

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

COURSE MODIFICATION PROPOSAL

Courses must be submitted by October 15, 2015, and finalized by the end of the fall semester to make the next catalog (2016-17) production

DATE (CHANGE DATE EACH TIME REVISED): JULY 29, 2015

PROGRAM AREA(S): NRS COURSE NO: 200

Directions: All sections of this form must be completed. Use YELLOWED areas to enter data. All documents are stand-alone sources of course information. Please highlight in yellow new/modified language in "New" column.

1. Indicate Changes and Justification for Each. [Mark all change areas that apply]

- Course title
Prefix/suffix
Course number
Units
Staffing formula and enrollment limits
Prerequisites/Corequisites
x Catalog description
Mode of Instruction
x Course Content
x Course Learning Outcomes
X References
GE
Other
Reactivate Course

Justification: SLO and content changed to meet accreditation standards (Please provide justification(s) for each marked item above). Be as brief as possible but use as much space as necessary.]:

2. Course Information.

[Follow accepted catalog format.] (Add additional prefixes if cross-listed)

OLD

Prefix NRS Course# 200
Title Introduction to Professional Nursing Practice Units (3)
3 hours lecture per week
hours per week

- x Prerequisites: admission to Nursing Program
Consent of Instructor Required for Enrollment
x Corequisites: 201

Catalog Description (Do not use any symbols):
Provides the entry level nursing student with an overview of the art and science of nursing, including the philosophy, organizing theory, and desired outcomes of the nursing program. Introduces the core concepts, principles, basic assessment and clinical skills common to all areas and levels of nursing practice. Familiarizes the student with the components and use of the nursing process and presents the delivery of nursing care based on the Neuman Systems Model. Describes the dimensions of the professional role as provider of care, teacher, advocate, coordinator of care, and member of the profession.

General Education Categories:
Grading Scheme (Select one below):
x A - F
Credit/No Credit
Optional (Student's Choice)

NEW

Prefix NRS Course# 200
Title Introduction to Professional Nursing Practice Units (3)
3 hours lecture per week
hours per week

- x Prerequisites: admission to the nursing program
Consent of Instructor Required for Enrollment
x Corequisites: 201

Catalog Description (Do not use any symbols):
This course provides the entry level nursing student with an overview of the art and science of nursing, including the philosophy, organizing theory, and desired outcomes of the nursing program. Introduces program concepts of patient-centered care, teamwork and collaboration, evidence based practice, quality improvement, safety, informatics, professionalism, communication, systems based practice, and patient education. Develops introductory knowledge, skills, and attitudes utilizing a holistic approach to recognize patient needs. An introduction to the nursing process and Neuman Systems Model provides a decision-making framework to assist students in developing effective clinical judgment skills. Describes the dimensions of the professional role as provider of care, teacher, advocate, coordinator of care, and member of the profession.

General Education Categories:
Grading Scheme (Select one below):
x A - F
Credit/No Credit
Optional (Student's Choice)

Repeatable for up to 6 units
 Total Completions 2
 Multiple Enrollment in Same Semester Y/N
 Course Level:
 Undergraduate
 Post-Baccalaureate
 Graduate

Repeatable for up to 6 units
 Total Completions 2
 Multiple Enrollment in Same Semester Y/N
 Course Level:
 Undergraduate
 Post-Baccalaureate
 Graduate

3. Mode of Instruction (Hours per Unit are defaulted)

Hegis Code(s) _____
 (Provided by the Dean)

Existing

Proposed

	Units	Hours Per Unit	Benchmark Enrollment	Graded		Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	<u>3</u>	<u>1</u>	<u>44</u>	x	Lecture	<u>3</u>	<u>1</u>	<u>44</u>	<u>x</u>	<input type="checkbox"/>
Seminar	<input type="checkbox"/>	<u>1</u>	<input type="checkbox"/>	<input type="checkbox"/>	Seminar	<input type="checkbox"/>	<u>1</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lab	<input type="checkbox"/>	<u>3</u>	<input type="checkbox"/>	<input type="checkbox"/>	Lab	<input type="checkbox"/>	<u>3</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity	<input type="checkbox"/>	<u>2</u>	<input type="checkbox"/>	<input type="checkbox"/>	Activity	<input type="checkbox"/>	<u>2</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Field Studies	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Field Studies	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indep Study	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Indep Study	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other blank	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Other blank	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	Online	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Course Attributes:

General Education Categories: All courses with GE category notations (including deletions) must be submitted to the GE website: <http://summit.csuci.edu/ge>
 Upon completion, the GE Committee will forward your documents to the Curriculum Committee for further processing.

A (English Language, Communication, Critical Thinking)

- A-1 Oral Communication
- A-2 English Writing
- A-3 Critical Thinking

B (Mathematics, Sciences & Technology)

- B-1 Physical Sciences
- B-2 Life Sciences – Biology
- B-3 Mathematics – Mathematics and Applications
- B-4 Computers and Information Technology

C (Fine Arts, Literature, Languages & Cultures)

- C-1 Art
- C-2 Literature Courses
- C-3a Language
- C-3b Multicultural

D (Social Perspectives)

E (Human Psychological and Physiological Perspectives)

UDIGE/INTD Interdisciplinary

Meets University Writing Requirement (Graduation Writing Assessment Requirement)

Meets University Language Requirement

American Institutions, Title V Section 40404: Government US Constitution US History
 Regarding Exec Order 405, for more information: <http://senate.csuci.edu/comm/curriculum/resources.htm>

Service Learning Course (Approval from the Center for Community Engagement must be received before you can request this course attribute).

Online Course (Answer YES if the course is ALWAYS delivered online).

5. **Justification and Requirements for the Course.** [Make a brief statement to justify the need for the course]

OLD

Required content for BRN and CCNE Accreditation

- x Requirement for the Major/Minor
- Elective for the Major/Minor
- Free Elective

NEW

Required content for BRN and CCNE Accreditation

- x Requirement for the Major/Minor
- Elective for the Major/Minor
- Free Elective

Submit Program Modification if this course changes your program.

6. **Student Learning Outcomes.** (List in numerical order. Please refer to the Curriculum Committee's "Learning Outcomes" guideline for measurable outcomes that reflect elements of Bloom's Taxonomy: <http://senate.csuci.edu/comm/curriculum/resources.htm>. The committee recommends 4 to 8 student learning outcomes, unless governed by an external agency (e.g., Nursing).

Upon completion of the course, the student will be able to: **Upon completion of the course,**

- ~~1. Discuss the role of regulatory agencies in defining nursing practice.~~
- ~~2. Identify important legal and ethical considerations which impact nursing practice.~~
- ~~3. Describe theories of nursing which serve as models for nursing practice, including the Neuman Systems Model.~~
- ~~4. Describe the impact of historical and sociocultural influences on nursing practice and current trends in nursing.~~
- ~~5. Evaluate electronic nursing and medical information using appropriate nursing standards.~~
- ~~6. Explain nursing principles related to basic clinical skills common to all areas and levels of nursing practice.~~
- ~~7. Identify dimensions of the professional roles of caregiver, teacher, advocate, coordinator of care and member of the profession.~~

NEW

1. Discuss the professional nursing roles within the scope of practice, in macro- and microsystems, and the supporting guidelines including standards of nursing practice, code of ethics, nurse practice acts, regulatory and institutional policies, and professional certifications.
2. Identify important legal and ethical considerations which impact nursing practice.
3. Review the importance of selected concepts and theories of nursing, including Neuman Systems Model, Quality and Safety Education for Nurses (QSEN), and Functional Health Patterns, related to how they pertain to professionalism and practice in delivery of safe, quality patient care.
4. Discuss the importance of nursing principles related to patient-centered care as they pertain to providing and directing safe, quality patient care, with a focus on assessment and common clinical skills.
5. Describe the nurse's role in identifying and supporting physiologic and psychosocial needs of patients taking into account their diverse backgrounds, preferences, and values.
6. Develop professional communication including therapeutic communication and organizational communication skills in care of the patient across the lifespan.
7. Describe the historical and socio-cultural influences as well as current trends of nursing practice, with an introduction to the nursing process using critical thinking.
8. Recognize the impact of electronic nursing and medical information using appropriate standards.

