

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): Spring 2017
2. Current Course abbreviation and Number: NURS 539C	

TYPE OF CHANGE(S). Check all that apply.

Course Number Change	<input type="checkbox"/>	Delete Prerequisite	<input type="checkbox"/>	Other Prerequisite Change	<input type="checkbox"/>
Course Title Change	<input checked="" type="checkbox"/>	Add Corequisite	<input type="checkbox"/>	Grading Method Change	<input type="checkbox"/>
Unit Value Change	<input type="checkbox"/>	Delete Corequisite	<input type="checkbox"/>	Mode of Instruction Change (C/S Number)	<input type="checkbox"/>
Description Change	<input checked="" type="checkbox"/>	Add Consent for Enrollment	<input type="checkbox"/>	Consider for G.E. If yes, also fill out appropriate GE form.	<input type="checkbox"/>
Add Prerequisite	<input type="checkbox"/>	Delete Consent for Enrollment	<input type="checkbox"/>	Cross-list	<input type="checkbox"/>

Information in this section– both current and new – is required only for items checked () above.

NEW INFORMATION:

CURRENT INFORMATION:

3. Title: Advanced Practice Externship - FPMHNP	Course abbreviation and Number:
4. Abbreviated Title for Banner (no more than 25 characters): Adv Prac Ext FPMHNP	Title: <i>(Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.)</i> Advanced Field Study: Mental Health Management of Vulnerable Populations Across the Lifespan
5. Number of Units:	Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Adv Field Mgmt Vulner Popul
6. Catalog Description: Designed for the Family Psychiatric Mental Health Nurse Practitioner to work in a clinical setting and enhance advanced clinical practice under the supervision of an advanced practice nurse or physician as a role model. Advanced assessment skills and advanced nursing practice in the FPMHNP role will be performed.	Number of Units:
	Catalog Description: <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> Clinical practicum focuses on the role of the advanced practice psychiatric mental health nurse in the management of individuals, groups and families with complex mental health needs across the lifespan. Emphasis is placed on vulnerable populations and the impact of social determinants on mental health. The minimum requirement for this practicum is 180 hours. <i>Prerequisite NURS 535C Corequisite NURS 538</i>

7. Mode of Instruction* (See pages 17-23 at <http://www.calstate.edu/cim/data-elem-dic/APDB-Transaction-DED-SectionV.pdf> for definitions of the Course Classification Numbers)

Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)
Lecture			Lecture		
Activity			Activity		
Lab			Lab		

8. Grading Method:*

- Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
- Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
- Credit/No Credit Only (C)
- Credit/No Credit or Report-in-Progress Only (CP)

Grading Method:*

- Normal (N) (Allows Letter Grade +/-, and Credit/No Credit)
- Normal Plus Report-in-Progress (NP) (Allows Letter Grade +/-, Credit/No Credit, and Report-in-Progress)
- Credit/No Credit Only (C)
- Credit/No Credit or Report-in-Progress Only (CP)

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

CURRENT INFORMATION:

NEW INFORMATION:

9. If the NP or CP grading system was selected, please explain the need for this grade option.	
10. Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair	Course Requires Consent for Enrollment? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Faculty <input type="checkbox"/> Credential Analyst <input type="checkbox"/> Dean <input type="checkbox"/> Program/Department/Director/Chair
11. Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)	Course Can be Taken for Credit More than Once? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, how many times (including first offering)
12. Is Course Cross Listed: <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course	Is Course Cross-listed? <input type="checkbox"/> Yes <input type="checkbox"/> No If yes, indicate which course and check "yes" in item #17 below.
13. Prerequisite(s): None	Prerequisite(s): NURS 535C
14. Corequisite(s): None	Corequisite(s): NURS 538
15. Documentation attached: <input checked="" type="checkbox"/> Syllabus <input type="checkbox"/> Detailed Course Outline	

PROGRAM DIRECTOR/CHAIR - COLLEGE CURRICULUM COMMITTEE SECTION:

(Mandatory information – all items in this section must be completed.)

16. 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:
 This is a required course in the MSN concentration – Advanced Practice Nurse- Psychiatric Mental Health Nurse Practitioner Track and Post-Certificate program

17. Does this course change impact other discipline(s)? (If there is any uncertainty as to whether a particular discipline is affected, check "yes" and obtain signature.) Check "yes" if the course is cross-listed. Yes No
 If yes, obtain signature(s). Any objections should be stated in writing and attached to this form.

 Discipline _____ Support _____ Oppose
 Signature _____ Date _____

 Discipline _____ Support _____ Oppose
 Signature _____ Date _____

18. Reason(s) for changing this course:
 The course was updated to be in alignment with the new curricular standards from the National Organization of Nurse Practitioner Faculties (2013) and the ANCC National credentialing exam.

