

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 602														
5. Title: (Titles using jargon, slang, copyrighted names, trade names, or any non-essential punctuation may not be used.) Management of Health Conditions in Underserved Populations														
6. Abbreviated Title for PeopleSoft: (no more than 25 characters, including spaces) Underserved Health														
7. Number of Units: 2														
8. Catalog Description: (Not to exceed 80 words; language should conform to catalog copy. Please consult the catalog for models of style and format; include all necessary information regarding consent for enrollment, pre- and/or corequisites, repeated enrollment, crosslisting, as detailed below. Such information does <u>not</u> count toward the 80-word limit.) Prepares the advanced practice nurse practitioner to provide care to underserved populations across the lifespan. Includes content on underserved populations; health disparities; determinants of health; common behavioral, acute, and chronic illnesses/conditions; and health promotion and maintenance with limited resources. <i>Prerequisite NURS 502</i>														
9. Why is this course being proposed? To offer a more in-depth learning experience in care of underserved populations for MSN nurse practitioner students as an elective. Course was developed under a HRSA grant for a Fellowship program for experienced nurse practitioners to specialize in the care of the underserved. Course will be offered in the Fellowship and as an elective for students currently enrolled in the MSN program. Course is designated at a 600 level to recognize content is directed for a higher level of learning for Post MSN and MSN students.														
10. Mode of Instruction* <i>For definitions of the Course Classification Numbers:</i> http://www.csusm.edu/academic_programs/curriculumschedule/catalogcurricula/DOCUMENTS/Curricular_Forms_Tab/Instructional%20Mode%20Conventions.pdf														
	<table border="1" style="width:100%; border-collapse: collapse;"> <thead> <tr> <th style="width:33%;">Type of Instruction</th> <th style="width:33%;">Number of Credit Units</th> <th style="width:33%;">Instructional Mode (Course Classification Number)</th> </tr> </thead> <tbody> <tr> <td>Lecture</td> <td style="text-align: center;">2</td> <td style="text-align: center;">C2</td> </tr> <tr> <td>Activity</td> <td></td> <td></td> </tr> <tr> <td>Lab</td> <td></td> <td></td> </tr> </tbody> </table>	Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)	Lecture	2	C2	Activity			Lab			
Type of Instruction	Number of Credit Units	Instructional Mode (Course Classification Number)												
Lecture	2	C2												
Activity														
Lab														
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 502														
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														

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

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

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

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

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

If yes, please specify:
Elective for MSN

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

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

<i>KINE</i> Discipline	<i>J. Nessler</i> <i>see email</i> Signature	<i>11/3/15</i> Date	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose
<i>ETST</i> Discipline	<i>see email</i> Signature	<i>11/4/15</i> Date	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Oppose

SIGNATURES : (COLLEGE LEVEL) :

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

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

3. *Jodi Robledo* *6/2/15*
 College Curriculum Committee Date

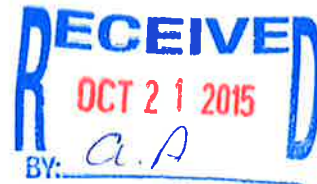
4. *Danielle Cruz* *6-8-15*
 College Dean (or Designee) Date

(UNIVERSITY LEVEL)

5. _____ Date
 UCC Committee Chair

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

7. _____ Date
 President (or Designee)



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

Virginia Mann

KINE support

From: Jeff Nessler
Sent: Tuesday, November 03, 2015 11:19 AM
To: Virginia Mann
Cc: Suzanne Moineau; Paul Stuhr; Regina Eisenbach
Subject: RE: KINE Sign-off on NURS Courses

Hi Virginia,

Kinesiology does not have any comments or concerns regarding this courses.

