

**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>  Fall 2016												
<b>2. Course is to be considered for G.E.?</b> (If yes, also fill out appropriate GE form*) <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 532T													
<b>5. Title:</b> <i>(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</i> Advanced Practice Transitions of Care Management of Patients and Families Across the Care Continuum I													
<b>6. Abbreviated Title for PeopleSoft:</b> <i>(no more than 25 characters, including spaces)</i> Adv Trans of Care I													
<b>7. Number of Units:</b> 3													
<b>8. Catalog Description:</b> <i>(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.)</i>  Exploration of Transitions of Care concepts with emphasis of the evolution and core principles of nursing case management. Contemporary case management models across the health care continuum are analyzed. Case management competencies for beginner and advanced nursing practice will be studied. A major focus is identifying strategies that promote appropriate clinical outcomes of care, coordination of care, and cost-efficient utilization of resources using a systems perspective. <i>Enrollment limited to admission to CNS Program. Prerequisites: NURS 502, 503A; Corequisite: NURS 533T</i>													
<b>9. Why is this course being proposed?</b>  CSUSM School of Nursing was awarded a federal grant from the Health Resources and Services Administration Agency to develop Transitions of Care Programs for Post Baccalaureate and Advanced Practice Graduate Nursing Students. Transitions of Care is a new specialty in nursing.													
<b>10. Mode of Instruction*</b> <i>For definitions of the Course Classification Numbers:</i> <a href="http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf">http://www.csusm.edu/academic_programs/curriculumscheduling/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf</a>	<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;">3</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	3	C2	Activity			Lab		
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Lecture	3	C2											
Activity													
Lab													
<b>11. Grading Method:*</b> <input checked="" type="checkbox"/> Normal (N) <i>(Allows Letter Grade +/-, and Credit/No Credit)</i> <input type="checkbox"/> Normal Plus Report-in-Progress (NP) <i>(Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)</i> <input 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													
<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 Originator is uncertain of this entry, please consult with Program/Department Director/Chair.

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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No	NURS 502, NURS 503A
17. Corequisite(s): <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	NURS 533T
18. Documentation attached: <input checked="" type="checkbox"/> Syllabus <input type="checkbox"/> 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	

<b>PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:</b> (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)? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
If yes, please specify:  MSN in Adult-Gerontology Clinical Nurse Specialist with an emphasis in Transitions of Care; Post MSN Certificate in Adult-Gerontology Clinical Nurse Specialist with a special emphasis in Transitions of Care and MSN in Pediatric Clinical Nurse Specialist with an emphasis in Transitions of Care; Post MSN Certificate in Pediatric Clinical Nurse Specialist with an emphasis in Transitions of Care.	
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.) <input type="checkbox"/> Yes <input checked="" type="checkbox"/> 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)	<u>Denise Boren</u>	<u>4-14-16</u>
	<u>Denise Boren</u>	<u>4-14-16</u>
2. Program Director/Chair	<u>Nancy C. Leming</u>	<u>4-14-16</u>
3. College Curriculum Committee	<u>Denise Boren</u>	<u>4-14-16</u>
4. College Dean (or Designee)		

**(UNIVERSITY LEVEL)**

5. UCC Committee Chair	_____	Date _____
6. Vice President for Academic Affairs (or Designee)	_____	Date _____
7. President (or Designee)	_____	Date _____

**RECEIVED**  
APR 14 2016  
BY: \_\_\_\_\_



# NURS 532T - COURSE SYLLABUS

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Advanced Practice Transitions of Care Management of  
Patients and Families Across the Care Continuum I

Clinical Nurse Specialist



**Course Syllabus  
NURS 532T**

**Advanced Practice Transitions of Care Management of Patients  
and Families Across the Care Continuum I  
Semester & Year**

**Faculty:**

Name: TBD

Phone:

Email:

Office Hours: TBD

Course units: 3 units

Course Day and Time:

Course Location:

Prerequisite: 502, 503A

Corequisite: 533T

**Course Description:**

Exploration of Transitions of Care concepts with emphasis of the evolution and core principles of nursing case management. Contemporary case management models across the health care continuum are analyzed. Case management competencies for beginner and advanced nursing practice will be studied. A major focus is identifying strategies that promote appropriate clinical outcomes of care, coordination of care, and cost-efficient utilization of resources using a systems perspective.

**Program Student Learning Outcomes**

1. Apply theoretical and empirical knowledge at the advanced level.
2. Conduct and critically analyze research to apply sound clinical decision-making.
3. Recognize team dynamics and develop care management plans.
4. Evaluate health care professional collaboration to improve and formulate health care delivery systems.
5. Recognize diversity and provide culturally sensitive care.

