



MEMORANDUM

November 28, 2012

CALIFORNIA
STATE
UNIVERSITY,
FRESNO

TO: Division of Graduate Studies
FROM: Andrew Hoff, Dean
College of Health and Human Services

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NOV 28 2012

Division of Graduate
CSU Fresno

SUBJECT: Approval of nursing proposal for two new options

I have reviewed the two Nursing proposals for new options in Adult-Geo Clinical Nurse Specialist and Pediatric Clinical Nurse Specialist. I have approved the materials submitted and forwarded to the University Graduate Curriculum Committee for review and approval.

**Recreation
Administration and Leisure
Studies Program**

5310 N. Campus Dr. M/S PH103
Fresno, CA 93740-8019

559.278.2838
Fax 559.278.5267

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NOV 28 2012

**Proposal for a New Option
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 option.

L. Nich Uche Griffin 10/29/12
Nursing Graduate Committee Chair Date

Mary D. Banchari 10/30/12
Department Chair Date

Hel Nildred 11/27/12
Chair of College Curriculum Committee Date

Andrew H. [Signature] 11-29-12
Dean, Health & Human Services Date

Chair, University Graduate Committee Date

Contact Person: Cricket Barakzai
278-2430
maryb@csufresno.edu

Name of Department submitting the request: Department of Nursing
Title of Option: Adult-Gero Clinical Nurse Specialist/Nurse Educator

1. **Degree major program under which option will be offered:** Master of Science in Nursing
2. **Options already under the degree major program:**
 - a. Primary Care Nurse Practitioner
 - i. Family Nurse Practitioner
 - ii. Pediatric Nurse Practitioner
 - b. The current option of Clinical Nurse Specialist/Nurse Educator will be deleted and will be replaced by
 - i. Adult-Gero Clinical Nurse Specialist/Nurse Educator and
 - ii. Pediatric Clinical Nurse Specialist./Nurse Educator options.
 - iii.
3. **Other Departments:** There are no other departments supplying coursework for the program.

4. Purpose of the proposed option.

In 2009, the American Nurses Credentialing Center (ANCC) quietly retired the Core CNS Certification Examination and began to offer only population focused exams. In order to assure that our graduates can sit for certification necessary for employment as a CNS, we must offer population focused options that are identified as such on the transcript. Therefore, the previous CNS courses have been retooled to reflect issues and conditions affecting either the adult-gero or pediatric populations. All syllabi and course policies have been reviewed by the certifying agency and approved. This is a formally constructed program 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

5. Desired Student Learning 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 Program 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. The program objectives provide the guideline for the development of each set of course objectives

- I. Competency I ~ Direct Care.
Upon completion of this certificate program, 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 program, 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 program, 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 program, 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 program, 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 program, 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

6. Need for proposed option:

With the advent of Magnet Status for hospitals and DNP programs, there is a demand for classes preparing students for certification as a CNS with a population focus. This option will enhance professional competence, provide access to specialized knowledge, and address the shortage of Clinical Nurse Specialists (CNS) in the region. This option is 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.

7. List of courses:

**Adult-Gero Clinical Nurse Specialist /Nurse Educator
California State University, Fresno**

Curriculum (44 Units) –4 Semesters

Course Number	Course Title	Units	Prerequisites/Description
NURS 210	Health Assessment in Advanced Nursing Practice*	3	Prerequisites: NURS 136 or equivalent, pathophysiology, admission to the Graduate Program in Nursing. 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) (Course fee, \$40) F
NURS 212	Advanced Pathophysiology*	2	Prerequisite: admission to the graduate program in nursing. 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	^{ies} Theoretical Foundations of Nursing Practice*	2	Prerequisite: 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
NURS 225	Advanced. Nursing. Issues: Health Care Policy, Ethics, & Role Development*.	3	Prerequisite: 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. F
NURS 240	N240 - Curriculum Development for the Nurse Educator*	3	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 with a master teacher required. (2 lecture, 3 lab hours) (Formerly NURS 288T) F

SPRING			
NURS 211	Advanced Pharmacology*	3	Prerequisite: admission to the graduate program in nursing. Concepts and theory relative to pharmacologic agents and devices utilized in health care by the advanced practice nurse. Content includes pharmacologic agents, physiologic/pathologic responses, and legal/ethical considerations for use with all age groups of clients. S
NURS 223	Advanced Research Methodology in Nursing*	3	Prerequisite: 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, application of research in the treatment regimen, and thesis/project proposal development are incorporated. S
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 241	Instructional Methods for the Nurse Educator*	3	Instructional methods for nurse educators. Focuses on nursing and education theories, motivation, learning/teaching styles, designing measurable outcomes, reinforcement strategies, principles of evaluation, and effective feedback. Teaching practicum with a master teacher required. (2 lecture, 3 lab hours) S

NURS 242	Evaluation & Testing for the Nurse Educator*	3	Prerequisites: NURS 240, 241. Evaluation methods for the nurse educator in classroom and clinical settings. Students will examine alternative assessment strategies, design and write test items, analyze test results, and develop classroom and clinical evaluation strategies. Teaching practicum with a master teacher required. (2
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			lecture, 3 lab hours) F
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	7. Adult-Gero Clinical Nurse Specialist Practicum	5	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
SPRING			
✓ NURS 298	Project*	3	A project is defined as a systematic development of a plan for, or critical evaluation of, a significant undertaking or a creative work in nursing such as modularized curriculum and clinical protocols. Abstract required. Approved for RP grading.
OR			
✓ NURS 299	Thesis*	3	Prerequisite: NURS 223. Preparation, completion, and submission of an acceptable thesis, based on an approved proposal, for the master's degree. Approved for RP grading.

Only 4 courses in this option are not courses that are already included in other current options. Common courses are marked with an asterisk. These 4 courses will be replacing the old non-population focused CNS courses.

Catalog copy ~ Please see attached.

8. Faculty

Name	Rank	Appointment Status	Area of Expertise
Terea Giannetta, DNP, PNP-C	Associate Professor	Tenure-Track	Nurse Practitioner
Steven Waite, Pharm.D.	Lecturer	Non-tenure-track	Pharmacology
Rod Hoover,. DNPA	Lecturer	Non-tenure track	Pathophysiology
Mary Gish, DNP, RN, NEA-BC	Director. CCCEN	Non-tenure track	Research
Keitha Mountcastle, EdD, RN	Assistant Professor	Tenured	Clinical Nurse Specialist
Rebecca Kliewer, MSN, RN, CNS	Lecturer	Non-tenure track	Clinical Nurse Specialist
Ndidi Griffin, EdD, FNP	Professor	Tenured	Nursing Education

9. Instructional Resources

There are no anticipated significant additional instructional resources needed. Faculty are already teaching in the non-population focused CNS program in the nursing theater classroom. No further equipment or library resources are anticipated. All except four classes are common classes taken by other MSN options within the nursing department.

10. 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?
In the past we have admitted 15-25/year to the CNS program. It is anticipated that this number will remain stable.
- If FTES is expected to increase, what proportion represents new FTES and what proportion represents shifts from existing programs?
No increase in FTES anticipated. There will be no shift from any existing program.
- How did you estimate your expected changes in enrollment?
No change in enrollment expected.

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?
Although there is an increase in the number of units required by the certifying body, the increase in the cost of delivering the curriculum is expected to be small, since most WTUs are supervision at .33. These courses are all taught at the lecturer level.

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?
No changes are anticipated. In the previous program, approximately 15 students were admitted a year.

- Will courses be dropped from the existing curriculum?
NURS 229, NURS 230, NURS 250, and NURS 251 have been deleted from the curriculum and will be replaced by NURS 235, NURS 236, NURS 253 and NURS 254.

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. The faculty who taught the old CNS courses will teach the new ones. Since the only classes in which units increased are taught by part-time lecturers, there will be no shift in assignments.
- 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.
- Will new positions be added/required and what resources will be used to acquire them?
No new faculty positions will be added.

4. Projected changes in budget

- What is your current operating budget?
The operating budget for the Department of Nursing for 2011-2012 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 3 full-time lecturers and approximately 40 part-time lecturers. There are 4 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 position description.

- How will the expected changes in budget requirements be met?
No significant 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

- No 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 option 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?

Graduate Division

Dr. Sharon Brown-Welty
Marcee Varela
Louise Neal

ARE

Tina Beddall

Provost William Covino

Appendix A

SOAP

Department of Nursing

COLLEGE OF HEALTH AND HUMAN SERVICES

ADULT-GERO CLINICAL NURSE SPECIALIST/NURSE EDUCATOR OPTION

I. MISSION STATEMENT

The mission of the Department of Nursing at California State University, Fresno is to offer quality nursing education to undergraduate and graduate nursing students that prepares nurses with clinical decision-making skills based on theory and research. Additionally, the department seeks to establish an academic foundation for Advanced Practice Nursing and Doctoral preparation. As life-long learners, graduates are prepared for delivering quality health care to diverse populations across environments. Graduates will lead, supervise, delegate, manage, evaluate care outcomes, and demonstrate the ability to act as consumer advocates in promoting wellness and facilitating change.

II. GOALS & STUDENT LEARNING 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 Program 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. These competencies have been identified as necessary for safe and comprehensive practice as an Adult-Gero CNS. The program objectives provide the guideline for the development of each set of course objectives

I. Competency I ~ Direct Care.

Upon completion of this option, 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 option, the student will be able to:

4. Problem solve, plan, and interact with multi disciplinary professionals.
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Upon completion of this option, the student will be able to:
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Upon completion of this option, the student shall be able to;
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 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.

III. CURRICULUM MAP ~ Adult-Gero Clinical Nurse Specialist/Nurse Educator

	Out-come 1	Out-come 2	Out-come 3	Out-come 4	Out-come 5	Out-come 6	Out-come 7	Out-come 8	Out-come 9	Out-come 10	Out-come 11	Out-come 12	Out-come 13	Out-come 14	Out-come 15	Out-come 16
NURS 210 – Health Assessment in Advanced Nursing Practice	I	I	I			I										I
NURS 211 Advanced Pharmacology	I	I	I			I										
NURS 212 – Advanced Pathophysiology	I	I	I			I										
NURS 221 - Theoretical Foundations of Nursing Practice							I			I	I			E		I
NURS 223 Advanced Research Methodology in Nursing													I			
NURS 225 – Advanced Nursing. Issues: Health Care Policy, Ethics, & Role Development.					I	I	E	I	I	I						
NURS 235 - Adult-Gero Fundamental Topics for the Clinical Nurse Specialist					E	E	R	E	E	E				E	E	E

NURS 236 - Practicum in Advanced Clinical Nursing for the Adult- Gero Clinical Nurse Specialist	E	I/E	I/E	I/E	R	E	R	E	E	E	E	E	E	E
NURS 240 - Curriculum Development for the Nurse Educator									I	I	I			
NURS 241 - Instructional Methods for the Nurse Educator									E	E	E			
NURS 242 - Evaluation & Testing for the Nurse Educator									R	R	R			
NURS 253 - Advanced Topics for the Adult-Gero Clinical Nurse Specialist														R
NURS 254 - Adult- Gerontology Clinical Nurse Specialist Practicum	R	R	R	R	R	R	R	R	R	R	R	R	R	R
NURS 298 or 299 -Project or Thesis	R	R	R	R	R	R	R	R	R	R	R	R	R	R

I = Introduced

E = Emphasized

R = Reinforced

IV. ASSESSMENT METHODS

A. DIRECT METHODS

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
9. Thesis or Project

B. INDIRECT METHODS

10. Exit Evaluation
11. Alumni Survey
12. Employer Survey

V. STUDENT LEARNING OUTCOMES X ASSESSMENT METHODS MATRIX

	Out- come 1	Out- come 2	Out- come 3	Out- come 4	Out- come 5	Out- come 6	Out- come 7	Out- come 8	Out- come 9	Out- come 10	Out- come 11	Out- come 12	Out- come 13	Out- come 14	Out- come 15	Out- come 16
Discussion Board participation	X							X	X	X	X	X	X	X	X	X
Student-directed clinical care topic discussions			X	X	X	X				X	X	X	X	X	X	X
Clinical Assessment Challenge/Opportunity Papers			X	X	X	X					X	X	X	X	X	X
Case Studies	X		X	X	X	X					X	X	X	X	X	X
Portfolio			X						X	X			X	X	X	X
National Certifying Examination	X	X	X	X	X	X			X	X	X	X	X	X	X	X
Final Practicum Evaluation	X	X	X	X	X	X			X	X	X	X	X	X	X	X
Final Preceptor Evaluation of Student	X	X	X	X	X	X			X	X	X	X	X	X	X	X
Thesis or Project	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Exit Evaluation	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Alumni Survey	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Employer Survey	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

VI. TIMELINE FOR THE IMPLEMENTATION OF ASSESSMENT METHODS & SUMMARY EVALUATIONS

Measure	2012-13	2013-14	2014-15	2015-16	2016-17
Discussion Board participation			X		
Student-directed clinical care topic discussions			X		
Clinical Assessment Challenge/Opportunity Papers			X		
Case Studies			X		
Portfolio	X			X	
National Certifying Examination		X			X
Final Practicum Evaluation	X			X	
Final Preceptor Evaluation of Student	X			X	
Thesis or Project		X			X
Exit Evaluation	X			X	
Alumni Survey		X			X
Employer Survey			X		

VII. CLOSING THE LOOP: SUMMARY EVALUATION, CURRICULUM ADJUSTMENT, & REPORTING

Data will be collected and analyzed according to the timeline above. The results of this analysis will be summarized during the summer and presented at the first meeting of the department faculty council in the fall. The findings will be discussed and an action plan decided upon, as appropriate. If it is decided that action needs to be taken or changes made, the department graduate curriculum committee will develop a strategy based on recommendations by the faculty council and present their findings to the faculty council for a vote.

