

**Proposal for Certificate of Advanced Study
Adult-Gero Clinical Nurse Specialist / Nurse Educator**


**Department of Nursing
College of Health and Human Services
California State University, Fresno**

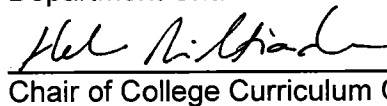
Consultative Approval Page

Signatures:

I have read and approve the following proposal for an Adult-Gero Clinical Nurse Specialist/Nurse Educator certificate of advanced study program.

 8-24-12
Nursing Graduate Committee Chair Date

 8/24/12
Department Chair Date

 9/27/12
Chair of College Curriculum Committee Date

 10-10-12
Dean, Health & Human Services Date

 _____
Associate Vice President, Continuing & Global Education Date

Contact Person: Cricket Barakzai
278-2430

Proposed Title of Certificate of Advanced Study Programs

- Adult-Gero Clinical Nurse Specialist / Nurse Educator
- Offered by the Department of Nursing in cooperation with the Division of Continuing and Global Education

Overview

The Department of Nursing at California State University, Fresno proposes to offer an Adult-Gero Clinical Nurse Specialist / Nurse Educator Certificate of Advanced Study. This is a formally constructed offering which includes 510 hours of precepted clinical experience and meets the requirements for national certification by the American Nurse Credentialing Center as an Adult-Gero Clinical Nurse Specialist. This certificate program will enhance professional competence, provide access to specialized knowledge, and address the shortage of Clinical Nurse Specialists (CNS) in the region.

The Certificate of Advanced Study for Adult-Gero Clinical Nurse Specialist / Nurse Educator is a two semester post-master's program designed to prepare Clinical Nurse Specialists to meet the needs of the rapidly growing population of adult and geriatric patients with multiple co-morbidities and chronic conditions. Focus is on direct care emphasizing opportunities and challenges related to the unique development, the life progression, and wellness and illness across the adult-gero lifespan continuum.

To enhance access and provide flexibility, clinical hours will be completed with community preceptors where the students live and work and can be performed at times convenient to the students and their preceptors. This program is primarily designed for MSN graduates who completed generic CNS programs and desire certification as an adult-gero CNS.

In 2009, the American Nurses Credentialing Center (ANCC) quietly retired the Core CNS Certification Examination and began to offer only population focused exams. Suddenly, many CNS graduates around the nation were unable to become certified. In addition, some earlier graduates had not sought certification, since many employers did not require it. With the advent of Magnet Status for hospitals and DNP programs, past graduates are seeking certification in record numbers. Therefore, there is a demand for classes preparing students for certification as a CNS with a population focus. This Certificate of Advanced Study will be offered as a self-support 16 unit course of study through the Division of Continuing and Global Education (DCGE) as a special session program endorsed by the Division of Graduate Studies (DGS).

Program Objectives/Outcomes

The following expected outcomes supplement the core competencies of all CNSs and are entry-level competencies for the Adult-Gero CNS. The Adult-Gero CNS Outcomes and curriculum are organized around the Adult-Gero CNS Competencies developed by the American Association of Colleges of Nursing and the National Association of Clinical Nurse Specialists in collaboration with the Hartford Institute for Geriatric Nursing (See Appendix A). These competencies have been identified as necessary for safe and comprehensive practice as an Adult-Gero CNS. These objectives provide the guideline for the development of each set of course objectives

- I. Competency I ~ Direct Care.

Upon completion of this certificate of advanced study, the student will be able to:

1. Perform a comprehensive holistic assessment of adult-geriatric patients with specific health conditions
2. Provide direct care to adult-geriatric patients with specific health conditions.
3. Develop and Initiate plans to promote health and quality of life for these patients.

II. Competency II ~ Consultation and Collaboration

Upon completion of this certificate of advanced study, the student will be able to:

4. Problem solve, plan, and interact with multi disciplinary professionals.
5. Initiate collaborative strategies with other CNS's.
6. Utilize collaborative dynamics to configure the needs, preference, and recognized strengths of the patient into an integrated health care plan to optimize outcomes..

III. Competency III ~ Systems Leadership:

Upon completion of this certificate of advanced study, the student will be able to:

7. Act as a change agent in influencing and empowering health care associates.
8. Integrate new technology into the system of adult/gerontology care.
9. Monitor performance outcomes relating to acute conditions in conjunction with supervisory APRN's.

IV. Competency IV ~ Ethical decision making, moral agency and advocacy

Upon completion of this certificate of advanced study, the student will be able to:

10. Identify and discusses issues related to a CNS moral agency surrounding ethics and legal issues in adult/geriatric health care in a holistic approach.

V. Competency V ~ Coaching:

Upon completion of this certificate of advanced study, the student shall be able to:

11. Provide skilled guidance and teaching of issues related to the health and illness continuum of adult-geriatric patients to patient, families, groups of families and the profession of nursing.
12. Educate and advise patients' families, caregivers, and nursing on sensitive issues, such as end of life issues and complex physical and mental health treatments.

VI. Competency VI ~ Research:

Upon completion of this certificate of advanced study, the student shall be able to;

13. Analyze, monitor, and apply evidence-based research findings into the care of the adult/geriatric population.
14. Analyze and incorporate conceptual models and theories of care of the adult/geriatric population focus.
15. Use advanced critical thinking and clinical decision to analyze case studies within the continuum of the adult/gerontology focus.
16. Demonstrate cultural competence in working with diverse patients and families.

Assessment Activities:

Direct Measures of Student Learning

1. Discussion Board participation
2. Student-directed clinical care topic discussions
3. Clinical Assessment Challenge/Opportunity Papers
4. Case Studies
5. Portfolio
6. National Certifying Examination
7. Final Practicum Evaluation
8. Final Preceptor Evaluation of Student

Indirect Measures of Student Learning

7. Exit Evaluation
8. Alumni Evaluation
9. Employer Survey

**Post-Master's Certificate of Advanced Study
Adult-Gero Clinical Nurse Specialist /Nurse Educator
California State University, Fresno**

Curriculum (16 Units) – 9 Months

Fall Semester		Units	Course Prerequisites
NURS 235	Adult-Gero Fundamental Topics for the Clinical Nurse Specialist	3	Prerequisites: NURS 210, 212, 221, 225. Co-requisite: NURS 236. NACNS competencies examined within adult/geriatric population focus. Focus is on direct care emphasizing opportunities and challenges related to the unique development, the life progression, and wellness and illness across the adult/geriatric lifespan continuum.
NURS 236	Practicum in Advanced Clinical Nursing for the Adult-Gero Clinical Nurse Specialist	5	Prerequisites: NURS 210, 212, 221, 225. Co-requisite: NURS 235. Supervised clinical practice with emphasis on NACNS competencies applied to health promotion, maintenance, and restoration of adult-geriatric patients in a complex health care system. (one hour clinical conference per week.) (255 clinical hours)
NURS 253	Advanced Topics for the Adult-Gero Clinical Nurse Specialist	3	Prerequisites: NURS 210, 212, 221, 225. Co-requisite: NURS 254. This course will focus on advanced and complex health concerns in the adult-gero population. The role of the CNS as defined by state and national organizations will be integrated within the study of health and illness in the target population
NURS 254	Adult-Gerontology Clinical Nurse Specialist Practicum	5	Prerequisites: NURS 210, 212, 221, 225. Co-requisite: NURS 253. Supervised clinical practice and theoretical bases of complex and multi-system disease processes in the Adult-Gero patient population in a variety of healthcare systems. Clinical Nurse Specialist roles and competencies, as defined by professional organizations, are utilized in the planning of care. (one hour clinical conference per week.) (255 clinical hours)
		Total 16 Units	

Revised 8/2/12

See Appendix B for new course proposals and catalog program change forms

Admission & Exit Requirements

Admission Requirements for the Certificate. A candidate for admission must have a Master's of Science in Nursing degree as a Clinical Nurse Specialist. Applicants must have completed master's level advanced health assessment, advanced pathophysiology, advanced pharmacology, and roles courses. The candidate must have a current valid California Clinical Nurse Specialist license.

Admission is a two-step process: (1) admission to the university and (2) admission to the certificate of advanced study (CAS). The university application form can be obtained online at www.csumentor.edu. CAS applications will be submitted to the Department of Nursing and reviewed by a faculty committee (Appendix C). An offer of admission will be sent to eligible candidates to be admitted and prepared to enroll in the coursework. Once admitted, a list of all participants will be sent to Division of Continuing and Global Education (DCGE) with completed enrollment forms so students can register for the first courses. Applications are due by March 1 of each year.

Certificate of Advanced Study Requirements. Completion of the set program of study (16 units) with a GPA of 3.0 or higher within a 5-year period.

Statement of Need

The Certificate of Advanced Study for Adult-Gero Clinical Nurse Specialist / Nurse Educator is a two semester post-master's program designed to prepare Clinical Nurse Specialists to meet the needs of the rapidly growing population of adult and geriatric patients with multiple co-morbidities and chronic conditions. Focus is on direct care emphasizing opportunities and challenges related to the unique development, the life progression, and wellness and illness across the adult-gero lifespan continuum.

This offering is primarily designed for MSN graduates who completed generic CNS programs and desire certification as an adult-gero CNS. In 2009, the American Nurses Credentialing Center (ANCC) quietly retired the Core CNS Certification Examination and began to offer only population focused exams. Suddenly, many CNS graduates around the nation were unable to become certified. In addition, some earlier graduates had not sought certification, because many employers did not require it. With the advent of Magnet Status for hospitals and DNP programs, past graduates are seeking certification in record numbers. Therefore, there is a demand for classes preparing students for certification as a CNS with a population focus. In addition, ANCC requires that students obtain a Certificate of Advanced Study in a population focused option, rather than just complete required coursework. In order to be eligible to sit for the certifying exam, students must have "Certificate of Advanced Study in Adult-Gero Clinical Nurse Specialist / Nurse Educator" on their transcripts. These classes will be offered as a self-support 16 unit course of study through the Division of Continuing and Global Education (DCGE) as a special session program endorsed by the Division of Graduate Studies (DGS).

Core Faculty

Program Coordinator ~ Rebecca Kliewer, RNIV, CAPA, MA, CNS
Anna Lally, RN, CNS

See Appendix D for Curricula vitae

Budget Analysis with Narrative

1. Projected changes in enrollment (FTES)

- What is the recent enrollment history of the program and what effect will the proposed changes have on enrollment?
This is a new graduate "special session" cohort certificate program.
- If FTES is expected to increase, what proportion represents new FTES and what proportion represents shifts from existing programs?
Program will be offered through Continuing and Global Education, and therefore, will not impact FTES.
- How did you estimate your expected changes in enrollment?
Expected enrollment is a cohort of 15 students annually, starting in August. The program is 9 months in length. Enrollment is estimated based on the interest expressed by potential students.

2. Projected changes in existing curriculum.

- Will there be changes in the cost of delivering the curriculum? What will those costs be and what is their basis?
There will be no change in the cost of delivering curriculum. Faculty will be paid separately through their DCGE contracts, which will reflect the salary level of each individual faculty based on rank and enrollment. We would expect that initially the faculty would all be at the lecturer level and adjunct faculty would be drawn from community professionals.
- For new courses, what is the estimated class size, frequency, and level/classification of course delivery?
Projected class size for each cohort is approximately 15 students. Courses will be offered annually. The didactic coursework (NURS, 235 & NURS 253) are classified at C5, whereas the practicum courses (NURS 236 & NURS 254) are at level S-36.
- For courses currently being offered, will there be changes in class size, frequency, level or classification of course delivery?
Currently, only NURS 235 and 236 have been offered.
- Will courses be dropped from the existing curriculum?
This certificate is designed for post-masters students. No courses will be dropped from the existing curriculum.

3. Projected changes in faculty

- Will there be a shift in faculty assignments? If so, what will be the difference between current and proposed assignments?
There will be no shift in faculty assignments. As a special session extended education program, faculty will be teaching outside of their full-time assignment and may teach up to the 25% limit.
- Will there be shifts in faculty numbers or distribution? If so, what will they be?

It is not projected that there would be a shift in faculty numbers or distribution and no new faculty positions would be added that would be supported through state FTE funding.

- Will new positions be added/required and what resources will be used to acquire them?

Teaching positions would be paid for through Salary Code 2322 utilized by the Department of Continuing and Global Education.

4. Projected changes in budget

- What is your current operating budget?

The operating budget for the Department of Nursing for 2007-2008 was \$1,772,505, of which \$1,585,535 was allocated for salaries.

- What are your current positions?

We have 10 tenure/tenure track faculty. Currently, we have 4 full-time lecturers and approximately 40 part-time lecturers. There are 3 staff.

- Do you anticipate outside revenue to support your program?

No.

- Will budget requirements change and what will those changes be?

Courses have been developed, so there are no initial start-up costs. The administrative roles of admission and evaluation are part of the graduate coordinator's role.

- Will there be any increase in administrative roles/responsibilities that require buy-back or release time?

It is anticipated that the graduate coordinator will play a significant role in program development and initial implementation. These functions include recruitment, program oversight, advising, and clinical placement site development. All of these responsibilities fall within the role of the position.

How will the expected changes in budget requirements be met?

No changes in budget requirements anticipated.

Has the budgetary impact of the proposal been reviewed by the College/School Budget Committee and the Office of the Dean?

The budgetary impact of this proposal has been reviewed by the Nursing Department, the College, and the Deans.

5. Effect on Support Services and programs in other Colleges/Schools

- Are support services required for program implementation and function?

No

Are programs in other Colleges/Schools directly affected by the proposal and in what way?

This is a Certificate of Advanced Study program that is specific to advanced practice nurses. No impact on other departments or colleges is anticipated.

Who are the representatives in the affected service areas and/or Schools/Colleges that have been contacted?

Continuing and Global Education Dr. Scott Moore

Graduate Division

Dr. Sharon Brown-Welty
Marcee Varela
Louise Neal

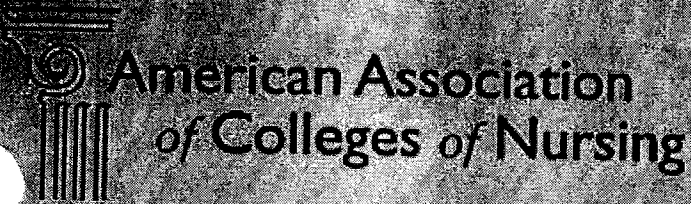
ARE

Tina Beddall

See Appendix E for Budget

Appendix A

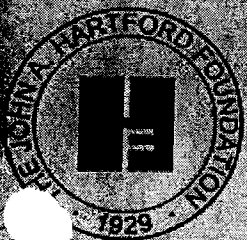
Adult-gero Clinical Nurse Specialist Competencies



Adult-Gerontology Clinical Nurse Specialist Competencies

March 2010

Developed in collaboration with
The Hartford Institute for Geriatric Nursing at New York University and the
National Association of Clinical Nurse Specialists



Developed with funding from The John A. Hartford Foundation

This publication was developed with funding from the John A. Hartford Foundation.

Founded in 1929, the John A. Hartford Foundation is a committed champion of training, research and service system innovations that promote the health and independence of America's older adults. Through its grantmaking, the Foundation seeks to strengthen the nation's capacity to provide effective, affordable care to this rapidly increasing older population by educating "aging-prepared" health professionals (physicians, nurses, social workers), and developing innovations that improve and better integrate health and supportive services. The Foundation was established by John A. Hartford. Mr. Hartford and his brother, George L. Hartford, both former chief executives of the Great Atlantic & Pacific Tea Company, left the bulk of their estates to the Foundation upon their deaths in the 1950s. Additional information about the Foundation and its programs is available on their Web site.

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Adult-Gerontology Clinical Nurse Specialist Competencies

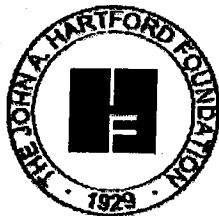
March 2010

AMERICAN ASSOCIATION OF COLLEGES OF NURSING
One Dupont Circle, Suite 530, Washington, DC 20036-1120
(202) 463-6930 Facsimile (202) 785-8320
<http://www.aacn.nche.edu/Education/adultgerocomp.htm>

Developed in collaboration with
The Hartford Institute for Geriatric Nursing at New York University and the National
Association of Clinical Nurse Specialists

THE HARTFORD INSTITUTE FOR GERIATRIC NURSING AT
NEW YORK UNIVERSITY
New York University, College of Nursing, 726 Broadway, 10th Floor,
New York, NY 10003
(212) 998-5355 Facsimile (212) 995-4679
<http://hartfordign.org/>

NATIONAL ASSOCIATION OF CLINICAL NURSE SPECIALISTS
100 North 20th Street, 4th Floor, Philadelphia, PA 19103
(215) 320-3881 Facsimile (215) 564-2175
www.nacns.org



Developed with funding from The John A. Hartford Foundation

**EXPERT PANEL FOR ADULT-GERONTOLOGY CLINICAL NURSE
SPECIALIST COMPETENCIES**

Co-Facilitators

Joan M. Stanley, PhD, RN, CRNP, FAAN
American Association of Colleges of Nursing

Kelly A Goudreau, DSN, RN, ACNS-BC
National Association of Clinical Nurse Specialists

Panel Members

Organizational Representatives

Carolyn Auerhahn, EdD, GNP-BC, FAANP
NYU Hartford Institute (Co-Project Investigator)

Nancy Chornick, PhD, RN, CAE
National Council of State Boards of Nursing, APRN Panel

Laurie Dodge Wilson MSN, RN, GNP-BC, ANP-BC
American Association of Colleges of Nursing

Marian Edmiston, RN, MSN, DEd
Genesis Health Care

Judith E. Hupcey, RN, CRNP, EdD
JAHF Building Academic Geriatric Nursing Capacity

Sara McCumber, RN, CNP, CNS
American Nurses Credentialing Center

Mathy Mezey, EdD, RN, FAAN
NYU Hartford Institute (Co-Project Investigator)

Diane J. Mick, PhD, RN, GNP, FNAP
American Association of Critical Care Nurses Certification Corporation

Diana Morris, PhD, RN, FAAN, FGSA
Hartford Geropsychiatric Nursing Collaborative

Beth M. Palmer, DNP, RN, ANP-BC, ACNS-BC
Academy of Medical-Surgical Nurses

Jane Walker, PhD, RN
National Association of Clinical Nurse Specialists

At-large Panel Members:

Jean Bandos, MSN, GCNS, BC
Gerontology CNS

Dennis J. Cheek, PhD, RN, FAHA
Acute Care CNS

Brenda P. Johnson, PhD, RN
Gerontology CNS

Sue Sendelbach, PhD, RN, CCNS, FAHA
Acute Care CNS

VALIDATION PANEL

Organizations Participating in Validation Panel

American Association of Critical Care Nurses
American Nurses Association
Commission on Collegiate Nursing Education
Gerontological Advanced Practice Nurses Association
Hartford Institute at NYU
Hospice and Palliative Nurses Association
National Association of Clinical Nurse Specialists
Nurses Organization of Veterans Affairs
Oncology Nursing Society
Department of Veterans Affairs

Schools Participating in Validation Panel

Bloomsburg University
College of Staten Island
Florida Southern College
Johns Hopkins University
King College
La Salle University
Louisiana State University Health Sciences Center
Misericordia University
Pacific Lutheran University
Rush University
San Francisco State University
SUNY-Upstate Medical University
Texas Christian University
The College of St. Scholastica
University of California-Los Angeles
University of Delaware
University of Massachusetts-Boston
University of Michigan
University of Pittsburgh
University of Rhode Island
University of South Alabama
University of Southern Mississippi
University of Texas-Austin
University of Texas Health Science Center
University of the Incarnate Word
University of Wisconsin-Milwaukee
Vanderbilt University
Widener University
Wilkes University

ENDORSEMENTS

The organizations listed below have endorsed the Adult-Gerontology Clinical Nurse Specialist Competencies. Endorsement is defined as a *philosophical agreement with the intent and content* of the competencies found on pages 14-31.

