

**ORIGINATOR'S SECTION:**

<b>1. College:</b> <input type="checkbox"/> CHABSS <input type="checkbox"/> CoBA <input checked="" type="checkbox"/> CoEHHS <input type="checkbox"/> CSM		<b>Desired Term and Year of Implementation (e.g., Fall 2008):</b> Summer 2016													
<b>2. Course is to be considered for G.E.? (If yes, also fill out appropriate GE form*)</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No															
<b>3. Course will be a variable-topics (generic) course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)															
<b>4. Course abbreviation and Number:*</b> NURS 531															
<b>5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</b> Advanced Practice Nursing Skills Lab															
<b>6. Abbreviated Title for PeopleSoft:</b> (no more than 25 characters, including spaces) APN Skills Lab															
<b>7. Number of Units:</b> 1															
<b>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.)</b>  Introduction to and practice of common skills and procedures used in the clinical patient office setting by the Advanced Practice Nurse. Includes identification of common diseases and disorders and the appropriate intervention by the Family Nurse Practitioner. Special emphasis is placed on patient consent, safety and efficacy in practice, and procedural skills used in patient care. <i>Enrollment limited to students admitted to FNP track in the School of Nursing. Prerequisite NURS 530</i>															
<b>9. Why is this course being proposed?</b>  Previously these skills were included as lab time NURS 533D, which took time away from the student's clinical hours for patient care in that course, and left little time for practice and review. By implementing this new course, students will have dedicated time for new skill acquisition and practice. Lecture and introduction of the skill or procedure will take place prior to the hands-on portion of the lab each week.															
<b>10. Mode of Instruction*</b> <i>For definitions of the Course Classification Numbers:</i> <a href="http://www.csusm.edu/academic_programs/curriculumschedule/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf">http://www.csusm.edu/academic_programs/curriculumschedule/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf</a>		<table border="1"> <thead> <tr> <th>Type of Instruction</th> <th>Number of Credit Units</th> <th>Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td></td> <td></td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td>1</td> <td>C15</td> </tr> </tbody> </table>		Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture			Activity			Lab	1	C15
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<b>11. Grading Method:*</b> <input 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 checked="" type="checkbox"/> Credit/No Credit Only (C) <input type="checkbox"/> Credit/No Credit or Report-in-Progress Only (CP)															
<b>12. If the (NP) or (CP) grading system was selected, please explain the need for this grade option.</b>															
<b>13. Course Requires Consent for Enrollment?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department - Director/Chair <i>Enrollment limited to students admitted to FNP track in the School of Nursing</i>															
<b>14. Course Can be Taken for Credit More than Once?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many times? (including first offering)															
<b>15. Is Course Crosslisted:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No  If yes, indicate which course _____ and check "yes" in item #22 below.															
<b>16. Prerequisite(s):</b> <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No NURS 530 Advanced Practice Nursing															
<b>17. Corequisite(s):</b> <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  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:  
 Master of Science in Nursing for FNP students

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.

Discipline _____	Signature _____	Date _____	Support _____	Oppose _____
Discipline _____	Signature _____	Date _____	Support _____	Oppose _____

**SIGNATURES : (COLLEGE LEVEL) :**

1. Originator (please print or type name) Ang Carney, NP, PhD Date 2/1/16

2. Program Director/Chair Dante Woodson Date 2/1/16

3. College Curriculum Committee Jens Yander Date 3/17/16

4. College Dean (or Designee) Denise Gault Date 3/17/16

**(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.

**CSUSM School of Nursing**  
**NURS 531: Advanced Practice Nursing Skills Lab**  
**Course Syllabus**  
**Summer 2016**

**Faculty**

Dr. Amy Carney, NP, PhD  
Phone: (760)750-7552  
Email: [acarney@csusm.edu](mailto:acarney@csusm.edu)  
Office Hours: Tuesday 11:00-13:00 and by appointment

Course units: 1 unit  
Course Day and Time: Wednesday 1:00-5:30 PM  
Course Location: CSUSM SON Clinical Lab  
Prerequisite: NURS 530  
Corequisite: none

**NURS 531: Advanced Practice Nursing Skills Lab (1)**  
Introduction to and practice of common skills and procedures used in the clinical patient office setting by the Advanced Practice Nurse. Includes identification of common diseases and disorders and the appropriate intervention by the Family Nurse Practitioner. Special emphasis is placed on patient consent, safety and efficacy in practice, and procedural skills used in patient care. *Enrollment limited to students admitted to FNP track in the School of Nursing.*

**Credit Hour Policy Statement**

Per the University Credit Hour Policy, students are expected to spend a minimum of three hours outside of the classroom each week engaged in learning and preparing for skills in lab.

