

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? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No ("generic" is a placeholder for topics)														
4. Course abbreviation and Number:* NURS 539T														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Advanced Field Study: Advanced Practice Transitions of Care Management of Patients and Families Across the Care Continuum Externship														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Trans of Care Externship														
7. Number of Units: 4														
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.) Application of advanced practice clinical skills under the supervision of an advanced practice nurse as a role model. Advanced assessment skills, advanced transitions of care and advanced nursing practice are applied in the care of clients and families. Students will complete 180 clinical hours. <i>Enrollment limited to students admitted to the Clinical Nurse Specialist track, Prerequisites NURS 534T & NURS 535T.</i>														
9. Why is this course being proposed? CSUSM School of Nursing was awarded a federal grant from the Health Resources and Services Administration Agency to develop Transitions of Care Programs for Advanced Practice Graduate CNS Nursing Students. Transitions of Care is a new specialty in nursing.														
10. Mode of Instruction* For definitions of the Course Classification Numbers: 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></td> <td></td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td style="text-align: center;">4</td> <td style="text-align: center;">C16</td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture			Activity			Lab	4	C16
Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)												
Lecture														
Activity														
Lab	4	C16												
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 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														
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 checked="" type="checkbox"/> Yes <input type="checkbox"/> No NURS 534T, NURS 535T														

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

17. Corequisite(s): <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
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

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:

MSN in Adult-Gerontology Clinical Nurse Specialist with an emphasis in Transitions of Care; Post MSN Certificate in Adult-Gerontology Clinical Nurse Specialist with an 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.) ☐ 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)	Date
Denise Boren	4-14-16
2. Program Director/Chair	Date
Denise Boren	4-14-16
3. College Curriculum Committee	Date
Maurice Clement	4-14-16
4. College Dean (or Designee)	Date
Denise Garcia	4-14-16

(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 539T Course Syllabus

Advanced Field Study: Advanced Practice
Transitions of Care Management of Clients and
Families Across the Care Continuum Externship

Clinical Nurse Specialist

Course Syllabus
NURS 539T: Advanced Field Study
Advanced Practice Transitions of Care Management of Clients
and Families across the Care Continuum Externship

Faculty

Name:

Phone:

Email:

Office Hours:

Course units: 4 units

Course Day and Time: Arranged by students and preceptors

Course Location: Clinical agencies

Course Description:

Application of advanced practice clinical skills under the supervision of an advanced practice nurse as a role model. Advanced assessment skills, advanced transitions of care and advanced nursing practice are applied in the care of clients and families. Students will complete 180 clinical hours. *Enrollment limited to students admitted to the Clinical Nurse Specialist track, Prerequisites NURS 534T & NURS 535T.*

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 Student Learning Outcomes

Upon successful completion the student will be able to:

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

Course Outline

- I. Transitions of Care Management of clients in the acute care/ community setting
 - A. Advanced practice case management role in acute care or the community
 - B. Disease management of acute and chronic illnesses in acute care and community settings
 - C. Care domains and outcomes
 1. Client knowledge
 2. Client involvement in care
 3. Client empowerment
 4. Client adherence to treatment programs
 5. Coordination of care
 - D. Cultural and other variables that impact construction of health promotion and patient management activities
- II. Theory, Research and Best Practices in acute and chronic care management
 - A. Theory as foundation of acute and chronic care management
 - B. Research on acute and chronic care management
 - C. Evidence-based interventions for acute and chronic care management in acute care or the community setting.
- III. Quality and Safety in acute and chronic care management in acute care or community settings
 - A. Application of quality care and safety in the advanced practice of acutely/ chronically ill clients and families
 - B. Evaluation of quality and safety in acute and chronic care management

Responsibilities of Clinical Faculty

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

Responsibilities of the Preceptor

1. The preceptor will provide a setting in which the student will see patients and gain experience in clinical practice
2. The preceptor will function as a role model to provide clinical teaching and supervision for the student in the practice of work-up and management specific to patient care needs.
3. The preceptor will co-sign all records and orders written by the APN student unless otherwise restricted.
4. The preceptor will sign the students' clinical hours tracking log each day the student is present in his/her clinical site.
5. The preceptor will make contact during the semester with the student and faculty to discuss the student's progress and learning needs

6. The preceptor will provide input regarding clinical evaluation of the student and will complete the clinical evaluation form at the end of the semester for the student(s) he/she is precepting.
7. The preceptor is expected to notify faculty immediately when the student's performance is unsatisfactory or in question.