(The list of endorsing organizations is posted in the electronic document which can be accessed at <http://aacn.nche.edu/>)

American Association of Colleges of Nursing (AACN)

PROJECT OVERVIEW

The Adult-Gerontology Clinical Nurse Specialist Competencies reflect the work of a national Expert Panel, representing the array of both adult and gerontology clinical nurse specialist education and practice. In collaboration with colleagues from the Hartford Geriatric Nursing Institute at New York University and the National Association of Clinical Nurse Specialists (NACNS), the American Association of Colleges of Nursing (AACN) facilitated the process to develop these consensus-based competencies, including the work of the national Expert Panel and the external validation process. The process used for this project models that used previously for the development of a number of nationally recognized nursing competencies, including the *Nurse Practitioner Primary Care Competencies in Specialty Areas: Adult, Family, Gerontological, Pediatric, and Women's Health (2002)*.

The National Association of Clinical Nurse Specialists (NACNS) accepted the invitation to co-facilitate the Expert Panel and appointed Dr. Kelly Goudreau to serve as their representative and co-facilitator. The national consensus-building process to develop these national consensus-based competencies for the Adult-Gerontology Clinical Nurse Specialist was jointly facilitated by Drs. Joan Stanley, AACN, and Kelly Goudreau, NACNS.

The Expert Panel included representatives of seven national nursing organizations whose foci include CNS education, adult and gerontology CNS practice, certification, and licensure. In addition, the Expert Panel included four individuals who represented adult, gerontology CNS education and practice and a representative of one national healthcare organization whose primary focus is on the care of older adults.

The Expert Panel convened for the first time via conference call December 12, 2008, and then face-to-face in January 2009 in Washington, DC at the AACN. During this meeting, the panel reviewed relevant documents including the National Consensus-based Core CNS competencies, the American Association of Critical Care Nurses Standards of Practice and Performance for the Acute and Critical Care CNS and Critical Care CNS Competencies, the American Nurses Credentialing Center Test Content Outline for the Clinical Specialist in Adult Health (2006), and the NACNS Core Practice Doctorate Clinical Nurse Specialty Competencies (2009). The JAHF Gero-Psychiatric Nursing Collaborative recommendations for enhancements to CNS education related to care of older adults also were reviewed. The Expert Panel confirmed that the Adult-Gerontology competencies would build on the graduate and APRN core competencies delineated in the AACN (2006) *Essentials of Doctoral Education for Advanced Nursing Practice* or the AACN (1996) *Essentials of Master's Education for Advanced Practice Nursing* and on the National Consensus CNS Core Competencies (2008). The Panel also agreed that the framework to be used for the Adult-Gerontology CNS Competencies would reflect that of the National Consensus CNS Core Competencies (2008). The documents reviewed by the Expert Panel are listed in Appendix A.

After the first face-to-face meeting, the panel met electronically and by conference call to review and discuss the competencies. By late summer 2009 the panel reached consensus on the draft competencies and completed phase one of the competency development process. AACN and NACNS then solicited nominations from national nursing, consumer and healthcare organizations for individuals to serve on the external validation panel. Phase II, the validation process, was conducted in September and October 2009.

The Validation Panel included 18 representatives from 10 national nursing organizations identified as having expertise relative to adult or gerontology CNS education or practice and who had not served on the Expert Panel. In addition, all adult and gerontology CNS education programs were invited to participate in the validation process. Thirty-four individuals from 29 schools participated in the validation process. Organizations were asked to identify individuals who had experience in one or more of the following areas related to issues surrounding the CNS role or scope of practice:

- delivery of adult or gerontology health care
- education of adult or gerontology clinical nurse specialists
- credentialing of clinical nurse specialists
- licensing of advanced practice registered nurses (APRNs);
- accreditation of graduate nursing education programs; or
- employment of adult or gerontology clinical nurse specialists.

The validation tool developed originally as part of the Health Resource and Services Administration (HRSA)-funded nurse practitioner primary care competencies project (2002) was adapted to a SurveyMonkey online format. The Validation Panel was asked to systematically review each adult-gerontology competency for relevance (i.e., is the competency necessary?) and specificity (i.e., is the competency stated specifically and clearly? If not, provide suggested revisions.) The Validation Panel also was asked to provide comment on the comprehensiveness of the competencies (is there any aspect of adult-gerontology CNS knowledge, skill, or practice missing?).

The validation process demonstrated overwhelming consensus with the competencies and provided valuable feedback for additional refinement. The Expert Panel met for a second time face-to-face in February 2010 in Washington, DC to review the validation results, revise the competencies as needed, and produce the final set of 50 competencies delineated in this document. Based on the feedback from the Validation Panel, 16 competencies were deleted and 65% of the competencies underwent revision to enhance specificity. In addition, 6 competencies were added. The Expert Panel also made recommendations regarding clinical expectations for adult-gerontology CNS education programs.

The final set of Adult-Gerontology CNS competencies will be disseminated widely, including to all the national nursing organizations participating in either of the two phases of the project and to all graduate schools of nursing. Endorsement of the Adult-Gerontology Competencies will be sought from national nursing organizations. The endorsement process will remain fluid and names of endorsing organizations will be added to the electronic posting of the document as they are received.

It is recognized that challenges will arise as the adult and gerontology programs are merged or developed. In the second phase of the AACN- Hartford Institute of Geriatric Nursing at NYU APRN initiative, funded by the JAHF, materials and resources will be compiled and/or developed to assist faculty to transition to the new regulatory model for adult-gerontology-focused CNS education, certification, and licensure and to operationalize these Adult-Gerontology CNS competencies within this new curricular framework. Resources for both faculty and students will include gerontology-focused content modules, curricular models, and case studies to provide guidance for the development and implementation of the adult-gerontology CNS curriculum.

ADULT-GERONTOLOGY CLINICAL NURSE SPECIALIST COMPETENCIES

Introduction

The Consensus Model for APRN Regulation: Licensure, Accreditation, Certification, and Education, finalized in 2008, defines advanced practice registered nurses (APRNs) and standardized requirements for each of the four APRN regulatory components: LACE. Under this regulatory model, (now endorsed by 45 national nursing organizations), the clinical nurse specialist (CNS) is defined as one of four APRN roles. In addition to the four roles, APRNs are educated and practice in at least one of six population foci: family/individual across the lifespan, **adult-gerontology**, pediatrics, neonatal, women's health/gender-related, or psych/mental health. The APRN consensus regulatory model is shown in Diagram 1.

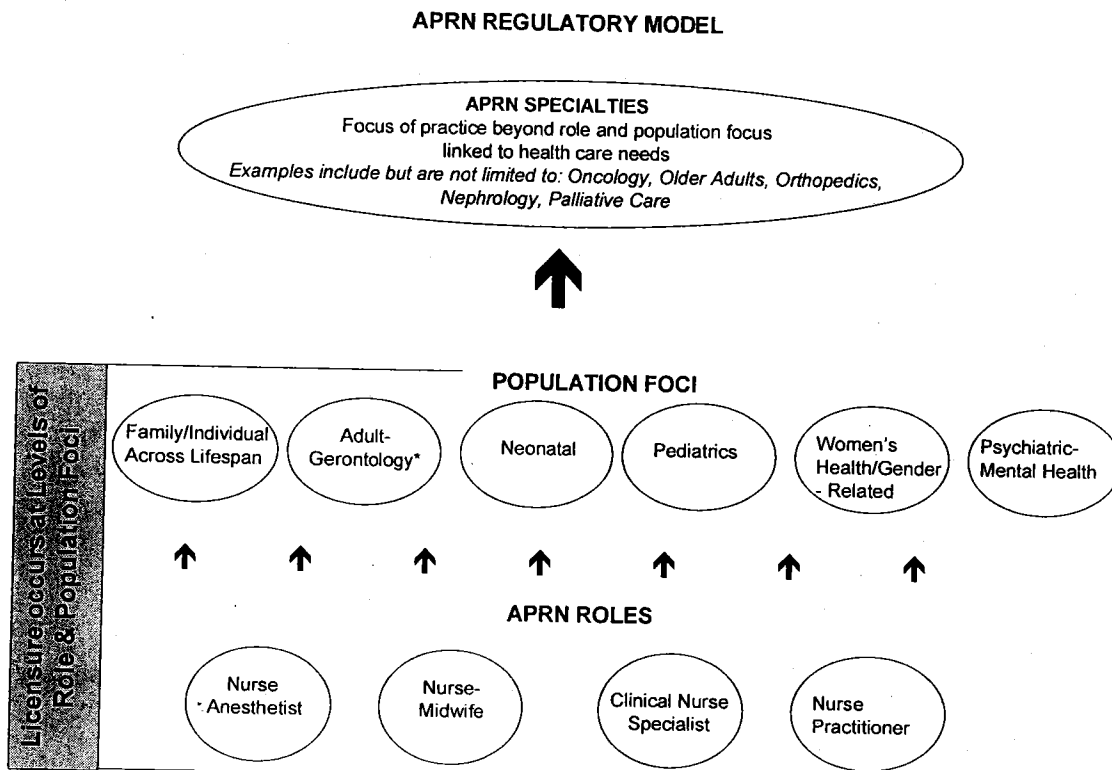


Diagram 1: Consensus Model for APRN Regulation: Licensure, Accreditation, Certification, and Education (2008).

(<http://www.aacn.nche.edu/education/pdf/APRNReport.pdf>.)

Under the Consensus Model for APRN Regulation, Clinical Nurse Specialists (CNSs) are educated and assessed across the continuum from wellness through acute care. In addition, CNSs must be educated, certified, and licensed to practice in a role and population. This Adult-Gerontology CNS Competency document delineates entry-level competencies for all graduates of master's, doctorate of nursing practice (DNP), and post-graduate programs preparing adult-gerontology clinical nurse specialists (CNSs) for certification and licensure. The competencies are intended to be used in conjunction with and build upon the graduate and APRN core competencies delineated in the AACN (2006) *Essentials of Doctoral Education for Advanced Nursing Practice* or the AACN (1996) *Essentials of Master's Education for Advanced Practice Nursing*. In addition, these competencies build upon the National CNS Core Competencies (2008) for all clinical nurse specialists. These competencies focus on the unique practice knowledge, skills, and attitudes of the adult-gerontology CNS. As a CNS gains experience, his or her practice may include more advanced and additional skills and knowledge not included in these entry-level competencies. A model of the adult-gerontology curriculum is shown in Diagram 2.

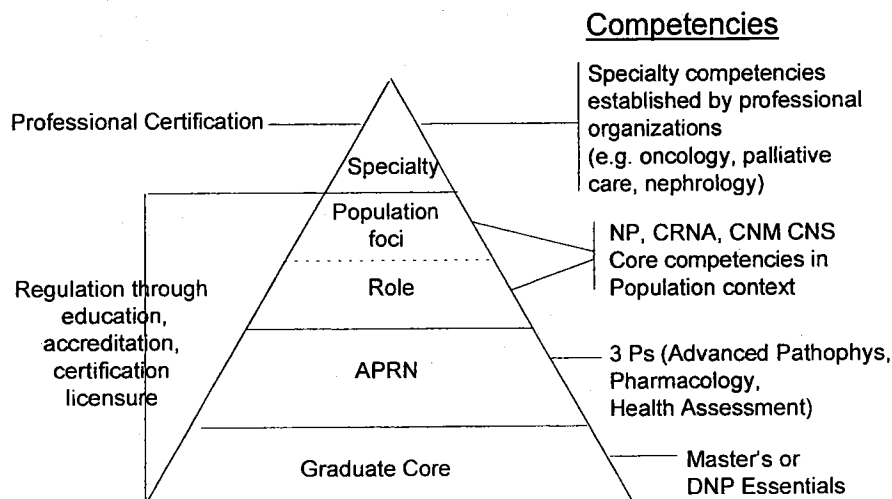


Diagram 2: Building an APRN Curriculum within the Consensus APRN Regulatory Model

These competencies, in addition to the core competencies for all CNS practice, reflect the current knowledge base and scope of practice for entry-level adult-gerontology CNSs. As scientific knowledge expands and the healthcare system and practice evolve in response to societal needs, CNS competencies also will evolve. The periodic review and updating of these competencies will ensure their currency and reflection of these changes.

CURRICULAR AND CLINICAL EXPECTATIONS FOR THE ADULT-GERONTOLOGY CNS EDUCATION PROGRAM

The adult-gerontology CNS program provides sufficient didactic and clinical experiences to prepare the graduate with the competencies delineated in this document. It is expected that faculty assess the types of experiences, patient populations and settings, and length of experiences afforded each student to ensure that he/she is prepared to provide care to the entire adult-older adult age spectrum and across the continuum of care from wellness to acute care.

By merging the adult and gerontology CNS curricula, the expectation is that opportunities to enhance or focus the clinical experiences within all clinical settings currently used be sought. For example, within the acute care setting, opportunities should be provided the student to focus on the differing developmental, life stage, wellness, and illness needs that impact a patient's care across the entire adult age spectrum. Practice experiences should focus on the full spectrum of adult-older adult care. A variety of experiences should also include opportunities to increase the student's understanding of the needs of the patient and family transitioning to various care settings. Practice

experiences may include a variety of experiences (e.g., virtual experiences, case studies, immersive 3D technology, and simulation experiences) to enhance the student's preparation with these competencies.

In addition, preceptors and faculty with responsibility for oversight of these clinical experiences should represent broad-based and varied expertise to ensure that the CNS graduate is prepared to provide care to the entire adult-older adult age spectrum and across the continuum of care.

ADULT-GERONTOLOGY CLINICAL NURSE SPECIALIST COMPETENCIES

These are entry-level competencies for all adult-gerontology clinical nurse specialists (CNSs). These adult-gerontology population-focused competencies build on the graduate core competencies, APRN core competencies, and CNS core competencies. The Adult-Gerontology CNS competencies are consistent with the format or model of the National CNS Core Competencies (2008).

The patient population of the Adult-Gerontology CNS practice includes young adults (including late adolescents and emancipated minors), adults and older adults (including young-old, old, and old-old adults). Preparation of the graduate with the entry-level competencies delineated in this document, unless otherwise specified, includes preparation across the entire adult-older adult age spectrum. The scope of practice of the Adult-Gerontology CNS is not setting specific but rather is based on patient care needs.

The focus of the Adult-Gerontology CNS is to provide patient-centered, quality care. The Adult-Gerontology CNS applies evidence in practice designed to improve quality of care and health outcomes.

Table 1: Adult-Gerontology CNS Competencies

<p>A. Direct Care Competency: <i>Direct interaction with patients, families, and groups of patients to promote health or well-being and improve quality of life. Characterized by a holistic perspective in the advanced nursing management of health, illness, and disease states. The patient population of the adult-gerontology CNS practice includes young adults (including late adolescents and emancipated minors), adults, and older adults (including the young-old, frail and old-old adults), in all contexts of care.</i></p>		
<p>National CNS Competency Task Force Core Competencies* 10.31.08</p>	<p>CNS Adult-Gerontology Population-Focused Competencies 02.05.10</p>	
<p>Behavioral Statement</p> <p>A.1 Conducts comprehensive, holistic wellness and illness assessments using known or innovative evidence-based techniques, tools, and direct and indirect methods.</p> <p>A.2 Obtains data about context and etiologies (including both non-disease and disease-related factors) necessary to formulate differential diagnoses and plans of care, and to identify and evaluate of outcomes.</p> <p>A.3 Employs evidence-based clinical practice guidelines to guide screening and diagnosis.</p> <p>A.4 Assesses the effects of interactions among the individual, family, community, and social systems on health and illness.</p>	<p>Behavioral Statement</p> <p>1. Conducts a comprehensive, holistic assessment of individuals including those who are non-verbal, developmentally, functionally, and/or cognitively impaired.</p> <p>2. Assesses physiological and functional changes associated with aging and development across the adult continuum.</p> <p>3. Assesses age-specific and genetic risk factors.</p> <p>4. Assesses the interaction between acute and chronic physical and mental health problems.</p> <p>5. Recognizes the presence of co-morbidities and psychosocial issues that may impact optimal level of health.</p> <p>6. Uses reliable and valid age-appropriate</p>	<p>Sphere</p> <p>Patient</p> <p>Patient</p> <p>Patient</p> <p>Patient</p> <p>Patient</p> <p>Patient</p>
		<p>Synergies</p> <p>Clinical Judgment</p> <p>Clinical Judgment</p> <p>Clinical Judgment</p> <p>Clinical Judgment</p> <p>Clinical Judgment</p> <p>Clinical Judgment</p>

* The National CNS Core Competencies (2008) are included here as a resource to students and faculty and to facilitate the development of the Adult-Gerontology CNS program curriculum.