**Further Information about the Course:**

This course is a laboratory experience in the study of management of clients across the lifespan for the family nurse practitioner. The student advanced practice nurse (APN) will expand his/her responsibility and accountability including the use of common clinical procedures within this specialty area of clinical practice.

Focus will be on assessment and interventions used with individuals and families in a variety of practice settings that may include but are not limited to public and private practice, public health agencies, home health, community clinics, and Urgent Care.

Emphasis will be focused on developing sound clinical decision-making and diagnostic-reasoning skills as well as techniques in the use of skills and tools. This course will be a clinical lab experience led by CSUSM faculty introducing and practicing select common procedures.

## Course Objectives

Upon successful completion the student will be able to:

1. Identify common conditions and procedures in primary care associated with the healthcare management of individuals across the lifespan in acute, chronic, health maintenance and wellness activities in diverse healthcare settings
2. Describe the advanced practice role, demonstrate critical thinking and incorporate pharmacotherapeutic and procedural interventions in the medical management of common health conditions
3. Demonstrate sound clinical decision making appropriate to educational level when choosing interventions in health care
4. Recognize signs and symptoms of common acute/chronic illnesses and health and developmental problems in individuals and families
5. Describe the use of diagnostic tests and evaluation tools for common acute/chronic illnesses and concerns within health care settings
6. Establish differential diagnoses based on assessment of individuals and families
7. Incorporate appropriate and effective plans of care and documentation in acute and chronic problems and health care evaluations in diverse clients

COURSE LEVEL OUTCOMES  Upon successful completion the student will be able to:	PROGRAM LEVEL OUTCOMES (1, 3)
1. Identify common conditions and procedures in primary care associated with the healthcare management of individuals across the lifespan in acute, chronic, health maintenance and wellness activities in diverse healthcare settings	PSLO #1 Apply theoretical and empirical knowledge at the advanced level.
2. Describe the advanced practice role, demonstrate critical thinking and incorporate pharmacotherapeutic interventions in the medical management of common health conditions	PSLO #3 Recognize team dynamics and develop care management plans.
3. Demonstrate sound clinical decision making appropriate to educational level when choosing interventions in health care	PSLO #1 Apply theoretical and empirical knowledge at the advanced level.  PSLO #3 Recognize team dynamics and develop care management plans.

<p>4. Describe the use of diagnostic tests and evaluation tools for common acute/chronic illnesses and concerns within health care settings</p>	<p>PSLO #1 Apply theoretical and empirical knowledge at the advanced level</p>
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**Course Outline:**

- I. The role of the Advanced Practice Nurse in family practice settings
- II. Introduction to common office skills for the Advanced Practice Nurse

**Responsibilities of Clinical Faculty**

- 1. Faculty will demonstrate the appropriate skills to be acquired by the students in the clinical lab.
- 2. Faculty will evaluate the students on technique by return demonstration

**Responsibilities of the Student**

- 1. The Student will demonstrate the ability to manage progressively complex patient care situations (including differential diagnosis, comprehensive treatment plans, and patient teaching) in accordance with his/her academic progression
- 2. 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 Student Blanket Medical Liability Insurance.
- 3. The Student will complete the specified skills log and submit it as directed by CSUSM SON staff

**Note:**

*The National Organization of Nurse Practitioner Faculties (NONPF) has developed Nurse Practitioner Core Competencies (April 2011) defined as essential behaviors of all nurse practitioners. The competencies are incorporated in the specific objectives and expected learning outcomes in all courses and in the program. Students are responsible for reviewing the competencies at the beginning of each semester as part of their ongoing self-evaluation during their course of study in collaboration with their clinical faculty and preceptor. The competencies can be found in Graduate Student Central and in the CSUSM Graduate Student Handbook Appendices.*

**Method of Evaluation:**

1. Skills/Procedures return demonstrations
2. Attendance at Skills Lab
3. Advanced Practice Management paper

**Method of Evaluation:**

Activity	Due Date	Grading
Skills /Procedures	Weeks 1 through 10	Credit/No Credit
Attendance	Week 1 through 10	Credit/No Credit
Management Paper	Week 9	Credit/No Credit

Grading is Credit/No Credit. Students must achieve a passing grade on 80% of the skills, not be late, leave early, or miss no more than 2 lab days of lab, and submit a paper that includes the required elements as described in a rubric provided on day one of class.