Responsibilities of the Student

1. The Student will complete the Student Profile in a timely fashion
2. The Student will provide the preceptor with the APN Preceptor, Faculty, and Student Handbook, including clinical objectives, appropriate evaluation tools and collection of legal and contractual documents (Intent of Relationship letter, Preceptor's Professional Profile or resume/curriculum vitae prior to beginning the clinical experience.
3. The Student will submit a completed student profile to the preceptor and faculty on or before the first clinical day.
4. The Student will establish a mutually agreeable schedule for clinical time with the preceptor. He/she will come to the clinical experience prepared to perform in accordance with the assigned learning activities in accordance with the course.
5. The Student will demonstrate ability to manage progressively complex patient care situations (including differential diagnosis, treatment plans, and patient teaching) in accordance with his/her academic progression.
6. The Student will follow policies and procedures established in the practicum site and will keep the preceptor informed about cases and learning activities.
7. The Student will function under the Nurse Practice Act statutes and regulations for expanded nursing roles. Students of California State University San Marcos School of Nursing are covered by the Student Blanket Medical Liability Insurance.
8. The Student will participate in conferences with the preceptor and faculty to discuss progress, problems, and learning needs.
9. The Student will maintain accurate records of clinical time and experiences on the Clinical Hours Log. This document will be completed, including the preceptor's signature each day the student is at the clinical site. The original copy of the Clinical log will be submitted to faculty as directed by the program coordinator.
10. The Student will complete the specified clinical log and submit it at designated intervals to the faculty.
11. The Student will assist faculty in completing the following forms: Student Site Evaluation and Student Preceptor Evaluation.

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:

American Nurses Association. (2011, September). Principles for social networking and the nurse. Silver Spring, MD: Author.

National Council of State Board of Nursing. (2011, August). White paper: A nurses' guide to the use of social media. Chicago, IL: Author.

Course Requirements

1. Clinical Hours: The student will complete 180 clinical hours and will document the completion of those hours in accordance with student expectations.
2. Journal: The student will document his/her clinical experience in an ongoing journal. The journal will provide opportunities for the student to gain insights into his/her reactions to patients, the occurrence of transference and counter transference experiences, and observations related to the policies and practices of the assigned clinical setting.
3. The student will complete one written case-study on a selected patient, during the externship.
4. The student will complete a patient education evaluation during the course. This will include the presenting complaint, review of systems, symptom evaluation, assessment findings, differential diagnosis, and development of an initial treatment plan with a teaching intervention.

University writing assignments will be met through journaling, clinical log and patient education assignments.

Methods of Evaluation

Activity	Due Date	Possible Points	Percentage of Grade
Student Journal	Weeks 2, 4, 6, 8, 10, 12, and 14	70	23%
Patient Education Evaluation	Week 14	50	16%
Clinical Logs	Weeks 2, 4, 6, 8, 10, 12, and 14	140	45%
Written Case Presentation	Week 15	50	16%
Total Points		310	100

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

Letter Grade	Points
A	279-310
B	248-278
C	220-247
D	186-219
F	< 186

Clinical Evaluation

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

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

Description of Clinical Assignments

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

Patient care activities

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

Written Assignments

Written assignments are submitted to and graded by the clinical instructor. The assignment due dates are listed elsewhere in the syllabus. Late assignments will be penalized by the deduction of two (2) points per day.

6. Students are expected to adhere to the University policies on academic honesty and integrity as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. Any evidence of cheating, including plagiarism, constitutes sufficient reason for a failing grade for the assignment or even the entire course. To avoid any appearance of plagiarism students should document the sources for their work using standard APA citation format. All quotations and all paraphrasing require a citation. Materials adapted from web-based references must also be properly cited. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade. See the policy on the website:

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Credit Hour Policy: Students are expected to spend a minimum of 180 hours of student learning in the clinical setting each week for 15 weeks of instruction.

Assignment Descriptions

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

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

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

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

Patient Education Evaluation (50 points): Each student will develop an initial patient education plan that includes the following:

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

This does not need to be in APA format. Length: 2 pages

Clinical Log (150 points): Each student will maintain a chronological log of his/her clinical experiences throughout the externship to document the completion of a minimum of 180 clinical hours. The log will include a description of the patient (identified by initials only), type of advanced practice nursing activity provided, time, and sign off by the assigned preceptor indicating that the activity occurred, was discussed and was critiqued. The Clinical Log will be submitted weekly to the Clinical Faculty for review.