<p><i>A. 5 Identifies potential risks to patient safety, autonomy and quality of care based on assessments across the patient, nurse and system spheres of influence.</i></p> <p><i>A. 6 Assesses the impact of environmental/system factors on care.</i></p> <p><i>A. 7 Synthesizes assessment data, advanced knowledge, and experience, using critical thinking and clinical judgment to formulate differential diagnoses for clinical problems amenable to CNS intervention.</i></p> <p><i>A. 8 Prioritizes differential diagnoses to reflect those conditions most relevant to signs, symptoms and patterns amenable to CNS interventions.</i></p> <p><i>A. 9 Selects interventions that may include, but are not limited to:</i></p> <p><i>A. 9.a. Application of advanced nursing therapies</i></p> <p><i>A. 9.b. Initiation of interdisciplinary team meetings, consultations and other communications to benefit patient care</i></p> <p><i>A. 9.c. Management of patient medications, clinical procedures and other interventions</i></p> <p><i>A. 9.d. Psychosocial support including patient counseling and spiritual interventions</i></p> <p><i>A. 10 Designs strategies, including</i></p>	<p>assessment instruments to assess acute and chronic health concerns, including but not limited to mental status, delirium, dementia, and pain.</p> <p>7. Assesses for manifestations of health disorders or health disruptions, e.g. infection, adverse drug effect, dehydration, ischemia, and geriatric syndromes.</p> <p>8. Evaluates for common mental health disorders such as depression, dementia, anxiety, or substance-related disorders.</p> <p>9. Conducts a pharmacologic assessment including polypharmacy, drug interactions, over-the-counter and herbal product use, and the ability to safely and correctly store and self-administer medications.</p> <p>10. Interprets values/results of laboratory and diagnostic tests with consideration of age, ethnicity, and health status.</p> <p>11. Assesses patient, family, and caregiver's ability to implement complex plans of care.</p> <p>12. Assesses patient, caregiver, and family's preferences in relation to cultural, spiritual, quality of life, and lifestyle choices.</p>	<p><i>Patient</i></p> <p><i>Patient</i></p> <p><i>Patient and System</i></p> <p><i>Patient</i></p> <p><i>Patient and System</i></p> <p><i>Patient and System</i></p>	<p><i>Clinical Judgment</i></p> <p><i>Clinical Judgment</i></p> <p><i>Clinical Judgment</i></p> <p><i>Clinical Judgment</i></p> <p><i>Clinical Judgment</i></p> <p><i>Clinical Judgment</i></p>
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<p><i>advanced nursing therapies, to meet the multifaceted needs of complex patients and groups of patients.</i></p> <p><i>A.11 Develops evidence-based clinical interventions and systems to achieve defined patient and system outcomes.</i></p> <p><i>A.12 Uses advanced communication skills within therapeutic relationships to improve patient outcomes.</i></p> <p><i>A.13 Prescribes nursing therapeutics, pharmacologic and non-pharmacologic interventions, diagnostic measures, equipment, procedures, and treatments to meet the needs of patients, families and groups, in accordance with professional preparation, institutional privileges, state and federal laws and practice acts.</i></p> <p><i>A.14 Provides direct care to selected patients based on the needs of the patient and the CNS's specialty knowledge and skills</i></p> <p><i>A.15 Assists staff in the development of innovative, cost effective programs or protocols of care</i></p> <p><i>A.16 Evaluates nursing practice that considers Safety, Timeliness, Effectiveness, Efficiency, Efficacy and Patient-centered care.</i></p> <p><i>A.17 Determines when evidence based guidelines, policies, procedures and plans of care need to be tailored to the</i></p>	<p>13. Determines diagnoses in the complex patient and takes into consideration:</p> <ul style="list-style-type: none"> a. Physiologic and pathophysiologic changes b. Morbidities and co-morbidities c. Events across the life span d. Patient's pharmacologic history <p>14. Manages or appropriately refers the patient with signs and symptoms of physical and mental health disorders across the adult lifespan, including geriatric syndromes.</p> <p>15. Intervenes to prevent or minimize iatrogenesis.</p> <p>16. Intervenes to facilitate transitions of care with emphasis on quality, safety, and risk avoidance.</p> <p>17. Designs a comprehensive, individualized, age- and disease- appropriate plan for health promotion.</p> <p>18. Develops age specific, individualized treatment plans and interventions with consideration of cognitive status, sensory function, perception, and the environment.</p>	<p>Patient</p> <p>Patient and System</p> <p>Patient</p> <p>Patient, System, and Nurse</p> <p>Patient, System, and Nurse</p> <p>Patient</p>	<p>Clinical judgment</p> <p>Clinical judgment</p> <p>Clinical judgment</p> <p>Advocacy and moral agency, Systems thinking, Clinical judgment, Caring practice</p> <p>Systems thinking, Clinical judgment, Caring practice</p> <p>Clinical judgment, Caring practice</p>
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<p><i>individual.</i></p> <p><i>A.18 Differentiates between outcomes that require care process modification at the individual patient level and those that require modification at the system level.</i></p> <p><i>A.19 Leads development of evidence-based plans for meeting individual, family, community, and population needs.</i></p> <p><i>A. 20 Provides leadership for collaborative, evidence-based revision of diagnoses and plans of care, to improve patient outcomes</i></p>	<p>19. Uses behavioral, communication, and environmental-modification strategies with individuals who have cognitive and psychiatric impairments.</p> <p>20. Coordinates care with other healthcare providers and community resources, with special attention to the needs of the non-verbal, developmentally and cognitively impaired patient and frail older adult.</p> <p>21. Manages patient's transitions of care in collaboration with the individual, family, caregivers and interdisciplinary team members, including:</p> <ul style="list-style-type: none"> a. analyzing the readiness of the patient and family to transition b. determining appropriate level and/or setting of care c. coordinating implementation of transition 	<p><i>Patient and System</i></p> <p><i>Patient and System</i></p> <p><i>Patient, System, and Nurse</i></p>	<p><i>Clinical judgment, Caring practice, Advocacy and moral agency</i></p> <p><i>Clinical judgment, Collaboration, Caring practice</i></p> <p><i>Collaboration, Advocacy and moral agency</i></p>
<p><i>B. Consultation Competency: Patient, staff, or system-focused interaction between professionals in which the consultant is recognized as having specialized expertise and assists the consultee with problem solving. The patient population of the adult-gerontology CNS practice includes young adults (including late adolescents and emancipated minors), adults, and older adults (including the young-old, frail and old-old adults), in all contexts of care.</i></p>			
<p>National CNS Competency Task Force Core Competencies 10.31.08</p> <p><i>Behavioral Statement</i></p>	<p>CNS Adult-Gerontology Population-Focused Competencies 02.05.10</p> <p><i>Behavioral Statement</i></p>	<p><i>Sphere</i></p>	<p><i>Synergies</i></p>

<p><i>B.1 Provides consultation to staff nurses, medical staff and interdisciplinary colleagues</i></p> <p><i>B.2 Initiates consultation to obtain resources as necessary to facilitate progress toward achieving identified outcomes.</i></p> <p><i>B.3 Communicates consultation findings to appropriate parties consistent with professional and institutional standards.</i></p> <p><i>B.4 Analyzes data from consultations to implement practice improvements.</i></p>	<p>1. Assists healthcare team members to integrate the needs, preferences, and strengths of the patient into the healthcare plan in order to optimize health outcomes.</p> <p>2. Provides consultation to the interdisciplinary team regarding the patient's mental status, home environment, mobility, functional status, self-care, and caregiver's abilities.</p>	<p>Nursing and System</p> <p>Nursing and System</p>	<p>Collaboration, Advocacy and moral agency, Caring practice</p> <p>Collaboration, Systems thinking</p>
<p>C: Systems Leadership Competency: <i>The ability to manage change and empower others to influence clinical practice and political processes both within and across systems. The patient population of the adult-gerontology CNS practice includes young adults (including late adolescents and emancipated minors), adults, and older adults (including the young-old, frail and old-old adults), in all contexts of care.</i></p>			
<p>National CNS Competency Task Force Core Competencies 10.31.08</p>	<p>CNS Adult-Gerontology Population-Focused Competencies 02.05.10</p>		
<p>Behavioral Statement</p> <p>C.1 Facilitates the provision of clinically competent care by staff/team through education, role modeling, teambuilding, and quality monitoring.</p> <p>C.2 Performs system level assessments to identify variables that influence nursing practice and outcomes, including but not limited to: C.2.a. Population variables (age</p>	<p>Behavioral Statement</p> <p>1. Integrates information technology into systems of care to enhance safety and monitor health outcomes.</p> <p>2. Creates therapeutic health-promoting, aging-friendly environments.</p> <p>3. Promotes healthcare policy and system changes that facilitate access to care and</p>	<p>Sphere</p> <p>System</p> <p>System</p> <p>System</p>	<p>Synergies</p> <p>Systems thinking</p> <p>Clinical judgment, Systems thinking, Caring practice</p> <p>Advocacy and moral agency, System thinking</p>

<p><i>distribution, health status, income distribution, culture)</i> C.2.b.Environment (schools, community support services, housing availability, employment opportunities) C.2.c.System of health care delivery C.2.d.Regulatory requirements C.2.e.Internal and external political influences/stability C.2.f.Health care financing C.2.g.Recurring practices that enhance or compromise patient or system outcomes. C.3 Determines nursing practice and system interventions that will promote patient, family and community safety. C.4 Uses effective strategies for changing clinician and team behavior to encourage adoption of evidence-based practices and innovations in care delivery. C.5 Provides leadership in maintaining a supportive and healthy work environment. C.6 Provides leadership in promoting interdisciplinary collaboration to implement outcome-focused patient care programs meeting the clinical needs of patients, families, populations and communities. C.7 Develops age-specific clinical standards, policies and procedures.</p>	<p>address biases (e.g. socioeconomic, ethnic, ageism, sexism, cultural, mental health stigma) <i>*also applicable to G7 in the core</i></p> <p>4. Provides leadership to address threats to healthcare safety and quality in the adult-older adult population.</p> <p>5. Participates in development, implementation, and evaluation of clinical practice guidelines that address patient needs across the adult age spectrum.</p> <p>6. Advocates for access to hospice and palliative care services for patients across the adult age spectrum.</p> <p>7. Promotes system-wide policies and protocols that address cultural, ethnic, spiritual, and intergenerational/age differences among patients, healthcare providers, and caregivers.</p> <p>8. Implements system level changes based on analysis and evaluation of age-specific outcomes of care.</p>	<p>System</p> <p>System</p> <p>System</p> <p>Nursing and System</p> <p>System</p>	<p>Advocacy and moral agency, Systems thinking</p> <p>Systems thinking, Collaboration, Clinical judgment</p> <p>Systems thinking Advocacy and moral agency</p> <p>Systems thinking, Advocacy and moral agency, Response to diversity</p> <p>Systems thinking</p>
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<p><i>C.8 Uses leadership, team building, negotiation, and conflict resolution skills to build partnerships within and across systems, including communities.</i></p> <p><i>C.9 Coordinates the care of patients with use of system and community resources to assure successful health/illness/wellness transitions, enhance delivery of care, and achieve optimal patient outcomes.</i></p> <p><i>C.10 Considers fiscal and budgetary implications in decision making regarding practice and system modifications.</i></p> <p><i>C.10.a. Evaluates use of products and services for appropriateness and cost/benefit in meeting care needs</i></p> <p><i>C.10.b. Conducts cost/benefit analysis of new clinical technologies</i></p> <p><i>C.10.c. Evaluates impact of introduction or withdrawal of products, services, and technologies</i></p> <p><i>C.11 Leads system change to improve health outcomes through evidence based practice:</i></p> <p><i>C.11.a. Specifies expected clinical and system level outcomes.</i></p> <p><i>C.11.b. Designs programs to improve clinical and system level processes and outcomes.</i></p> <p><i>C.11.c. Facilitates the adoption of</i></p>		
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<p><i>practice change</i></p> <p>C.12 Evaluates impact of CNS and other nursing practice on systems of care using nurse-sensitive outcomes</p> <p>C.13 Disseminates outcomes of system-level change internally and externally</p>			
<p>D. Collaboration Competency: Working jointly with others to optimize clinical outcomes. The CNS collaborates at an advanced level by committing to authentic engagement and constructive patient, family, system, and population-focused problem-solving. The patient population of the adult-gerontology CNS practice includes young adults (including late adolescents and emancipated minors), adults, and older adults (including the young-old, frail and old-old adults), in all contexts of care.</p>			
<p>National CNS Competency Task Force Core Competencies 10.31.08</p>	<p>CNS Adult-Gerontology Population-Focused Competencies 02.05.10</p>		
<p>Behavioral Statement</p> <p>D.1 Assesses the quality and effectiveness of interdisciplinary, intra-agency, and inter-agency communication and collaboration.</p> <p>D.2 Establishes collaborative relationships within and across departments that promote patient safety, culturally competent care, and clinical excellence</p> <p>D.3 Provides leadership for establishing, improving, and sustaining collaborative relationships to meet clinical needs.</p> <p>D.4 Practices collegially with medical staff and other members of the healthcare team so that all providers' unique contributions to health outcomes will be enhanced.</p>	<p>Behavioral Statement</p> <p>1. Coordinates formal and informal education for healthcare providers to improve adult-older adult healthcare outcomes.</p> <p>2. Leads collaborative efforts of the healthcare team in focusing on individuals and systems issues that impact the adult-older adult patient.</p>	<p>Sphere</p> <p>System</p> <p>System and Nursing</p>	<p>Synergies</p> <p>Facilitation of learning</p> <p>Collaboration</p>

D.5 Facilitates intra-agency and inter-agency communication.			
E. Coaching Competency: Skillful guidance and teaching to advance the care of patients, families, groups of patients, and the profession of nursing. The patient population of the adult-gerontology CNS practice includes young adults (including late adolescents and emancipated minors), adults, and older adults (including the young-old, frail and old-old adults), in all contexts of care.			
National CNS Competency Task Force Core Competencies 10.31.08	CNS Adult-Gerontology Population-Focused Competencies 02.05.10		
Behavioral Statement	Behavioral Statement	Sphere	Synergies
<p>E.1 Coaches patients and families to help them navigate the healthcare system.</p> <p>E.2 Designs health information and patient education appropriate to the patient's developmental level, health literacy level, learning needs, readiness to learn, and cultural values and beliefs.</p> <p>E.3 Provides education to individuals, families, groups and communities to promote knowledge, understanding and optimal functioning across the wellness-illness continuum.</p> <p>E.4 participates in pre-professional, graduate and continuing education of nurses and other health care providers:</p> <p>E.4.a. Completes a needs assessment as appropriate to guide interventions with staff;</p> <p>E.4.b. Promotes professional development of staff nurses and</p>	<p>1. Advises patients, families and caregivers on how to address sensitive issues such as sexually transmitted diseases, suicide prevention, substance use, driving, independent living, potential for abuse, end-of-life concerns, advance care planning, and finances.</p> <p>2. Facilitates decision-making regarding treatment options with the patient, family, caregivers and/or healthcare proxy.</p> <p>3. Modifies health information, patient education programs, and interventions for patients with sensory, perceptual, cognitive, and physical and mental illness limitations.</p> <p>4. Facilitates access to and use of information and care technology based on assessment of the ability and preferences of patients across the adult age spectrum.</p>	<p>Patient</p> <p>Patient</p> <p>Patient</p> <p>Patient</p>	<p>Clinical judgment, Advocacy and moral agency Facilitation of learning</p> <p>Clinical judgment, Facilitation of learning, Caring practice</p> <p>Clinical judgment, Facilitation of learning, Caring practice Advocacy and moral agency</p> <p>Facilitation of learning</p>

<p><i>continuing education activities;</i> <i>E.4.c.Implements staff development and continuing education activities;</i> <i>E.4.dMentors nurses to translate research into practice.</i></p> <p><i>E.5 Contributes to the advancement of the profession as a whole by disseminating outcomes of CNS practice through presentations and publications.</i></p> <p><i>E.6 Mentors staff nurses, graduate students and others to acquire new knowledge and skills and develop their careers.</i></p> <p><i>E.7 Mentors health professionals in applying the principles of evidence-based care.</i></p> <p><i>E.8 Uses coaching and advanced communication skills to facilitate the development of effective clinical teams.</i></p> <p><i>E.9 Provides leadership in conflict management and negotiation to address problems in the healthcare system.</i></p>	<p>5. Designs educational programs that enhance the knowledge of older adults, families, and caregivers regarding normal changes of aging, myths and stereotypes of aging, and health promotion and prevention activities for older adults.</p> <p>6. Provides education to patients, families, caregivers, and the community including but not limited to the following topics:</p> <ol style="list-style-type: none"> a. health promotion b. high risk behaviors and their impact on health c. the interaction between physical and mental health <p>7. Provides programs for the development of healthcare providers, students, and caregivers that incorporate age specific cultural competence and skills.</p> <p>8. Articulates the role and significance of the CNS in improving healthcare outcomes for adults-older adults to other healthcare providers and the public.</p> <p>9. Mentors healthcare providers, students, and others to develop expertise in the care of the vulnerable adult including the frail elderly patient.</p>	<p><i>System and Patient</i></p> <p><i>System and Patient</i></p> <p><i>System and Nursing</i></p> <p><i>System</i></p> <p><i>System and Nursing</i></p>	<p><i>Facilitation of learning, Advocacy and moral agency</i></p> <p><i>Facilitation of learning</i></p> <p><i>Facilitation of learning</i></p> <p><i>Systems thinking</i></p> <p><i>Facilitation of learning</i></p>
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F. Research Competency: *The work of thorough and systematic inquiry. Includes the search for, interpretation, and use of evidence in clinical practice and quality improvement, as well as active participation in the conduct of research as it relates to the adult/older adult population. The patient population of the adult-gerontology CNS practice includes young adults (including late adolescents and emancipated minors), adults, and older adults (including the young-old, frail and old-old adults), in all contexts of care.*

