

ORIGINATOR'S SECTION:														
1. College: <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM	Desired Term and Year of Implementation (e.g., Fall 2008): Fall 2016													
2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
3. Course will be a variable-topics (generic) course? ("generic" is a placeholder for topics) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
4. Course abbreviation and Number:* NURS 518														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Interprofessional Practice- A Transdisciplinary Model of Healthcare														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Interprofessional Practice														
7. Number of Units: 2														
8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.) Prepares the experienced healthcare professional to work as member of an interprofessional team providing care to the underserved in a transdisciplinary practice. Disciplined addressed include medicine, pharmacy, social work, mental health, law, and integrative medicine.														
9. Why is this course being proposed? To offer a more in-depth learning experience in the Transdisciplinary Model of Care for the underserved populations for Post BSN and MSN nursing students as an elective. Course was developed under a HRSA grant for a Fellowship program for experienced nurse practitioners to specialize in the care of the underserved. Course will be offered in the Fellowship and as an elective for students currently enrolled in the MSN program. Course will also be used in the Transition of Care (TOC) MSN and Post BSN program that are being developed. This course is the only Fellowship course that will be offered in both the MSN and Post BSN TOC programs so has be given a 500 level number.														
10. Mode of Instruction* <i>For definitions of the Course Classification Numbers:</i> http://www.csusm.edu/academic_programs/curriculumsheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf														
		<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Type of Instruction</th> <th style="text-align: center;">Number of Credit Units</th> <th style="text-align: center;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td style="text-align: center;">2</td> <td style="text-align: center;">C2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	2	C2	Activity			Lab		
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Lecture	2	C2												
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11. Grading Method:* <input checked="" type="checkbox"/> Normal (N) (Allows Letter Grade +/-, and Credit/No Credit) <input type="checkbox"/> Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress) <input type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)														
12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.														
13. Course Requires Consent for Enrollment? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair														
14. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? (including first offering)														
15. Is Course Crosslisted: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, indicate which course and check "yes" in item #22 below.														
16. Prerequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														
17. Corequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No														

* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

18. Documentation attached: Syllabus Detailed Course Outline

19. If this course has been offered as a topic, please enter topic abbreviation, number, and suffix:*

20. How often will this course be offered once established? * Annually

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:
(Mandatory information – all items in this section must be completed.)

21. Does this course fulfill a requirement for any major (i.e., core course or elective for a major, majors in other departments, minors in other departments)? Yes No

If yes, please specify:
Elective for MSN

22. Does this course impact other discipline(s)? *(If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.)* Yes No

If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

Social Work Discipline	<i>[Signature]</i> Signature	<i>3/27/15</i> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose
SLP Discipline	<i>see email</i> Signature	<i>5/11/15</i> Date	<input checked="" type="checkbox"/> Support	<input type="checkbox"/> Oppose

SIGNATURES : (COLLEGE LEVEL) :

1. Originator (please print or type name) *Susan Anderson Jenkins* *3/26/15*
Date

2. Program Director/Chair *Denise Mazon* *3/27/15*
Date

3. College Curriculum Committee *Josh Kofleider* *6/2/15*
Date

4. College Dean (or Designee) *Denise Lewis* *6-8-15*
Date

(UNIVERSITY LEVEL)

5. UCC Committee Chair _____ Date

6. Vice President for Academic Affairs (or Designee) _____ Date

7. President (or Designee) _____ Date



* If Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

SLP support

Re: NURS 518 for Inter Professional Practice course for an elective

Suzanne Moineau

Mon 5/11/2015 8:13 PM

Inbox

To: Susan L. Andera <sandera@csusm.edu>;

Hi Susan,

Thank you for considering speech-language pathology in reviewing the course. As the course is written, I don't think it requires our sign-off, but I completely support your proposal for IPP. If you ever wish to include speech-language pathology, we would welcome the collaboration.

Best,
Sue

Suzanne Moineau, Ph.D., CCC/SLP
Associate Professor
Chair, Department of Speech-Language Pathology
College of Education, Health and Human Services
California State University San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92096
760.750.8505
smoineau@csusm.edu
<http://www.csusm.edu/el/degreeprograms/csd/index.html>

From: "Susan L. Andera" <sandera@csusm.edu>
Date: Monday, May 11, 2015 2:29 PM
To: IITS Administrator <smoineau@csusm.edu>
Subject: NURS 518 for Inter Professional Practice course for an elective

Hi Susan,

This is the course that I was telling you about last week.