Jeff

From: Virginia Mann
Sent: Tuesday, November 03, 2015 10:57 AM
To: Jeff Nessler <jnessler@csusm.edu>
Cc: Suzanne Moineau <smoineau@csusm.edu>; Paul Stuhr <pstuhr@csusm.edu>; Regina Eisenbach <regina@csusm.edu>
Subject: KINE Sign-off on NURS Courses

Hello Jeff,

Below are links to two Nursing courses that UCC would like Kinesiology to review: NURS 602 and 604. Please let me know if you have any comments or concerns regarding these courses. Thanks.

http://www.csusm.edu/academic_programs/catalogcurricula/DOCUMENTS/2015-16_CURRICULUM/COEHHS/NURS_602.pdf

http://www.csusm.edu/academic_programs/catalogcurricula/DOCUMENTS/2015-16_CURRICULUM/COEHHS/NURS_604.pdf

Virginia

Virginia Peters Mann
Curriculum Specialist
Academic Programs
CRA 5201-B
(760) 750-8887

Virginia Mann

ETST support

Subject: FW: Ethnic Studies Sign-off

From:
Jule Garcia
Sent: Wed 11/4/2015 11:18 AM
To:
Michelle Holling;
Laurette McGuire;
Dreama Moon;
Vincent Pham;
Cc:
Suzanne Moineau;
Regina Eisenbach;
Hi Virginia,

As one of the co-directors of the Ethnic Studies Program, I have reviewed the course outline and curriculum and have no concerns about the course as it relates to Ethnic Studies. Please let me know if you have any other questions. Thanks. --- Jule

Dr. Jule Gómez de García
Professor of Linguistics
Liberal Studies Department
California State University San Marcos
Office: SBSB 4231
Phone: 760-750-8003

From: Virginia Mann
Sent: Tuesday, November 03, 2015 10:59 AM
To: Michelle Holling <mholling@csusm.edu>
Cc: Suzanne Moineau <smoineau@csusm.edu>; Regina Eisenbach <regina@csusm.edu>
Subject: Ethnic Studies Sign-off

Hello Michelle,

Below is a link to NURS 602, which UCC requests be reviewed by Ethnic Studies. Please let me know if you have any comments or concerns regarding this course. Thank you.

http://www.csusm.edu/academic_programs/catalogcurricula/DOCUMENTS/2015-16_CURRICULUM/COEHHS/NURS_602.pdf

Virginia

Virginia Peters Mann
Curriculum Specialist
Academic Programs
CRA 5201-B



California State University
SAN MARCOS

NURS 602
Management of Health Conditions
in Underserved Populations

Fall 2016

Susan Andera, DrPH, MN, NP-C
Mary Baker, MSN, FNP-BC
Ellen Beck, MD

COURSE SYLLABUS
NURS 602
Management of Health Conditions in Underserved Populations
Fall 2016

Course Faculty:

Susan L. Andera, DrPH, MN, NP-C
Office: UH 347
Phone: 760-533-0595

Office Hours: TBA
Email: sandera@csusm.edu

Mary Baker, MSN, FNP-BC
Office: UH-Lecturer's Office
Phone: 760-822-8264

Office Hours: TBA
Email: mbaker@csusm.edu

Ellen Beck, MD
Office: UCSD
Phone: 858-534-6160
Cell (for urgent situations) 619-980-3858

Office Hours: TBA
Email : ebeck@ucsd.edu, lightstreams@gmail.com

Course Units: 2 Units
Course Day and Time: TBD
Prerequisite: NURS 502
Corequisite : none

Course Catalog Description:

Prepares the advanced practice nurse practitioner to provide care to underserved populations across the lifespan. Includes content on underserved populations; health disparities; determinants of health; common behavioral, acute, and chronic illnesses/conditions; and health promotion and maintenance with limited resources.

Student Learning Outcomes:

Upon successful completion the student will be able to:

1. Describe components of social determinants of the health history.
2. Analyze barriers and assets that impact client health problems.
3. Develop appropriate plans of care for clients/families with multiple chronic health conditions with limited resources.
4. Describe high-quality, evidence-based clinical management approaches to care of underserved clients.
5. Consider how age, ethnicity, culture and other social issues impact underserved health care management
6. Identify legal and ethical issues relating to complex health and the Advanced Practice Nurse's responsibility while caring for underserved clients.

University Writing Assignment will be met through case studies.