National CNS Competency Task Force Core Competencies 10.31.08 <i>Behavioral Statement</i>	CNS Adult-Gerontology Population-Focused Competencies 02.05.10 <i>Behavioral Statement</i>	 <i>Sphere</i>	 <i>Synergies</i>
I. Interpretation, Translation and Use of Evidence F.I. 1. Analyzes research findings and other evidence for their potential application to clinical practice F.I.2. Integrates evidence into the health, illness, and wellness management of patients, families, communities and groups. F.I.3 Applies principles of evidence-based practice and quality improvement to all patient care. F.I.4. Assesses system barriers and facilitators to adoption of evidence-based practices. F.I.5 Designs programs for effective implementation of research findings and other evidence in clinical practice F.I.6 Cultivates a climate of clinical inquiry across spheres of influence: F.I.6.a. Evaluates the need for	1. Facilitates the incorporation of evidence-based practices, products, and technology that are specific to adult-older adult populations, into clinical practice and policies.	System	Systems thinking, Collaboration

<p>improvement or redesign of care delivery processes to improve safety, efficiency, reliability, and quality. F.I.6.b. Disseminates expert knowledge.</p>			
<p>II. Evaluation of Clinical Practice</p>			
<p>F.II.1 Fosters an interdisciplinary approach to quality improvement, evidence-based practice, research, and translation of research into practice F.II.2 Participates in establishing quality improvement agenda for unit, department, program, system, or population F.II.3 Provides leadership in planning data collection and quality monitoring F.II.4 Uses quality monitoring data to assess the quality and effectiveness of clinical programs in meeting outcomes. F.II.5 Develops quality improvement initiatives based on assessments. F.II.6 Provides leadership in the design, implementation and evaluation of process improvement initiatives. F.II.7 Provides leadership in the system-wide implementation of quality improvements and innovations.</p>	<p>1. Provides leadership in identifying gaps in data and analyses specific to age-related outcomes of care. 2. Facilitates the incorporation of evidence related to adults-older adults when formulating and reviewing age-specific policies, procedures, and protocols. 3. Evaluates innovative approaches to delivering care to the adult-older adult populations</p>	<p>System System System</p>	<p>Systems thinking, Clinical inquiry Systems thinking Systems thinking, Collaboration Clinical inquiry</p>
<p>III. Conduct of Research</p>			
<p>F.III.1 Participates in conduct and implementation of research which includes one or more of the following: F. III 1 a. Identification of questions for clinical inquiry</p>	<p>1. Identifies areas of inquiry relevant to the adult-older adult population. 2. Advocates the use of data collection tools and consents that are understandable and</p>	<p>System System</p>	<p>Advocacy and moral agency System thinking</p>

<p>F. III 1 b. Conduct of literature reviews</p> <p>F. III 1 c Study design and implementation</p> <p>F III 1 d Data collection</p> <p>F III 1 e Data analysis</p> <p>F III 1 f. Dissemination of findings</p>	<p>appropriate for adult-older adult populations.</p> <p>3. Applies ethical principles in safeguarding the confidentiality, dignity, and safety of all adult-older adult research participants, including the vulnerable and those with impaired decision-making capacity.</p>	<p><i>Patient, System</i></p> <p><i>Advocacy and moral agency</i></p>
<p>G. Ethical decision-making, moral agency and advocacy: Identifying, articulating, and taking action on ethical concerns at the patient, family, health care provider, system, community, and public policy levels. The patient population of the adult-gerontology CNS practice includes young adults (including late adolescents and emancipated minors), adults, and older adults (including the young-old, frail and old-old adults), in all contexts of care.</p>		
<p>National CNS Competency Task Force Core Competencies 10.31.08</p>	<p>CNS Adult-Gerontology Population-Focused Competencies 02.05.10</p>	
<p>Behavioral Statement</p>	<p>Behavioral Statement</p>	<p>Sphere</p>
<p>G.1 Engages in a formal self-evaluation process, seeking feedback regarding own practice, from patients, peers, professional colleagues and others</p> <p>G.2 Fosters professional accountability in self or others.</p> <p>G.3 Facilitates resolution of ethical conflicts:</p> <p>G.3.a. Identifies ethical implications of complex care situations</p> <p>G.3.b. Considers the impact of scientific advances, cost, clinical effectiveness, patient and family values and preferences, and other</p>	<p>1. Balances patient and family preferences, threats to patient safety, and risk/benefit analysis of interventions such as fall prevention, pain management, and treatment choices.</p>	<p><i>Synergies</i></p> <p><i>Clinical judgment, Collaboration</i></p>

<p>external influences.</p>	<p>G.3.c. Applies ethical principles to resolving concerns across the three spheres of influence</p> <p>G.4 Promotes a practice climate conducive to providing ethical care.</p> <p>G.5 Facilitates interdisciplinary teams to address ethical concerns, risks or considerations, benefits and outcomes of patient care.</p> <p>G.6 Facilitates patient and family understanding of the risks, benefits, and outcomes of proposed healthcare regimen to promote informed decision making.</p> <p>G.7 Advocates for equitable patient care by:</p> <ul style="list-style-type: none"> G.7.a. Participating in organizational, local, state, national, or international level of policy-making activities for issues related to their expertise G.7.b. Evaluating the impact of legislative and regulatory policies as they apply to nursing practice and patient or population outcomes <p>*see C3 in Adult-Gero competencies</p> <p>G.8 Promotes the role and scope of practice of the CNS to legislators, regulators, other health care providers, and the public:</p> <ul style="list-style-type: none"> G.8.a. Communicates information that promotes nursing, the role of
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<p>the CNS and outcomes of nursing and CNS practice through the use of the media, advanced technologies, and community networks.</p> <p>G.8.b. Advocates for the CNS/APRN role and for positive legislative response to issues affecting nursing practice.</p>			
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APPENDIX A: BACKGROUND DOCUMENTS REVIEWED BY EXPERT PANEL

American Association of Colleges of Nursing. (1996). *The Essentials of Master's Education for Advanced Practice Nursing*. Washington, DC: Author.

American Association of Colleges of Nursing. (2000). *Older Adults: Recommended Baccalaureate Competencies and Curricular Guidelines for Geriatric Nursing Care*. Washington, DC: Author. Can be accessed at <http://www.aacn.nche.edu/Education/pdf/Gercomp.pdf>.

American Association of Colleges of Nursing. (2004). *Nurse Practitioner and Clinical Nurse Specialist Competencies for Older Adult Care*. Washington, DC: Author. Can be accessed at <http://www.aacn.nche.edu/Education/pdf/APNCompetencies.pdf>.

American Association of Colleges of Nursing. (2006). *The Essentials of Doctoral Education for Advanced Nursing Practice*. Washington, DC: Author. Can be accessed at <http://www.aacn.nche.edu/DNP/pdf/Essentials.pdf>.

American Association of Critical-Care Nurses. (2002). *Scope of Practice and Standards of Professional Performance for the Acute and Critical Care Clinical Nurse Specialist*. Aliso Viejo, CA: Author. Can be accessed at <http://www.aacn.org/WD/Practice/Docs/128101CNSStds.pdf>.

American Nurses Association. (2004). *Scope & Standards of Practice*. Washington, DC: Author.

American Nurses Credentialing Center. (2006). *Test Content Outline: Clinical Specialist in Adult Health Board Certification Exam*.

APRN Consensus Work Group & the National Council of State Boards of Nursing APRN Advisory Committee. (2008). *Consensus Model for APRN Regulation: Licensure, Accreditation, Certification, and Education*. Can be accessed at <http://www.aacn.nche.edu/education/pdf/APRNReport.pdf>.

Hartford Geropsychiatric Nursing Collaborative. (2008) *DRAFT Recommended Geropsychiatric Competency Enhancements for Geriatric Clinical Nurse Specialists*.

Hartford Geropsychiatric Nursing Collaborative. (2008). *DRAFT Recommended Geropsychiatric Competency Enhancements for Clinical Nurse Specialists Who Provide Care to Older Adults but are not Geriatric Specialists*.

Institute of Medicine of the National Academies. (2008). *Retooling for an Aging America: Building the Health Care Workforce*. Washington, DC: The National Academies Press.

National Association of Clinical Nurse Specialists. (2009). *Core Practice Doctorate Clinical Nurse Specialist (CNS) Competencies*. Can be accessed at <http://www.nacns.org/LinkClick.aspx?fileticket=AFAjwhiyKGY%3d&tabid=36>.

National CNS Competency Task Force. (2008). National Core CNS Competencies. Contact NACNS at for a copy.

U.S. Department of Health and Human Services Health Resources and Services Administration Bureau of Health Professions Division of Nursing. (2002), *Nurse Practitioner Primary Care Competencies in Specialty Areas: Adult, Family, Gerontological, Pediatric, and Women's Health*. Rockville, MD: Author.

APPENDIX B

New Course Proposals & Catalog Program Change Forms

NEW GRADUATE COURSE REQUEST

GRADNEW.ITP (on Informed Filler)

Return original to:

Division of Graduate Studies
Harold H. Haak Administrative Center
4th Floor, Henry Madden Library
Mail Stop ML51

Graduate Program: Adult-Gero CNS/Nurse Educator

Department: Nursing

Contact Person: Cricket Barakzai

Phone: 82430

E-mail: maryb

Catalog pg. # 352

Use this form if your course is: (please select the box below that best describes your course)

- (a) new (never has been taught before)
- (b) conversion (break-out of a "topics" course as a new course)
- (c) significant change to an existing course
- (d) other _____

NOTE: If the changes you make on this form are different from what you submitted on your mock-ups to catalog, then you **must** revise your mock-ups and resubmit them to the catalog office.

If you wish to delete or make minor revisions to an existing graduate course, use the "Graduate Course Change or Deletion" form (GRADCHG.ITP on Informed Filler).

1. NEW COURSE:

Prefix/ Subject NURS Catalog Number 254 Long Course Title Adult-Gero Clinical Nurse Specialist Units Max/Total 5
Practicum Letter
Short Title (16 spaces maximum) for Printing _____ Grading Basis (Letter, CR/NC, RP, Mixed) _____
Course Classification (C/S#) S-36

Note: If the proposed course has been offered previously as a topics course or is the expansion of an existing course, complete the following for the previous course:

Prefix/ Subject NURS Catalog Number 288T Long Course Title Adult-Gero Clinical Nurse Specialist Units Max/Total 5 or 7
Practicum

Catalog Description of New Course: (40 words only, excluding prerequisite, lecture-lab hours)

Prerequisites: NURS 235 & NURS 236. Co-requisite: NURS 253. Supervised clinical practice with emphasis on NACNS competencies applied to health promotion, maintenance, and restoration of adult-geriatric patients in a complex health-care system. (one hour clinical conference per week.) (255 direct patient care clinical hours).

2. NEW COURSE QUESTIONS:

(Each item must be addressed; attach additional sheet(s) as needed.)

A. How frequently is the new course expected to be offered? annually

B. What is the expected enrollment? 20

C. What is/are the mode(s) of course delivery (e.g., lecture, seminar, supervision, distance learning)? Please see the attached "Definitions of Graduate Level Instruction in the CSU."
Supervision

D. Identify all new resources (special facilities, library resources, technical assistance, etc.) needed to institute the course.

none

E. Is this course required or elective? required

F. Is there another course(s) covering similar subject matter:

• within your department? No Yes (if yes, complete section 4)

• at California State University, Fresno? No Yes (if yes, complete section 4)

G. Has this course been previously offered as a topics course? Yes No
If yes, how many times? once

H. Justification for New Course: (Please attach an explanation detailing the need for this new course.)

3. Please attach a course outline/syllabus that:

• Follows the guidelines stated in the "Policy on Course Syllabi and Grading" (June 1997) as published in the Academic Policy Manual (pg. 241-1, 241-2, 241-3).

• Illustrates how the course meets the criteria described in "Definitions of Graduate Level Instruction in the CSU" (see attached).

NOTE: Proposed Topics (T) courses should include a sample course outline/syllabus that follows the above guidelines and includes criteria by which the department will select future topics courses.

4. CONSULTING SIGNATURES (if required)

In an effort to avoid course duplication and misunderstandings, signatures must obtained from those departments potentially affected by proposed changes.

I have read the new graduate course proposal and support the offering of this course.

Yes No

If no, please explain your concern(s):

Department Chair (of department being consulted)

Department

Department

Department Chair (typed name)

Department Chair (typed name)

Department Chair Signature

Department Chair Signature

Date

Date


5. REQUIRED SCHOOL SIGNATURES (verifies proposal has been approved)

Graduate Program Coordinator

Ndidi Griffin

Typed Name

Signature



Date

8/21/12

Department Chair

Mary D. Barakzai

Typed Name

Signature



Date

8/21/12

School Curriculum (or Credential) Committee Chair (if applicable)

Helen Miltiades

Typed Name

Signature

Date

School Dean

Andrew Hoff

Typed Name

Signature

Date

- For committee use only -

**UNIVERSITY GRADUATE COMMITTEE/GRADUATE CURRICULUM SUBCOMMITTEE
REVIEW RECOMMENDATION:**

Request Approved

Request Denied

Request Deferred

_____ **Date of Action**

Explanation:

Recommendation approved by:

Dean, Division of Graduate Studies/or designee

Aron Brown-Welty

Typed Name

Signature

Date

Provost/Vice President for Academic Affairs/or designee

William Covino

Typed Name

Signature

Date

Attachment

Rev. 12/11

Justification for NURS 254 as a Required Graduate Course

In 2008, the American Nurses Credentialing Center (ANCC) retired its generalist Clinical Nurse Specialist national certifying examination and instituted population-focused tests. Because our courses did not have a population focus, our graduates were not eligible for certification, severely constraining their employment opportunities. The ANCC requires that the population focus be clearly stated in the course title and that 2 didactic courses of 3 units each be provided, along with 2 clinical courses providing a total of 500 direct patient care hours, each with the population focus in the title as well. Therefore, the Department of Nursing has restructured the CNS courses with either an adult-gero focus or a pediatric focus. This course will replace the previous NURS 250 (Seminar in Clinical Specialization).

California State University, Fresno
Department of Nursing
NURS 254 Adult-Gero Practicum

Course Name: NURS 254: Adult-Gero Clinical Nurse Specialist Practicum

Course Number: Nursing 254

Units: 5 Units

Placement in Curriculum: Third Semester Graduate Program

Prerequisite: NURS 210, NURS 221, NURS 235 & NURS 236

Co-requisite: NURS 253

Faculty:

Office Hours:

COURSE DESCRIPTION:

Prerequisites: NURS 235 & NURS 236. Co-requisite: NURS 253. Supervised clinical practice with emphasis on NACNS competencies applied to health promotion, maintenance, and restoration of adult-geriatric patients in a complex healthcare system. (one hour clinical conference per week) (255 direct patient care clinical hours).

COURSE OBJECTIVES: The student will work under the guidance of a preceptor to incorporate the following course objectives into the practicum experience. Upon completion of this course the student will be able to meet objectives as outlined in each of five major CNS focus areas.

Clinical:

1. Demonstrate knowledge of assessment, evaluation, and nursing management of a variety of disease processes in the Adult-Gerontology population.
2. Provides expert patient assessment and formulates nursing diagnosis through such means as observation, inspection, palpation, auscultation, review of available records, and conducting interviews.
3. Critically analyze, interpret and use appropriate knowledge, research and theories to meet the health care needs of diverse urban and rural client populations.
4. Develop competence and accountability in an advanced practice nursing role.

Education:

1. Assists with and promotes staff development through a) mentoring of individual staff and (b) provision of formal classes within the student's clinical setting.
2. Serves as a preceptor to nursing students, new RN graduates and RNs reentering the workforce.
3. Provides patient education to individuals, families, or groups based on knowledge and application of teaching methods relevant to cultural, gender, age, and socioeconomic characteristics of learners.

Research:

1. Uses clinical inquiry and research in an advanced specialty area of practice.
2. Demonstrates ability to:
 - a. Identify and locate research articles pertinent to an area of practice.
 - b. Critically read and analyze a research article.
 - c. Determine appropriateness of incorporation of research findings into clinical practice.
3. Stays abreast of current literature in the specialty area of practice.
4. Initiates research into topics that directly impact nursing care and applies measurement and evaluation methodologies to assess outcomes.

Consultation:

1. Provides clinical expertise and makes recommendations to physicians, other health care providers, patients, and health care organizations.
2. Reviews standards of practice to determine appropriateness and to reflect current nursing clinical practice.

Leadership:

1. Uses theory/research as a foundation for clinical leadership and CNS research based practice.
2. Participates in the professional development of self, others, and the nursing profession.
3. Belongs to and participates in professional organizations.
4. Serves as a change agent in health care settings by developing health care standards, assisting in the implementation of standards, facilitating goal setting and achievements, and evaluating outcomes.

Class Dates and Times: Students will meet as designated by assigned clinical faculty.

Student Responsibilities for Clinical Practicum:

- 1) Students are responsible for arranging preceptors, with faculty assistance as needed.
- 2) Clinical preceptors must be Master's prepared Clinical Nurse Specialists. Any exceptions must be discussed with clinical faculty/lead instructor.
- 3) Hospitals or health care facilities in which you will be working must have a contract with CSUF. Carol Rayner, Nursing Office, can assist you with this.

- 4) Preceptor information sheet and preceptor CV must be submitted to clinical faculty no later than **TBA**
- 5) Written personal objectives are to be submitted to clinical faculty by **TBA**
- 6) Students may not count paid time related to a job as clinical hours for this class.

Teaching Methods:

This class depends heavily on student-directed activities designed and planned to meet course objectives, under the direction of clinical faculty and preceptor. Student success will be measured by achievement of objectives, feedback from preceptor(s), and faculty assessment of student journals and written papers.

Attendance: It is expected that students will attend any scheduled meetings with clinical faculty. Additionally, students are expected to attend all scheduled clinical activities. Students are expected to be dressed appropriately for the activity, and arrive at all activities on time.

Textbooks: No specific texts required for this course.

It is expected that students will have access to CSUF email, access to and ability to use Blackboard learning system, and access to the Internet. It is also expected that the student have access to and ability to use Madden library search engines.