We developed this course as one for the nurse practitioner fellowship students with the HRSA grant we got. These students are taking this course as a non-degree granting and non-certificate granting group of courses.

We wanted to offer it as a grade granting elective course and be eligible for final aid calculations for our other nursing graduate students.

We are sending it by you for review as this course could potentially impact your offerings.



California State University
SAN MARCOS

NURS 518
Interprofessional Practice:
A Transdisciplinary Model of Healthcare

Fall 2017

Dr. Ellen Beck, MD

**NURS 518
COURSE SYLLABUS
Interprofessional Practice: A Transdisciplinary Model of Healthcare
Fall 2016**

Course Faculty:

Ellen Beck MD

Phone: 858-534-6160 Cell phone (for urgent situations) 619-980-3858

Office Hours: TBA

Email : lightstreams@gmail.com, ebeck@ucsd.edu

Course Units: 2 Units

Course Day and Time: Rooms TBD

Prerequisite: none

Course Catalog Description:

Prepares the experienced health care professional to work as a member of an interprofessional team providing care to the underserved in a transdisciplinary practice. Disciplines addressed include medicine, pharmacy, social work, mental health, law and integrative medicine.

Student Learning Outcomes:

By the end of the course, the students will be able to:

1. Define the terms of inter-professional and trans-disciplinary.
2. Describe key elements of a transdisciplinary approach and how this skill/approach is used in the clinical setting:
3. Describe three key behaviors of a humanistic approach and how to work with different professions.
4. Describe key areas of overlap for different professions.
5. Identify areas of controversy and/or prejudice between different fields.
6. Identify key skills or perspective in different fields brings to the health care team that can be integrated into students care of patients.
7. Describe mechanisms of referral and reimbursement for different fields.
8. Demonstrate integration of transdisciplinary model approach for health problems in populations throughout the lifespan including maternal/infant health, adolescence, mentally ill, individuals with multiple chronic illnesses, and hospice/palliative care.
9. Describe how to use different fields for underserved patients.

Interdisciplinary Fields to be Addressed:

1. Nursing
2. Medicine
3. Pharmacy

4. Social Work
5. Mental Health
6. Law
7. Dentistry
8. Acupuncture
9. Community Health Promoters/Promotoras
10. Interpreters

Methods & Strategies of Instruction

Reflection, lecture with guest speakers from different fields, case studies and problems, role play, case presentations from field experiences, community member/partner presentations, and integration of classroom experiences into free clinic settings.

University writing assignment

University Writing Requirement will be met through the combination of the Reflection essay and other writings for case presentations.

Methods of Evaluation:

Assignments:

Activity	Due Date	Possible Points	Percentage of Grade
Class Participation		10	7.1%
Reflection Paper	Weeks 15	50	35.7%
Case Presentation	Weeks 14 & 15	40	28.6%
Case Studies	Weeks 4, 8, 11, & 14	40 (10 points/each)	28.6%
Total Points		140	100%

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

Letter Grade	Points
A	126-140
B	112-125
C	102-111
D	84-101
F	< 84

Evaluation Criteria:

Students must complete all of the course requirements:

- Attendance at all didactic and reflection sessions
- Completion of required readings
- Written and/or oral presentations/assignments as requested
- Submission of Reflection Essay
- Written responses to Review Questions
- Satisfactory performance/demonstration of learning objectives

Recommended Textbooks:

1. de Chesnay, M., & Anderson, B.A. (2011). *Caring For the Vulnerable: Perspectives in Nursing Theory, Practice, and Research*, (3rd ed.). Burlington, MA: Jones & Bartlett.
2. Johnson, N.J. & Johnson, L.P. (Ed.) (2010). *The Care of the Uninsured in America*. New York, NY: Springer.
3. King, T.E. & Wheeler, M.B. (2007). *Medical Management of Vulnerable and Underserved Patients: Principles, Practice, and Populations*. New York, NY: McGraw-Hill.

Course Requirements:

1. Participation: Sustained, active participation in class is required and includes the following: regular class attendance and regular participation in discussion board on Cougar Course and with other online and in-class activities.