APPENDIX B

New Course Proposals & Catalog Program Change Forms



California
State
University,
Fresno

MEMORANDUM

July 27, 2012

To: Provost William Covino,
Provost and Vice President
for Academic Affairs

From: Dennis L. Nef *[Signature]*
Associate Vice President for Academic Programs and Resources
Dean of Undergraduate Studies

Re: Fall 2011-Spring 2012 G.E. courses

The General Education Committee have approved these courses during the Fall 2011-Spring 2012 semesters.

Area	Course No.	Course Title
MI	NURS 141	Concepts of Community Health Nursing (3)
MI	NURS 141L	Practicum. Concepts of Community Health Nursing (2)
E	PAX 100	Peacebuilding
E	Univ 1	Introduction to the University

Approved exemption to GE MI requirements for the Craig School of Business BA in Business Administration. Approved conditionally under the condition that the Craig School of Business participate in outcomes assessment activities and provide evidence that the students are meeting the MI outcomes.

Approved Math 11 or HS 92 to count for GE Area B4 requirement for the BS in Nursing

DN:lhg

Approved
8/6/12
[Signature]

Associate Vice President for
Academic Programs and Resources
Dean of Undergraduate Studies

Harold H. Haak Administrative Center
Henry Madden Library, Suite 4160
5200 North Burton Avenue, MS ML54
Fresno, CA 93740-8014

559.278.4468
Fax 559.278.8340

www.csufresno.edu/academics/offices/undergraduate/index.shtml

that shape them. Role of the DNP in the analysis, formulation, and implementation of healthcare policies.

NURS 587. Principles of Epidemiology (3 units)

Prerequisites: NURS 283, 284, 285. Principles and concepts of epidemiology. Distribution and determinants of disease risk in populations across the lifespan. Approach to disease and intervention, identification of cause of disease, response to disease outbreak, disease surveillance, evaluation of screening and prevention, and ethical issues.

NURS 590. Independent Study (1-6 units)

Prerequisites: NURS 574, NURS 575, NURS 576. Integration of clinical practice, theory, and research. Development of clinical expertise in management of health problems in selected populations. (45-270 supervised clinical hours).

NURS 591. Curriculum Development (3 units)

Prerequisites: NURS 286, 287. Exploration of philosophical foundations of curriculum, curriculum design, and the development of curriculum frameworks, outcomes, and competencies. Analysis of determinants of learning and the developmental stages of the learning process. Theoretical foundations of teaching-learning emphasizing critical thinking and active learning.

NURS 592. Evaluation in Nursing Education (3 units)

Prerequisites: NURS 291, 293, 295. Focuses on assessment, measurement, and evaluation of learning and program outcomes in nursing. Explores theories of educational measurement and evaluation and of measures to evaluate teaching effectiveness, student learning, student outcomes, and student clinical performance.

NURS 593. Financial Aspects of Projects and Practice (2 units)

Prerequisites: NURS 286, 287. Principles of health care economics, third-party reimbursement, costing, budgets and budgeting, variance, economic evaluation methods, and writing a business plan to defend or market a health care program. Management of a successful project or practice emphasizing fiscal planning and control.

NURS 594. Application of Evidence-Based Teaching in Nursing (2 units)

Prerequisites: NURS 291, 293, 295. Guided experience with a master teacher in nursing. Experiential classroom, clinical, and simulation teaching. Implementation of a teaching unit using principles of evidence-based teaching.

NURS 595. Translating Evidence into Reflective Practice I (4-6 units)

Prerequisites: NURS 286, 287. Integration of clinical practice, theory, and research. Development of clinical expertise in management of health problems in selected populations.

Attachment

K

and clinical protocols. Abstract required. Approved for *RP* grading.

NURS 299. Thesis (3)*

Prerequisite: NURS 223. See *Criteria for Thesis and Project*. Preparation, completion, and submission of an acceptable thesis, based on an approved proposal, for the master's degree. Approved for *RP* grading.

* For 298C and 299C courses, see *Graduate Studies*.

IN-SERVICE COURSE

(See *Catalog Numbering System*.)

Nursing (NURS)

NURS 302T. Selected Topics in Nursing (1-6; repeatable with different topics)

Selected topics related to recent developments and advances in the knowledge and techniques of nursing. The purpose is to offer nurses, health personnel, and others the opportunity to study in-depth the selected topics related to specific clinical areas of nursing.

DOCTORAL PROGRAM COURSES

(See *Catalog Numbering System*.)

Nursing (NURS)

NURS 574. The Role of Diversity and Social Issues in Healthcare (2)

Prerequisite: admission to the DNP program. Analysis of social and cultural factors affecting health among populations defined by age, education, gender, ethnicity, culture, religion, occupation, income, mental or physical disability and language.

NURS 575. Application of Theories in Advanced Nursing Practice (2)

Prerequisite: admission to the DNP program. Application of theories of nursing, ethics, and teaching-learning to advanced nursing practice and healthcare leadership.

NURS 576. Application of Biostatistics to Populations (3)

Prerequisite: admission to the DNP program. Examination of methods to generate and analyze biostatistical data to design, implement, and evaluate programs and policies for the healthcare of populations.

NURS 583. Leadership and Professional Responsibility in Complex Healthcare Systems (2)

Prerequisites: NURS 274, 275, 276. Analysis of nursing leadership and evidence-based management theories necessary for the leadership of complex healthcare systems. Application of concepts of leadership,

management, planning, and evaluation of population based efforts to provide quality affordable care. Analysis of professional role and responsibilities.

NURS 584. Technology, Informatics, and Data Management in the Transformation of Healthcare (3)

Prerequisites: NURS 274, 275, 276. Overview of patient-centered technology and clinical information systems. Application of nursing informatics in healthcare systems. Use of technology in evaluation of clinical outcomes to improve the healthcare system and to evaluate the effectiveness, quality, and efficiency of healthcare programs.

NURS 585. Foundations of Evidence-Based Practice (2)

Prerequisites: NURS 274, 275, 276. Exploration of issues related to evidence-based practice. Development of skills needed to identify, critically appraise, and utilize best evidence.

NURS 586. Transformation of Health Care Systems: Health Policy and Economics (2)

Prerequisites: NURS 283, 284, 285. Healthcare policies and economics and the political forces that shape them. Role of the DNP in the analysis, formulation, and implementation of healthcare policies.

NURS 587. Principles of Epidemiology (3)

Prerequisites: NURS 283, 284, 285. Principles and concepts of epidemiology. Distribution and determinants of disease risk in populations across the lifespan. Approach to disease and intervention, identification of cause of disease, response to disease outbreak, disease surveillance, evaluation of screening and prevention, and ethical issues.

NURS 591. Curriculum Development (3)

Prerequisites: NURS 286, 287. Exploration of philosophical foundations of curriculum, curriculum design, and the development of curriculum frameworks, outcomes, and competencies. Analysis of determinants of learning and the developmental stages of the learning process. Theoretical foundations of teaching-learning emphasizing critical thinking and active learning.

NURS 592. Evaluation in Nursing Education (3)

Prerequisites: NURS 291, 293, 295. Focuses on assessment, measurement, and evaluation of learning and program outcomes in nursing. Explores theories of educational measurement and evaluation and of measures

to evaluate teaching effectiveness, student learning, student outcomes, and student clinical performance.

NURS 593. Financial Aspects of Projects and Practice (2)

Prerequisites: NURS 286, 287. Principles of health care economics, third-party reimbursement, costing, budgets and budgeting, variance, economic evaluation methods, and writing a business plan to defend or market a health care program. Management of a successful project or practice emphasizing fiscal planning and control.

NURS 594. Application of Evidence-Based Teaching in Nursing (2)

Prerequisites: NURS 291, 293, 295. Guided experience with a master teacher in nursing. Experiential classroom, clinical, and simulation teaching. Implementation of a teaching unit using principles of evidence-based teaching.

NURS 595. Translating Evidence into Reflective Practice I (4-6)

Prerequisites: NURS 286, 287. Integration of clinical practice, theory, and research. Development of clinical expertise in management of health problems in selected populations. Identification and development of a project proposal for implementation. Formal defense of proposal and IRB approval. One hour clinical conference per week. (204-306 total practicum hours)

NURS 596. Translating Evidence into Reflective Practice II (4-6)

Prerequisites: NURS 291, 293, 295. Integration of clinical practice, theory, and research. Development of clinical expertise in management of health problems in selected populations. Implementation of project proposal. One hour clinical conference per week. (204-306 total practicum hours)

NURS 597. Doctoral Project (2)

Prerequisites: NURS 292, 294, 296. Evaluation of data and completion of doctoral project. Dissemination of results through an oral defense and manuscript submission to a peer-reviewed journal

Nursing

NURS 251. Practicum

in Clinical Specialization (3)

Prerequisites: NURS 210, 221, 229, 230.
Corequisite: NURS 250. Analysis and implementation of all aspects of the clinical nurse specialist role in practice settings. Students work directly with assigned community preceptor to develop skills necessary for successful functioning in the clinical nurse specialist role. (Course fee, \$40)

NURS 262. Pediatric Nurse Practitioner Role in Primary Prevention (2)

Prerequisites: NURS 210, 221. Theoretical 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)

Prerequisites: NURS 210, 221. 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 264. Primary Practicum Family Nurse Practitioner (4)

Prerequisites: NURS 210, 221. Analysis of all aspects of the clinical specialist role in practice settings. Students work directly with assigned community preceptor to develop skills necessary for successful functioning in the clinical nurse specialist role. (Course fee, \$40)

NURS 265. Family Nurse Practitioner Role in Primary Prevention (2)

Prerequisites: NURS 210, 221. Corequisite: NURS 264. 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)

Prerequisites: NURS 264, 265. 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)

Prerequisites: NURS 264, 265; NURS 266 prior to or concurrently. 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.) (Course fee, \$40)

NURS 268. Pediatric Nurse Practitioner Role in Secondary Prevention (2)

Prerequisites: NURS 262, 263. 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. (Course fee, \$40)

NURS 269. Practicum in Secondary Prevention, Pediatric Nurse Practitioner (4)

Prerequisites: NURS 264, 265; NURS 266 prior to or concurrently. 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 271. Practicum in Secondary Prevention, Geriatric Nurse Practitioner (4)

Prerequisites: NURS 264, 265; NURS 266 prior to or concurrently. Application of knowledge related to management of acute, self-limiting and stable chronic conditions/families.

NURS 277. Family Nurse Practitioner Role in Tertiary Prevention (2)

Prerequisites: NURS 266, 267. 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. (Course fee, \$40)

NURS 278. Practicum in Tertiary Prevention, Family Nurse Practitioner (4)

Prerequisites: NURS 266, 267; NURS 277 prior to or concurrently. 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.)

NURS 279. Pediatric Nurse Practitioner Role in Tertiary Prevention (2)

Prerequisites: NURS 266, 269. 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)

Prerequisites: NURS 266, 269; NURS 279 prior to or concurrently. 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.)