Grading Criteria

Assignments:

Personal Goals	5 points
Paperwork (Preceptor information Sheet, Health Clearance, Copy of RN license)	5 points
Mid-Point Clinical Log of Hours	10 points
Final Clinical Log of Hours	30 points
Completed Preceptor Evaluation	10 points
Final Portfolio	30 points
Participation in meetings with clinical faculty and preceptors	10 points
Completion of 255 clinical hours	Pass or Fail

Completion of all items on this list is required to pass the course. Student may not begin clinical hours until Personal Goals and Preceptor Information Sheet are submitted. Failure to submit the final clinical log of hours, the final portfolio, the preceptor evaluation sheet, or to complete 255 hours will result in failure of course.

Grading Criteria:

- A = 90-100%
- B = 80-89%

C = 70-79%

D = 60-69%

E = <60%

Subject to Change Statement

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent.

Guidelines for Clinical Journal

Due Date:

Mid-point journal due: **TBA** (may email to Keitha, or place in mailbox in nursing office)

Final journal due in clinical portfolio: **TBA**

Purpose of Clinical Journal:

1. To assist student, preceptor, and faculty in planning, implementing, and evaluating clinical experiences.
2. To assist student, preceptor, and faculty in assessing progress toward meeting both class and individual goals in NURS 253.

Format for Clinical Journal:

1. A template for clinical journals is located on Blackboard.
2. Final journal should be one contiguous form, with most recent activities at top of table. If you have more than one clinical experience within a week, make an entry for each experience in the journal.
3. Journal includes:
 - a. Date and hours for each day's experience
 - b. Preceptor or mentor name (A preceptor is a Master's prepared CNS preceptor; a mentor is a person with whom you work with for specific experiences – perhaps a case manager, a department manager, or another professional related to your objectives. You will have one preceptor; you may work with numerous mentors. Your preceptor should approve clinical hours completed with mentors.
 - c. Daily hours/Cumulative hours completed
 - d. Brief narrative of experiences
 - e. Identify both course objectives and personal objectives addressed in this activity. By the end of class it is expected that you will have completed activities demonstrating experience(s) within each course and personal objective.

NURS 254 Portfolio

Due Date: TBA

The following guidelines apply to your semester portfolio:

1. Portfolios are to be submitted in paper format, in a 3-ring binder. Binder must include:
 - a. A front page on the binder itself, identifying:
 - i. Student name
 - ii. Course names for both lecture and practicum
 - iii. Semester
 - b. Table of Contents
 - c. Individual Tabs identifying each binder entry
 - d. Course Objectives
 - e. Personal Objectives
 - f. All written or printed assignments: written papers, PowerPoint printouts, case studies, etc. from both courses
 - g. Any documents, policies, procedures, or educational handouts to which you had significant input in the course of your clinical hours. Please be aware of personal privacy – you may identify others by title, but not by name.
 - h. Final copy of your journal. Your journal must include documentation of hours in each of the five CNS competencies emphasized in this course: clinical practice, research, collaboration, education, and leadership. Your journal should reflect completion of both the syllabus goals for NURS 254, as well as your personal goals.
 - i. Your preceptor information sheet and your preceptor evaluation
2. This is a summation of all of your activities from the semester, for both the Lecture (NURS 253) and the Practicum (NURS 254) classes. Each portfolio will be unique, reflecting your goals and experiences.
3. You may include references to professional articles or web-sites you used throughout the semester, but do not include the articles or printouts from websites.

The portfolio is to be submitted to your clinical faculty no later than TBA. Points for the journal are given in the Practicum course. **While you do not receive points for this binder in the Topics Course, failure to submit it will result in failure in both Topics and Practicum classes.**

**Nursing 254: Adult-Gerontology CNS Practicum, Independent Study
Spring 2012**

Assignment Due Dates

Assignment	Description	Due	Point Value
Individual Objectives	Identify personal objectives and specific activities (goals) you will pursue with your preceptor. These goals should reflect the objectives of this class.	TBA	10
Required Paperwork	Preceptor information sheet (available on BB) and preceptor CV Health clearance form Copy of RN license	TBA	10
Individual meetings	Meetings as confirmed with clinical faculty, preceptors, and site visits	TBA	10
Clinical Journals	Clinical Journals (Log of Hours) Mid-Point:	TBA	10
	Final Log (in Portfolio)		30
Preceptor Evaluation	Form available on Blackboard. Submit in Portfolio	TBA	20
Final Portfolio	See description in syllabus.	TBA	30
Clinical Hours	Complete 255 hours of approved practicum experience .	TBA	Pass or Fail

UNIVERSITY POLICIES

For information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations). You may also access information on these policies at the following website:

http://www.csufresno.edu/academics/policies_forms/instruction/RequiredSyllabusPolicyStatements.htm

Students with Disabilities: Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code: "Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Cheating and Plagiarism: "Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers: "At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class

assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior: "The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright policy: Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its copyright web page:

<http://www.csufresno.edu/library/about/policies/docs/copyrtpolicyfull.pdf>

Digital Campus course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

NEW GRADUATE COURSE REQUEST

GRADNEW.ITP (on Informed Filler)

Return original to:

Division of Graduate Studies
Harold H. Haak Administrative Center
4th Floor, Henry Madden Library
Mail Stop ML51

Graduate Program: Adult-Gero CNS/Nurse Educator
Department: Nursing
Contact Person: Cricket Barakzai
Phone: 82430
E-mail: maryb
Catalog pg. # 352

Use this form if your course is: (please select the box below that best describes your course)

- (a) new (never has been taught before)
 (b) conversion (break-out of a "topics" course as a new course)
 (c) significant change to an existing course
 (d) other _____

NOTE: If the changes you make on this form are different from what you submitted on your mock-ups to catalog, then you **must** revise your mock-ups and resubmit them to the catalog office.

If you wish to delete or make minor revisions to an existing graduate course, use the "Graduate Course Change or Deletion" form (GRADCHG.ITP on Informed Filler).

1. NEW COURSE:

Prefix/ Catalog Long Course
Subject NURS Number 253 Title Advanced Topics for the Adult-Gero Units Max/Total 3
ult Gero II Clinical Nurse Specialist Letter
Short Title (16 spaces maximum) for Printing _____ Grading Basis (Letter, CR/NC, RP, Mixed) _____
Course Classification (C/S#) C-5

Note: If the proposed course has been offered previously as a topics course or is the expansion of an existing course, complete the following for the previous course:

Prefix/ Catalog Long Course
Subject NURS Number 288T Title Advanced Topics for the Adult-Gero Units Max/Total 3
Clinical Nurse Specialist

Catalog Description of New Course: (40 words only, excluding prerequisite, lecture-lab hours)

Prerequisites: NURS 235 & NURS 236.. Co-requisite: NURS 254. This course will focus on advanced and complex health concerns in the adult/gerontologic population. The role of the CNS as defined by state and national organizations will be integrated within the study of health and illness in the target population

2. NEW COURSE QUESTIONS:

(Each item **must** be addressed; attach additional sheet(s) as needed.)

A. How frequently is the new course expected to be offered? annually

B. What is the expected enrollment? 20

C. What is/are the mode(s) of course delivery (e.g., lecture, seminar, supervision, distance learning)? Please see the attached "Definitions of Graduate Level Instruction in the CSU."
Seminar

D. Identify all new resources (special facilities, library resources, technical assistance, etc.) needed to institute the course.
none

E. Is this course required or elective? required

F. Is there another course(s) covering similar subject matter:

• within your department? No Yes (if yes, complete section 4)

• at California State University, Fresno? No Yes (if yes, complete section 4)

G. Has this course been previously offered as a topics course? Yes No
If yes, how many times? once

H. Justification for New Course: (Please attach an explanation detailing the need for this new course.)

3. Please attach a course outline/syllabus that:

• Follows the guidelines stated in the "**Policy on Course Syllabi and Grading**" (June 1997) as published in the Academic Policy Manual (pg. 241-1, 241-2, 241-3).

• Illustrates how the course meets the criteria described in "**Definitions of Graduate Level Instruction in the CSU**" (see attached).

NOTE: Proposed Topics (T) courses should include a sample course outline/syllabus that follows the above guidelines and includes criteria by which the department will select future topics courses.

4. CONSULTING SIGNATURES (if required)

In an effort to avoid course duplication and misunderstandings, signatures must be obtained from those departments potentially affected by proposed changes.

I have read the new graduate course proposal and support the offering of this course.

Yes No

If no, please explain your concern(s):

Department Chair (of department being consulted)

Department

Department

Department Chair (typed name)

Department Chair (typed name)

Department Chair Signature

Department Chair Signature

Date

Date

5. REQUIRED SCHOOL SIGNATURES (verifies proposal has been approved)

Graduate Program Coordinator

Ndidi Griffin

Typed Name

Signature



Date

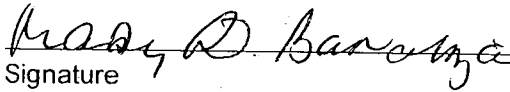
8/21/12

Department Chair

Mary D. Barakzai

Typed Name

Signature



Date

8/21/12

School Curriculum (or Credential) Committee Chair (if applicable)

Helen Miltiades

Typed Name

Signature

Date

School Dean

Andrew Hoff

Typed Name

Signature

Date

- For committee use only -

**UNIVERSITY GRADUATE COMMITTEE/GRADUATE CURRICULUM SUBCOMMITTEE
REVIEW RECOMMENDATION:**

Request Approved

Request Denied

Request Deferred

Date of Action

Explanation:

Recommendation approved by:

Dean, Division of Graduate Studies/or designee

Baron Brown-Welty

Typed Name

Signature

Date

Provost/Vice President for Academic Affairs/or designee

William Covino

Typed Name

Signature

Date

Attachment

Rev. 12/11

Justification for NURS 253 as a Required Graduate Course

In 2008, the American Nurses Credentialing Center (ANCC) retired its generalist Clinical Nurse Specialist national certifying examination and instituted population-focused tests. Because our courses did not have a population focus, our graduates were not eligible for certification, severely constraining their employment opportunities. The ANCC requires that the population focus be clearly stated in the course title and that 2 didactic courses of 3 units each be provided, along with 2 clinical courses providing a total of 500 direct patient care hours, each with the population focus in the title as well. Therefore, the Department of Nursing has restructured the CNS courses with either an adult-gero focus or a pediatric focus. This course will replace the previous NURS 250 (Seminar in Clinical Specialization).

Justification for NURS 254 as a Required Graduate Course

In 2008, the American Nurses Credentialing Center (ANCC) retired its generalist Clinical Nurse Specialist national certifying examination and instituted population-focused tests. Because our courses did not have a population focus, our graduates were not eligible for certification, severely constraining their employment opportunities. The ANCC requires that the population focus be clearly stated in the course title and that 2 didactic courses of 3 units each be provided, along with 2 clinical courses providing a total of 500 direct patient care hours, each with the population focus in the title as well. Therefore, the Department of Nursing has restructured the CNS courses with either an adult-gero focus or a pediatric focus. This course will replace the previous NURS 251 (Practicum in Clinical Specialization).

Department of Nursing

NURS 253 Adult-Gero Topics
***Advanced Topics for the Adult-Gero Clinical
Nurse Specialist***

Course Syllabus
Fall 2012

Faculty:

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California State University, Fresno
Department of Nursing

Course Title:

The Adult/Gerontologic Client: Advanced Topics for the
Clinical Nurse Specialist.

Course Number:

NURS 253

Units:

Three (3)

Time and Location

Faculty:

Email:

Telephone:

Office:

Office Hours:

Virtual Office online:

Catalog Description:

Prerequisites: NURS 235 & NURS 236. Co-requisites: NURS 254. This course will focus on advanced and complex health concerns in the adult/gerontologic population. The role of the CNS as defined by state and national organizations will be integrated within the study of health and illness in the target population.

Course Description:

Prerequisites: NURS 236 & NURS 237. Co-requisite: NURS 254. This course is designed to advance the theoretical knowledge base of developmental processes and illness states in the adult/gerontologic patient population and to transition the graduate nursing student into the Clinical Nurse Specialist role as a practitioner and provider of care. The course will explore the role of the CNS in the provision of care for adult/gerontologic patients with complex health issues and in a variety of healthcare settings.

Course Organization:

The student-centered course objectives will be achieved through the use of lecture, demonstration, audiovisual aids, student initiated discussion and presentations, case analysis, and selected readings.

Required Texts:

Dunphy, L.M., Winland-Brown, J.E., Porter, B.O., & Thomas, D. J. (2011) *Primary Care: The Art and Science of Advanced Practice Nursing*. (3rd ed). Philadelphia: F. A. Davis

Hamric, A., Spross, J., & Hanson, C. (2009). *Advanced nursing practice: An integrative approach* (4th Ed.). Philadelphia: W.B. Saunders

American Association of Critical Care Nurses (2007). McKinley, M.G. (Ed.). *Acute and critical Care Clinical Nurse Specialists: Synergy for best practices*. St. Louis: W.B. Saunders.

American Association of Colleges of Nursing (2010) *Adult-Gerontology clinical nurse specialist competencies*. Retrieved from <http://www.aacn.nche.edu/Education/adult/gerocomp.htm>

Participation:

It is expected that each student will come prepared to be involved in class activities. Class participation includes discussion that reflects the knowledge of assigned readings, critical thinking in the application of the knowledge, presentations, and small group activities. There is no makeup for points missed for in-class written assignments.

If you are absent from class, it is your responsibility to check on announcements made while you were away.

Assignments

Disease Process Oral Presentation	20
Written Case Study	20
CNS Topic Presentation	20
Blackboard Responses	20
In-Class Written Assignments	<u>20</u>
TOTAL	100

Grading:

90-100%:	A
80-89%:	B
70-79%:	C
60-69%:	D
<60%:	F

Minimum Expectations outside of classroom:

It is expected that students will spend approximately 2 hours of study time outside of class for every one hour in class. Since this is a 3-unit class, you should expect to read/reflect an average of 6 hours outside of class each week. This includes scholarly assignments. Some students may need more outside study time and some less. **For free tutoring on campus, contact the Learning Center (www.csufresno.edu/learningcenter) in the Collection Level (basement level) of the Henry Madden Library. You can reach them by phone at 278-3052.**

Course Goals:

1. Demonstrate in-depth knowledge of pathophysiologic processes, disease management and health promotion for the adult/gerontologic patient population.
2. Examining the role of the CNS in management and coordination of patient care.

- Continued expansion of knowledge of CNS roles and competencies in care of the adult/gerontologic patient.

Student Learning Objectives:

Upon completion of this course the student will:

- Demonstrate in-depth knowledge of pathophysiologic processes, disease management and health promotion for the adult/gerontologic patient population.
- Distinguish between the different developmental life stage, wellness, and illness needs that impact a patient's care across the adult age spectrum
- Verbalize increasing understanding of the needs of the patient and family transitioning to various care settings.
- Provide leadership for collaborative, evidence-based revision of diagnoses and plans of care, to improve patient outcomes
- Provide direct care to selected patients based on the needs of that patient and the CNS's specialty knowledge and skills.
- Determine when evidence based guidelines, policies,, procedures and plans of care need to be tailored to the individual patient.
- Provide consultation to staff nurses, medical staff and interdisciplinary colleagues
- Establishes collaborative relationships within and across departments that promote patient safety, culturally competent care, and clinical excellence.
- Demonstrate knowledge of assessment and management of normal and variations in developmental processes of the adult/gerontology patient.
- Demonstrate knowledge of the pathophysiology, assessment and care planning of complex illness in the adult/gerontology patient.
- Discuss the role of the CNS in ongoing improvement in patient care outcomes in the adult/gerontology patients in the hospital setting.
- Analyze selected CNS competencies and CNS practice models related to the care of the adult/gerontology patient.
- Examine outcomes of CNS practice based on recent research findings.
- Demonstrate advanced critical thinking in theory application and clinical decision making through analysis of case studies within the continuum of the adult/gerontology focus.

Topics:

- Primary Care in the 21st Century
- Developmental life stages, wellness, and illness states across the adult age spectrum
- Health Promotion and Caring Processes
- Disease Processes to include systems pathophysiology, assessment, and treatment of the Adult/Gerontologic patient:
 - Polypharmacy
 - Neurologic Problems
 - Skin Problems
 - EENT
 - Respiratory Problems
 - Abdominal Problem
 - Renal
 - Men's Health
 - Women's Health

- j. Musculoskeletal
- k. Psychological
- 5. CNS Topics
 - a. Caring Practices
 - b. Systems Thinking
 - c. Outcomes Evaluation and Performance Improvement
 - d. Research-based care and Evidence-based Practice
 - e. Putting caring into practice: self-care
 - f. CNS Nursing Models: application to care of the target patient
 - i. Synergy Model
 - ii. Fenton & Brykczynski's Expert Clinical Domains
 - iii. Strong Memorial Hospital's Model of Advanced Practice
 - g. Research on outcomes of Clinical Nurse Specialist Practice

Assignments & Point Values:

In-Class written discussion as assigned (10 classes x 2 points each)	20%
Disease process presentation	20%
CNS Role Topic presentation	20%
Reflective Papers (5 papers x 2 points each)	10%
Written Case Study	<u>30%</u>
TOTAL	100%

Grading Criteria:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F < 60%

In order to pass NURS 253, the student must achieve a minimum grade of 70% ('C').

Written Assignment Guidelines:

1. All written Assignments must be submitted through both the Blackboard assignment link, and to the appropriate link on Blackboard Discussion board. EXCEPTION: the Written Case Study does not get posted to Discussion Board; but it is turned in through the Blackboard assignment link.
2. All written assignments must follow the guidelines of the APA style manual (6th Ed.).
3. Written assignments will be graded for technical writing (grammar, spelling, punctuation) and professional appearance. Written assignments are to include:
 - a. Cover page which includes (at a minimum) the course number, name(s) of students included in the assignment
 - b. Reference page

5. For both assignments, requests will be taken for presentation date; however, everyone is expected to be ready to present by posted due date. If you are not able to present when called on, you will lose 20% of available points for your assignment. If a group member(s) is absent, the remaining group members are expected to present. Absent group members will be given a makeup assignment, but will only be able to makeup a maximum of 80% of the points available.