Assignments:

Activity	Date Due
Case Studies	Weeks 2,4,6, 8 and 12
Reflection papers	Weeks 3, 5, 7, 9, 10, 13
Case Presentation	Weeks 14 & 15

Activity	Due Date	Possible Points	Percentage of Grade
Case Studies	Weeks 2,4,6, 8 and 12	50	38.5%
Reflection Papers	Weeks 3, 5, 7, 9, 10, 13	60	46.2%
Case Presentation	Weeks 14 & 15	20	15.3%
Total Points		130	100%

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

Letter Grade	Points
A	117-130
B	104-116
C	92-103
D	78-102
F	< 78

Required Textbooks and Resources

1. de Chesnay, M., & Anderson, B.A. (2016). *Caring For the Vulnerable: Perspectives in Nursing Theory, Practice, and Research*, (4th ed.). Burlington, MA: Jones & Bartlett.
2. Johnson, N.J. & Johnson, L.P. (Ed.) (2010). *The Care of the Uninsured in America*. New York, NY: Springer.
3. King, T.E. & Wheeler, M.B. (2007). *Medical Management of Vulnerable and Underserved Patients: Principles, Practice, and Populations*. New York, NY: McGraw-Hill.

Recommended Textbooks

1. Bates Guide to Physical Assessment

2. Stanhope, M. & Lancaster, J. (2014). *Public health nursing: Population-Centered health care in the community* (7th ed.), St. Louis, MO.: Mosby

Recommended Websites

CDC Life Stages and Specific Populations

<http://www.cdc.gov/LifeStages/>

Healthy People 2020

<http://www.healthypeople.gov/>

World Health Organization Health Report for the United States

<http://www.who.int/countries/usa/en/>

Course Requirements:

1. **Participation:** Sustained, active participation in class is required and includes the following: regular class attendance and regular participation in class for case studies and learning activities.

2. **Case Presentation:** Case presented with be on a patient with a health condition and will include a Social Determinants of Health History for a client interviewed at clinical site. Discussion of all relevant barriers to be addressed. To be presented as a PowerPoint presentation during weeks 14 and 15 of class.

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

1. Title slide
2. Introduction
3. Presentation of client/patient including pertinent positives from the H&P, SDHHx, and ROS
4. Prioritized problem list with identification of the focus problem (diagnosis, concern)
5. Synopsis of current literature on focus problem and the **evidence-based practice strategies** that will be used to address the focus problem of your presentation
6. Care and treatment modalities incorporated in plan of care that addresses SDH
7. Client/patient response to plan of care
8. Discussion
9. Conclusions
10. References

3. **Reflection Papers:** Reflection paper is due about every other week to allow student to reflect on experiences in the clinical site, on discussions in class and on content covered. Meant to be a scholarly work of 2-3 pages with cover page and following APA 6th edition guidelines.

Course Expectations and Format:

1. You are expected to be **self-directed** in your learning with support from faculty.

2. **Paper Grading Policy**

Reflection

3. **Academic Honesty**

You are expected to adhere to the University policies on academic honesty and integrity, as outlined in the Student Academic Honesty Policy.

All written work and oral assignments will be original work. Any evidence of cheating, including plagiarism, constitutes sufficient reason for a failing grade for the assignment or even the entire course. To avoid any appearance of plagiarism, you must document the sources of your work and use **APA 6th Edition** as a guide. All quotations and all paraphrasing require a citation. Materials adapted from web-based references must also be properly cited.

4. **Professionalism**

Students are expected to be professional and maintain confidentiality on all personal and sensitive information obtained in this course regarding other individuals. This includes, but is not limited to, avoiding discussions that would allow others to identify the subject of the information, and removing client names from course papers/class assignments. Failure to protect the privacy of others may have serious repercussions.

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

5. **Special Assistance:**

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

Social Media Network Guidelines and Policy

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

Nursing, civil and criminal penalties, and employment consequences (National Council of State Boards of Nursing, 2011).

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

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

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

Do not post what may be interpreted as lewd, obscene, or offensive photographs, videos, or any other form of media that contains the school logo or while in school attire/uniform, or in SON settings: Use professional judgment when posting photos, videos, or other forms of media that reflect the CSUSM School of Nursing philosophy and reputation.

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

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

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


References:

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.