Written Case Study (50 points): Each student will submit a written case study of a selected client during the externship. The case study will include a brief client history, presenting problem(s), diagnostic formulation and treatment strategies that are based on a selected theoretical construct. It will also include a literature review of treatment strategies related to the diagnosis and will be in APA format with references.

Required Textbooks

1. Bickley, L.S., Szilagyi, P.G., (2012). *Bates' guide to physical examination and history taking* (11th ed.). Philadelphia: Lippincott, Williams and Wilkins. ISBN – 13: 978-1609137625
2. Fulton, J.S. (2014). *Foundations of clinical nurse specialist practice* (2nd ed.). New York, NY: Springer. ISBN-13: 978-0826129666
3. Hamric AB, Hanson CM, Tracy MF, O'Grady ET. (2014). *Advanced practice nursing: An integrative approach*. (5th ed.) St Louis, Mo: Saunders. Jones & Bartlett ISBN-13: 978-1455739806
4. Kennedy-Malone, K., Ryan Fletcher, K, Martin-Plank, L. (2014) *Advanced Practice nursing in the Care of Older Adults*. F. A. Davis ISBN-13:978-0-8036-2491-7
5. King, T. & Wheeler, M..(2007) *Medical Management of Vulnerable and Underserved Patients*. New York: McGraw - Hill
6. Stanhope, N. & Lancaster, J. (2014) *Public Health Nursing: Population Centered Health Care in the Community*. (8th Ed.).
7. Whetstone Foster, J., & Prevost, S. (2012) *Advanced Practice Nursing of Adults in Acute Care*. F. A. Davis ISBN – 13:978-08036-2162-COI
8. Zuzelo, P. (2010). *The clinical nurse specialist handbook*.(2nd Ed.). Philadelphia: Jones & Bartlett
9. American Psychological Association. (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC

Recommended Books:

1. Teri Moser Woo and Anita Lee Wynne. *Pharmacotherapeutics for Nurse Practitioner Prescribers* 3rd Edition ISBN-13: 978-0-8036-2235-7.

****The syllabus and other course materials may be found in the NURS 533T Cougar Course**

<i>DATE</i>	<i>WEEKLY TOPIC</i>	<i>RECOMMENDED RESOURCES</i>
Week 1-2:	<p><i>Introduction</i></p> <p><i>Course requirements and expectations</i></p> <p><i>Healthy People 2020 Objectives</i></p> <p><i>Scope of practice of CNS across the life span.</i></p> <p><i>Advanced Practice Transitions of Care : EB review: theories</i></p> <p><i>Performing in the role of the CNS:</i></p> <ul style="list-style-type: none"> ▪ <i>Transition of Care Coordinator: Case Management</i> ▪ <i>Direct care of a specific population of patients/clients</i> ▪ <i>Professional practice including consultation/collaboration; coaching, mentoring, education, accountability, advocacy and ethics.</i> ▪ <i>Systems leadership including quality and safety, and outcomes management.</i> ▪ <i>Research and evidence based practice</i> <p><i>Attend post-conference (date TBD by faculty): Present an interesting case including assessment, diagnosis, planning/implementing care and outcomes; a demonstration of professional practice, systems leadership, or participation in research and evidenced based practice activities. Include resources of evidence used in your work in the CNS role.</i></p> <p><i>TURN IN CLINICAL LOG AND JOURNAL THURSDAY OF WEEK 2</i></p>	<p><i>Ongoing resources for clinical:</i></p> <p><i>Healthy People 2020</i> <i>http://www.healthypeople.gov/</i></p> <p>Whetstone Foster</p> <p>Kenndey – Malone</p> <p>De Chesnay Stanhope</p> <p>Recommended website review: Project BOOST, Naylor & TCM, Coleman & CTI</p>