SIGNATURES : (COLLEGE LEVEL) :

1. Originator (Please Print) Lydia Greiner, NChomig 3-16-16
 Date

2. Program Director/Chair Denise McGowan 3/16/16
 Date

3. College Curriculum Committee Jim Hauer 3/17/16
 Date

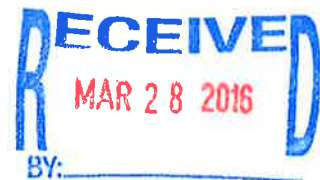
4. College Dean (or Designee) Denise Garcia 3/17/16
 Date

(UNIVERSITY LEVEL)

5. UCC Committee Chair _____ Date _____

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

7. President (or Designee) _____ Date _____



COURSE SYLLABUS
CSUSM School of Nursing

NURS539C: Advanced Field Study: Mental Health Management of Vulnerable Populations Across the Lifespan

Faculty:

Professor:

Phone:

Email:

Office Hrs:

Course Units: 4

Course Day/Time/Location: TBD

Course Description:

Clinical practicum focuses on the role of the advanced practice psychiatric mental health nurse in the management of individuals, groups and families with complex mental health needs across the lifespan. Emphasis is placed on vulnerable populations and the impact of social determinants on mental health. The minimum requirement for this practicum is 180 hours.

Prerequisite: NURS 535C Corequisite: NURS538

<u>Student Learning Outcomes:</u>	<u>Graduate PSLOs:</u>
Upon successful completion of this course the student will be able to: <ol style="list-style-type: none">1. Apply theoretical and empirical knowledge to the independently manage individuals with non-complicated mental health needs across the lifespan.2. Discuss evidence-based management of individuals with complex mental health needs.3. Collaborate with the multidisciplinary team to develop evidence-based treatment plans that reflect an understanding of vulnerable populations.4. Advocate for health care delivery system change to address health disparities.	<ol style="list-style-type: none">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.

University and Program Policies (those marked with an * are required elements of the syllabus)

Please note this syllabus is subject to change by faculty.

***University Credit Hour:**

Students are expected to spend a minimum of two hours outside of the classroom for each unit of credit engaged in learning. This course is a 4 unit course requiring 8 hours per week of outside classroom on assigned learning activities for the course.

***Special Assistance:**

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This

office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, and by email sent to dss@csusm.edu. Students authorized by DSS to receive reasonable accommodations should meet with faculty during office hours in order to ensure confidentiality.

***Social Media:**

The CSUSM SON Social Media Policy (available in the Student Handbook and posted in the Cougar Course) and will be followed by all students.

***Attendance Policy:**

All students are expected to attend each scheduled class meeting. If you will be absent for any reason you must contact the instructor via cell phone and e-mail with as much advance notice as possible. The format of this course is interactive and the absence of any student will impact the experience for all.

***Late Work:**

Work that is submitted after the posted due-date will not be accepted unless otherwise stipulated below.

***Civility and CSUSM Community Values:**

CSUSM strives to be a community where students demonstrate respect, for oneself, and for others. Treatment of others with dignity, and behaviors which promote a physically and psychologically safe, secure, and supportive climate is expected of all students. Enabling all community members to engage as full and active participants where the free flow of ideas is encouraged and affirmed.

***University Writing Requirement:**

Written assignments in this course fulfill the 2500 word requirement and must follow APA guidelines. Please refer to the required 6th edition of the APA Publication Manual.

***Student Academic Honesty Policy:**

Students are expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/material that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor's attention. The instructor reserves the right to discipline any student for academic dishonesty, in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole. Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University. For more information, refer to the full Academic Honesty Policy at http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

***Confidentiality:**

Students will 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 patient's. Failure to protect the privacy of others is a violation of the Health Information Protection and Privacy Act (HIPPA).

***Core Competencies:**

The National Organization of Nurse Practitioner Faculties (NONPF) and the American Association of Colleges of Nursing (AACN) developed the nine core competencies for all nurse practitioners and population focused competencies for psychiatric mental health nurse practitioners and other nurse practitioners. The Competencies can be found in the CSUSM Graduate Student Handbook. Appendices 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.

***Course Expectations:**

Responsibilities of Clinical Faculty

1. Ensure that the preceptor has received and understands the Graduate Preceptor Guidelines Handbook, Graduate Program Preceptor Profile, course syllabus, and the Preceptor Clinical Evaluation Form.
2. Arrange meetings with the preceptor, student and faculty during the semester for evaluation purposes
3. Provide immediate consultation and/or support of the preceptor when needed or when problems are reported
4. Communicate with the student's preceptor to assess student progress a minimum of two visits/semester. These visits are on-site and should include time with the student for self-assessment.
5. Collect mid-term and final Preceptor Evaluation of Student Performance from each student.
6. Use clinical objectives as outlined on the syllabus and Faculty Evaluation of Student Performance to document the students' progress and specify satisfactory/unsatisfactory completion of clinical competencies.
7. Collaborate with the student to complete the Student Evaluation of Preceptor form at the end of the semester.
8. Provide contact information to preceptor.