NURS 281. Geriatric Nurse Practitioner Role in Tertiary Prevention (2)

Prerequisites: NURS 266, 271. Theoretical base for tertiary prevention for older adults 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. (Course fee, \$40)

NURS 282. Practicum in Tertiary Prevention, Geriatric Nurse Practitioner (4)

Prerequisites: NURS 266, 271; NURS 281 prior to or concurrently. Supervised clinical practice in assessment and management of acute, self-limiting, and stable chronic conditions of individuals and families.

NURS 288T. Seminar Topics in Advanced Clinical Nursing (1-3; max total 9)

Prerequisite: permission of instructor. Selected topics in specialized practice domains such as home health, cardiovascular, oncology, gerontology, and rehabilitation nursing. Analysis and integration of research-based knowledge into the nursing process characterizing the specific practice domain are emphasized.

NURS 290. Independent Study (1-3; max total 3)

See *Academic Placement — Independent Study*. Approved for RP grading.

NURS 298. Project (3)*

See *Criteria for Thesis and Project*. A project is defined as a systematic development of a plan for, or critical evaluation of, a significant undertaking or a creative work in nursing such as modularized curriculum

NURS 221. Theories Foundations of Nursing Practice (2)

Prerequisite: 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.

NURS 223. Advanced Research Methodology in Nursing (3)

Prerequisite: 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, application of research in the treatment regimen, and thesis/project proposal development are incorporated.

NURS 225. Advanced Nursing Issues: Health Care Policy Ethics and Role Development (3)

Prerequisite: 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.

NURS 229. Practicum in Advanced Clinical Nursing for the Clinical Specialist (3)

Prerequisites: NURS 210, 221. Corequisite: NURS 230. Applies conceptual models for health promotion, maintenance, and restoration in complex health care systems. Implements primary, secondary, and tertiary prevention strategies for use with diverse client populations in advanced practice settings. (Course fee, \$40)

NURS 230. Seminar in Advanced Practice Nursing for the Clinical Specialist (2)

Prerequisites: NURS 210, 221. Corequisite: NURS 229. Examines the evolution of the role the clinical nurse specialist from the historical perspective to the current health environment. Explores issues related to organizational development, educational strategies, and professional dynamics. (Formerly NURS 288T)

NURS 240. Curriculum Development for the Nurse Educator (3)

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 with a master teacher required. (2 lecture, 3 lab hours) (Formerly NURS 288T)

NURS 241. Instructional Methods for the Nurse Educator (3)

Instructional methods for nurse educators. Focuses on nursing and education theories, motivation, learning/teaching styles, designing measurable outcomes, reinforcement strategies, principles of evaluation, and effective feedback. Teaching practicum with a master teacher required. (2 lecture, 3 lab hours)

NURS 242. Evaluation and Testing for the Nurse Educator (3)

Prerequisites: NURS 240, 241. Evaluation methods for the nurse educator in classroom and clinical settings. Students will examine alternative assessment strategies, design and write test items, analyze test results, and develop classroom and clinical evaluation strategies. Teaching practicum with a master teacher required. (2 lecture, 3 lab hours)

NURS 243. Psychiatric Disorders and Mental Health Problems in Primary Care (2)

Prerequisites: acceptance to PMHNP Advanced Certificate of Study Program or by permission of instructor. Theories and models of psychiatric disorders and mental health problems. Symptoms, causes, and management of common mental disorders seen in primary care settings such as eating disorders, anxiety, substance abuse, and depression. Ethical issues. Focus is on patient as individual.

NURS 244. Psychopharmacology (2)

Prerequisites: acceptance to PMHNP Advanced Certificate of Study Program or by permission of instructor. Current scientific knowledge of psychotropic regimens and application to psychiatric disorders and mental health problems. Advanced concepts in neuroscience, pharmacokinetics, pharmacodynamics, and clinical management.

NURS 245. Management of Common Psychiatric Conditions in Primary Care (2)

Prerequisites: acceptance to PMHNP Advanced Certificate of Study Program or by permission of instructor. Corequisites: NURS 243 and NURS 244. Assessment, diagnosis, and management of common mental health disorders in primary care. Analysis of clinical strategies and interventions in health promotion. Maintenance and prevention of common psychiatric problems. Role of PMHNP in community mental health. Requires 103 precepted clinical hours. (Weekly one hour clinical conference.) (Course fee \$40)

NURS 246. Methods of Psychotherapy (2)

Prerequisites: NURS 243, 244, 245 or by permission of instructor. Corequisite: NURS 247. Types and principles of family, adult and child psychotherapeutic interventions. Group psychotherapeutic processes and methods of facilitation. Models of crisis intervention, cognitive behavioral and motivational interventions.

NURS 247. Management and Care of Patients with Acute and Chronic Psychiatric Conditions (4)

Prerequisites: NURS 243, 244, and 245 or by permission of instructor. Corequisite: NURS 246. Assessment, diagnosis, and psychopharmacologic and psychotherapeutic management of common mental disorders, including psychotic conditions, uncommon presentations, acute exacerbations, and crises. Requires 206 precepted clinical hours. (Weekly one hour clinical conference.) (Course fee \$40)

NURS 248. Psychiatric Disorders and Mental Health Problems in Special Populations (2)

Prerequisites: NURS 246 and 247 or by permission of instructor. Corequisite: NURS 249. Assessment, diagnosis, and management of common psychiatric conditions in older adults, children, adolescents, and diverse populations. Effect of culture on the expression of illness, help-seeking behaviors, and treatment. Addresses disparities in mental health care, legal, and ethical issues.

NURS 249. Management and Mental Health in Special Populations (4)

Prerequisites: NURS 246 and 247 or by permission of instructor. Corequisite: NURS 248. Assessment; diagnosis; and psychopharmacologic, psychosocial, and psychotherapeutic management of common mental disorders, with an emphasis on care of the elder adult, children, adolescents, and diverse populations. Requires 206 precepted clinical hours. (Weekly one hour clinical conference.) (Course fee \$40)

NURS 250. Seminar in Clinical Specialization (2)

Prerequisites: NURS 210, 221, 229, 230. Corequisite: NURS 251. Theories and concepts of advanced practice are applied to complex patient/client populations to improve the quality of care and enhance patient outcomes. Examines and evaluates the multifaceted role of the clinical nurse specialist in selected practice settings.

Nursing

NURS 141L. Practicum: Concepts of Community Health Nursing (2)

Prerequisites: NURS 131, 131L, 132, 132L.
Corequisite: NURS 141. Application of primary, secondary, and tertiary prevention in the community with individuals, families, and groups. (6 clinical hours/week; course fee, \$20) FS

NURS 142. Critical Care Assessment (1)

Prerequisites: NURS 131, 131L, 132, 132L.
Corequisites: NURS 140, 140L, 141, 141L. Study of the electrocardiogram and common dysrhythmias, airway management, and ventilator therapy, with implications to nursing practice. (Course fee, \$20) FS

NURS 145. Nursing Theories and Research (3)

Prerequisites: statistics, NURS 121, 121L, 123, 123L, and upper-division writing skills requirement. Application of nursing theories and the research process to nursing practice are explored. Focus includes historical evolution of contemporary theories in nursing, critique of current research, and computer applications to research. FS

NURS 150. Leadership and Health Care Economics (3)

Prerequisites: NURS 140, 140L, 141, 141L, 142, 145. Corequisites: NURS 150L, 151. Development of the nurse as a leader in the health care delivery system. Development of negotiation, delegation, management, and critical thinking skills with recognition of the impact of a changing health care economics environment. FS

NURS 150L. Practicum: Leadership and Health Care Economics (2)

Prerequisites: NURS 140, 140L, 141, 141L, 142, 145. Corequisites: NURS 150, 151. Development and application of leadership skills in a variety of health care settings. Covers using negotiation, delegation, management, and critical thinking skills while managing a client caseload with interprofessional team members in a cost effective manner. (6 clinical hours/week; course fee, \$40) FS

NURS 151. Senior Project (1)

Prerequisites: senior standing or permission of instructor; NURS 140, 140L, 141, 141L, 142, 145. Corequisites: NURS 150, 150L. Opportunity for the students to build upon conceptual, theoretical, and research knowledge base. Students pursue in-depth study with practical application in areas of interest: management, conflict resolution, application of nursing theories, research, or community project. Satisfies the senior major requirement for the B.S. in Nursing. FS

NURS 153. Bridging Constructs for Professional Nursing (3)

Introduces the registered nurse (RN) to theoretical and conceptual frameworks supporting academic foundation for baccalaureate preparation. Students strengthen skills in development of case studies, research, theory application, critical thinking, complex patient and family analysis, and dimensions of multicultural health. F

NURS 180T. Topics in Nursing (1-3; max total 12 if no topic repeated)

Selected topics such as aging, holistic nursing, transcultural nursing, assertiveness training for nurses, psychosocial aspects of nursing, etc. Some topics may have clinical component.

NURS 184. Introduction to School Nursing (3)

Prerequisites: admission to School Nurse Services Credential Program, NURS 136, 137; SPED 120; COUN 174 or COUN 200. Corequisite: NURS 186. Role of the school nurse; parameters of school health practice, legal guidelines, professional accountability, coordinated health programs, health education, and health needs of complex multicultural school-aged population. (Available online.) F

NURS 185. School Nurse Seminar (3)

Prerequisites: admission to School Nurse Services Credential Program, NURS 136, 137; SPED 120; COUN 174 or COUN 200. Corequisite: NURS 187. Role of the school nurse; parameters of school health practice; emphasis on adolescent health issues, health education, legal parameters, interdisciplinary cooperation, legislative issues, research, and professional accountability. (Available online.) S

NURS 186. School Nurse Practicum I (3)

Prerequisites: admission to School Nurse Services Credential Program, NURS 136, 137; SPED 120; COUN 174 or COUN 200; NURS 183. Corequisite: NURS 184. Elementary level school nurse experience including special education. Direct supervision by a credentialed school nurse; scheduled preceptor/instructor conferences; class participation online. (9 clinical hours/week) F

NURS 187. School Nurse Practicum II (3)

Prerequisites: admission to School Nurse Services Credential Program, NURS 136, 137; SPED 120; COUN 174 or COUN 200; NURS 183, 184. Corequisite: NURS 185. Secondary level school nurse experience, including special and alternative education; direct supervision by credentialed school nurse required. Scheduled conferences with preceptor and faculty. Class participation will be online. (9 clinical hours/week) S

NURS 190. Independent Study (1-3; max total 6)

See *Academic Placement—Independent Study*. Approved for RP grading. FS

GRADUATE COURSES

(See *Catalog Numbering System*.)

Nursing (NURS)

NURS 210. Health Assessment in Advanced Nursing Practice (3)

Prerequisites: NURS 136 or equivalent, pathophysiology, admission to the Graduate Program in Nursing. 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) (Course fee, \$40)

NURS 211. Advanced Pharmacology (3)

Prerequisite: admission to the graduate program in nursing. Concepts and theory relative to pharmacologic agents and devices utilized in health care by the advanced practice nurse. Content includes pharmacologic agents, physiologic/pathologic responses, and legal/ethical considerations for use with all age groups of clients.

