that are based on a selected theoretical construct. It will also include a literature review of treatment strategies related to the diagnosis and will be in APA format with references.

### **Required Textbooks**

Corey, M.S. & Corey, G. (1997). *Groups: Process and Practice (5<sup>th</sup> ed.)* Brooks/Cole

Fulton, J.S. (2009). *Essentials of Clinical nurse Specialist Practice*. Philadelphia: Lippincott, Williams, and Wilkins.

Hamric, A.B., Spross, I.A. & Hanson, C.M. (2008). *Advance Practice Nursing: An Integrative Approach*. St. Louis: Elsevier.

Larsen, P.D. & Lubkin, I.M. (2009). *Chronic Illness: Impact and Interventions*. Boston: Jones and Bartlett.

Cohen, E. & Cesta, T. (2004). *Nursing Case Management: From Essentials to Advanced Practice*. St. Louis: Elsevier.

Huber, D. (2005). *Disease Management: A Guide for Case Managers*. St. Louis: Elsevier.

Shea, C.A., Pelletier, R., Poster, E.c., Stuart, G.W., & Verhey, M.P. (1999). *Advanced Practice Nursing in Psychiatric Mental Health Care*. St. Louis: Mosby.

Springhouse (2008). *The Evidence-Based Nursing Guide to Disease Management*. Philadelphia: Lippincott, Williams & Wilkins.

Stanhope, M. & Lancaster, J. (2008). *Public Health Nursing: Population-Centered Care in the Community*. St. Louis: Mosby Elsevier.

Wright, I.M. & Leahey, M. (2005). *Nurses and Families: A Guide to Assessment and Interventions*. F. A. Davis.

### **Recommended Books:**

Duffy, M., Dresser, S., & Fulton, J. (2009). *Clinical Nurse Specialist Tool Kit: A Guide for the New Clinical Nurse Specialist*. Philadelphia: Lippincott, Williams & Wilkins.

Barker, A.M. *Advanced Practice Nursing: Essential Knowledge for the Profession*. Boston: Jones and Bartlett.

Grace, P. (2008). *Nursing Ethics and Professional Responsibility*. Boston: Jones and Bartlett.

Minden, P. & Gullickson, C. (2004). *Teaching Nursing Care of Chronic Illness: A storied Approach to Whole Person Care*. Springer Publishing.