WEEK & DATE	TOPIC	ASSIGNED READINGS
<p>Week 1</p>	<p>Underserved Health & Orientation to Course</p> <ul style="list-style-type: none"> ▪ Introduction & review course requirements ▪ Determinants of Underserved/Population Defined ▪ Culturally competent care & resilience ▪ Health Disparities of Underserved ▪ Providers for Underserved/Medical Homes ▪ Healthy People 2020 Objectives ▪ Health literacy & teach back 	<p>http://www.healthypeople.gov/</p> <p>Johnson & Johnson: Pp 1-62</p> <p>de Chesney & Anderson Ch. 1 & 3</p> <p>King & Wheeler Ch. 1 & 2</p>
<p>Weeks 2-3</p>	<p>Section I: Acute Conditions</p> <p>Epidemiologic Issues & Risk Factors</p> <ul style="list-style-type: none"> ▪ Dermatologic Conditions & Infestations ▪ Wounds ▪ Diarrhea & GI Conditions ▪ Coughs & Colds ▪ Fever ▪ Chest Pain ▪ Psych emergencies ▪ Seizures ▪ Dizziness & syncope ▪ Abdominal Pain <p>Management</p> <ul style="list-style-type: none"> ▪ Diagnostics ▪ Pharmacology/Treatment Options ▪ When to go to Ed/Referral 	<p>King & Wheeler 6</p> <p>de Chesney & Anderson Ch. 5 & 10</p>

<p>Weeks 4-6</p>	<p>Section II: Chronic Conditions</p> <p>Epidemiologic Issues & Risk Factors</p> <ul style="list-style-type: none"> ▪ Asthma ▪ COPD ▪ Hypertension ▪ Hyperlipidemia ▪ Obesity ▪ Diabetes ▪ Cancer <p>Management</p> <p style="padding-left: 20px;">Diagnostics Pharmacology/Treatment Options Referral</p> <ul style="list-style-type: none"> ▪ The Dying Patient ▪ Group Medical Visits ▪ Adherence ▪ Home visit/mobile outreach 	<p>King & Wheeler Ch. 8, 11, 12, 22, 31, & 32</p> <p>Johnson & Johnson: Pp 87-144</p>
<p>Week 7</p>	<ul style="list-style-type: none"> ▪ Mental Health Conditions ▪ Substance Abuse <p style="padding-left: 20px;">Diagnostics & teaching on pathophysiology Pharmacology/Treatment Options Referral</p>	<p>King & Wheeler 28 33 & 34</p> <p>Johnson & Johnson: Pp 161-170</p>
<p>Week 8</p>	<ul style="list-style-type: none"> ▪ Preventive Care & Screening <p style="padding-left: 20px;">Immunizations Screening Health Promotion</p> <ul style="list-style-type: none"> ▪ Dental Services <p style="padding-left: 20px;">Routine Care Screening Acute Services</p>	<p>ABCD teaching by students in class</p> <p>King & Wheeler Ch. 7, 17, & 35</p> <p>Johnson & Johnson: Pp 205-216</p>

<p>Weeks 9-11</p>	<p>Section III: Special Populations</p> <ul style="list-style-type: none"> ▪ Pregnant Women/Reproductive care ▪ Intimate partner violence ▪ Children ▪ Homeless ▪ Older Adults ▪ Disabled ▪ LGBT&Q ▪ Previously incarcerated ▪ Rural 195-204 ▪ Immigrants ▪ Non-English Speaking Individuals 	<p>King & Wheeler Ch. 18 19, 20,24,25, 29, 30, & 37</p> <p>Johnson & Johnson: Pp 145-160, 171-204, & 217-230</p> <p>de Chesney & Anderson Ch. 21 & 25</p>
<p>Week 12</p>	<ul style="list-style-type: none"> ▪ Environmental & Occupational Health Diagnostics Pharmacology/Treatment Options Referral ▪ Information Technology & Underserved Use of EMRs & Meaningful Use Free Use of Medical Information 	<p>King & Wheeler Ch. 13 & 21</p> <p>Johnson & Johnson: Pp 243-258</p>
<p>Week 13</p>	<ul style="list-style-type: none"> ▪ Dental & Ophthalmologic Services Routine Care Screening Acute Services ▪ Case Management for Nonmedical Conditions Food Security, Shelter, Medical Insurance 	<p>King & Wheeler 35</p> <p>Johnson & Johnson: Pp 205-216</p>
<p>Week 14</p>	<p>HAPPY THANKSGIVING!</p> <p>Case Presentations</p>	
<p>Week 15</p>	<p>Case Presentations</p> <p>Reflection Exercise on Experience</p> <p>Course Evaluations</p>	