**Course Objectives:** Upon completion of this course, students will be able to:

1. Describe the evolution of case management.
2. Analyze contemporary case management models across the health care continuum.
3. Describe strategies for efficient resource utilization in the case management role.

4. Define the main concepts in hospital-based and community-based nurse case management models and describe the Transdisciplinary Approach including the key nursing case management strategies within each.
5. Compare and contrast hospital based case management and community-based settings in terms of terms of discharge planning, factors influencing the successes and barriers to discharge planning and case management across the health care continuum.
6. Discuss the key steps in establishing a patient/family/nurse case management relationship in vulnerable populations and the process in implementing the goals of discharge planning
7. Critique the effectiveness of case management models based on outcomes.
8. Analyze effective case management competencies across setting

**University writing assignment will be met through a case study paper.**

**Methods of Evaluation:**

- |                                 |                |
|---------------------------------|----------------|
| 1. 2 Written tests              | 25 points each |
| 2. Individual Case Presentation | 25 points      |
| 3. Case management Paper        | 75 points      |

**Standard Grading Scale:**

The letter grades will be assigned according to the following points:

Letter Grade	Points
A	150 - 135
B	134 - 120
C	119 - 105
D	104 - 90
F	≤89

**Required Textbooks:**

1. Powell, S& Hussein T 3<sup>rd</sup> Ed. (2010) *Case Management, A Practical Guide for Education and Practice*. Lippincott Williams & Wilkins.
2. Birmingham, J. 3<sup>rd</sup> Ed. (2010) *Discharge Planning Guide, Tools for Compliance*. HCPro. Danvers, MA.
3. Talmadge E. & Wheeler M. (2007) *Medical Management of Vulnerable and Underserved Patients: Principles, Practice and Populations*. McGraw Hill Medical Publications
4. American Psychological Association. (2010). *Publication manual of the American Association*

### **Recommended Websites:**

<http://www.acmaweb.org/>  
<http://www.cmsa.org/>  
<http://www.academyccm.org/>  
<http://www.ntocc.org/>  
<http://www.jointcommission.org/toc.aspx>  
<http://www.ihl.org/resources/Pages/Tools/sbartoolkit.aspx>  
<http://www.teachbacktraining.org/>

**\*\*The syllabus and other course materials may be found in the NURS 532T Cougar Course.**

### **Course Expectations:**

1. The format for this course will include a variety of participatory activities including group work, independent work, discussion and lecture. Students are expected to prepare for and participate actively in class and during discussions.

- Class participation will include respectful and receptive attitude towards classmates and the professor. **All cellular phones, pagers, beepers and other such electronic equipment to communicate or text message others are to be turned off during class periods.**

3. Written assignments need to be submitted typed in 12-point font (Ariel or New Times Roman), and double-spaced. Students are required to follow the writing and citation directions found in the most recent edition of the American Psychological Association Publication Manual. All papers are due by midnight on the day the assignment is due unless by prior arrangement with the instructor. If illness or an emergency situation should occur please contact the instructor to arrange for a possible alternate date to submit the assignment that is due.

4. 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. Turn-it-in software through Cougar Courses will be used to ensure an acceptable originality report of 20% or less. Please refer to the following website:

[http://www.csusm.edu/policies/active/documents/Academic\\_Honesty\\_Policy.html](http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html)

5. 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 course papers/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).

## **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.

## **General Course Information**

### **Course Requirements:**

1. **Class Participation:** Over the course of the semester, students will participate in a variety of group activities and discussions, scholarly writing, oral presentations, and videos. The purpose of these activities is to provide an opportunity for application of theoretical concepts and to stimulate critical thinking on the topics presented.
2. **Paper:** This will be a paper on a complex patient case study. Students will write a 20 page paper on a complex case they have encountered during the field experience. Students will present this case in a class presentation.
3. **Class Presentation:** This will be a formal clinical case presentation presented in the last two weeks of the semester that will review final paper on a complex patient case. Power Point or text document is acceptable, be prepared to verbally present in 15-20 minutes with 5 minutes for discussion.
4. **Pass/No Pass Activities.** The student will complete a variety of Pass/No Pass activities during the course. For all course work assigned Pass/No Pass, students must achieve a passing grade (Pass) in order to pass the course.

**Due dates for assignments** will be specified. There will be a 2pt/day penalty deduction for late assignments.



**Credit Hour Policy:** Students are expected to spend two hours in class and a minimum of four hours of student learning outside of class each week for 15 weeks of instruction.