Responsibilities of the Preceptor

1. The preceptor will provide a setting in which the student will function in the role of an advanced practice nurse 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 assessment, diagnosis, and treatment of patients.
3. The preceptor will adhere to institutional policies regarding co-signing of all records and orders written by the nurse practitioner student.
4. The preceptor will agree to meet twice each semester with the clinical faculty to discuss student's progress and learning needs
5. The preceptor will complete the Preceptor Evaluation of Student Performance at mid-term and at the end of the semester.
6. The preceptor will notify the clinical faculty immediately when the student's performance is unsatisfactory or in question.

Responsibilities of the Student

1. The student will read the Graduate Preceptor Guidelines Handbook.
2. 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.
3. The student will follow policies and procedures established in the practicum site and will keep the preceptor informed about cases and learning activities.

4. 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. Students are required to have current RN liability insurance; documentation must be on file with the School of Nursing staff.
5. The student will participate in regularly scheduled conferences with the preceptor and faculty to discuss progress, problems, and learning needs.
6. The Student will maintain accurate records of clinical time and experiences on the N-Track Clinical Log systems.
7. The Student will complete the Student Site Evaluation which is sent out electronically at the end of each semester, and Student Preceptor Evaluation.

***Grading**

The grade for this clinical practicum will be assigned on the basis of the Faculty Evaluation of Student Performance, participation in weekly supervision, and written assignments. There are two parts to the course grade: patient care activities, and written & oral reports that demonstrate theoretical-clinical synthesis. The student must successfully meet expectations on the Faculty Evaluation of Student Performance AND complete the written assignments with a grade of C or better in order to pass this course.

Students will receive a written mid-term evaluation from both his/her preceptor and clinical faculty. If the student has not achieved the behavioral objectives, a learning plan will be developed to assist the student in meeting the objectives by the end of the semester.

Failure to meet the objectives, at the level indicated on the Faculty Evaluation of Student Performance will result in a failing grade for this course, regardless of the grades on the written assignments.

Please note that in order to “meet expectations” for the clinical portion of this course (i.e., pass), students must achieve student expectations in a minimum of 80% of the items on the evaluation by the end of the clinical experience AND demonstrate safe, competent practice throughout the entire clinical experience. Five objectives on the clinical evaluation specifically address safe, competent practice. Students who do not provide safe, competent care will not pass this course and will receive a grade of “F”, regardless of the grade on the written work. To be considered a safe, competent practitioner a student must:

1. Seek appropriate assistance from preceptor prior to implementing proposed treatment plans.
2. Demonstrate safe practice consistent with clinical agency policies and evidence-based practice guidelines.
3. Maintain accurate and verifiable documentation including clinical hours.
4. Identify the influence of his/her own behaviors, beliefs, and values on the provider/client interaction.
5. Demonstrate awareness of own behaviors, beliefs, and values (countertransference) during interactions with clients.

Supervision

As part of the clinical practicum, each student will have 10-20 hours of supervision provided by CSUSM faculty. In this course, group supervision will be provided weekly throughout the semester. The dates, times, and locations of these sessions are listed on the syllabus. In addition, each student will be provided individual supervision sessions throughout the course of the semester. The dates, times and locations of individual sessions will be arranged with faculty.

- Supervision is not optional.
- Students will be expected to arrive for supervision prepared to participate actively in a discussion focused on patient-student interaction. The purpose of supervision is to identify facilitators and

barriers to effective practice as an advanced practice nurse. Students will be expected to complete the assigned work to contribute meaningfully to the discussion.

- Supervision is not a time to discuss logistical problems, scheduling difficulties, etc. Those issues should be discussed with the faculty member individually.
- Supervision is a time to discuss successes and challenges and to solicit and accept constructive feedback from student colleagues.
- Discussion will rely heavily on dealing with specific issues using a case study approach.
- Supervision is a safe environment where students may discuss freely—the content of discussions in supervision is not to be shared with each other outside of supervision, with other colleagues, family, etc.
- A maximum of 20 supervision hours may be counted toward clinical hours. If additional hours are needed, they may not count toward clinical hours.

Supervision is scheduled weekly on Tuesdays from 6-8 pm. The first 1.5 hours of that time is devoted to group supervision. The last 30 minutes are reserved for students who want/need individual supervision with his/her preceptor. Students are expected to make prior arrangements to avoid disappointment. Appointment times will be respected, so please do not expect to “jump the line” no matter how brief your question might be.