NURS 212. Advanced Pathophysiology (2)

Prerequisite: admission to the graduate program in nursing. 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 215. Obstetrics and Gynecology in Primary Care (3)

Prerequisite: 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. (Formerly NURS 288T)

NURS 216. Wound Management (2)

Prerequisite: successful completion of NURS 210 or nurse practitioner certification. Provides student nurse practitioners with the information, rationales, and hands-on acquisition of skills to assess and treat surgical, traumatic, and ulcerative wounds. (Formerly NURS 288T)

tion of nursing process in care of clients with common health deviations. FS

NURS 110A. Advanced Skills in Nursing (2)

Prerequisites: NURS 10, 10A, 10L, 111, 112. Corequisites: NURS 110, 110L, 124. Integration and application of knowledge necessary to perform specific nursing psychomotor skills. Emphasis placed on understanding the principles underlying the techniques, procedures, and activities required while caring for clients with common health conditions. (6 lab hours/week; course fee, \$40) FS

NURS 110L. Practicum:

Basic Concepts in Nursing (2)

Prerequisites: NURS 10, 10A, 10L, 111, 112. Corequisites: NURS 110, 110A, 124. Application of nursing process to clients with common health deviations. Identification of risk factors associated with stressors and provision of nursing care directed toward primary and secondary interventions. (6 clinical hours/week) FS

NURS 111. Integrated Health Assessment (1)

Prerequisites: admission to the major. Corequisites: NURS 10, 10A, 10L, 112. Integration of health assessment techniques for clients at various stages of wellness, health, and disease. Principles of communication and history taking. Basic skills and arts necessary for conducting a physical and mental health examination. FS

NURS 112. Pathophysiology for Nurses (2)

Prerequisite: admission to the major. Corequisites: NURS 10, 10A, 10L, 111. Study of the inter-, intra-, and extra-personal stressors leading to alterations in cardiac function, comfort, coping, elimination, immune response, metabolism, mobility, nutrition, respiration, role performance, and the implications for nursing practice. FS

NURS 113. Problem-Based Clinical Case Studies for Nursing (2)

Using problem-based clinical cases, critically analyzes selected nursing practice issues. Application of nursing process, use of evidence-based practice concepts, and analysis of nursing interventions essential for preparation of the undergraduate nurse. (Formerly NURS 180T)

NURS 121. Psychosocial Nursing (3)

Prerequisites: NURS 110, 110A, 110L, 124. Corequisite: NURS 121L. Current theories and concepts in the nursing care of clients with psychosocial disorders. FS

NURS 121L. Practicum: Psychosocial Nursing (2)

Prerequisites: NURS 110, 110A, 110L, 124. Corequisite: NURS 121. Application of the

nursing process to clients with psychosocial disorders. (6 clinical hours/week; course fee, \$20) FS

NURS 123. Concepts of Acute Illness in Adults (3)

Prerequisites: NURS 110, 110A, 110L, 124. Corequisite: NURS 123L. Secondary prevention of the acutely ill adult client/family with alterations in structure, energy, and resources due to intra, inter, and extrapersonal stressors upon flexible and normal lines of defense. Emphasis on the nursing process for reconstitution. FS

NURS 123L. Practicum: Concepts of Acute Illness in Adults (2)

Prerequisites: NURS 110, 110A, 110L, 124. Corequisite: NURS 123. Application of nursing process in secondary prevention and care of acutely ill adults. (6 clinical hours/week) (Course fee, \$20) FS

NURS 124. Pharmacology in Nursing (2)

Prerequisites: NURS 10, 10A, 10L, 111, 112; CFS 38. Corequisites: NURS 110, 110A, 110L. Pharmacological theory required for effective nursing practice. Principles of pharmacokinetics and pharmacodynamics. FS

NURS 131. Nursing of the Childrearing Family (3)

Prerequisites: NURS 121, 121L, 123, 123L. Corequisite: NURS 131L. Introduction to current theories and concepts in the care of the pediatric client/family with emphasis on wellness and illness. FS

NURS 131L. Practicum: Nursing of the Childrearing Family (2)

Prerequisites: NURS 121, 121L, 123, 123L. Corequisite: NURS 131. Application of specific skills, theories, and concepts in the care of the pediatric client/family with emphasis on wellness and illness. (6 clinical hours/week; course fee, \$20) FS

NURS 132. Nursing the Childbearing Family (3)

Prerequisites: NURS 121, 121L, 123, 123L. Corequisite: NURS 132L. Theoretical base and clinical knowledge for application in primary and secondary prevention in the nursing of the childbearing family. Introduction to high risk perinatal nursing. FS

NURS 132L. Practicum:

Nursing of the Childbearing Family (2)

Prerequisites: NURS 121, 121L, 123, 123L. Corequisite: NURS 132. Application of knowledge and technical skills in the nursing of the childbearing family during the intrapartum and postpartum periods with emphasis on the family as a unit. (6 clinical hours/week; course fee, \$20) FS

NURS 134. Geriatric Nursing: Concepts in Health Aging (2)

Prerequisites: NURS 121, 121L, 123, 123L. Exploration of theories and concepts relative to healthy aging, the nurse's role as a case manager in developmental and situational crises, and resources available to the nurse. Appropriate for nursing elective or RNs preparing for ANCC certification in gerontology. S

NURS 135. Professional Transition (3)

Prerequisite: admission to the major with advanced standing. Introduction to theoretical and conceptual frameworks in nursing. Application to individual nursing practice. Opportunities for peer group support. Socialization into a B.S.N. program. F

NURS 136. Health Appraisal (3)

Prerequisite: admission to the major or RN license. Health appraisal integrates psychosocial and pathophysiological processes including techniques of history taking and health assessment in nursing practice and knowledge of normal findings as well as common deviations. (2 lecture, 2 lab hours) FS

NURS 137. Teaching Strategies for the Health Care Client (3)

Prerequisite: upper-division status. Exploration of nurses' role as a teacher in health care setting. Principles of teaching and learning applied to teaching of individuals and groups. Opportunities for micro-teaching are provided. (Laboratory optional) S

NURS 140. Concepts of Complex Clinical Nursing (2)

Prerequisites: NURS 131, 131L, 132, 132L. Corequisites: NURS 140L, 142. Theory and concepts relative to care of clients with complex health problems. Emphasis on synthesis of concepts and principles derived from nursing and other disciplines in implementation of primary, secondary, and tertiary prevention for clients and families. FS

NURS 140L. Practicum: Concepts of Complex Clinical Nursing (2)

Prerequisites: NURS 131, 131L, 132, 132L. Corequisite: NURS 140. Clinical application of concepts and nursing process in care of clients of all ages with complex health problems. (6 clinical hours/week) FS

NURS 141. Concepts of Community Health Nursing (3)

Prerequisites: completion of the Multicultural/International General Education requirement; PLSI 2; NURS 131, 131L, 132, 132L, 145. Corequisite: NURS 141L. Community health nursing principles, practices, and services to benefit client systems at the primary, secondary, and tertiary levels of prevention; recognizes the interrelatedness of nursing, public health, epidemiological, developmental, learning, and economic theories and concepts. FS

Nursing

Graduate Writing Requirement

All students must meet the university's graduate writing proficiency requirement prior to being advanced to candidacy for the master's degree. Students fulfill the writing requirement by passing the writing component of NURS 221. Students can obtain additional information regarding the graduate writing requirement in the program's *Graduate Student Handbook*.

Advancement to Candidacy. Completion of 9 graduate units with a GPA of 3.0.

Graduate students are responsible for policies and regulations of the Division of Graduate Studies and those specified in the graduate nursing program brochure.

Thesis, Project, and Comprehensive Exam. The department offers students the option of writing a thesis, completing a project, or taking a written comprehensive exam. Information about the culminating experience is available from an adviser in nursing.

Note: All practicum courses require a minimum of three hours of clinical work per unit of credit to meet course objectives.

The Doctor of Nursing Practice Program

The purpose of the Doctor of Nursing Practice (DNP) Program is to prepare experts in specialized advanced nursing practice. The DNP program prepares graduates for leadership and clinical roles and to engage in evidence-based inquiry. Graduates may also serve as clinical faculty in postsecondary nursing education programs. The curriculum is based on the American Association of Colleges of Nursing's *The Essentials of Doctoral Education for Advanced Nursing Practice (2006)* and meets all requirements for national accreditation. The program is designed for working professionals with the majority of coursework provided via distance modalities. The DNP program is cohort-based and designed to be completed in two years of full-time study. It consists of 37 doctoral units with a culminating doctoral project.

Admission Requirements. Application requirements consist of the following:

1. The applicant must meet the general admission requirements for California State University, Fresno.
2. The applicant must have earned an acceptable master's degree from an institution accredited by a regional accrediting association and the national professional accrediting association, as applicable.
3. The applicant must have attained a cumulative grade point average of at least 3.0 in an acceptable master's degree program.

4. The applicant must maintain active licensure to practice as a registered nurse in the state in which practicum experiences will be completed.

5. The applicant must meet all requirements for credentialing or certification eligibility as appropriate to the nursing specialty area.

6. The applicant must demonstrate sufficient preparation and experience pertinent to advanced nursing practice.

Evidence considered in the admission process shall include, but not be limited to the following:

1. Three letters of recommendation from professional persons knowledgeable about the applicant's advanced nursing practice experience, as well as the potential for scholarship and leadership.

2. A written statement of purpose reflecting what the applicant expects to accomplish in the DNP program and how the DNP program will advance the applicant's nursing career and practice.

Program Requirements. Students in the DNP program move through the coursework as a cohort. A minimum of 37 units are required for completion of the degree. Students must maintain a 3.0 grade point average and demonstrate professional behavior to progress in the program. In order to achieve the DNP competencies, students must complete a minimum 1,000 hours of practice post-baccalaureate as part of a supervised academic program. Students shall be required to pass a qualifying assessment within two attempts in order to continue in the program and prior to advancing to candidacy. The qualifying examination will be administered at the end of the first year, when the student's mastery of essential elements of the core advanced nursing concepts can be fairly evaluated and when the student is considered ready to begin the doctoral project.

The Doctoral Project. The Doctoral Project consists of three interrelated scholarly manuscripts which are developed in conjunction with the student's Project Committee. The project will relate to advanced practice and focus on a potential or existing health problem or issue affecting a group or community, rather than an individual. The project is developed, implemented, and evaluated in the second year of the program with guidance from a Project Committee selected by the student. The project will be presented to the Project Committee in a public forum, and the final paper submitted for publication to an appropriate peer-reviewed journal.

COURSES

Nursing (NURS)

NURS 8T. Beginning Topics in Nursing (1-3; max total 6 if no topic repeated)

Not available for credit in the nursing major. Selected topics in nursing for pre-nursing and/or beginning nursing students. Explores topics not covered in regular nursing courses.

NURS 10. Basic Concepts and Care of Elderly Clients (3)

Prerequisites: admission to the major. Corequisites: NURS 10A, 10L, 111, 112. Overview of theoretical and scientific foundations of nursing practice. Introduction to physiological, psychological, sociocultural, and developmental variables affecting individuals throughout the life span. Emphasis on basic concepts of pharmacotherapeutics and wellness promotion throughout the life span. FS

NURS 10A. Basic Skills in Nursing (2)

Prerequisite: admission to the major. Corequisites: NURS 10, 10L, 111, 112. Application of concepts from NURS 10 in simulated client situations, emphasis on assessment and interventions required to assist individuals in meeting their common health needs. (6 lab-hours/week; course fee, \$40) FS

NURS 10L. Practicum: Basic Concepts and Care of Elderly Clients (1)

Prerequisite: admission to the major. Corequisites: NURS 10, 10A, 111, 112. Utilization of concepts from NURS 10 in selected health wellness settings. Supervised practice of health assessment, communication skills, and noninvasive nursing procedures. (3 clinical hours/week) FS

NURS 50. Cooperative Education in Nursing (1-3; max total 12; 45 hours/unit)

Prerequisites: current CPR certification; health clearance; NURS 10, 10A, 10L, 110, 110A, 110L. Provides students enrolled in the nursing major an opportunity to obtain structured work-study experiences, under the supervision of registered nurses, in participating health care agencies. Opportunities for additional practice and development of confidence through application of previously learned knowledge and skills. *CR/NC* grading only; not applicable toward degree requirements. FS

NURS 110. Basic Concepts in Nursing (3)

Prerequisites: NURS 10, 10A, 10L, 111, 112; CFS 38. Corequisites: NURS 110A, 110L, 124. Application of basic pathophysiology, pharmacotherapeutics, and assessment of clients across life span with emphasis on primary and secondary interventions, utiliza-

Justification for Change in Units

Undergraduate Program:

Nursing is considered a "high unit major", and has been encouraged to decrease the number of units required for graduation. However, due to accreditation and licensing issues, the number of nursing units must remain intact. Therefore, we have worked to decrease the number of units in the prerequisites and upper division GE courses (See attached letter). This has allowed us to decrease the number of units in the BSN program by 6.

Graduate Program:

The American Nurses' Credentialing Center requires that students have at least 500 hours of direct patient care and at least 6 units of population-focused didactic coursework in order sit for the national Clinical Nurse Specialist certification examination. In order to meet these requirements, the number of units of direct patient care clinical experience have been increased by 4 and the didactic by 2 for a total of 6 units. The Nurse Practitioner Program has remained the same.

Nurse Practitioner

The Primary Care/Nurse Practitioner Option prepares the graduate to provide primary health care to children, the elderly adult, and families. Classroom and clinical experiences focus on health assessment, health maintenance, and promotion, as well as counseling, client education, and management of selected health problems. Practice in rural settings and with clients from diversified cultural backgrounds is emphasized.

Graduates meet the requirements for recognition as Pediatric, ~~Geriatric~~ Geriatric, or Family Nurse Practitioners in California and may apply for national certification.