**Clinical Evaluation**

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 has difficulty in adapting to new ideas and roles
- Student fails to submit required written clinical assignments

**Required Textbook:**

Dehn, R., & Asprey, D. (2013). *Essential Clinical Procedures, 3rd Ed.* Saunders-Elsevier.

**Recommended Textbooks:**

Please speak to instructor before purchasing

1. Giddings, F.D. (2009) *Surgical knots and suturing techniques*, 3<sup>rd</sup> Ed. Giddings Studio Publishing.
2. Bindra, V., & Bhaskar, P. (2011). *Practical manual of obstetrics and gynecology for Residents and Fellows*. Jaypee Brothers Medical Publishing
3. Sponseller, Paul (2011). *Handbook of pediatric orthopedics, 2<sup>nd</sup> ed.* Thieme Medical Publishing.

### **Course requirements and Expectations:**

**Skills/Procedures:** Students will participate in weekly skills practice followed by return demonstration of skill to clinical faculty. Each skill checked-of will graded as pass/fail for credit/no credit. Students must pass 80% of the skills return demonstrations to satisfy this requirement.

**Attendance:** Student will attend weekly skills labs. If students fail to attend one skills lab they will be given the chance to make up that skill if possible. Students must not be more than 10 minutes late, leave early, or miss more than 2 days of lab to satisfy the attendance requirement.

**Advanced Practice Management Paper:** This 5 page paper, exclusive of title page and references, will address an area of practice concern or skill in Advanced Practice Nursing, and will be due in week 9. Late submission of papers must be approved by faculty for acceptance. Students must include all elements for paper as indicated on rubric to satisfy this requirement.

### **University Writing Requirement University**

Writing Requirement will be satisfied through the submission of the Advanced Practice Management paper.

### **COURSE INFORMATION:**

#### **1. Course Format**

The format for this course will include a variety of participatory activities including skills lab and demonstrations. Students are expected to prepare for and participate actively in class and during discussions.

- Class participation includes respectful and receptive attitude towards classmates and faculty. **All cellular phones, pagers, beepers and other such electronic equipment to communicate or text message others are to be turned off during class periods.**
- Please refer to Graduate Student Central for forms and information.

#### **2. Disabled Student Services (DSS) 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.

#### **3. Civility and CSUSM Community Values**

- CSUSM strives to be a community demonstrating respect, for oneself, and for others

- Treatment of others with dignity, and behaviors which promote a physically and psychologically safe, secure, and supportive climate
- Enabling all community members to engage as full and active participants where the free flow of ideas is encouraged and affirmed

#### **4. Student Academic Honesty Policy**

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, be sure to document the sources of your 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 lowering of grades or the assignment of a failing grade.

#### **5. Privacy & Confidentiality**

**Maintain confidentiality on all personal and sensitive information obtained in this course.** This includes, but is not limited to, avoiding discussions that would allow others to identify the subject of the information and removing names from journals/class assignments. To discuss patient information in a student forum, you may use initials or a name that is not the patients. Failure to protect the privacy of others is a violation of the Health Information Protection and Privacy Act (HIPPA).



<b>COURSE SCHEDULE</b>		
<b>DATE</b>	<b>WEEKLY TOPIC</b>	<b>ASSIGNED READING</b>
:  Week 1: Wednesday June 8	The Role of the Advanced Practice Nurse in Family Practice Settings  Introduction to primary care concepts and procedures I: CA APRN Scope of Practice  Welch Allyn representative (pan optic ophthalmoscope and primary care equipment)	Dehn Chapter 2
Week 2: Wednesday June 15	Pharmacotherapeutics: Writing prescriptions and dispensing devices  Patient Interviewing and Reporting	Sadasivam article  Recognizing Rx Drug Abuse part 1 and 2
Week 3: Wednesday June 22	Documentation and Informed consent  Dermatology part 1: Suturing and skin closure	Dehn 1 and 39  Dehn 22 and 23
Week 4: Wednesday June 29	Dermatology part 2: I & D, toenail removal	Dehn 25 and 29
Week 5: Wednesday July 6	Women's' health Part 2	Dehn 17
Week 6: Wednesday July 13	Women's Health Part 2	Dehn 18
Week 7: Wednesday July 20	Men's health	Dehn 19
Week 8: Wednesday July 27	Office Orthopedics	Dehn 21

Week 9: Wednesday August 3	Skills involving the Sensory systems <b><u>Papers due!</u></b>	Dehn 32 and 33
Week 10: Wednesday August 10	Microscopy nTrack	Hay article



## 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,