7. **Course Content in Outline Form.** (Be as brief as possible, but use as much space as necessary)

- ~~I. Safety and NPSG, APA, Critical Thinking in Nsg.~~
- ~~Introduction to Nursing Process, Hygiene~~
- ~~II. Principals of Client History and Assessment~~

NEW

Profession of Nursing
Principles of Client History and Assessment

~~III. Principles of Client History and Assessment with Geriatric emphasis~~
~~IV. Mobility/Immobility, Assistive Devices, Oxygenation, Hydration, Elimination~~
~~V. Principles of Skin and wound care, sleep and rest~~
~~VI. Critical Thinking in Nursing Process, Nursing Care Plan, Neuman System Model, Evaluation of Electronic Information for Evidence-based practice.~~
~~VII. The surgical client~~
~~VIII. Chronic diseases and special needs of the elderly. Stress and stress reaction. End of life care~~
~~IX. Psychosocial, spiritual, developmental and psychological concepts in client care.~~
~~X. Theoretical foundations including: health and illness, theories of nursing practice~~
~~XI. Ethical regulation and guidance of practice and health including advanced directives, clients rights, advocacy, informed consent, delegation and HIPPA~~
~~XII. Nursing roles as teacher, client advocate, and caregiver. Introduction to Nursing Process, Hygiene~~
~~II. Principals of Client History and Assessment~~
~~III. Principles of Client History and Assessment with Geriatric emphasis~~
~~IV. Mobility/Immobility, Assistive Devices, Oxygenation, Hydration, Elimination~~
~~V. Principles of Skin and wound care, sleep and rest~~
~~VI. Critical Thinking in Nursing Process, Nursing Care Plan, Neuman System Model, Evaluation of Electronic Information for Evidence-based practice.~~
~~VII. The surgical client~~
~~VIII. Chronic diseases and special needs of the elderly. Stress and stress reaction. End of life care~~
~~IX. Psychosocial, spiritual, developmental and psychological concepts in client care.~~
~~X. Theoretical foundations including: health and illness, theories of nursing practice~~
~~XI. Ethical regulation and guidance of practice and health including advanced directives, clients rights, advocacy, informed consent, delegation and HIPPA~~
~~XII. Nursing roles as teacher, client advocate, and caregiver. LD~~

Asepsis, Infection Control & Prevention
 Respiratory and Cardiovascular Function
 Integumentary, GI/GU, Sleep and Rest Function
 Fluids, Nutrition, and Wound Care
 Safety, Hygiene, Mobility
 Sensory, Cognitive Processes, Stress, Coping & Adaptation
 Pain Assessment & Management
 Grief and Loss
 Perioperative Nursing
 Nursing Process and Neuman Systems Model
 Health, Wellness, Complementary Medicine, Culture and Diversity, Healthcare in the Community & Home
 Values, Ethics, Legal Issues, Nursing Research and Evidence-Based Care
 Communication in the Nurse-Patient Relationship
 Patient Education and Health Promotion
 QSEN Competencies Pre-Licensure KSAs

Does this course content overlap with a course offered in your academic program? Yes No x
 If YES, what course(s) and provide a justification of the overlap.

Does this course content overlap a course offered in another academic area? Yes No x
 If YES, what course(s) and provide a justification of the overlap.

Overlapping courses require Chairs' signatures.