The purpose of the Primary Care/Nurse Practitioner Option is to prepare nurses as specialists in primary care and to improve the availability, accessibility, and quality of primary care services in the Central San Joaquin Valley.

**Policies and Procedures for M.S.N. Admission
Admission Procedures**

INSERT B

You must complete 2 applications for the Graduate Nursing Program.

1. You must apply to the University by March 1 as a graduate student through csumentor.edu
2. You must also complete a Nursing Department Application. You may download and complete the application online from the Nursing Department website www.csufresno.edu/nursing or you can pick up an application from the Nursing office. Once completed, print and mail the application and accompanying documents to the Nursing Office at:

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Field Code Changed

California State University, Fresno
Admissions: Graduate Nursing Program
Department of Nursing
2345 East San Ramon Avenue M/S MH25
Fresno, CA 93740-8031

Complete the Graduate Record Examination and have scores sent to the University and the Department of Nursing.

3. Complete and submit Nursing Department graduate program written essay.

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4. Have official copies of all transcripts sent to both the Nursing Department and to

Formatted: Font: Bold

Graduate Admissions Office
Joyal Administration Building
5150 N. Maple M/S JA57
Fresno, Ca 93740-8026

The purpose of the Primary Care/Nurse Practitioner Option is to prepare nurses as specialists in primary care and to improve the availability, accessibility, and quality of primary care services in the Central San Joaquin Valley.

Policies and Procedures

SEE
INSERT
B

1. Applications are available at the Department Web site www.cnufresno.edu/nursing or you can request an application packet by writing to the following address and enclosing a self-addressed, stamped, legal size envelope:

California State University, Fresno
Admission/ Graduate Nursing Program
Department of Nursing
2345 E. San Ramon Ave. M/S MH25
Fresno, CA 93740-8051

2. Request official transcripts of previous academic work to be forwarded to Admissions Office.
3. Submit Nursing Department application and required credentials.
4. Complete and submit Nursing Department graduate program written essay.

Admission to the program is limited to the fall semester; students with deficiencies are encouraged to meet the requirements in the previous spring semester.

Deadline for application for admission to the program is April 1.

Admission Criteria

There are two pathways into the M.S.N. program for individuals with different educational backgrounds: the B.S.N. graduate and the R.N. with a non-nursing baccalaureate degree.

Admission Criteria for B.S.N. Graduates

1. Admission to California State University, Fresno, Division of Graduate Studies
2. Baccalaureate degree in nursing from an NLN/CCNE accredited program
3. Registered nurse license in California (may be waived for nurses licensed in another country)
4. Overall GPA of 2.5 with 3.0 in nursing
5. Malpractice insurance
6. An introductory course in statistics
7. An introductory course in research
8. A physical assessment course that includes theory and practice; or validation

of knowledge and skills for graduates of programs with integrated content

9. Current CPR certification

Admission Criteria for Registered Nurses with a Baccalaureate Degree in a Field Other Than Nursing

This program is open only to students eligible for admission to graduate standing at California State University, Fresno, who have completed a nursing program in an accredited school, are registered, or eligible for registration as nurses in the state of California and who hold a bachelor's degree in a related field from an accredited university.

For admission to this program, students are required to meet the following criteria in addition to the regular criteria set for admission to the M.S.N. program:

1. Submission of resume of all past educational and employment experience. Resume should emphasize experience in leadership, community health, research, and writing for publication.
2. Review of resume by the graduate coordinator of the Nursing Department who establishes nursing courses the student must complete to obtain a background comparable to students graduating with a B.S.N. at California State University, Fresno.
3. Satisfactory completion of the individualized program established by the coordinator before enrolling in the regular M.S.N. program.
4. Admission to the ~~Nurse Practitioner~~ Program is not guaranteed, and all students must make application to the ~~Nurse Practitioner~~ Program.

Post-Master's Certificates (State-Issued)

At California State University, Fresno, the post-master's nurse practitioner certificate is 31 units and the post-master's clinical nurse specialist/nurse educator certificate is 32 units. These certificates are issued by the California Board of Registered Nursing. Applicants may receive credit toward the certificates for graduate courses taken previously. Typically, the main courses that are requested for credit are the advanced theories and advanced issues courses. In order to request a course substitution, 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 department graduate curriculum committee. Students seeking post-master's certificates are exempt from some coursework and have a shorter program.

Master of Science Degree Requirements

Courses. Under the direction of the graduate coordinator, each student prepares and submits an individually designed program based on the following:

	Units
Core courses in nursing.....	13
NURS 211, 212, 221, 223, 225	
Role specialization courses.....	21-24
(See below.)	24-28
Thesis (NURS 299) or Project (NURS 298).....	3
or	
Comprehensive Exam.....	0*
Minimum Total	36-40

Primary Care minimum total = 40 units **40-44**
 CNS/Nurse Educator minimum total = 38 units **44**

* Additional approved 3-unit elective required for students taking the Comprehensive Exam

Role Specialization (Options)

Clinical Nurse Specialist/Nurse Educator (28 units)
 NURS 210, 229, 230, 240, 241, 242, 258, 259, 235, 236, 240, 253, 254

Primary Care Nurse Practitioner (24 units)
 Family: NURS 210, 215, 264, 265, 266, 267, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000

Facilities. The diverse facilities of the community provide a wide variety of learning opportunities for individualized pursuit of student goals. Graduate and postbaccalaureate students have clinical placements, which are consistent with their career goals.

Preceptor selection for clinical placement in both the CNS and nurse practitioner programs is the responsibility of the Department of Nursing. The department will gather pertinent information to assist in preceptor identification during the first semester of the program. All preceptors must meet standards for educational and clinical experience as established by the California Board of Registered Nursing and appropriate accrediting bodies. Preceptors must be either a physician or a master's prepared nurse practitioner.

→ See attached sheet for changes

Health and Human Services

Articulation with the Graduate Program

School Nurse Services Credential students may pursue a master's degree in other areas of nursing. Specific questions about graduate program admission requirements and coursework should be directed to the graduate coordinator, Department of Nursing. Graduate students in either the Pediatric or Family Nurse Practitioner programs may take the articulated option in School Nursing, reducing the total number of units needed to meet the educational requirements for a School Nurse Services Credential (see Graduate Program).

Graduate Program

The department offers a CCNE accredited program that leads to a Master of Science degree in Nursing. The purpose of the program is to prepare nurses for advanced practice in the functional roles of primary care nurse practitioner and clinical nurse specialist/nursing educator. Each graduate of the master's in nursing program must demonstrate advanced knowledge and skill in physical diagnosis, psychological assessment, and management of health-illness needs in complex client and community systems. The program provides a foundation for doctoral study in nursing.

Clinical Options

Students select a functional role of either primary care nurse practitioner or clinical nurse specialist/nursing educator. Any nursing class in the role specialization options area may be cancelled because of insufficient enrollment.

Clinical Nurse Specialist/Nurse Educator

**INSERT
A** There are two options in ~~the~~ Clinical Nurse Specialist/Nurse Educator role: ~~Option Adult-gero~~ Clinical Nurse Specialist/Nurse Educator and Pediatric Clinical Nurse Specialist/Nurse Educator. These options prepare the graduate to assume a leadership role with advanced skills, knowledge, and competence in adult/geriatric or pediatric areas of clinical nursing. Students in this option will demonstrate competence in the areas of expert clinical practice, education, research, consultation, and clinical leadership.

CNS graduates meet the requirements for clinical nurse specialist certification through the California Board of Registered Nursing, ~~and national certification through the American Nurses Credentialing Center.~~

2. Currently practicing as a primary care nurse practitioner, i.e. Family Nurse Practitioner, Pediatric Nurse Practitioner, Adult Nurse Practitioner, or Geriatric Nurse Practitioner.
3. Valid California Nurse Practitioner license and furnishing number.
4. Current Drug Enforcement Administration authorization for Schedule II medications.
5. Three letters of recommendation, with at least one from a recent employer.

Admissions Procedures

1. The deadline for admissions is March 1
2. Applicants first complete the online University application at www.csumentor.edu.
3. The program has additional requirements for admission. Complete instructions for application to the program are available within the www.csumentor.edu process.

All program admissions materials should be sent to

~~The Central California Center for Excellence in Nursing~~
1780 E. Bullard Ave. #116
Fresno, CA 93740

Department of Nursing
California State University, Fresno
2345 E. San Ramon Ave. M/S MH25
Fresno, CA 93740

Attn.: Rita Rich, Program Coordinator

All materials must be received by **March 1**.

Certificate of Advanced Study Requirements: completion of the set program of study (18 units) with a GPA of 3.0 or higher within a 5-year period.

Attachment
— (F)

Nursing

2. Complete Credential Program application, available online at www.csufresno.edu/nursing.
3. Attach official transcripts of previous academic work.
4. Attach photocopies of required documents (R.N. License, P.H.N. Certificate).
5. Submit three letters of reference/recommendation (forms available online at www.csufresno.edu/nursing).
6. Arrange appointment with School Nurse Services Credential Program coordinator for program planning and advisement.

Note: All candidates are required to sign a statement on the application form regarding conviction or plea of *nolo contendere* for any violation of law other than minor traffic offenses.

Candidates with a conviction may be refused a School Nurse Services Credential. For further information, contact the CCTC Professional Practices Division at (916) 445-0234.

Time Restrictions. All requirements for a School Nurse Services Credential must be completed within five years of the date of issuance of the preliminary credential.

Certificate of Advanced Study - Psychiatric Mental Health Nurse Practitioner
 → Ndidi Griffin,
 Robert Firo, Graduate Coordinator
 Melane Hall 187
 559.278.8852-6697

The Psychiatric Mental Health Nurse Practitioner (PMHNP) Program is a one-year post-master's program designed to prepare primary care nurse practitioners to provide the full range of psychiatric services to patients throughout the life cycle. This is a formally constructed program that meets the requirements for national certification by the American Nurse Credentialing Center as an Adult Psychiatric and Mental Health or Family Psychiatric and Mental Health Nurse Practitioner.

The program of study consists of 18 post-master's units. To enhance access and provide flexibility, the program will be largely distance delivered via synchronous and asynchronous modalities.

Coursework:

NURS 243.....	2
NURS 244.....	2
NURS 245.....	2

NURS 246.....	2
NURS 247.....	4
NURS 248.....	2
NURS 249.....	4
Total	18

All courses are taken through Continuing and Global Education via special sessions. Courses are offered once a year and students proceed through the program as a cohort. There is no part-time option available at this time.

Admissions Criteria

1. Master's of Science in Nursing.
2. Currently practicing as a primary care nurse practitioner, i.e. Family Nurse Practitioner, Pediatric Nurse Practitioner, Adult Nurse Practitioner, or Geriatric Nurse Practitioner.
3. Valid California Nurse Practitioner license and furnishing number.
4. Current Drug Enforcement Administration authorization for Schedule II medications.
5. Three letters of recommendation, with at least one from a recent employer.

Admissions Procedures

1. The deadline for admissions is March 1
2. Applicants first complete the online University application at www.csumentor.edu.
3. The program has additional requirements for admission. Complete instructions for application to the program are available within the www.csumentor.edu process.

All program admissions materials should be sent to

~~The Central California Center
 for Excellence in Nursing
 4780 E. Ballard Ave. #110
 Fresno, CA 93740~~

SEE
 (F)

All materials must be received by **March 1**.

Certificate of Advanced Study Requirements: completion of the set program of study (18 units) with a GPA of 3.0 or higher within a 5-year period.

Articulation with the Graduate Program

School Nurse Services Credential students may pursue a master's degree in other areas of nursing. Specific questions about graduate program admission requirements and coursework should be directed to the graduate coordinator, Department of

~~Nursing. Graduate students in either the Pediatric or Family Nurse Practitioner programs may take the articulated option in School Nursing, reducing the total number of units needed to meet the educational requirements for a School Nurse Services Credential (see Graduate Program).~~

Graduate Program

The department offers a CCNE accredited program that leads to a Master of Science degree in Nursing. The purpose of the program is to prepare nurses for advanced practice in the functional roles of primary care nurse practitioner and clinical nurse specialist/nurse educator. Each graduate of the master's in nursing program must demonstrate advanced knowledge and skill in physical diagnosis, psychological assessment, and management of health-illness needs in complex client and community systems. The program provides a foundation for doctoral study in nursing.

Clinical Options

Students select a functional role of either nurse practitioner or clinical nurse specialist/nurse educator. Any nursing class in the role specialization options area may be cancelled because of insufficient enrollment.