Reflective Papers

Due dates: Reflective papers are due within one week (7 days, including weekends) of the related presentation. No points will be awarded for papers that are submitted later than that date.

1. Each student may choose any of the disease process or CNS role presentations on which to reflect.
2. The purpose of this paper is to consider a patient or situation you have seen in your recent clinical practice, and relate it to the topic of choice.
3. To write this paper, follow these guidelines:
 - a. Briefly describe the patient or the situation
 - b. Describe how the presentation is related to the patient or the situation. What are the similarities or differences?
 - c. Identify your feelings about the management/care the patient received, or how the situation was handled. Good or not so good? Why or why not?
 - d. Make any suggestion or improvement you might integrate when you are next in a similar situation, based on what you learned from this presentation and discussion.
4. A reflective paper is due within one week of the presentation.
5. There is no rubric other than guidelines given above (#3)

Case Study

Due Date:

Details to be posted.

Syllabus Subject to Change

This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on announcements made while you were absent. Check Blackboard Announcements page frequently.

Tentative Course Schedule

Fall 2012
Subject to Change

Week	Date	Clinical Care Assessment. Topic on-Line	Reading Assignment Due Assignments Due
1		Syllabus Overview (Topics Course and Practicum) Primary Care in the Twenty-First Century: A Circle of Caring Group Planning Time	Dunphy Ch. 1
2		Developmental life stages, wellness, and illness states across the adult age spectrum	TBA
3		Health Promotion Caring Practices Polypharmacy	Dunphy Ch. 3 McKinley, Ch. 11 TBA
4		Disease States: Neurologic CNS Role: Systems Thinking	Dunphy, Ch. 6 McKinley, Ch 9
5		Disease States: Skin Problems CNS Role: Outcomes Evaluation and Performance Improvement	Dunphy, Ch. 7 Reflective Paper 1 due
3		Disease States: EENT	Dunphy, Ch 8
7		Disease States: Respiratory	Dunphy, Ch 9 Reflective Paper 2 due
8		Disease States: Emergency Problems	Dunphy, Ch 19
9		Disease States: Abdominal Problems	Dunphy, Ch 11
10		Disease States: Renal	Dunphy, Ch 12 Reflective Paper 3 due
11		Disease States: Men's Health Problems	Dunphy, Ch 13
12		Disease States: Women's Health Problems	Dunphy, Ch 14
13		Disease States: Musculoskeletal	Dunphy, Ch 15 Reflective Paper 4 due
14		Disease States: Psychological	Dunphy, Ch. 18
15		Nature, Purpose, and Components of Professional Practice Models CNS Models and Theories: 1) Synergy Model 2) Fenton & Brykczynski's Expert Clin Domains 3) Strong Memorial Model of Adv. Practice	Preface to Hamric Hamric, Ch 2 Synergy Ch. 3

Week	Date	Clinical Care Assessment. Topic on-Line	Reading Assignment Due Assignments Due
16		Research-based care vs. Evidence-Based Practice	TBA
17		Putting Caring into Practice	Dunphy Ch 24 Reflective Paper 5 due
18		Applying for CNS License National Certification	
No Final Exam		Faculty Consultation Days:	

UNIVERSITY POLICIES

Students with Disabilities:

Upon identifying themselves to the instructor and the university, students with disabilities will receive reasonable accommodation for learning and evaluation. For more information, contact Services to Students with Disabilities in the Henry Madden Library, Room 1202 (278-2811).

Honor Code:

"Members of the CSU Fresno academic community adhere to principles of academic integrity and mutual respect while engaged in university work and related activities." You should:

- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
- b) neither give nor receive unauthorized aid on examinations or other course work that is used by the instructor as the basis of grading.
- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

Instructors may require students to sign a statement at the end of all exams and assignments that "I have done my own work and have neither given nor received unauthorized assistance on this work." If you are going to use this statement, include it here.

Cheating and Plagiarism:

"Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit; such acts also include assisting another student to do so. Typically, such acts occur in relation to examinations. However, it is the intent of this definition that the term 'cheating' not be limited to examination situations only, but that it include any and all actions by a student that are intended to gain an unearned academic advantage by fraudulent or deceptive means. Plagiarism is a specific form of cheating which consists of the misuse of the published and/or unpublished works of others by misrepresenting the material (i.e., their intellectual property) so used as one's own work." Penalties for cheating and plagiarism range from a 0 or F on a particular assignment, through an F for the course, to expulsion from the university. For more information on the University's policy regarding cheating and plagiarism, refer to the Class Schedule (Legal Notices on Cheating and Plagiarism) or the University Catalog (Policies and Regulations).

Computers:

"At California State University, Fresno, computers and communications links to remote resources are recognized as being integral to the education and research experience. Every student is required to have his/her own computer or have other personal access to a workstation (including a modem and a printer) with all the recommended software. The minimum and recommended standards for the workstations and software, which may vary by academic major, are updated periodically and are available from Information Technology Services (<http://www.csufresno.edu/ITS/>) or the University Bookstore. In the curriculum and class assignments, students are presumed to have 24-hour access to a computer workstation and the necessary communication links to the University's information resources."

Disruptive Classroom Behavior:

"The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. ... Differences of viewpoint or concerns should be expressed in terms which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop and understanding of the community in which they live . . . Student conduct which disrupts the learning process shall not be tolerated and may lead to disciplinary action and/or removal from class."

Copyright Policy:

Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code). To help you familiarize yourself with copyright and fair use policies, the University encourages you to visit its Copyright Web Page (<http://csufresno.edu/library/information/copyright/>).

Technology Innovations for Learning & Teaching (TILT) course web sites contain material protected by copyrights held by the instructor, other individuals or institutions. Such material is used for educational purposes in accord with copyright law and/or with permission given by the owners of the original material. You may download one copy of the materials on any single computer for non-commercial, personal, or educational purposes only, provided that you (1) do not modify it, (2) use it only for the duration of this course, and (3) include both this notice and any copyright notice originally included with the material. Beyond this use, no material from the course web site may be copied, reproduced, re-published, uploaded, posted, transmitted, or distributed in any way without the permission of the original copyright holder. The instructor assumes no responsibility for individuals who improperly use copyrighted material placed on the web site.

Blackboard Assistance:

For help with Blackboard contact Technology Innovations for Learning and Teaching at 278-7373 or send an email to tiltsupport@csufresno.edu.

It is your responsibility to check the Announcements link on Blackboard frequently – every 2-3 days at least.

Appendix C
MSN & CAS Application

CALIFORNIA STATE UNIVERSITY, FRESNO
DEPARTMENT OF NURSING

APPLICATION INFORMATION FOR
MASTER OF SCIENCE DEGREE IN NURSING
POST-MASTER'S CERTIFICATE
FALL 2013

GENERAL INFORMATION

The department offers a Commission on Collegiate Nursing Education (CCNE) accredited program (www.aacn.nche.edu), which leads to the Master of Science degree in Nursing (MSN). Presently, the department offers two Nurse Practitioner (NP) Tracks: Family Nurse (FNP) and Pediatric Nurse (PNP), and two Clinical Nurse Specialist/Nurse Educator options: Adult-gero CNS/Nurse Educator and Pediatric Clinical Nurse Specialist/Nurse Educator. Students who have a master's degree in nursing may be eligible for the post-master's NP certificate. The post-master's certificate at California State University, Fresno consists of thirty-one (31) units. Applicants may receive credit toward the NP certificate for previous graduate courses. Typically, the main courses that are requested for credit are the advanced theories and advanced issues courses. In order to request a course waiver, the applicant must submit a copy of the course description, objectives, and assignments for review by the Graduate Coordinator. At that time, the course of study will be determined with input from the student and graduate curriculum committee. All applicants must complete a two-part application process: to the University Graduate Division and to the Department of Nursing. Note: The Department of Nursing will not process your application until you have applied to the University.

UNIVERSITY GRADUATE SCHOOL APPLICATION PROCESS

1. File application for graduate admission with the designated fee to the University by March 1, 2013. The application can be found at www.csumentor.edu/AdmissionApp/grad_apply.asp. For more information call (559) 278-4073.
2. File official transcripts from all post-baccalaureate schools; Graduate Admissions will verify a cumulative GPA of 2.50 on the last 60 units.
3. GRE scores are no longer required for admission to graduate programs in the Department of Nursing.
4. The Graduate Admissions Office will verify information and forward the file to the Department of Nursing.
5. If you are enrolled at CSUF as a post-baccalaureate student, you must submit a Change of Major form to the Graduate Studies Office in ~~Thomas Administration~~ before your application can be processed by the Department of Nursing.

DEPARTMENT OF NURSING APPLICATION PROCESS

File Department of Nursing Graduate Program Application by April 1, 2013. The application can be found in this document or at www.csufresno.edu/nursing/MSN.htm. To facilitate the admission process, you must **send copies** of the following:

- A. Department Application - See Page 3 - Be sure to sign where indicated.
- B. Official transcripts from all post-secondary schools. Transcripts must indicate:
 1. Baccalaureate Degree in Nursing from CCNE or NLN accredited school with cumulative GPA of 3.0.
 2. Completion of statistics, introductory research and health assessment courses.

3. Completion of GRE Have scores sent to the university and to the Department of Nursing
- C. Registered Nurse Licensure in California (requirement may be waived for international students).
- D. File three letters of recommendation (see guidelines).
- E. Complete the Department of Nursing's Graduate Program Written Essay (see Page 2).

All documents must be sent together in one package to be considered for admission to the Department.

Mail signed application and copies of the above material to:

Dr. Ndidi Griffin, Graduate Coordinator
California State University, Fresno
Department of Nursing
2345 E. San Ramon Ave, M/S MH25,
Fresno, CA 93740-8031
ndidiq@csufresno.edu

SELECTION

Candidates selected for admission will be notified by May 15, 2013. The new student orientation will be scheduled the week prior to the fall semester, and selected candidates will be notified as to the date, time, and location of orientation.

EVALUATION OF PRIOR EDUCATION OR EXPERIENCE IN PRIMARY CARE

Students who are eligible for admission to graduate standing at California State University, Fresno may have prior educational preparation evaluated for waiver or substitution of required courses. In the case of a student requesting a waiver of graduate coursework, an evaluation of prior educational experience will be performed on an individual basis. Professional experience in primary care may also be evaluated on an individual basis for placement in the clinical courses and development of a curriculum to meet program requirements.

Components of this evaluation include, but are not limited to, a personal interview and review of transcripts, course material, and personal records. Based on this evaluation, an individualized plan for placement and progression in the graduate program will be developed, including the incorporation of alternate assignments.

GRADUATE PROGRAM WRITTEN ESSAY

The written essay is an important element for evaluation of your application and for admission into the Department of Nursing's Graduate Program. This essay will provide an opportunity for the selection committee to assess your writing ability and professional strengths and to evaluate your chances for success in advanced practice graduate work. This written essay is a major component of the selection process, and you need to give it thoughtful consideration. Instructions are as follows:

1. Develop a scholarly essay in which you include the following elements:
 - A. Introduction
 - B. Discussion of concepts
 1. Your theoretical framework for professional practice
 2. Your view of the role of nursing in advanced practice settings
 3. Your clinical experience in nursing
 4. Your non-nursing experiences relevant to your professional growth
 5. Your goals for graduate education
 - C. Conclusion
 - D. References

2. The document must be a 3-5 page typed essay, double-spaced, with 12-point type and one-inch margins.
3. Attach the essay to the signed Department of Nursing's Graduate Program Application form (see Page 3), verifying that the essay is your own work.

FINANCIAL AID

Contact the Financial Aid Office at (559) 278-2182 (www.csufresno.edu/catoffice/current/admsnsfees) for information about scholarships and loans. Federal traineeships are awarded to eligible students through the Department of Nursing (www.csufresno.edu/nursing).

GRADUATE ORIENTATION

An orientation session is offered during the second week in August to orient students to important aspects of the program and to meet other students and faculty. Students will be notified as to date, time, and location.

FOR FURTHER INFORMATION, Please contact:

Dr. Ndidi Griffin, Graduate Coordinator
Department of Nursing
California State University, Fresno
2345 E. San Ramon Avenue M/S MH25
Fresno, CA 93740-8031
Telephone: (559) 278-6697
Email: ndidig@csufresno.edu

The University General Catalog is available at www.csufresno.edu/catalog/
The Schedule of Courses is available at www.csufresno.edu/scheduling/

I verify that the above information is accurate and that the Graduate Program Written Essay is my own work:

Signature _____ Date _____

Return this application with the Graduate Program Written Essay by April 1, 2013 to:

Dr. Ndidi Griffin, Graduate Coordinator
Department of Nursing
2345 E. San Ramon Avenue, M/S MH25
Fresno, CA 93740-8031

CALIFORNIA STATE UNIVERSITY, FRESNO
Master of Science Degree in Nursing

Adult –Gero Clinical Nurse Specialist/Nurse Educator Option

PROGRAM OF STUDY A minimum of 44 units is required for the degree

CORE COURSES ~ 13 UNITS

Course	Units
NURS 211~Advanced Pharmacology	3
NURS 212~Advanced Pathophysiology	2
NURS 221~Theoretical Foundations	2
NURS 223~Advanced Research Methodology	3
NURS 225~Advanced Nursing Issues	3
	13

Adult-gero Clinical Nurse Specialist/Nurse Educator Role Specialization ~ 28 UNITS

Course	Units
NURS 210 ~ Health Assessment in Advanced Nursing Practice	3
NURS 235 ~ Adult-gero Fundamental Topics for the Clinical Nurse Specialist	3
NURS 236 ~ Practicum in Advanced Clinical Nursing for the Adult-gero Clinical Nurse Specialist	5
NURS 253 ~ Advanced Topics for the Adult-gero Clinical Nurse Specialist	3
NURS 254 ~ Adult-gero Clinical Nurse Specialist Practicum	5
NURS 240 ~ Curriculum Development in Nursing	3
NURS 241 ~ Instructional Methods in Nursing Education	3
NURS 242 ~ Evaluations Methods in Nursing Education	3
	28

THESIS, PROJECT, OR COMP EXAM ~ 3 UNITS

Students need to select one option:

- | | | |
|--|---|----------|
| 2. NURS 299 Thesis | 3 | Units |
| OR | | |
| 3. NURS 298 Project | 3 | Units |
| OR | | |
| 4. Comprehensive Exam (0 units - 3 cognate units required)
Cognates | 3 | Units of |

Total Program Units

44

CALIFORNIA STATE UNIVERSITY, FRESNO
Master of Science Degree in Nursing

Pediatric Clinical Nurse Specialist/Nurse Educator Option

PROGRAM OF STUDY A minimum of 44 units is required for the degree

CORE COURSES ~ 13 UNITS

Course	Units
NURS 211~Advanced Pharmacology	3
NURS 212~Advanced Pathophysiology	2
NURS 221~Theoretical Foundations	2
NURS 223~Advanced Research Methodology	3
NURS 225~Advanced Nursing Issues	3
	13

Adult-gero Clinical Nurse Specialist/Nurse Educator Role Specialization ~ 28 UNITS

Course	Units
NURS 210 ~ Health Assessment in Advanced Nursing Practice	3
NURS 237. Fundamental Topics for the Pediatric Clinical Nurse Specialist	3
NURS 238. ~ Practicum in Advanced Clinical Nursing for the Pediatric Clinical Nurse Specialist	5
NURS 255 ~ Advanced Topics for the Pediatric Clinical Nurse Specialist.	3
NURS 256. ~ Pediatric Clinical Nurse Specialist Practicum	5
NURS 240 ~ Curriculum Development in Nursing	3
NURS 241 ~ Instructional Methods in Nursing Education	3
NURS 242 ~ Evaluations Methods in Nursing Education	3
	28

THESIS, PROJECT, OR COMP EXAM ~ 3 UNITS

Students need to select one option:

- | | | |
|--|---|----------|
| 3. NURS 299 Thesis | 3 | Units |
| OR | | |
| 4. NURS 298 Project | 3 | Units |
| OR | | |
| 5. Comprehensive Exam (0 units - 3 cognate units required)
Cognates | 3 | Units of |

Total Program Units

44

CALIFORNIA STATE UNIVERSITY, FRESNO
Department of Nursing

Course Descriptions for Graduate Core Courses

NURS 211 - Advanced Pharmacology - 3 Units Spring

Prerequisites: admission to the nursing graduate program.

Concepts include implementation of a therapeutic regimen utilizing pharmacologic agents/devices, management of common conditions with consideration for age, culture, ethnicity, and socioeconomic status. Incorporates pharmacokinetics, pharmacodynamics, physiologic/pathologic responses, and ethical/legal issues.

NURS 212 - Advanced Pathophysiology - 2 Units Fall

Prerequisites: admission to the graduate program in nursing or permission of instructor.

The relationship between normal physiology and pathological phenomena produced by altered states is analyzed. Physiologic responses to illness and treatment modalities across the life span are examined. Synthesis and application of current research regarding pathological changes are emphasized.

NURS 221 – Theories Foundations of Nursing Practice - 2 Units Fall

Prerequisites: admission to the graduate program in nursing.

Selected theories from nursing and related fields are examined and evaluated with emphasis on application in complex health care systems. The relationship between theory, research, and clinical practice is explored. (Formerly NURS 224)

NURS 223 - Advanced Research Methodology in Nursing - 3 Units Spring

Prerequisites: admission to the graduate program in nursing

In-depth study of research principles and techniques. Formulation of a comprehensive database, critical analysis of clinical issues, and application of research in the treatment regimen is incorporated.

NURS 225 - Advanced Nursing Issues: Health Care Policy, Ethics and Role Development - 3 Units Fall

Prerequisites: admission to the graduate program in nursing

The evolution of major issues relevant to advanced nursing practice is examined. Topics include: health care policy, organization, and financing; ethics; professional role development; and interdisciplinary communication and collaboration.

Total Core Units - 13

CALIFORNIA STATE UNIVERSITY, FRESNO
Department of Nursing

Course Descriptions for Family Nurse Practitioner Courses

NURS 210 – Health Assessment in Advanced Nursing Practice – 3 units Fall

Refinement of history taking, physical diagnosis, psychosocial, and developmental evaluation of multicultural clients and families. Includes differential diagnosis, clinical decision making, and client management across the life span. Pharmacology and laboratory techniques incorporated. Includes clinical performance component (2 lecture, 3 practicum hours).