<p>Week 3-4:</p>	<p>Performing in the role of the CNS:</p> <ul style="list-style-type: none"> ▪ Transition of Care Coordinator: Case Management ▪ Direct care of a specific population of patients/clients ▪ Professional practice including consultation/collaboration; coaching, mentoring, education, accountability, advocacy and ethics. ▪ Systems leadership including quality and safety, and outcomes management. ▪ Research and evidence based practice <p>Attend post-conference (date TBD by faculty): Present an interesting case including assessment, diagnosis, planning/implementing care and outcomes; a demonstration of professional practice, systems leadership, or participation in research and evidenced based practice activities. Include resources of evidence used in your work in the CNS role.</p> <p>TURN IN CLINICAL LOG AND JOURNAL WEDNESDAY OF WEEK 4</p>	
<p>Week 5-6:</p>	<p>Performing in the role of the CNS:</p> <ul style="list-style-type: none"> ▪ Transition of Care Coordinator: Case Management ▪ Direct care of a specific population of patients/clients ▪ Professional practice including consultation/collaboration; coaching, mentoring, education, accountability, advocacy and ethics. ▪ Systems leadership including quality and safety, and outcomes management. ▪ Research and evidence based practice <p>Attend post-conference (date TBD by faculty): Present an interesting case including assessment, diagnosis, planning/implementing care and outcomes; a demonstration of professional practice, systems leadership, or participation in research and evidenced based practice activities. Include resources of evidence used in your work in the CNS role.</p> <p>TURN IN CLINICAL LOG AND JOURNAL WEDNESDAY OF WEEK 6</p>	

<p>Week 7-8:</p>	<p>Performing in the role of the CNS:</p> <ul style="list-style-type: none"> ▪ Transition of Care Coordinator: Case Management ▪ Direct care of a specific population of patients/clients ▪ Professional practice including consultation/collaboration; coaching, mentoring, education, accountability, advocacy and ethics. ▪ Systems leadership including quality and safety, and outcomes management. ▪ Research and evidence based practice <p>Attend post-conference (date TBD by faculty): Present an interesting case including assessment, diagnosis, planning/implementing care and outcomes; a demonstration of professional practice, systems leadership, or participation in research and evidenced based practice activities. Include resources of evidence used in your work in the CNS role.</p> <p>TURN IN CLINICAL LOG AND JOURNAL WEDNESDAY OF WEEK 8</p>	
<p>Week 9-10:</p>	<p>Performing in the role of the CNS:</p> <ul style="list-style-type: none"> ▪ Transition of Care Coordinator: Case Management ▪ Direct care of a specific population of patients/clients ▪ Professional practice including consultation/collaboration; coaching, mentoring, education, accountability, advocacy and ethics. ▪ Systems leadership including quality and safety, and outcomes management. ▪ Research and evidence based practice <p>Attend post-conference (date TBD by faculty): Present an interesting case including assessment, diagnosis, planning/implementing care and outcomes; a demonstration of professional practice, systems leadership, or participation in research and evidenced based practice activities. Include resources of evidence used in your work in the CNS role.</p> <p>TURN IN CLINICAL LOG AND JOURNAL END OF WEEK 10</p>	
<p>Week 11-12:</p>	<p>Performing in the role of the CNS:</p> <ul style="list-style-type: none"> ▪ Transition of Care Coordinator: Case Management ▪ Direct care of a specific population of patients/clients ▪ Professional practice including consultation/collaboration; coaching, mentoring, 	

	<p>education, accountability, advocacy and ethics.</p> <ul style="list-style-type: none"> ▪ Systems leadership including quality and safety, and outcomes management. ▪ Research and evidence based practice <p>Attend post-conference (date TBD by faculty): Present an interesting case including assessment, diagnosis, planning/implementing care and outcomes; a demonstration of professional practice, systems leadership, or participation in research and evidenced based practice activities. Include resources of evidence used in your work in the CNS role.</p> <p>TURN IN CLINICAL LOG AND JOURNAL END OF WEEK 12</p>	
Week 13-14	<p>Performing in the role of the CNS:</p> <ul style="list-style-type: none"> ▪ Transition of Care Coordinator: Case Management ▪ Direct care of a specific population of patients/clients ▪ Professional practice including consultation/collaboration; coaching, mentoring, education, accountability, advocacy and ethics. ▪ Systems leadership including quality and safety, and outcomes management. ▪ Research and evidence based practice <p>Attend post-conference (date TBD by faculty): Present an interesting case including assessment, diagnosis, planning/implementing care and outcomes; a demonstration of professional practice, systems leadership, or participation in research and evidenced based practice activities. Include resources of evidence used in your work in the CNS role.</p> <p>TURN IN CLINICAL LOG AND JOURNAL END OF WEEK 14</p>	
Week 15	ASSIGNMENT DUE: PROJECT PRESENTATION	

PRECEPTOR EVALUATION OF CNS 533, 535, 539 STUDENT

This form is to be completed by the preceptor and reviewed with the student to provide a constructive performance appraisal of the student's work. After it is signed by both, the student will return the form to the clinical instructor.