Clinical Nurse Specialist/ Nurse Educator

The Clinical Nurse Specialist/Nurse Educator Option prepares the graduate to assume a leadership role with advanced skills, knowledge, and competence in a specific area of clinical nursing. Students in this option will demonstrate competence in the areas of expert clinical practice, education, research, consultation, and clinical leadership.

CNS graduates meet the requirements for clinical nurse specialist certification through the California Board of Registered Nursing.

Nurse Practitioner

The Primary Care/Nurse Practitioner Option prepares the graduate to provide primary health care to children, the elderly adult, and families. Classroom and clinical experiences focus on health assessment, health maintenance, and promotion, as well as counseling, client education, and management of selected health problems. Practice in rural settings and with clients from diversified cultural backgrounds.

Graduates meet the requirements for recognition as pediatric, geriatric, or family nurse practitioners in California and may apply for national certification.

INSERT
 A

E background check, drug screening,

E

Expenses. Students must be prepared to incur any additional cost such as uniforms, malpractice insurance, health insurance, stethoscopes, course materials, lab fees, etc., and be responsible for transportation to clinical facilities. A current CPR certification, a physical examination, and specific immunizations are required.

Bachelor of Science Degree Requirements

Nursing Major **Units**

Major requirements 57

Select one program:
Generic students (57) FS
 NURS 10, 10A, 10L, 110, 110A, 110L, 111, 112, 121, 121L, 123, 123L, 124, 131, 131L, 132, 132L, 140, 140L, 141, 141L, 142, 145, 150, 150L, 151

RN students only (57) FS
 NURS 134, 135, 136, 137, 141, 141L, 145, 150, 151, 153;
 31 transfer units

Prerequisite requirements 28

(See prerequisites listed under *Eligibility to Apply to the Program*. [18 units may be applied to G.E.]

Additional course requirements 15

CFS 38; PH 92 or MATH 11 (if statistics not taken for G.E. Area B4); PHIL 20 or 120; PSYCH 10; SOC 1 or SOC 2 or ANTH 2; NUTR 53. [9 units may be applied to G.E.]

General Education requirements 48

48 (57 units minimum less 27 units counted above in prerequisite requirements and additional requirements to the major)

Upper-Division Writing Skills 2

Total 127-128

Advising Notes

- The following prerequisite and additional requirement courses to the nursing major also may be applied to fulfill a maximum of 27 units of General Education requirements: COMM 8 preferred (or COMM 3 or 7) in G.E. Foundation A1; ENGL 5B or 10 in G.E. Foundation A2; 3 units of CHEM 3A in G.E. Breadth B1; 3 units of BIOL 20 for G.E. Breadth B2 (for nursing majors only); PHIL 20 in G.E. Breadth C2; or PHIL 120 in G.E. Area IC; ANTH 2 or SOC 1 or SOC 2 or 3 units of PSYCH 10 for G.E. Breadth D3; and CFS 38 or NUTR 53 in G.E. Breadth E1. Critical Thinking course for G.E. Area A3, Quantitative Reasoning (Math) course for G.E. Area B4.
- Students must complete CFS 38 and

NUTR 53 no later than the first semester of the nursing major.

- Introduction to Psychology (PSYCH 10) and SOC 1 or 2 or ANTH 2 must be completed no later than the second semester of the nursing major.
- Students must complete the upper-division writing skills requirement and statistics requirement prior to enrollment in NURS 145 and prior to graduation.
- Major courses must be taken for a letter grade; CRINC grading is not permitted in the nursing major.
- Students are strongly encouraged to seek academic advising every semester.
- All practicum courses (with suffix "A" or "L") require a minimum of three hours of clinical work per unit of credit as a minimum to meet course objectives.

Please see Web site at www.csufresno.edu/nursing for specific G.E. classes designated for nursing.

School Nurse Services Credential Program

Postbaccalaureate Health Services (School Nurse) Credential

The School Nurse Services Credential Program provides basic preparation for professional roles in school nursing. The program, approved by the California Commission on Teacher Credentialing, leads to the School Nurse Services Credential. The Department of Nursing, in conjunction with the School of Education and Human Development, recommends qualified candidates for credentialing as providers of health services in California public schools (preschool, K-12, adult).

The program of study for credential students consists of a minimum of 27 units. Courses taken in CCNE/ACEN accredited baccalaureate programs may be accepted for the credential at the discretion of the Department of Nursing. The core school nursing classes are offered online. For more information see the department's website at www.csufresno.edu/nursing.

	Units
Audiology coursework	
CDD 125	3
Special Education coursework	
SPED 120	3
Counseling coursework (select one)	
COUN 174	3
COUN 200	3
Physical Assessment	
NURS 136*	3
Health Teaching	
NURS 137*	3
School Nursing	
NURS 184*	3

NURS 185*	3
NURS 186*	3
NURS 187*	3

Advanced pathophysiology and pharmacology courses are recommended.

Note: A minimum of 15 units in the credential program must be taken on this campus. The use of any comparable course is contingent upon departmental approval. Coursework taken more than 10 years ago is not acceptable to meet program requirements.

An introductory statistics course and nursing theory/research course are required for admission into the School Nurse Services Credential Program.

A maximum of 9 units is allowed through courses taken in Continuing and Global Education or concurrent enrollment.

Proof of current California RN license, malpractice insurance, current CPR certification, and current valid Student Health Center clearance are required prior to enrollment in NURS 186 and 187.

The student must hold either a Certificate of Clearance or a School Nurse Services Credential prior to enrollment in NURS 186 and 187. Contact the credentials analyst, Education Building, Room 100, 559.278.0300, or the county office of education in your area for application information.

All admission requirements (credential program application form, admission to the university, all documents, and prerequisites) must be completed prior to enrollment in any of the nursing courses.

Admission Criteria

- Baccalaureate degree in nursing from a **CCNE** accredited program
- Admission to the university at the post-baccalaureate level
- Current California Registered Nurse License
- California Public Health Nurse Certificate or 5 units of university community health coursework
- Overall GPA of 2.5 and 3.0 in nursing
- Three satisfactory letters of recommendation (at least one from a recent employer or nursing faculty)

Admission Procedures post-baccalaureate

- Complete application for admission to postbaccalaureate standing, Admissions Office, Joyal Building. Forward copy of application to Department of Nursing, school nurse coordinator.

* Courses only available through regular enrollment in the university following acceptance into the Credential Program.

Policies and Procedures for B.S.N. Admission

Admission to the program is a two-step process: (1) admission to the university and (2) admission to the nursing major. For fall entry all prerequisites must be completed by June and for spring entry all prerequisites must be completed by the preceding fall semester. Applicants must meet all criteria for admission to the university and to the nursing major. Students not in the major may apply to the university as pre-nursing majors.

Specific health criteria must be met. Students with recurrent infections or physical limitations who cannot meet clinical course objectives may be unable to satisfactorily complete the requirements for a B.S. in Nursing. Contact the Nursing Department regarding specific requirements.

Background Checks

INSERT C

All state Boards of Nursing require an individual to possess a professional license to practice as a registered nurse (RN). Students are advised to investigate all background requirements for RN licensure (e.g., criminal background checks, verification of employment eligibility, and verification of citizenship or immigration status). Likewise, clinical nursing courses typically require criminal background checks and drug screening for clinical placement and course enrollment.

Information regarding RN licensure requirements can be found on individual state boards of nursing websites. Contact the Department of Nursing for information regarding the need for and frequency of criminal background checks for clinical course enrollment.

Eligibility to Apply to the Program

Students must have an overall GPA of 3.0. Prior to applying to the Nursing Program, students must pass the ATI Test of Essential Academic Skills (TEAS) with a score of 75%. Students receiving a score of less than 75% will be allowed to retake the exam twice, but this must be done prior to their application. For TEAS information, see www.atitesting.com.

The following eight prerequisite courses must be completed prior to entry into the nursing program.

G.E. Area A1 (COMM 3, 7, or 8) (3 units)

G.E. Area A2 (ENGL 5B or 10) (3 units)

G.E. Area A3* (3 units) ~~PH~~

G.E. Area B4* (Math 11 or NS 92) (3 units)

Anatomy (BIOL 64) (3 units)

Nursing

Policies and Procedures for B.S.N. Admission

Admission to the program is a two-step process: (1) admission to the university and (2) admission to the nursing major. For fall entry all prerequisites must be completed by June and for spring entry all prerequisites must be completed by the preceding fall semester. Applicants must meet all criteria for admission to the university and to the nursing major. Students not in the major may apply to the university as pre-nursing majors.

Specific health criteria must be met. Students with recurrent infections or physical limitations who cannot meet clinical course objectives may be unable to satisfactorily complete the requirements for a B.S. in Nursing. Contact the Nursing Department regarding specific requirements.

Eligibility to Apply to the Program

Students must have an overall GPA of 3.0. Prior to applying to the Nursing Program, students must pass the ACT Test of Essential Academic Skills (TEAS) with a score of 75%. Students receiving a score of less than 75% will be allowed to retake the exam twice, but this must be done prior to their application. For TEAS information, see www.acttesting.com.

The following eight prerequisite courses must be completed prior to entry into the nursing program.

Units

G.E. Area A1 (COMM 3, 7, or 8).....	(3)
G.E. Area A2 (ENGL 5B or 10).....	(3)
G.E. Area A3*.....	(3)
G.E. Area B4.....	(3)
Anatomy (BIOL 64).....	(3)
Physiology (BIOL 65).....	(5)
Chemistry (CHEM 3A).....	(4)
Microbiology (BIOL 20).....	(4)
Total	28

* See G.E. list on pages 89-92 for approved courses.

- Each prerequisite must be completed with a minimum C grade. — CR/NC grades are not acceptable.
- A minimum GPA of 3.0 is required in the eight prerequisite courses.
- Maximum of two prerequisite courses may be repeated once to improve grade.
- On-line, Web-based or distance learning science and laboratory courses taken at other institutions must be approved by the nursing admissions coordinator.

Selection Criteria. The program is on impacted status (the number of applications received is greater than the number of vacancies for the program). Therefore,

admission into the nursing major is very competitive; there is no waiting list. Only applicants with the highest composite scores in the eight prerequisite courses will be admitted. Applicants must reapply each time and compete with the entire applicant pool if not selected.

Selection for the Nursing Program:

- a. Students will be ranked by grade point average in the eight prerequisite courses (prerequisites GPA).
- b. Preference will be given to U.S. military veterans who meet minimum requirements for admission and who submit a DD214 showing a discharge date no more than four years prior to date application is submitted. Remaining applicants will be ranked by prerequisite GPA and admitted as enrollment quotas allow.

Application Filing Period

Fall admission: Nursing Department applications are available March 1-31; university applications are available February 1 at www.csumentor.com.

Spring admission: Nursing Department applications are available August 1-31; university applications are available July 1 at www.csumentor.com.

Dates are subject to change. Additional information and applications can be obtained online at www.csufresno.edu/nursing or by calling the nursing admissions coordinator at 559.278.6579.

The program application includes additional instructions and deadlines. The university application form can be obtained online at www.csumentor.edu.

Note: Students who have been admitted to the major, have made no arrangements with the department, and fail to attend the first day of class will be dropped from the major and not considered for future admission.

Policies and Procedures for Direct Transfer into the Nursing Major

1. Students must have completed at least two semesters or 12 semester units of nursing courses in the major (all other students must follow the admission procedures for basic or advanced placement majors).
2. Students must submit all transcripts, course descriptions of nursing courses, and two letters of recommendation from their current school to be considered for transfer.
3. Students must meet all California State University, Fresno criteria for admission and continuation in the major to be eligible for transfer.

4. Students are admitted and placed in the major at the discretion of the department chair.
5. Transfer students who have written notification of acceptance into the program enter the major on a space-available basis and must receive department permission to enroll in classes.
6. Applicant Deadline:
Fall Admission - February 1
Spring Admission - July 1

Leave of Absence from Nursing Program

1. Request for leave of absence:
 - a. Students must request a leave of absence (LOA) in writing from the department chair. Students who don't request a LOA may not be readmitted into the major.
 - b. Leaves will be granted only for students who have completed at least one semester in the program and are in good standing.
2. Request to return from leave of absence:
 - a. Students must request in writing to be reinstated in the program specifying:
 - Date of LOA
 - Reason for LOA
 - Disposition of circumstances requiring the LOA
 - Activities (e.g., working in hospital) engaged in during LOA
 - b. Students will be notified in writing of requirements for returning to program, denial, or reinstatement.
 - c. Requirements for return may include any or all of the following, based on the discretion of the department chair:
 - Letters of recommendation from individuals such as counselors or physicians
 - Enrolling in up to 5 units of Independent Study to update theoretical and/or clinical skills
 - d. Students who receive written notice of reinstatement in the major return on a space-available basis and must receive permission from the department to enroll in classes.