2. Reflection Paper: Brief reflection paper of at least 5 pages long and no more than 8 pages. Paper should include descriptions of two patient encounters, with an emphasis on how you felt about those encounters and what you learned, as well as your experience as a teacher/coach. You may want to include learnings related to issues of access to care and about yourself as a clinician. Paper to describe the journey of your learning this semester, both as a person and as a clinician. Include how your learning informs and shapes you as a health professional and teacher in relation to the underserved.

3. Case Presentation: Presentation on a patient with complex health condition and care needs. Will include how a transdisciplinary approach was utilized to meet patient's needs. Discussion of all relevant barriers to be addressed. To be presented in Weeks 14 and 15 of semester.

The total presentation should be limited to 20 minutes including questions from the audience. Power Point Presentation font size should be no smaller than 28. The required elements for a case study presentation should include the following at a minimum:

1. Title slide

2. Introduction
3. Presentation of client/patient including pertinent positives from the history and physical examination, social health history, and review of systems.
4. Prioritized problem list with identification of the focus problem (diagnosis, concern)
5. Synopsis of current literature on focus problem and the **evidence-based practice transdisciplinary strategies** used to address the focus problem of presentation
6. Care and treatment modalities incorporated in plan of care that reflect a transdisciplinary approach.
7. Client/patient response to plan of care
8. Discussion

4. Case Studies: Transdisciplinary care of a variety of health conditions will be covered in a case study format. The student will be expected to work on each individually and then discuss case in class. Required elements of case work will be the identification of appropriate health professionals and appropriate diagnostic & treatment modalities.

Course Expectations

1. Course Attendance

Weekly class attendance is an expectation of the students in order to meet Course Student Learning Outcomes.

2. Academic Honesty

You 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 assignments will 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, you must document the sources of your work and use **APA 6th Edition** as a guide. All quotations and all paraphrasing require a citation. Materials adapted from web-based references must also be properly cited.

3. Professionalism

Students are expected to be professional and maintain confidentiality on all personal and sensitive information obtained in this course regarding other individuals. This includes, but is not limited to, avoiding discussions that would allow others to identify the subject of the information, and removing client names from course papers/class assignments. Any personal information shared in the classroom may not be shared outside of the classroom without the explicit written permission from the individual who is the source of the information to the individual who is requesting to use the information. Failure to protect the privacy of others may have serious repercussions.

Professionalism is extended to the manner of participation in the discussion board to include polite, cooperative, and receptive communication towards one's classmates and the professor.

4. **Special Assistance:**

Should you require special accommodations because of a documented disability, please notify the professor early in the semester. The student should provide appropriate and recent documentation to the Office of Disabled Student Services (DSS). The office is located in Craven Hall 5205, and can be contacted by phone at (760) 750-4905.

Social Media Network Guidelines and Policy

The increasing use of social media and other electronic communication by nurses and nursing students provides opportunities for dissemination of health care related information. Utilization of social media networks must be done in a manner that protects patient privacy and confidentiality. Any patient information learned by the nurse/student nurse during the course of treatment is considered confidential and must be protected. Inappropriate disclosure of confidential information is a breach of the patient-nurse relationship and damages the individuals involved as well as the general trustworthiness of nursing profession. Improper use of social media by nurses/student nurses may result in disciplinary action by the Board of Registered Nursing, civil and criminal penalties, and employment consequences (National Council of State Boards of Nursing, 2011).

The CSUSM School of Nursing (SON) Social Media Network Guidelines and Policy provides guidelines for the use of social networking by nursing students. Prior to engaging in social network communication, students must remind themselves that they represent the university, school of nursing, and nursing profession.

Be respectful of peers, faculty and the institution: Posting derogatory or demeaning comments about classmates, instructors, staff, school of nursing, or the university is unacceptable. A social forum is not the appropriate place to vent, criticize, or conspire against the institution, its' faculty members, or those who attend. The propagation of rumors or inaccurate, misleading information reflects poor intra-community behavior and creates the perception of negativity and recklessness. It is equally important to refrain from derogatory or demeaning comments about a health care agency, doctors, nurses, or staff at clinical sites.

SON lab, clinical experiences, and course lectures may not be discussed on social networks: Respect patient confidentiality by not posting ANY information related to patients, outcomes, diagnoses, or procedures etc. Any patient identifiable information that is revealed on social media is a breach of patient confidentiality and a Health Insurance Portability and Accountability Act (HIPAA) violation. Refrain from comments about doctors, nurses and staff at your clinical rotation or commenting on the facility itself. This should also apply to your clinical instructor and fellow students. In addition, faculty lectures may not be recorded and posted on social media.