**Special Assistance:**

Should you require special accommodations because of a documented disability, please let the instructor know early in the semester. Student should provide appropriate and recent documentation to the Office of Disabled Student Service (DDS). This office is located in Craven Hall 5205, and can be contacted by phone at 760-750-4905.

How to reach the faculty You can email or contact the faculty through business or cell phone or most preferably, schedule and appointment during office hours. Office hours are your time and we encourage you to take advantage of this opportunity. Faculty check email and phone messages every day during the working week. If you wish to set up an appointment during or outside of our regular office hours, please schedule the meeting at least a week ahead of time so the faculty can prepare.

**WEEKLY CLASS SCHEDULE**

DATE	WEEKLY TOPIC	RECOMMENDED Reading /RESOURCES
Week 1	Introduction to Case Management: Background and Overview <ul style="list-style-type: none"><li>History and evolution</li><li>Purpose/Goals of Case Management</li></ul>	Pell, S. Case Management. Chapters 1
Week 2	Healthcare trends Current Trends/Issues: Affordable Care Act, Accountable Care <ul style="list-style-type: none"><li>Reimbursement systems</li><li>Case Management Organizations</li></ul>	Powell, S. Case Management. Chapters 2  Talmadge & Wheeler Chapter 1 - 4
Week 3	The Social Security Act: Foundation of the Discharge Planning Process: <ul style="list-style-type: none"><li>Medicare Integrity Program</li></ul>	Powell, S. Case Management. Chapter 3 Birmingham, J. Discharge Planning Guide Chapter 3
Week 4	Roles and Functions of Case Manager <ul style="list-style-type: none"><li>Utilization Management</li><li>Case Management Process</li></ul>	Powell, S. Case Management. Chapter 4

Week 5	CM Competencies <ul style="list-style-type: none"> <li>▪ Education, training, certification</li> <li>▪ Effective skills and values needed</li> </ul>	Powell, S. Case Management. Chapter 5  Multiple Choice Test
Week 6	Transitional planning, resource management, utilization management <ul style="list-style-type: none"> <li>▪ Transdisciplinary Approach Role with Inter-professional teams</li> <li>▪ Role of the BSN-APN- CNS</li> </ul>	Powell, S. Case Management. Chapter 6  Start working on paper covering Analysis of the Role of Contemporary Case Manager
Week 7	Quality Management, Outcomes and Research in Case Management <ul style="list-style-type: none"> <li>▪ Legal Issues in Case Management</li> <li>▪ Ethical Issues in Case Management</li> </ul>	Powell, S. Case Management. Chapter 7-9  Talmadge & Wheeler Chapter 13,14,15  First draft of Power Point of Case Manager Case Study due
Week 8	Discharge Planning from the Case Management Perspective <ul style="list-style-type: none"> <li>▪ Discharge Planning - The Process</li> <li>▪ Levels of Care</li> <li>▪ Documentation</li> </ul>	Birmingham, J. Discharge Planning Guide Chapter 1-2 , 8-9  Multiple Choice test
Week 9	Patient Choice, Rights, and Privacy <ul style="list-style-type: none"> <li>▪ Discharges, Transfers and Readmissions: Transitions of Care – Hospital to Home</li> </ul>	Birmingham, J. Discharge Planning Guide Chapter 4  Powell, S. Case Management. Chapter 5
Week 10	Special Considerations in Discharge Planning Vulnerable Populations Social Determinations of Health	Talmadge & Wheeler Chapters 1-5- 9-10 17,20,23,24,25,26,33,37
Week 11	Special Considerations in Discharge Planning Vulnerable Populations Social Determinations of Health <b>continued</b>	Talmadge & Wheeler Chapters 1-5- 9-10 17,20,23,24,25,26,33,37
Week 12	Case Manager Case Study Power Point Presentations  Guest Speaker :Case Management Professional from the Community	No assigned readings

Week 13	Case Manager Case Study Point Presentations  Guest Speaker – Utilization Management professional from the community	No assigned readings
Week 14	Applied Learning <ul style="list-style-type: none"> <li>• SBAR</li> <li>• Teach Back</li> </ul>	<a href="http://www.ihi.org/resources/Pages/Tools/sbartoolkit.aspx">http://www.ihi.org/resources/Pages/Tools/sbartoolkit.aspx</a> <a href="http://www.teachbacktraining.org/">http://www.teachbacktraining.org/</a> Paper Due Friday night at Midnight of end of week
Week 15	Job Stress and Success factors of a case manager  Personality Test and discussion	Powell, S. Case Management Chapter 11
Week 16	<b>No Final Exam</b>	