Progression in the Major. Criteria for retention, progression, and graduation from the program include a minimum grade of C in each required course and each nursing course offered for a grade, and credit in courses offered for CR/NC grading only. Nursing and required courses may be repeated only once to achieve a C or credit grade. Any student who receives less than a C grade (or no credit) in two nursing courses will not be permitted to continue in the major. Refer to the *Student Handbook, Baccalaureate Degree Nursing Program*, for complete progression and retention policies.

Nursing

Nursing

The mission of the Department of Nursing is to offer quality nursing education to undergraduate and graduate nursing students. This education prepares nurses to make clinical decisions based on theory and research. As life-long learners, graduates are prepared to deliver quality health care for increasingly diverse populations. Graduates will lead, supervise, delegate, manage, and evaluate care outcomes, as well as demonstrate the ability to act as consumer advocates in promoting wellness and facilitating change.

The scope of nursing practice is changing significantly. The professional nurse uses theory and research-based knowledge to provide direct and indirect care to individuals, families, groups, and communities.

In the role as designer, manager, and coordinator of care, nurses collaborate with patients and interdisciplinary care teams.

The department offers an undergraduate program which leads to the Bachelor of Science in Nursing, a postbaccalaureate School Nurse Services Credential Program with an option to pursue the master's degree in nursing, a graduate program leading to a Master of Science in Nursing, a Post-Master's Nurse Practitioner Certificate Program, and a Post-Master's Clinical Nurse Specialist/Nurse Educator Program.

Undergraduate Program

The program requires six semesters of nursing courses in addition to two semesters of prerequisite requirements. The basic General Education requirements are the same for all majors. Upon completion of the sixth semester clinical course sequence, the student is qualified to take the National Council Licensure Examination (NCLEX-RN) and apply for the Public Health Nurse Certificate. California State University, Fresno's nursing program is certified by the California Board of Registered Nursing and accredited by the Commission on Collegiate Nursing Education (CCNE).

Clinical Facilities

A wide variety of clinical placements are available. Placement facilities include Community Hospitals of Central California, St. Agnes Medical Center, Children's Hospital of Central California, Veteran's Administration Medical Center, Kaweah Delta, Adventist Hospital, Madera Community Hospital, Fresno Heart and Surgical Hospital, Armenian Home, San Joaquin Gardens, the Kaiser Permanente Medical Group, and



the health departments of Fresno, Madera, Kings, and Tulare counties.

Advanced Placement in the Nursing Major

Students seeking advanced placement must seek advisement from the department. Students are expected to meet all prerequisites for admission and meet filing deadlines specified for undergraduate students.

Registered Nurses with an associate degree in nursing may articulate at the junior level in the major. Registered nurses from diploma programs may seek advanced placement through credit by examination (see *Academic Placement — Credit by Examination*).

Registered nurses are in a separate admission pool from the generic nursing applicants.

Licensed Vocational Nurses are offered three options:

1. Generic Nursing Program
2. Transfer/Credit by Examination
3. Thirty-Unit Option (nondegree)

LVN 30-unit option students must contact the department chair of nursing for pre-admission advising. Acceptance to the 30-unit option program is based on space availability in selected nursing courses. It is important to note that the 30-unit option RN licensee will not be awarded a degree and his/her ability to practice in different states may be limited by state reciprocity regulations.

Health Related Personnel. Medical corpsmen, psychiatric technicians, and others are eligible for credit by examination under the university's policy as outlined in the current catalog.

College of Health and Human Services

Department of Nursing

To be announced, *Chair*
Carol Rayner, *Administrative Support Coordinator*

McLane Hall, Room 190
559.278.2041

www.csufresno.edu/nursing/

B.S. in Nursing

M.S. in Nursing

Options:

- Clinical Nurse Specialist/Nurse Educator
- Primary Care/Nurse Practitioner

School Nurse Services Credential

Certificate of Advanced Study - Psychiatric Mental Health Nurse Practitioner

Post-Master's Nurse Practitioner Certificate

Post-Master's Clinical Nurse Specialist/Nurse Educator Certificate

Doctor in Nursing Practice (D.N.P.)

Advanced placement in the major prepares qualified students to receive their B.S.N. The curriculum is designed to emphasize theory-based practice in nursing and to provide the foundation for graduate study. While pursuing the degree, students are encouraged to select their area of interest. They are also encouraged to collaboratively care for patients in a variety of settings: acute care, critical care, long-term care, ambulatory care, and home care.

Faculty *MARY Barakzai, Chair*

- ~~To be announced~~, *Chair*
- ~~Mary Barakzai~~
- Danette Dutra
- F Ndidi Griffin
- Mary R. Ivan
- ~~Marianne~~ *Terea Giannetta*
- ~~Ke Mader~~ *Mary Bish*
- Sylvia Miller
- Keitha Mountcastle
- Christine Ortiz
- Janine Spencer
- ~~Debbie Steele~~ *MARY ANN McCarthy*

Health and Human Services

apply to

the

- 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

Sharon Brown-Welty

Typed Name

Signature

Date

Provost/Vice President for Academic Affairs/or designee

William Covino

Typed Name

Signature

Date

CONSULTING SIGNATURES (if required)

In an effort to avoid misunderstandings, signatures must be obtained from those departments potentially affected by proposed change(s).

I have read the catalog statement revision request and support the proposed change(s).

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

REQUIRED SCHOOL SIGNATURES (verifies proposal has been approved)

Graduate Program Coordinator

Ndidi Griffin

Typed Name

Ndidi Griffin

Signature

9-12-12

Date

Department Chair

Mary D. Barakzai

Typed Name

Mary D. Barakzai

Signature

9/12/12

Date

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

Helen Miltiades

Typed Name

Signature

Date

School Dean

Andrew Hoff

Typed Name

Signature

Date

GRADUATE PROGRAM

(master's degree, doctoral degree, certificate of advanced study,
credential requiring graduate-level course work)

CATALOG STATEMENT REVISION REQUEST

Return original to:

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

Graduate Program: Clinical Nurse Specialist/Nurse Educator

Department: Nursing

Contact Person: Cricket Barakzai

Phone: 278-2430

E-mail: maryb

Catalog pg. # 347

7491 MC
7160 3783

PURPOSE OF FORM: To propose revision of a graduate program catalog statement (program description and/or requirements) as it appears in the University Catalog. The proposed program changes if approved will be binding on students who are advanced to candidacy under the new catalog statement. NOTE: Revisions in graduate courses and proposals for new graduate courses are submitted on separate forms available through the Division of Graduate Studies, phone 8-2448.

INSTRUCTIONS: Use attachments to this sheet to indicate the changes that you propose. Make changes as space allows directly on a 8.5" x 11" xerographic copy of the entire page(s) of your graduate program statement (description/requirements) as it appears in the most recent University Catalog, including page numbers. Use "mock-up" style: cross out wording to be deleted; type new language in margins. If there is not sufficient space in the margins to type lengthy additions, designate inserts (a, b, c, etc.). Attach fully typed language for each insert on additional sheets. Address questions on these instructions to the Dean, phone 8-2448.

Routine proposals for graduate program changes are reviewed by the Graduate Curriculum Subcommittee. Extensive, substantive changes are reviewed by the University Graduate Committee.

Those planning to propose a new or extensively revised graduate program (master's, doctoral, or certificate of advanced study), including a proposal for a revised or an additional option under an existing graduate degree, should schedule a meeting with the Graduate Dean.

JUSTIFICATION: Explain why the proposed changes in the graduate program are needed. Attach additional pages as necessary. Special justification and approval are required for proposals to increase master's degree program units above 30 units in academic fields, and 60 units in professional fields. Such justification must include comparative information concerning similar programs at representative universities, and outline adherence to accreditation standards if applicable. Document the impact of the proposed change and/or any increased program units on program students and department resources.

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
Adult Gero II 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

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

Department Chair

Mary D. Barakzai _____
Typed Name Signature Date

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

Sharon Brown-Welty

Typed Name

Signature

Date

Provost/Vice President for Academic Affairs/or designee

William Covino

Typed Name

Signature

Date

Attachment

Rev. 12/11

DEFINITIONS OF GRADUATE LEVEL INSTRUCTION IN THE CSU

A. The Graduate Course

1. It is assumed that students who enroll in graduate courses possess:
 - a. Maturity, responsibility, and scholarly integrity appropriate to study beyond the baccalaureate level.
 - b. A broad base of knowledge, usually represented by the possession of the bachelor's degree.
 - c. Competence in the specified field, usually represented by a substantial body of upper-division study in the field or in a closely related field.
 - d. A command of basic techniques and skills essential for independent, self-directed study in the field.
2. The graduate course deals with more complex ideas, materials, techniques or problems than the undergraduate course, and demands searching and exhaustive analysis.
3. The graduate course requires:
 - a. The identification and investigation of theory or principle.
 - b. The application of theory to new ideas, problems, and materials.
 - c. Extensive use of bibliographic and other resource materials with emphasis on primary sources of data.
 - d. Demonstration of competence in the scholarly presentation of the results of independent study.
4. Satisfactory completion of a graduate course requires more creative thinking than an upper-division course.
5. Performance expectations for graduate student enrolled in undergraduate-level courses normally are such that students complete at least one additional assignment. The quality of their written and oral performance in the course normally would be at least one grade point higher than that of an undergraduate. Performance expectations for undergraduate students enrolled in graduate-level courses are such that where campus policy permits undergraduate enrollment in a graduate course, the quality of the written and oral performance of undergraduates in the course normally would be at least half a grade point higher than that of an undergraduate enrolled in an undergraduate course.

B. Lecture-Discussion

The lecture-discussion course conforms to the criteria for graduate courses in general, and

1. Is an organized course with regularized content.
2. Is a combination of lectures and group discussion, based on specialized studies and research.
3. Involves consideration of a series of vital problems, reviews trends, examines different points of view, and interprets issues.
4. Involves problem analysis, research, and high level participation in discussion.
5. Involves the use of a wide variety of material and resources which provide a range and depth beyond that obtainable through a single textbook, although the use of a basic textbook may be appropriate in some lecture-discussion courses.
6. Provides an opportunity for synthesis and analysis through scholarly writing and through course examination that go beyond simple recall of fact.

C. Seminar

The seminar conforms to the criteria for graduate courses in general, and

1. Is organized around a series of related problems significant to the discipline.
2. May have a focus which varies from semester to semester within the framework of the general objectives.
3. Limits the lecture, when it does occur, to setting the stage and clarifying issues.
4. Requires that students assume primary responsibility for an investigation that will contribute to the objectives of the seminar and that they report, interpret, and defend their findings orally as well as in writing.
5. Within the framework of general goals, may allow student participation in course planning and in course evaluation.
6. Has class meetings primarily to develop, share, and critically examine independent investigations by members of the group. Time devoted to individual or small-group conferences under the direction of the professor may on occasion replace general class meetings.

D. Laboratory

Laboratory coursework conforms to the criteria for graduate courses in general and focuses on data gathering and analysis, with an emphasis on research and investigation rather than on laboratory techniques. Its chief distinguishing characteristic is the use of specialized facilities and relatively independent investigation.

E. Field Work and Clinical Practice

Field work and clinical practice require that

1. The students have a high level of theoretical competence and a mastery of the basic skills necessary to perform professional duties with a minimum of direction.
2. The selection of experiences provides opportunity for the student to
 - a. Bring to bear and apply a high level of theoretical knowledge.
 - b. Exercise judgment of a high order.
 - c. Assume responsibility for determining procedures as well as for implementing them.
 - d. Report the experience to a supervising instructor in such a way as to point out its significance, to explain the rationale behind his/her major decisions, and to evaluate their adequacy.

F. Graduate Independent Study

At the graduate level independent study is based upon the assumptions set forth in part in the section above entitled, "The Graduate Course." Furthermore, such independent study

1. Has a specific objective related to the student's educational goals and to a graduate program.
2. Is precisely defined as a result of joint planning by the professor and the student.
3. Required periodic and final demonstration of competence in scholarly presentation of the result of the independent study.

Source: Office of the Chancellor, California State University

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).