Do not post what may be interpreted as lewd, obscene, or offensive photographs, videos, or any other form of media that contains the school logo or while in school attire/uniform, or

in SON settings: Use professional judgment when posting photos, videos, or other forms of media that reflect the CSUSM School of Nursing philosophy and reputation.

In addition, students are expected to follow the American Nurses Association recommendations (American Nurses Association, September 2011):

1. Remember that professional standards are the same on-line as in any circumstance.
2. Do not take, share, or post any patient-related images or information.
3. Maintain professional on-line boundaries.
4. Do not make disparaging comments about patients, staff, employers, co-workers, other students even if they are not identifiable.
5. Do not use personal devices, including cell phones to record patient information or images.
6. Report any violation of confidentiality or privacy.

*Social networking forums provide an efficient medium for communication that is highly accessible and easy to use. Never has there been a time where individuals can communicate with one another so conveniently. The social networking process and experience should foster critical thinking and reflect the responsibility of professional development by student nurses who are part of a profession that encourages compassion and connection to others. **Lack of adherence to these guidelines could be cause for immediate dismissal from the SON.***

References:

1. American Nurses Association. (2011, September). Principles for social networking and the nurse. Silver Spring, MD: Author.
2. National Council of State Board of Nursing. (2011, August). White paper: A nurses' guide to the use of social media. Chicago, IL: Author.

Structure of Course Sessions:

1. Session One: Introductions for faculty and participants, set goals, expectations of students, and class structure. Review key terms/definitions, syllabus, course schedule, and evaluation methods.
2. Session Two: Work styles, work styles under stress, and communication skills
3. Session Three to Nine: First part of each class will be a period of reflection and reporting on recent clinical experiences and relevant learning. If they have applied a new behavior/skill, they will report on their experience. Students are then expected to describe a clinical experience from the perspective of themselves as learners including what they learned from the experience for an emotional, social, and practical perspective. The second part of the class will include a presentation of one or more speakers from the relevant field for that week. Presentations will include their training, description of care they provide, mechanisms of referral and reimbursement, key areas of overlap with other fields, areas of controversy/prejudice between fields, how to apply humanistic/culturally humble approach to health care, and how to provide services to the underserved.
4. Sessions Ten to Thirteen: Life cycle issues and case study application using a transdisciplinary approach. Moderated by faculty.
5. Session Fourteen: Stress Management in the work place
6. Session Fifteen: Summary of course, review of learning outcomes, evaluation, and discussion of next steps.

WEEK & DATE	TOPIC	Speakers
Week 1	Introductions <ul style="list-style-type: none"> ▪ Orientation to Course, review of syllabus, expectations and methods of evaluation ▪ Review of key concepts 	Ellen Beck, MD
Week 2	Work Styles Work styles under stress Communication Styles	Ellen Beck, MD
Week 3	Pharmacy And Patient Assistance programs Polypharmacy	Eduardo Fricovsky, Pharm D.
Week 4	Acupuncture Integrative approaches Physical Therapy	Aaron Cook, LAc Robert Nations, LAc, Ellen Beck, MD Ed
Week 5	Law Social Work Case Management Social Determinants of Health Legal Barriers	Dana Sisitsky, JD or Linda Morton, JD and Jim Lovell, MSW
Week 6	Dentistry Systemic effects of oral health The oral systemic connection The medical dental reality What is needed to know Who to refer Resources and costs	Melanie Parker, DDS

Fellowship in Underserved Health

Week 7	Community Health Promotion Interpreting	Isabel Dominguez, Socorro Gonzales
Week 8	Mental Health Services	Ellen Beck, MD Lydia Greiner, NP Celia Falicov, PhD
Week 9	Medicine	Ellen Beck, MD
Week 10	Nursing	Mary Baker, NP Ellen Beck, MD
Week 11	Life Cycle & Cases Motivational Interviewing	Ellen Beck, MD
Week 12	Life Cycle & Cases	Ellen Beck, MD
Week 13	Life Cycle and Cases	Ellen Beck, MD
Week 14	Stress Management Skills and Renewal	Ellen Beck, MD
Week 15	Review, Reflection, Plans, & Next Steps Course Evaluations	Ellen Beck, MD