NURS 215 ~ Obstetrics and Gynecology in Primary Care ~ 3 units (Spring)

Successful completion of NURS 210 or nurse practitioner certification. Introduction to basic obstetric and gynecologic content and skills used in primary care. Explores diagnosis and management of common obstetric and gynecologic conditions. Discusses early indications of serious obstetrical complications and the nurse practitioner role.

NURS 264 - Primary Practicum Family Nurse Practitioner – 4 units Spring

A practicum designed to prepare nurse practitioners to deliver health promotion and health maintenance services. Applications of individual, family, community, and nursing theories are addressed utilizing transcultural and intergenerational factors in interdisciplinary practice settings.

NURS 265 - Family Nurse Practitioner Role in Primary Prevention – 2 units Spring

Theoretical base for primary prevention: health maintenance, health promotion, health screening, health teaching, and anticipatory guidance for nurse practitioners. Case management techniques utilizing protocols/algorithms.

NURS 266 - Family Nurse Practitioner Role in Secondary Prevention – 2 units Fall

Theoretical base of secondary prevention in primary care settings. Assessment and management of acute self-limiting conditions. Use and development of algorithms/protocols for secondary prevention. Intensive pharmacology for nurse practitioners.

NURS 267 - Practicum in Secondary Prevention, Family Nurse Practitioner – 4 units Fall

Supervised clinical practice in a primary care setting with emphasis on secondary prevention for clients of all ages. Students work directly with preceptor and faculty member. Complete assessment and case management. (One hour clinical conference per week.)

NURS 277 - Family Nurse Practitioner Role in Tertiary Prevention – 2 units Spring

Theoretical base for tertiary prevention for families in primary care settings. Assessment and management of chronic conditions requiring reconstitution. Development of protocols/algorithms for tertiary prevention. Integration of knowledge related to primary, secondary, and tertiary prevention.

NURS 278 - Practicum in Tertiary Prevention, Family Nurse Practitioner – 4 units Spring

Supervised clinical practice in a primary care setting with emphasis on care of clients of all ages requiring tertiary prevention. Students work directly with a nurse practitioner and/or physician preceptor in a primary care setting. (One hour clinical conference per week.)

CALIFORNIA STATE UNIVERSITY, FRESNO
Department of Nursing

Course Descriptions for Pediatric Nurse Practitioner Courses

NURS 210 – Health Assessment in Advanced Nursing Practice – 3 units Fall

Refinement of history taking, physical diagnosis, psychosocial, and developmental evaluation of multicultural clients and families. Includes differential diagnosis, clinical decision making, and client management across the life span. Pharmacology and laboratory techniques incorporated. Includes clinical performance component (2 lecture, 3 practicum hours).

NURS 215 ~ Obstetrics and Gynecology in Primary Care ~ 3 units (Spring)

Successful completion of NURS 210 or nurse practitioner certification. Introduction to basic obstetric and gynecologic content and skills used in primary care. Explores diagnosis and management of common obstetric and gynecologic conditions. Discusses early indications of serious obstetrical complications and the nurse practitioner role.

NURS 262 - Pediatric Nurse Practitioner Role in Primary Prevention – 2 units Spring

Theoretic base for primary prevention, health maintenance, health promotion, health screening, health teaching, and anticipatory guidance for pediatric nurse practitioners with an emphasis on case management techniques using algorithms and standardized procedures.

NURS 263 - Primary Practicum Pediatric Nurse Practitioner – 4 units Spring

Prepares pediatric nurse practitioners to deliver promotion and health maintenance services. Addresses application of individual, family, community, and nursing theories using transcultural and intergenerational factors in interdisciplinary practice settings.

NURS 268 - Pediatric Nurse Practitioner Role in Secondary Prevention – 2 units Fall

Theoretical base of secondary prevention in pediatric primary care settings. Assessment and management of acute self-limiting conditions. Use and development of algorithms/protocols for secondary prevention. Intensive pharmacology for nurse practitioners.

NURS 269 - Practicum in Secondary Prevention, Pediatric Nurse Practitioner – 4 units Fall

Supervised clinical practice in a pediatric primary care setting with emphasis on secondary prevention. Students work directly with a preceptor and faculty member. Complete assessment and case management. (One hour clinical conference per week.)

NURS 279. Pediatric Nurse Practitioner Role in Tertiary Prevention – 2 units Spring

Theoretical base for tertiary prevention for children in primary care settings. Assessment and management of chronic conditions requiring reconstitution. Development of protocols/algorithms for tertiary prevention. Integration of knowledge related to primary, secondary, and tertiary prevention.

NURS 280. Practicum in Tertiary Prevention, Pediatric Nurse Practitioner – 4 units Spring

Supervised clinical practice in a primary care setting with emphasis on care of children requiring tertiary prevention. Students work directly with a nurse practitioner and/or physician preceptor in a primary care setting. (One hour clinical conference per week.)

CALIFORNIA STATE UNIVERSITY, FRESNO

Department of Nursing

Course Descriptions for Adult-gero CNS/Nurse Educator Graduate Courses

NURS 210 – Health Assessment in Advanced Nursing Practice – 3 units

Refinement of history taking, physical diagnosis, psychosocial, and developmental evaluation of multicultural clients and families. Includes differential diagnosis, clinical decision making, and client management across the life span. Pharmacology and laboratory techniques incorporated. Includes clinical performance component (2 lecture, 3 practicum hours). F

NURS 235. Adult-Gero Fundamental Topics for the CNS ~3 units

NACNS competencies examined within adult/geriatric population. Focus is on direct care emphasizing opportunities and challenges related to the unique development, the life progression, and wellness and illness across the adult/geriatric lifespan continuum. (Formerly NURS 288T) S

NURS 236. Practicum: Advanced Clinical Nursing for the Adult-Gero CNS ~ 5 units

Supervised clinical practice with emphasis on NACNS competencies applied to health promotion, maintenance, and restoration of adult/geriatric patients in a complex health care system. (Formerly NURS 288T) S

NURS 240 – Curriculum Development in Nursing – 3 units

Theories and models of curriculum development incorporating educational needs assessment and design. Students present educational program using instructional design methodology including: objectives, learning characteristics, teaching methods, learning resources, and evaluation methods. Teaching practicum required (45 hours with master teacher in local site). F

NURS 241 – Instructional Methods in Nursing Education – 3 units

Instructional methods for nurse educators. Focus on nursing and education theories, motivation, learning/teaching styles, designing measurable outcomes, reinforcement strategies, principles of evaluation, and effective feedback. Teaching practicum required (45 hours with master teacher in local site). S

NURS 242 – Evaluation and Testing in Nursing Education – 3 units

Evaluation methods in classroom and clinical settings. Students will examine alternative assessment strategies, design and write test items, analyze test results, and develop clinical evaluation strategies. Teaching practicum required (45 hours with master teacher in local site). F

NURS 253. Advanced Topics for the Adult-Gero Clinical Nurse Specialist. ~ 3

units. Prerequisites: NURS 235 & NURS 236. Co-requisites: NURS 254. This course will focus on advanced and complex health concerns in the adult-gero population. The role of the CNS as defined by state and national organizations will be integrated within the study of health and illness in the target population. F

NURS 254. Adult-Gerontology Clinical Nurse Specialist Practicum. ~ 5 units.

Prerequisites: NURS 235 & NURS 236. Co-requisite: NURS 253. Supervised clinical practice with emphasis on NACNS competencies applied to health promotion, maintenance, and restoration of adult-geriatric patients in a complex healthcare system. (one hour clinical conference per week) (255 direct patient care clinical hours) F

CALIFORNIA STATE UNIVERSITY, FRESNO

Department of Nursing

Course Descriptions for Pediatric CNS/Nurse Educator Graduate Courses

NURS 210 – Health Assessment in Advanced Nursing Practice – 3 units

Refinement of history taking, physical diagnosis, psychosocial, and developmental evaluation of multicultural clients and families. Includes differential diagnosis, clinical decision making, and client management across the life span. Pharmacology and laboratory techniques incorporated. Includes clinical performance component (2 lecture, 3 practicum hours). **F**

NURS 237. Fundamental Topics for the Pediatric Clinical Nurse Specialist ~ 3 units.

Prerequisites: NURS 210, NURS 211, NURS 221, NURS 225. Co-requisite: NURS 238. This course will focus on advanced and complex health concerns in the Pediatric population. The role of the CNS as defined by state and national organizations will be integrated within the study of health and illness in the target population. **S**

NURS 238. Practicum in Advanced Clinical Nursing for the Pediatric Clinical Nurse Specialist. ~ 5 units. Prerequisites: NURS 210, NURS 221. Co-requisite: NURS 237.

Supervised clinical practice with emphasis on NANCS competencies applied to common problems in health promotion, maintenance, and restoration of pediatric patients in a complex healthcare system. (one-hour clinical conference per week) (255 direct patient care clinical hours) **S**

NURS 240 – Curriculum Development in Nursing – 3 units

Theories and models of curriculum development incorporating educational needs assessment and design. Students present educational program using instructional design methodology including: objectives, learning characteristics, teaching methods, learning resources, and evaluation methods. Teaching practicum required (45 hours with master teacher in local site). **F**

NURS 241 – Instructional Methods in Nursing Education – 3 units

Instructional methods for nurse educators. Focus on nursing and education theories, motivation, learning/teaching styles, designing measurable outcomes, reinforcement strategies, principles of evaluation, and effective feedback. Teaching practicum required (45 hours with master teacher in local site). **S**

NURS 242 – Evaluation and Testing in Nursing Education – 3 units

Evaluation methods in classroom and clinical settings. Students will examine alternative assessment strategies, design and write test items, analyze test results, and develop clinical evaluation strategies. Teaching practicum required (45 hours with master teacher in local site). **F**

NURS 255. Advanced Topics for the Pediatric Clinical Nurse Specialist. ~ 3 units.

Prerequisites: NURS 237 & NURS 238. Co-requisite: NURS 256. This course will focus on advanced and complex health concerns in the Pediatric population. The role of the CNS as defined by state and national organizations will be integrated within the study of health and illness in the target population. **F**

NURS 256. Pediatric Clinical Nurse Specialist Practicum. ~ 5 units Prerequisites: NURS 237

& NURS 238. Co-requisite: NURS 255. Supervised clinical practice with emphasis on complex and multi-system disease processes in the pediatric patient population in a variety of healthcare systems. Clinical Nurse Specialist roles and competencies, as defined by professional organizations, are utilized in the planning of care. (one hour clinical conference per week.) (255 direct patient care clinical hours) **F**

**California State University, Fresno
Department of Nursing**

**FAMILY NURSE PRACTITIONER
SAMPLE MSN PROGRAM**

Example: Full Time Schedule

<u>YEAR 1</u>		<u>YEAR 2</u>	
<u>FALL SEMESTER</u>	<u>UNITS</u>	<u>FALL SEMESTER</u>	<u>UNITS</u>
NURS 210-Health Assessment in Advanced Nursing Practice	3	NURS 266-Family NP Role in Secondary Prevention	2
NURS 212-Advanced Pathophysiology	2	NURS 267-Practicum in Secondary Prevention Family NP	4
NURS 221-Theories Foundations of Nursing Practice	2	Total	6
NURS 225-Adv. Nrsg. Issues: Health Care Policy, Ethics & Role Dev	3		
Total	10		
		<u>SPRING SEMESTER</u>	<u>UNITS</u>
		NURS 277-Family Nurse Practitioner Role in Tertiary Prevention	2
		NURS 278-Practicum in Tertiary Prevention, Family NP	4
		NURS 298/N299-Project/Thesis (exclude If taking Comp Exam) 3 unit Cognate (Comp exam)	3 0-3
		Total	9
		NURS 211-Advanced Pharmacology	3
		NURS 215 OB-GYN in Primary Care	3
		NURS 223-Advanced Research Methodology in Nursing	3
		NURS 264-Primary Practicum Family Nurse Practitioner	4
		NURS 265-Family Nurse Practitioner Role in Primary Prevention	2
		Total	15

Example: Part Time Schedule

<u>YEAR 1</u>		<u>YEAR 2</u>	
<u>FALL SEMESTER</u>	<u>UNITS</u>	<u>FALL SEMESTER</u>	<u>UNITS</u>
NURS 221-Theories Foundations of Nursing Practice	2	NURS 211-Advanced Pharmacology	3
NURS 225-Advanced Nursing. Issues: Health Care Policy, Ethics, & Role Development	3	NURS 223-Advanced Research Methodology in Nursing	3
Total	5	Total	6

<u>YEAR 2</u>		<u>YEAR 3</u>	
<u>FALL SEMESTER</u>	<u>UNITS</u>	<u>FALL SEMESTER</u>	<u>UNITS</u>
NURS 210-Health Assessment in Advanced Nursing Practice	3	NURS 266-Family NP Role in Secondary	
NURS 212-Advanced Pathophysiology	2	NURS 277-Family Nurse Practitioner Role	
Total	5		

<u>YEAR 3</u>		<u>YEAR 4</u>	
<u>FALL SEMESTER</u>	<u>UNITS</u>	<u>FALL SEMESTER</u>	<u>UNITS</u>
NURS 210-Health Assessment in Advanced Nursing Practice	3	NURS 215 OB-GYN in Primary Care	3
NURS 212-Advanced Pathophysiology	2	NURS 264-Primary Practicum Family Nurse Practitioner	4
Total	5	NURS 265-Family Nurse Practitioner Role in Primary Prevention	2
		Total	9

Prevention	2	in Tertiary Prevention	2
NURS 267-Practicum in Secondary Prevention, Family NP	<u>4</u>	NURS 278-Practicum in Tertiary Prevention, Family Nurse Practitioner	4
Total	6	NURS 298/299-Project/Thesis/Cognate	3
		Comp Exam-if not enrolled in NURS 298 or 299	<u>0</u> 9

**California State University, Fresno
Department of Nursing**

**PEDIATRIC NURSE PRACTITIONER
SAMPLE MSN PROGRAM**

Example: Full Time Schedule

YEAR 1		YEAR 2	
<u>FALL SEMESTER</u>	<u>UNITS</u>	<u>SPRING SEMESTER</u>	<u>UNITS</u>
NURS 210-Health Assessment in Advanced Nursing Practice	3	NURS 211-Advanced Pharmacology +	3
NURS 212-Advanced Pathophysiology	2	NURS 223-Advanced Research Methodology in Nursing	3
NURS 221-Theories Foundations of Nursing Practice	2	NURS 262-Pediatric Nurse Practitioner Role in Primary Prevention	2
NURS 225-Advanced Nursing Issues: Health Care Policy, Ethics & Role Development	3	NURS 263-Primary Practicum Pediatric Nurse Practitioner	4
Total	10	Total	15

<u>FALL SEMESTER</u>	<u>UNITS</u>	<u>SPRING SEMESTER</u>	<u>UNITS</u>
NURS 268-Pediatric Nurse Practitioner Role in Secondary Prevention	2	NURS 279-Pediatric Nurse Practitioner Role in Tertiary Prevention	2
NURS 269-Practicum in Secondary Prevention, Pediatric NP	4	NURS 280-Practicum in Tertiary Prevention, Pediatric Nurse Practitioner	4
Total	6	NURS 298/299 -Project/Thesis (exclude if taking Comp Exam 3 unit Cognate (Comp exam))	3 0-3
		Total	9

Example: Part Time Schedule

YEAR 1		YEAR 2	
<u>FALL SEMESTER</u>	<u>UNITS</u>	<u>SPRING SEMESTER</u>	<u>UNITS</u>
NURS 221-Theories Foundations of Nursing Practice	2	NURS 211-Advanced Pharmacology	3
NURS 225-Advanced Nursing Issues: Health Care Policy, Ethics, & Role Development	3	NURS 223-Advanced Research Methodology in Nursing	3
Total	5	Total	6

<u>FALL SEMESTER</u>	<u>UNITS</u>	<u>SPRING SEMESTER</u>	<u>UNITS</u>
NURS 210-Health Assessment in Advanced Nursing Practice	3	NURS 215 OB-GYN in Primary Care	3
NURS 212-Advanced Pathophysiology	2	NURS 262-Pediatric Nurse Practitioner Role in Primary Prevention	2
Total	5	NURS 263-Primacy Practicum Pediatric Nurse Practitioner	4
		Total	9

YEAR 3	
<u>FALL SEMESTER</u>	<u>UNITS</u>
NURS 268-Pediatric Nurse Practitioner Role in Secondary Prevention	2
NURS 269-Practicum in Secondary	

Prevention, Pediatric Nurse Practitioner	Pediatric Nurse Practitioner	4
NURS 298/299-Project/Thesis/Cognate	NURS 298/299-Project/Thesis/Cognate	3
Total	Comp Exam - if not enrolled in NURS 298 or 299	0
	Total	9

**California State University, Fresno
Department of Nursing**

**ADULT-GERO CLINICAL NURSE SPECIALIST/NURSE EDUCATOR
SAMPLE MSN PROGRAM**

Example: Full Time Schedule

<u>YEAR 1</u>		<u>YEAR 2</u>	
<u>FALL SEMESTER</u>	<u>UNITS</u>	<u>FALL SEMESTER</u>	<u>UNITS</u>
NURS 210-Health Assessment in Advanced Nursing Practice	3	NURS 253. Advanced Topics for the Adult-Gero Clinical Nurse Specialist.	3
NURS 212-Advanced Pathophysiology	2	NURS 254. Adult-Gero Clinical Nurse Specialist Practicum.	5
NURS 221-Theories Foundations of Nursing Practice	2	NURS 242-Evaluation & Testing in Nursing Ed 3 unit Cognate (Comp Exam)	3
NURS 225-Advanced Nursing Issues: Health Care Policy, Ethics & Role Development	3		
NURS 240-Curriculum Development in Nursing	3		
	<u>3</u>		
Total	13	Total	11-14