ADVANCED TOPICS FOR THE ADULT-GERO CLINICAL NURSE SPECIALIST

NURS 253

Fall 2012	California State University, Fresno
Units 3	Office Number TBA
Time TBD	E-Mail TBA
Location TBD	Telephone TBA
Instructor Name TBA	Office Hours TBA

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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:

This course is designed to advance the theoretical knowledge base of developmental processes and illness states in the adult/gero 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/gero patients with complex health issues and in a variety of healthcare settings.

PREREQUISITES:

Prerequisites: NURS 235 & NURS 236. Co-requisites: NURS 254

REQUIRED TEXTBOOKS AND MATERIALS

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 points	20%
Written Case Study	20 points	20%
CNS Topic Presentation	20 points	20%
Blackboard Responses	20 points	20%
In-Class Written Assignments	<u>20 points</u>	<u>20%</u>

TOTAL	100 points	100%
-------	------------	------

GRADING:

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

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
 - c. Rubric provided to be attached as final page.
 - d. These pages (items a, b, and c) do not count in the required page count for the assignment.
 - e. When posting assignments to Blackboard, use the Assignment area provided. Use the following format: "Nursing 253, Assignment Name, Group Number or your Name" the finished product and describe your own part under the appropriate assignment heading.
 - f. Failure to follow any of above instructions will result in an automatic 10% point loss on the paper.
 - g. All group members receive the same grade on an assignment.
 - h. Assignments are due by 10:00 pm on the due date. Late assignments are subject to a 10% point deduction per day late. I will allow for early submission but I do not excuse any late assignment unless I am notified prior to the due date and agree accept a late assignment.

ASSIGNMENTS

In-class written assignments

Due date: Variable.

Guidelines: The instructor will pose a question and you will write a short (1-2 paragraph) answer to the question. This question may be posed at beginning, middle, or end of class. If you fail to turn in a paper, you lose two points. There is no makeup.

Disease Process Presentation and CNS Role Topics Presentation

Due Dates: Disease Process Presentation TBA

CNS Role Topic Presentation TBA

1. The guidelines are the same for both the Disease Process presentation and the CNS Role Topic presentation.
2. On or before the first day of class, group membership, specific topics, and due dates will be decided.

3. For each assignment, the topic is to be presented to the class. Innovation in teaching is encouraged, the only requirement is that some form of the presentation (Power Point slides, a written topic outline, questions for the group to answer, etc) is submitted through the Blackboard assignment link, and on discussion board. Presentation should be 15-30 minutes; you will be stopped at 30 minutes.

Hint on Power Points: If using Power-Point presentation, slides should only be used to convey general ideas. A slide should only have 4-5 short lines, and you should only need max of 10 slides. You should be able to speak to your topic, rather than read the Power-Point. As a general rule, you should use 24-point font size or larger.

4. Assignment Rubrics will be provided on first day of class. Read and follow them.
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.

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/gero patient population.
2. Examining the role of the CNS in management and coordination of patient care.
3. Continued expansion of knowledge of CNS roles and competencies in care of the adult/gero patient.

STUDENT LEARNING OBJECTIVES:

Upon completion of this course the student will:

1. Demonstrate in-depth knowledge of pathophysiologic processes, disease management and health promotion for the adult/gerontologic patient population.
2. Distinguish between the different developmental life stage, wellness, and illness needs that impact a patient's care across the adult age spectrum
3. Verbalize increasing understanding of the needs of the patient and family transitioning to various care settings.
4. Provide leadership for collaborative, evidence-based revision of diagnoses and plans of care, to improve patient outcomes
5. Provide direct care to selected patients based on the needs of that patient and the CNS's specialty knowledge and skills.
6. Determine when evidence based guidelines, policies,, procedures and plans of care need to be tailored to the individual patient.
7. Provide consultation to staff nurses, medical staff and interdisciplinary colleagues
8. Establishes collaborative relationships within and across departments that promote patient safety, culturally competent care, and clinical excellence.

9. Demonstrate knowledge of assessment and management of normal and variations in developmental processes of the adult/gerontology patient.
10. Demonstrate knowledge of the pathophysiology, assessment and care planning of complex illness in the adult/gerontology patient.
11. Discuss the role of the CNS in ongoing improvement in patient care outcomes in the adult/gerontology patients in the hospital setting.
12. Analyze selected CNS competencies and CNS practice models related to the care of the adult/gerontology patient.
13. Examine outcomes of CNS practice based on recent research findings.
14. Demonstrate advanced critical thinking in theory application and clinical decision making through analysis of case studies within the continuum of the adult/gerontology focus.

ASSIGNMENT AND EXAMINATION SCHEDULE

Date	Assignment	Points
Variable	Disease Process Oral Presentation	20
TBD	Written Case Study	20
Variable	CNS Topic Presentation	20
TBD	Blackboard responses	20
Variable	In-Class Written Assignments	20

SYLLABUS SUBJECT TO CHANGE

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- a) understand or seek clarification about expectations for academic integrity in this course (including no cheating, plagiarism and inappropriate collaboration)
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- c) take responsibility to monitor academic dishonesty in any form and to report it to the instructor or other appropriate official for action.

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"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/) (<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.

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	Dunphy Ch. 1

Week	Date	Clinical Care Assessment. Topic on-Line	Reading Assignment Due
		Practicum) Primary Care in the Twenty-First Century: A Circle of Caring Group Planning Time	Assignments Due
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
6		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

Week	Date	Clinical Care Assessment. Topic on-Line	Reading Assignment Due Assignments Due
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
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	

Week	Date	Clinical Care Assessment. Topic on-Line	Reading Assignment Due Assignments Due
No Final Exam		Faculty Consultation Days:	

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 254 Title Adult-Gero Clinical Nurse Specialist Units Max/Total 5
Adult Gero Pract 2 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/ Catalog Long Course
Subject NURS Number 288T Title Adult-Gero Clinical Nurse Specialist Units Max/Total 5 or 7

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 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

Department Chair

Mary D. Barakzai _____
Typed Name Signature Date

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

Sharon Brown-Welty

Typed Name

Signature

Date

Provost/Vice President for Academic Affairs/or designee

William Covino

Typed Name

Signature

Date

Attachment

Rev. 12/11

DEFINITIONS OF GRADUATE LEVEL INSTRUCTION IN THE CSU

A. The Graduate Course

1. It is assumed that students who enroll in graduate courses possess:
 - a. Maturity, responsibility, and scholarly integrity appropriate to study beyond the baccalaureate level.
 - b. A broad base of knowledge, usually represented by the possession of the bachelor's degree.
 - c. Competence in the specified field, usually represented by a substantial body of upper-division study in the field or in a closely related field.
 - d. A command of basic techniques and skills essential for independent, self-directed study in the field.
2. The graduate course deals with more complex ideas, materials, techniques or problems than the undergraduate course, and demands searching and exhaustive analysis.
3. The graduate course requires:
 - a. The identification and investigation of theory or principle.
 - b. The application of theory to new ideas, problems, and materials.
 - c. Extensive use of bibliographic and other resource materials with emphasis on primary sources of data.
 - d. Demonstration of competence in the scholarly presentation of the results of independent study.
4. Satisfactory completion of a graduate course requires more creative thinking than an upper-division course.
5. Performance expectations for graduate student enrolled in undergraduate-level courses normally are such that students complete at least one additional assignment. The quality of their written and oral performance in the course normally would be at least one grade point higher than that of an undergraduate. Performance expectations for undergraduate students enrolled in graduate-level courses are such that where campus policy permits undergraduate enrollment in a graduate course, the quality of the written and oral performance of undergraduates in the course normally would be at least half a grade point higher than that of an undergraduate enrolled in an undergraduate course.

B. Lecture-Discussion

The lecture-discussion course conforms to the criteria for graduate courses in general, and

1. Is an organized course with regularized content.
2. Is a combination of lectures and group discussion, based on specialized studies and research.
3. Involves consideration of a series of vital problems, reviews trends, examines different points of view, and interprets issues.
4. Involves problem analysis, research, and high level participation in discussion.
5. Involves the use of a wide variety of material and resources which provide a range and depth beyond that obtainable through a single textbook, although the use of a basic textbook may be appropriate in some lecture-discussion courses.
6. Provides an opportunity for synthesis and analysis through scholarly writing and through course examination that go beyond simple recall of fact.

C. Seminar

The seminar conforms to the criteria for graduate courses in general, and

1. Is organized around a series of related problems significant to the discipline.
2. May have a focus which varies from semester to semester within the framework of the general objectives.
3. Limits the lecture, when it does occur, to setting the stage and clarifying issues.
4. Requires that students assume primary responsibility for an investigation that will contribute to the objectives of the seminar and that they report, interpret, and defend their findings orally as well as in writing.
5. Within the framework of general goals, may allow student participation in course planning and in course evaluation.
6. Has class meetings primarily to develop, share, and critically examine independent investigations by members of the group. Time devoted to individual or small-group conferences under the direction of the professor may on occasion replace general class meetings.

D. Laboratory

Laboratory coursework conforms to the criteria for graduate courses in general and focuses on data gathering and analysis, with an emphasis on research and investigation rather than on laboratory techniques. Its chief distinguishing characteristic is the use of specialized facilities and relatively independent investigation.

E. Field Work and Clinical Practice

Field work and clinical practice require that

1. The students have a high level of theoretical competence and a mastery of the basic skills necessary to perform professional duties with a minimum of direction.
2. The selection of experiences provides opportunity for the student to
 - a. Bring to bear and apply a high level of theoretical knowledge.
 - b. Exercise judgment of a high order.
 - c. Assume responsibility for determining procedures as well as for implementing them.
 - d. Report the experience to a supervising instructor in such a way as to point out its significance, to explain the rationale behind his/her major decisions, and to evaluate their adequacy.

F. Graduate Independent Study

At the graduate level independent study is based upon the assumptions set forth in part in the section above entitled, "The Graduate Course." Furthermore, such independent study

1. Has a specific objective related to the student's educational goals and to a graduate program.
2. Is precisely defined as a result of joint planning by the professor and the student.
3. Required periodic and final demonstration of competence in scholarly presentation of the result of the independent study.

Source: Office of the Chancellor, California State University

ADULT-GERO CLINICAL NURSE SPECIALIST PRACTICUM

NURS 254

Fall 2012	California State University, Fresno
Units 5	Office Number TBA
Time TBD	E-Mail TBA
Location TBD	Telephone TBA
Instructor Name TBA	Office Hours TBA

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CATALOG 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).

PREREQUISITES:

Prerequisites: NURS 235 & NURS 236.Co-requisite: NURS 253

REQUIRED TEXTBOOKS AND MATERIALS

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.

PARTICIPATION:

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.

ASSIGNMENTS

Personal Goals	5 points	5%
Paperwork (Preceptor information Sheet, Health Clearance, Copy of RN license)	5 points	5%
Mid-Point Clinical Log of Hours	10 points	10%
Final Clinical Log of Hours	30 points	30%
Completed Preceptor Evaluation	10 points	10%
Final Portfolio	30 points	30%
Participation in meetings with clinical faculty and preceptors	<u>10 points</u> 100 points	<u>10%</u> 100%
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:

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

ASSIGNMENTS

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.**

STUDENT LEARNING 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.

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.

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.

ASSIGNMENT AND EXAMINATION SCHEDULE

Date	Assignment	Points
Week 1	Paperwork (Preceptor information sheet, Health Clearance, Copy of RN license)	5 points
Week 1	Personal Goals	5 points
Week 8	Mid-Point Clinical Log of Hours	10 points
Week 15	Final Clinical Log of Hours	30 points
Week 15	Completed Preceptor Evaluation	10 points
Week 16	Final Portfolio	30 points
Week 16	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.

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.

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.

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."

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APPENDIX C
BUDGET NARRATIVE



Budget Narrative

This is actually not a new option, but rather the renaming of an old option. Fresno State has had a CNS/Nurse Educator option for more than 10 years. However, due to changes in requirements for certification, all clinical nurse specialist options must have a population focus which is clearly stated in the course names and option titles. Therefore, there will be no difference in the number of students accepted to the MSN program, and all courses except for 4 are common to the FNP, PNP, pediatric CNS/nurse educator, and adult-gero CNS/nurse educator options. Of the 4 courses which are unique to the adult-gero CNS/Nurse Educator students, the difference in salary will be for 1 WTU/semester X 2 at a lecturer salary for a total of \$2,666/student cohort. Part of this increase will be offset by the fact that students will be paying full-time tuition, instead of part-time as previously.