8. Cross-listed Courses (Please note each prefix in item No. 1)
 - A. List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).
 - B. List each cross-listed prefix for the course:
 - C. Program responsible for staffing:

9. References. [Provide 3-5 references]

OLD

Smeltzer., S.C. et al. (2010) Brunner & /Suddarth’s Textbook of Medical-Surgical Nursing. (12th Ed) (with companion study guide). Philadelphia: Lippincott, Williams & Wilkins.

Berman, Snyder & Jackson (2009) Skills in Clinical Nursing (6th Ed.) Pearson Education.

Jarvis, C. (2008). Pocket companion: Physical Examination & Health Assessment (5th Ed.). Saunders.

American Nurses Association Code of Ethics for Nurses with Interpretive Statements (2001). May be viewed online without charge @: http://nursingworld.org/ethics/code/protected_nwcoe813.htm

NCLEX Test Blueprint: https://www.ncsbn.org/2007_NCLEX_RN_Detailed_Test_Plan_Candidate.pdf National Patient Safety Goals <http://www.jointcommission.org/PatientSafety/NationalPatientSafetyGoals/>

NEW

Craven, R., Hirnle, C., & Jensen, S. (2013). *Fundamentals of Nursing: Human Health and Function*, 7th ed. Philadelphia, PA: Wolters Kluwer Health | Lippincott Williams & Wilkins. ISBN 978-1-60547-728-2 – digital e-book acceptable

Craven, R., Hirnle, C., & Jensen, S. (2013). *Study Guide for Fundamentals of Nursing: Human Health and Function*, 7th ed. Philadelphia, PA: Wolters Kluwer Health | Lippincott Williams & Wilkins. ISBN 978-1-605-47-783-1

Ackley, B. J. & Ladwig, G. B. (2014). *Nursing Diagnosis Handbook: An Evidence-Based Guide to Care Planning*, 10th ed. St. Louis, MO: Elsevier Saunders. ISBN 978-0323089210

Jarvis, C. (2012). *Physical Examination & Health Assessment*, 6th ed. St. Louis, MO: Elsevier Saunders. ISBN 978-1437714425

ATI Nursing Education: Fundamentals for Nursing Package and student access to online tutorials (Skills modules, Drug Guide, Nurse Logic, Nurses Touch, Fundamental Practice & Proctor Exams) at www.atitesting.com

10. Tenure Track Faculty qualified to teach this course.
Colleen Nevins, RN, DNP

11. Requested Effective Date or First Semester offered: Fall 2016

12. New Resource Requested: Yes No
If YES, list the resources needed.

- A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)
- B. Library Needs (streaming media, video hosting, databases, exhibit space, etc.)
- C. Facility/Space/Transportation Needs:
- D. Lab Fee Requested: Yes No (Refer to the Dean’s Office for additional processing)
- E. Other.

13. Will this course modification alter any degree, credential, certificate, or minor in your program? Yes No
If, YES attach a program update or program modification form for all programs affected.
Deadline for New Minors and Programs: **October 1, 2014.**
Deadline for Course Proposals and Modifications, and for Program Modifications: **October 15, 2014.**
Last day to submit forms to be considered during the current academic year: **April 1, 2015.**

Karen Jensen

7.29.15

Proposer(s) of Course Modification
Type in name. Signatures will be collected after Curriculum approval.

Date

Approval Sheet

Course: NURSING 200

If your course has a General Education Component or involves Center affiliation, the Center will also sign off during the approval process.

Multiple Chair fields are available for cross-listed courses.

The CI program review process includes a report from the respective department/program on its progress toward accessibility requirement compliance. By signing below, I acknowledge the importance of incorporating accessibility in course design.

Program Chair		
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Signature

Date

Program Chair		
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Signature

Date

Program Chair		
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Signature

Date

General Education Chair		
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Signature

Date

Center for Intl Affairs Director		
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Signature

Date

Center for Integrative Studies Director		
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Signature

Date

Center for Multicultural Engagement Director		
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Signature

Date

Center for Community Engagement Director		
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Signature

Date

Curriculum Chair		
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Signature

Date

AVP		
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Signature

Date