Due the final day of the clinical experience and is to be placed in the students school file

Student's Name: _____ Course: 539T

Preceptor's Name: _____ Clinical Area: _____

Clinical Site: _____

PLEASE CIRCLE APPROPRIATE NUMBER WHICH BEST ANSWERS THE STATEMENT:

1 = Unsatisfactory

3 = Satisfactory

5 = Excellent

2 = Needs Improvement

4 = More than Satisfactory

NO = not observed

Student came prepared with daily outcomes and shared them.

1 2 3 4 5 NO

Student demonstrated initiative in his/her role.

1 2 3 4 5 NO

Student was organized in pursuing and meeting his/her learning needs.

1 2 3 4 5 NO

Student sought periodic feedback from you relative to his/her performance.

1 2 3 4 5 NO

Student demonstrated progressive cognitive awareness and understanding of the nurse manager's responsibilities over the course of the clinical experience.

1 2 3 4 5 NO

Student effectively assisted, planned and coordinated the change and in-service project on the identified unit or within the health care delivery system.

1 2 3 4 5 NO

Student understood and demonstrated knowledge of appropriate channels of communication and authority structure.

1 2 3 4 5 NO

Student consistently demonstrated appropriate professional manner (i.e., punctual, reported off before leaving, conscientious in his/her role, showed motivation and interest in learning.)

1 2 3 4 5 NO

The student's interpersonal communication style aided him/her in efforts to learn principles of nursing management and leadership.

1 2 3 4 5 NO

Please elaborate on the student's communication skills.

Please elaborate on the student's cognitive abilities (i.e., how effectively was the student able to process and understand complex or sensitive issues of nursing management)

STRENGTHS:

AREAS NEEDING IMPROVEMENT:

ADDITIONAL COMMENTS:

California State University, San Marcos
Verification Log of Clinical Hours: NURS 533, 535, 539

Student: _____ Course Number: **NURS 539T**

Semester/ Dates: _____		Instructor: _____												
Date of Shift Worked	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8	Wk 9	Wk 10	Wk 11	Wk 12	Wk 13	Wk 14	Wk 15
Hours Of the day worked														
Total Hours Completed														
Preceptor Initials														

Preceptor(s) Name, Title, Initials:

Name _____ Title _____ Initials _____

Name _____ Title _____ Initials _____

Name _____ Title _____ Initials _____

NURS 539T: Advanced Field Study
Advanced Practice Transitions of Care Management of Clients and Families across the Care Continuum Externship

BI-WEEKLY CLINICAL LOG

Due: Wednesdays

Student Name:		Clinical Site:			Preceptor:		Date:
Problem Identification (2 pts)	Description of Activity (2pts)	Sphere of Influence	CNS Role	Object ive(s)	Discussion/Outcome / Evaluation / Opinions supported by assignment or supplemental reading (2pts)	Hours Spent (1pt on time)	

Legend:

Total Hours:

Spheres of Influence: (P) Patient/Client, (N) Nurses and Nursing Practice, (O) Organizational/System, Collaboration with other healthcare personnel
CNS Role: (P) Clinical Practice, (C) Consultation, (L) Leadership, (R) Research, (E) Education
Clinical Objectives
 Perform the CNS role in management of acute and chronically ill clients and their families in the acute care / community setting. Incorporate cultural and other variables that impact health in acute/chronically ill clients and their families in the construction of health promotion and patient management plans. Apply standards and practice of advanced case management and care planning related to transitions of care
 Include quality and cost outcomes in evaluating resources in the acute care / community setting. Demonstrate trans-disciplinary collaboration in developing care coordination plan across the settings while maintaining a patient/family centered approach

NURS 539T: Advanced Field Study: Advanced Practice Transitions of Care Management of Clients and Families across the Care Continuum Externship

Bi-Weekly Journal: **Due: Wednesdays Points: 1 pt for all on time, 7pts for components present in each journal entry (2-identify issue, 2-feelings expressed, 2-reflections, 1-recommendations)**

Include: What? Feelings, frustrations/difficulties, Perceptions; Analysis/Evaluation, Conclusions; What’s Next? Recommendations for future

Student Name:

Date	Comments