<u>YEAR 1</u>		<u>YEAR 2</u>	
<u>FALL SEMESTER</u>	<u>UNITS</u>	<u>FALL SEMESTER</u>	<u>UNITS</u>
NURS 211-Advanced Pharmacology	3	NURS 211-Advanced Pharmacology	3
NURS 223-Advanced Research Methodology in Nursing	3	NURS 223-Advanced Research Methodology in Nursing	3
NURS 235. Adult-Gero Fundamental Topics for the CNS	3		
NURS 236. Practicum: Advanced Clinical Nursing for the Adult-Gero CNS	5		
NURS 241-Instructional Methods in Nursing Education	3		
	<u>3</u>		
Total	17	Total	3

Example: Part Time Schedule

<u>YEAR 1</u>		<u>YEAR 2</u>	
<u>FALL SEMESTER</u>	<u>UNITS</u>	<u>FALL SEMESTER</u>	<u>UNITS</u>
NURS 221-Theories Foundations of Nursing Practice	2	NURS 235. Adult-Gero Fundamental Topics for the CNS	3
NURS 225-Advanced Nursing Issues: Health Care Policy, Ethics & Role Development	3	NURS 236. Practicum: Advanced Clinical Nursing for the Adult-Gero CNS	5
	<u>3</u>	NURS 241-Instructional Methods in Nursing Education	3
Total	5		
		Total	11

<u>YEAR 1</u>		<u>YEAR 2</u>	
<u>FALL SEMESTER</u>	<u>UNITS</u>	<u>FALL SEMESTER</u>	<u>UNITS</u>
NURS 253. Advanced Topics for the Adult-Gero Clinical Nurse Specialist	3	NURS 298/299 -Project/Thesis (exclude if taking Comp Exam)	3
NURS 254. Adult-Gero Clinical Nurse Specialist Practicum	5		
NURS 242-Evaluation & Testing in Nursing Ed 3 unit Cognate (Comp Exam)	3		
	<u>3</u>		
Total	11-14		

<u>YEAR 1</u>		<u>YEAR 2</u>	
<u>FALL SEMESTER</u>	<u>UNITS</u>	<u>FALL SEMESTER</u>	<u>UNITS</u>
NURS 210-Health Assessment in Advanced Nursing Practice	3	NURS 211-Advanced Pharmacology	3
NURS 212-Advanced Pathophysiology	2	NURS 223-Advanced Research Methodology in Nursing	3
NURS 240-Curriculum Development in Nursing	3		
	<u>3</u>		
Total	8		
		Total	6

Specialist.	3	Total	3
NURS 254. Adult-Gero Clinical Nurse Specialist Practicum.	5		
NURS 242-Evaluation and Testing in Nursing Education	<u>3</u>		
Total	11		

**California State University, Fresno
Department of Nursing**

**PEDIATRIC CLINICAL NURSE SPECIALIST/NURSE EDUCATOR
SAMPLE MSN PROGRAM**

Example: Full Time Schedule

<u>YEAR 1</u>	
<u>FALL SEMESTER</u>	<u>UNITS</u>
NURS 210-Health Assessment in Advanced Nursing Practice	3
NURS 212-Advanced Pathophysiology	2
NURS 221-Theories Foundations of Nursing Practice	2
NURS 225-Advanced Nursing Issues: Health Care Policy, Ethics & Role Development	3
NURS 240-Curriculum Development in Nursing	3
Total	13

<u>SPRING SEMESTER</u>	<u>UNITS</u>
NURS 211-Advanced Pharmacology	3
NURS 223-Advanced Research Methodology in Nursing	3
NURS 237. Fundamental Topics for the Pediatric Clinical Nurse Specialist	3
NURS 238. Practicum in Advanced Clinical Nursing for the Pediatric CNS	5
NURS 241-Instructional Methods in Nursing Education	3
Total	17

<u>YEAR 2</u>	
<u>FALL SEMESTER</u>	<u>UNITS</u>
NURS 255. Advanced Topics for the Pediatric Clinical Nurse Specialist.	3
NURS 256. Pediatric Clinical Nurse Specialist Practicum.	5
NURS 242-Evaluation & Testing in Nursing Ed 3 unit Cognate (Comp Exam)	3
Total	14-17

<u>SPRING SEMESTER</u>	<u>UNITS</u>
NURS 298/299 -Project/Thesis (exclude if taking Comp Exam)	3
Total	3

Example: Part Time Schedule

<u>YEAR 1</u>	
<u>FALL SEMESTER</u>	<u>UNITS</u>
NURS 221-Theories Foundations of Nursing Practice	2
NURS 225-Advanced Nursing Issues: Health Care Policy, Ethics & Role Development	3
Total	5

<u>SPRING SEMESTER</u>	<u>UNITS</u>
NURS 211-Advanced Pharmacology	3
NURS 223-Advanced Research Methodology in Nursing	3
Total	6

<u>YEAR 2</u>	
<u>FALL SEMESTER</u>	<u>UNITS</u>
NURS 210-Health Assessment in Advanced Nursing Practice	3
NURS 212-Advanced Pathophysiology	2
NURS 240-Curriculum Development in Nursing	3
Total	8

<u>SPRING SEMESTER</u>	<u>UNITS</u>
NURS 237. Fundamental Topics for the Pediatric Clinical Nurse Specialist	3
NURS 238. Practicum in Advanced Clinical Nursing for the Pediatric CNS	5
NURS 241-Instructional Methods in Nursing Education	3
Total	11

<u>YEAR 3</u>	
<u>FALL SEMESTER</u>	<u>UNITS</u>
NURS 255. Advanced Topics for the Pediatric Clinical Nurse Specialist.	3
NURS 256. Pediatric Clinical Nurse Specialist Practicum.	5

<u>SPRING SEMESTER</u>	<u>UNITS</u>
NURS 298/299 -Project/Thesis (exclude if taking Comp Exam)	3
Total	3

NURS 242-Evaluation and Testing in Nursing Education	
Total	$\frac{3}{11}$

**California State University, Fresno
Department of Nursing**

POST-MASTER'S FAMILY NURSE PRACTITIONER

<u>FALL SEMESTER</u>		<u>UNITS</u>	<u>SPRING SEMESTER</u>		<u>UNITS</u>
NURS 210-Health Assessment in Advanced Nursing Practice		3	NURS 211-Advanced Pharmacology		3
NURS 212-Advanced Pathophysiology		<u>2</u>	NURS 215 OB-GYN in Primary Care		3
	Total	5	NURS 264-Primary Practicum Family Nurse Practitioner		4
			NURS 265-Family Nurse Practitioner Role in Primary Prevention		<u>2</u>
			Total		12

<u>FALL SEMESTER</u>		<u>UNITS</u>	<u>SPRING SEMESTER</u>		<u>UNIT</u>
NURS 266 -NP Role in Secondary Prevention		2	NURS 277-Family Nurse Practitioner Role in Tertiary Prevention		2
NURS 267 -Practicum in Secondary Prevention Family Nurse Practitioner		<u>4</u>	NURS 278-Practicum in Tertiary Prevention Family Nurse Practitioner		<u>4</u>
	Total	6	Total		6

POST-MASTER'S PEDIATRIC NURSE PRACTITIONER

<u>FALL SEMESTER</u>		<u>UNITS</u>	<u>SPRING SEMESTER</u>		<u>UNITS</u>
NURS 210-Health Assessment in Advanced Nursing Practice		3	NURS 211-Advanced Pharmacology		3
NURS 212-Advanced Pathophysiology		<u>2</u>	NURS 215 OB-GYN in Primary Care		3
	Total	5	NURS 262-Pediatric Nurse Practitioner Role in Primary Prevention		2
			NURS 263- Primary Practicum Pediatric Nurse Practitioner		<u>4</u>
			Total		12

<u>FALL SEMESTER</u>		<u>UNITS</u>	<u>SPRING SEMESTER</u>		<u>UNITS</u>
NURS 266-Family Nurse Practitioner Role in Secondary Prevention		2	NURS 279-Pediatric Nurse Practitioner Role in Tertiary Prevention		2
NURS 269-Practicum in Secondary Prevention Pediatric NP		<u>4</u>	NURS 280-Practicum in Tertiary Prevention Pediatric Nurse Practitioner		<u>4</u>
	Total	6	Total		6

POST-MASTER'S ADULT-GERO CLINICAL NURSE SPECIALIST/NURSE EDUCATOR

<u>FALL SEMESTER</u>		<u>UNITS</u>	<u>SPRING SEMESTER</u>		<u>UNITS</u>
NURS 210-Health Assessment in Advanced Nursing Practice		3	NURS 211-Advanced Pharmacology		3
NURS 212-Advanced Pathophysiology		2	NURS 235. Adult-Gero Fundamental Topics for the CNS		3
NURS 253. Advanced Topics for the Adult-Gero Clinical Nurse Specialist.		3	NURS 236. Practicum: Advanced Clinical Nursing for the Adult-Gero CNS		5
NURS 254. Adult-Gero Clinical Nurse Specialist Practicum.		5	NURS 241 Instructional Methods in Nursing Education		<u>3</u>
			Total		14

NURS 240 Curriculum Development in Nursing	3	
NURS 242-Evaluation and Testing in Nursing Education	3	
Total	19	

POST-MASTER'S ADULT-GERO CLINICAL NURSE SPECIALIST/NURSE EDUCATOR

<u>FALL SEMESTER</u>		<u>UNITS</u>	<u>SPRING SEMESTER</u>		<u>UNITS</u>
NURS 210-Health Assessment in Advanced Nursing Practice		3	NURS 211-Advanced Pharmacology		3
NURS 212-Advanced Pathophysiology		2	NURS 237. Fundamental Topics for the Pediatric Clinical Nurse Specialist		3
NURS 255. Advanced Topics for the Pediatric Clinical Nurse Specialist.		3	NURS 238. Practicum in Advanced Clinical Nursing for the Pediatric CNS		5
NURS 256. Pediatric Clinical Nurse Specialist Practicum.		5	NURS 241 Instructional Methods in Nursing Education		<u>3</u>
NURS 240 Curriculum Development in Nursing		3		Total	14
NURS 242-Evaluation and Testing in Nursing Education		3			
	Total	19			

LETTER OF RECOMMENDATION GUIDELINES
MASTER OF SCIENCE DEGREE PROGRAM
CALIFORNIA STATE UNIVERSITY, FRESNO

Last Name
M.I.

First Name

The person whose name appears above is applying for admission as a student of the Master of Science degree program at California State University, Fresno. We would appreciate your impression of the applicant related to:

1. Clinical nursing competence.
2. Interpersonal skills.
3. Personality, integrity, and ability.
4. Potential for success in the advanced practice role.
5. Applicant's references are to include:
 - a. Official letterhead if indicated
 - b. Name, Title, Address(es), contact phone number(s) and email to be provided by Professional References.

Please give the reference to the applicant in a sealed envelope for them to turn in to the Department.

Please address your comments to:

Dr. Ndidi Griffin, Graduate Coordinator
Department of Nursing
California State University, Fresno
2345 East San Ramon Avenue M/S MH 25
Fresno, CA 93740-8031
559-278-6697
ndidig@csufresno.edu

LETTER OF RECOMMENDATION GUIDELINES
MASTER OF SCIENCE DEGREE PROGRAM
CALIFORNIA STATE UNIVERSITY, FRESNO

Last Name
M.I.

First Name

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2. Interpersonal skills.
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Department of Nursing
California State University, Fresno

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Fresno, CA 93740-8031
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LETTER OF RECOMMENDATION GUIDELINES
MASTER OF SCIENCE DEGREE PROGRAM
CALIFORNIA STATE UNIVERSITY, FRESNO

Last Name
M.I.

First Name

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1. Clinical nursing competence.
2. Interpersonal skills.
3. Personality, integrity, and ability.
4. Potential for success in the advanced practice role.
5. Applicant's references are to include:
 - e. Official letterhead if indicated
 - f. Name, Title, Address(es), contact phone number(s) and email to be provided by Professional References.

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2345 East San Ramon Avenue M/S MH 25
Fresno, CA 93740-8031
559-278-6697
ndidig@csufresno.edu

Appendix D
Curricula Vitae

Rebecca Ann Kliewer

Objective

To continue teaching both student and experienced RNs. Specifically a position utilizing my Clinical Nurse Specialty (CNS) that allows me to communicate my expertise, knowledge and training in collaboration and within a student-centered learning environment.

Specialized Training

- Clinical Nurse Specialist (pending)
- BLS, ACLS: Certified Ambulatory Peri-operative Accreditation (CAPA)
- Pre-Admissions testing competent at Community Hospitals of Central California (CHCC)
- Mediator qualified from Victim Offender Resolution Program (VORP)

Professional Qualifications

- Clinical instructor, Advanced Med/ Surg at CSUF
- Assistant adjunct to Advance Nursing Issues at CSUF
- MS in Nursing
- MA in Conflict Management
- CNS certification pending
- Clinical Coordinator/ leadership experience
- Past ACLS instructor for Eagle Medical Services
- Professional Role Development committee member

Employment History

- Fresno Heart and Surgical Hospital – 4/2005 to present
Clinical Coordinator Short Stay: Staff Nurse
- CSUF-concurrent 2007-2009 Assistant Adjunct Instructor
- Fresno Community Hospital 1990 to 4/2005
Perioperative Nursing 2003-2005
Clinical Coordinator Perioperative 2001-2003
PACU RN 1995-2001
Angiography Lab RN 1990-1995

- St. Agnes 1987-1989
Angiography Lab RN
- Sierra Hospital 1982-1987
ICU RN/CCRN x 10 years

Education

- 2008-2009 California State University, Fresno
Masters of Science in Nursing/CNS pending
- 2002-2005 Fresno Pacific University
Master of Arts in Conflict Analysis and Peacemaking
- 1990-1993 California State University, Fresno
Bachelors of Science in Nursing
- 1979-1981 Fresno City College
Associate Degree in Nursing

Professional References

Josie Bowen RN: Pre-Admission Testing FHS: 433-8056

Dianne Arballo RN: House Supervisor Madera Comm. 433-8210

Annette Munoz RN: Cohort collaborator 904-9456

Mario Schlitz RN: Education Coordinator FHS 433-8061

Patricia Forshee RN: Manager Short Stay, Regional Trauma Center 459-6000

Teaching Experience

September 2009 to April 2010— **Adjunct Faculty Member**

National University, Fresno

20 River Park Place West

Fresno, CA 93720

Courses: Lecture, Pediatric Nursing for entry level nursing

Lecture, Fundamental Nursing for entry level nursing

June 2009 to August 2009—**Adjunct Faculty, as student teacher for MSN degree**

California State University, Fresno for Extended Education

5241 N. Maple Ave.

Fresno, CA 93710

Course: Clinical, Medical-Surgical Nursing I for Entry Level Master nursing program

Employment History

June 2004-present: Fresno Surgical Hospital

PACU, RN

May 2001-June 2004: Children's Hospital Central California

In-Patient Resource Pool, RN

June 1998-May 2001: Children's Hospital Central California

Ambulatory Care Resource Pool, RN

April 1994-June 1998: Children's Hospital Central California

Neonatal Intensive Care Unit, RN

Professional Organizations

National Association of Clinical Nurse Specialists, California region, student member 2009

Sigma Theta Tau, International Honor Society of Nursing, member ,1993

National League of Nursing, member, 2009

Awards

Master's Program Graduate with Academic Distinction, 2009

Graduate Summa Cum Laude, California State University, Fresno, 1993

Certificate of Achievement Undergraduate Studies, CSU, Fresno

1991, 1993

Continuing Education

Coursework for the Master's Degree, Science in Nursing including: nursing theory, nursing ethical issues, nursing education, health assessment and pathophysiology. CSUF, Fall 2008 through Fall 2009.

Orthopedic Nursing: Caring for patients with musculoskeletal disorders.

Western Schools, February 2008

References

Nancy Patrick, RN, CNS, Medical/ Surgical, as Student preceptor

Community Regional Medical Center

2823 Fresno St.

Fresno, CA 93715

(559) 459-2764

Linda Gameros, RN, BSN, Supervisor PACU, as Employee supervisor

Fresno Surgical Hospital

6125 N. Fresno St.

Fresno, CA 93710

(559) 779-4584

Louise Paulsen, RN, FNP, CSU Fresno Instructor of Nursing, as Student Preceptor

California State University, Fresno

5241 N. Maple Ave.

Fresno, CA 93710

(559) 278-2041

Krystal Pombo, RN, MSN, RN Medical/Surgical, as Peer student/teacher

Clovis, CA 93619

(559) 304-9233

Appendix E

Budget

NAME of Program	Adult-gero Clinical Nurse Specialist
TYPE of Program	Certificate of Advanced Study
DATE of Program	8/22/2012
Created by Date	mdb 8/22/12

Assumptions

1	Number of Students	15
2	Number of Units to Complete Program	16
3	Registration Fee Per Unit	\$290
4	General Fund Reimbursement Percentage	15%
5	Chancellor Office Overhead Percentage	4%
6	State Controller's Office Overhead Percentage	1%
7	Division of Continuing and Global Education Overhead Percentage	29%
8	Graduate Studies Fee Per Student (One-Time)	\$100
9	Employee Benefits (% of Gross Wages)	8%
10	Program Reinvestment - School/College	60%
11	Program Reinvestment - Continuing and Global Education	40%
12	Salary Schedule 2322 for "Instructional Faculty, Special Programs"	\$24,832.00
	Salary Schedule 2322 for "Instructional Faculty, Special Programs"	\$0.00
	Salary Schedule 2322 for "Instructional Faculty, Special Programs"	\$0.00
13	Program Coordinator - Buyout, Additional Pay, Stipend, Direct Pay	\$0.00

Make a selection

Revenue

Registration Fees	\$69,600
TOTAL Revenue	\$69,600

Expenditures

General Fund Reimbursement - Registration Fees	\$10,440
Chancellor Office	\$2,784
State Controller's Office	\$696
Division Overhead	\$20,184
Graduate Services	\$1,500
Faculty Salary (Schedule 2322)	\$24,832
Program Coordinator	\$0
Employee Benefits - Faculty	\$1,987
Employee Benefits - Coordinator	
TOTAL Expenditures	\$62,423
NET Income	\$7,177

Program Reinvestment

Distribution to School/College	\$4,306
Distribution to Continuing and Global Education (APPD)	\$2,871

DATE Approved:	Manager of Administrative Operations
DATE Approved:	Senior Director