All students are required to set up individual meetings during Week 5 or 6 and during Week 10, either after group supervision or at their clinical sites. The location is at the discretion of the faculty member. These meetings will focus on midterm and final evaluations. Students are required to bring a copy of their preceptor’s evaluation to the meeting with the faculty for discussion at that meeting. **These meetings should be scheduled during Week 5 or 6 and again during Week 10 as outlined on the syllabus.**

If at any point in the semester the student has concerns about his/her ability to meet the clinical objectives, it is the student’s responsibility to inform the faculty so that corrective action may be taken to help the student reach those goals.

Methods of Evaluation:

Late work will not be accepted and will receive a grade of 0.

1. Reflective Journals (45 points): Over the course of this experience students will respond to three reflective writing prompts. Each journal is worth 15 points. The scoring rubric for the journal responses is outlined below. Due dates: Week 4, 8, and 12.

	Above Expectations	Meets Expectations	Below Expectations
	Score: 5	Score: 4	Score: 3
Reflective Thinking	The reflection explains the student’s own thinking and learning processes, and implications for future learning.	The reflection explains the student’s thinking about his/her own learning processes.	The reflection does not address the student’s thinking and/or learning.
Analysis	The reflection is an in-depth analysis of the learning experience, the value of the derived learning to self or others, and the enhancement of	The reflection is an analysis of the learning experience and the value of the derived learning to self or others.	The reflection does not move beyond a description of the learning experience.

	the student's appreciation for the discipline.		
Making Connections	The reflection articulates multiple connections between this learning experience and content from other courses, past learning, life experiences and/or future goals.	The reflection articulates connections between this learning experience and content from other courses, past experiences, and/or future goals.	The reflection does not articulate any connection to other learning or experiences.

Adapted from: <http://www.wcs.edu/curriculum/high/honors/new/Rubric.pdf>

2. Assessment of Standardized Patient (30 points):
Between the 10th- 12th week of the semester, each student will have the opportunity to conduct a 50 minute comprehensive assessment of a standardized client who presents with complex mental health needs. Following the assessment, the student will "present" the client to faculty. The presentation should include the findings from the comprehensive assessment, culminating in a defensible differential and presumptive diagnosis, and suggested treatment approach including pharmacologic and non-pharmacologic interventions. Grading rubric will be posted on Cougar Courses.
3. Mental Health Assessment Write Up (15 points):
Using a standardized format, students will write up the psychiatric assessment conducted on the SP. Grading rubric will be posted on Cougar Courses. The write up is due 1 week after the SP encounter.
4. Self-Evaluation of Assessment of Standardized Patient (10 points):
Each student will have access to a video recording of his/her interaction with the standardized patient. He/she will critically evaluate and appraise the recorded interaction with a focus on therapeutic alliance, use of motivational interviewing techniques, and verbal and non-verbal communication. The goal of this assignment is for the student to identify those parts of the interaction that were done well and those that were done less well (e.g. were therapeutically effective or ineffective), suggesting alternative responses where appropriate. This critical review should reflect an understanding of best practices, with citations used appropriately. The evaluation is due 1 week after the SP encounter.

Course Grading:

A total of 100 points can be earned for the course. The relative contribution of each assignment is outlined below. Letter grades will be assigned using a standard grading scale.

Requirement	Possible Points	% of Course Grade
Reflective Journal #1-#3 (15 points each)	45 points	45%
Standardized Patient Assessment	30 points	30%
Mental Health Assessment Write Up	15 points	15%
Self-Evaluation of Assessment	10 points	10%
TOTAL	100 points	100%

Standard Grading Scale:

Total Points	Letter Grade	Percentage (%)
90-100	A	90-100
80-89	B	80-89
70-79	C	70-79
60-69	D	60-70

Recommended Textbooks:

American Nurses' Association. (2007). *Psychiatric Mental Health Nursing: Scope and Standards of Practice*.

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders DSM-5*. (5th ed.) Arlington VA: American Psychiatric Association. ISBN 9780890425558

Canino, I.A. & Spurluk, J. (2000). *Culturally diverse children and adolescents: Assessment, diagnosis and treatment*. New York: Guilford Press. ISBN-13 9781572305830

Sue, D.W. & Sue D. (2013). *Counseling the culturally diverse: theory and practice*. (7th edition) New Jersey: Wiley & Sons. ISBN-13: 978-1119084303

Wheeler, K. (2013). *Psychotherapy for the advanced practice psychiatric nurse*. (2nd edition) St. Louis: Mosby. ISBN 978-0323045223