

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): 8/15/15

PROGRAM AREA(S): NRS COURSE NO: 201

Directions: All sections of this form must be completed. Use YELLOWED areas to enter data. All documents are stand-alone sources of course information.

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

- | | |
|---|--|
| <input type="checkbox"/> Course title | <input checked="" type="checkbox"/> Course Content |
| <input type="checkbox"/> Prefix/suffix | <input checked="" type="checkbox"/> Course Learning Outcomes |
| <input type="checkbox"/> Course number | <input checked="" type="checkbox"/> X References |
| <input type="checkbox"/> Units | <input type="checkbox"/> GE |
| <input type="checkbox"/> Staffing formula and enrollment limits | <input type="checkbox"/> Other |
| <input type="checkbox"/> Prerequisites/Corequisites | <input type="checkbox"/> Reactivate Course |
| <input checked="" type="checkbox"/> Catalog description | |
| <input type="checkbox"/> Mode of Instruction | |

Justification: Changed to meet accreditation standards and terminology

(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 i f cross-listed)

OLD

Prefix NRS Course# 201

Title Introduction to Professional Nurse Practice Lab Units (3)

hours lecture per week

9 hours lab per week

x Prerequisites: Admission to the Nursing Program

☐ Consent of Instructor Required for Enrollment

x Corequisites: NRS 200

Catalog Description (Do not use any symbols):

~~Provides the opportunity for the student to practice assessment skills and apply basic therapeutic nursing interventions in the clinical setting within the context of the Neuman systems Model.~~

~~Includes clinical experiences in the ambulatory and/or acute or long term health care settings, as well as simulated experiences in the on campus Nursing Skills Laboratory. Lab is required.~~

NEW

Prefix NRS Course# 201

Title **INTRODUCTION TO PROFESSIONAL NURSE PRACTICE LAB** Units (3)

hours lecture per week

9 hours lab per week

x Prerequisites: Admission to the Nursing Program

☐ Consent of Instructor Required for Enrollment

x Corequisites: NRS 200

Catalog Description (Do not use any symbols):

This course provides the opportunity for the entry-level nursing student to apply assessment skills and basic therapeutic nursing interventions in a long-term or rehabilitation care setting. 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 using the nursing process and Neuman Systems Model. The use of information management systems in the collection, management, and communication of patient data as well as the maintenance of patient privacy and confidentiality is highly stressed. Demonstrates the beginning level of the professional role as provider of care, teacher, advocate, coordinator of care, and member of the profession with adult and geriatric patients. The lab practicum precedes clinical practicum to enable the introduction of skills focusing on assessment and functional care of the patient.

General Education Categories:

Grading Scheme (Select one below):
 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

General Education Categories:

Grading Scheme (Select one below):
 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

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	<input type="text"/>	<u>1</u>	<input type="text"/>	<input type="text"/>	Lecture	<input type="text"/>	<u>1</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Seminar	<input type="text"/>	<u>1</u>	<input type="text"/>	<input type="text"/>	Seminar	<input type="text"/>	<u>1</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Lab	<u>3</u>	<u>3</u>	<u>11</u>	c/nc	Lab	<u>3</u>	<u>3</u>	<u>11</u>	c/nc	<input type="text"/>
Activity	<input type="text"/>	<u>2</u>	<input type="text"/>	<input type="text"/>	Activity	<input type="text"/>	<u>2</u>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Field Studies	<input type="text"/>		<input type="text"/>	<input type="text"/>	Field Studies	<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>
Indep Study	<input type="text"/>		<input type="text"/>	<input type="text"/>	Indep Study	<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>
Other blank	<input type="text"/>		<input type="text"/>	<input type="text"/>	Other blank	<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>
Online	<input type="text"/>		<input type="text"/>	<input type="text"/>	Online	<input type="text"/>		<input type="text"/>	<input type="text"/>	<input type="text"/>

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 lower division course in the generic baccalaureate nursing program. Content required by the Board of Registered Nursing for licensure as a Registered Nurse

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

NEW

Required lower division course in the generic baccalaureate nursing program. Content required by the Board of Registered Nursing for licensure as a Registered Nurse

- 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:

OLD

1. Provide safe basic nursing care including hygiene measures, mobility, nutrition, elimination and documentation.
2. Minimize the risk of harm to patients by using national patient safety resources to focus on safety in care settings.
3. Utilize the nursing process and the Neuman System Model to develop a beginning level nursing care plan.
4. Accurately perform a head-to toe health assessment on the older adult in a transition or skilled nursing care unit.
5. Identify and practice Infection Control Core measures according to the Joint Commission Patient Safety goals in the clinical setting.
6. Demonstrate beginning understanding of the concepts of pain and suffering including physiologic models for relief of pain and discomfort.
7. Provide patient-centered care with sensitivity and respect for the diversity of human experience.
8. Assume the role of team member in providing care to clients.
9. Demonstrate communication practices that minimize risks to patient safety.
10. Collaborate with the interdisciplinary team in assessment and management of the client while implementing the nursing role in end of life care.
11. Observe and apply concepts of Quality and Safety in Nursing Education (QSEN) in the clinical setting including Patient Centered Care, Safety, Evidence Based Practice, Quality Improvement, Teamwork and Collaboration.

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

NEW

1. Perform a basic health assessment of adult patients to identify deviations from normal that can contribute to alterations in health.
2. Utilize the nursing process and the Neuman Systems Model to develop a beginning level nursing care plan.
3. Participate as a member of the interprofessional healthcare team in the provision of safe, quality care for adult and older adult patients with common/uncomplicated health alterations.
4. Demonstrate clinical decision making when participating in the provision of care to adult and older adult patients experiencing common/uncomplicated alterations in health, such as basic nursing care including hygiene measures, mobility, nutrition, elimination, and documentation.
5. Apply knowledge of pathophysiology, nutrition, and pain management in the provision of care for adult and older adult patients with common/uncomplicated alterations in health.
6. Use verbal and nonverbal communication that promotes caring, therapeutic relationships with patients and their families, and professional relationships with members of the healthcare team.
7. Demonstrate ability to securely use health information systems and patient care technologies in an appropriate, effective manner.
8. Provide health and safety related education based on the identified needs of patients.
9. Use organizational and time management skills in the provision of patient-centered care.
10. Identify and practice infection control measures, patient safety, and participate in activities that promote quality improvement according to the Joint Commission on Accreditation for Healthcare

Organizations standards and safety goals.

11. Adhere to ethical, legal, and professional standards, including HIPAA, confidentiality, and social media policy, while caring for adult and older adult patients with common/uncomplicated alterations in health.

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

OLD

- I. Quality and Safety in Nursing Education (QSEN)
- II. Safety Related to Basic Nursing Care
 - a. Safety and infection control
 - b. Hygiene
 - c. Mobility
 - d. Rest and Comfort
 - e. Nutrition and hydration
 - f. Elimination
 - g. Documentation
- 8.29.11 km2 4
- h. Medication administration
- i. Documentation
- IV. Skills Related to Special Care Needs
 - a. Immobility
 - b. Wound care
 - c. Sensory, perceptual and cognitive alterations
 - d. Surgical patient
 - e. End-of-life care
- V. Planning Nursing Care
- VI. Patient Care Experiences

NEW

- Lab and clinical agency orientation, policies, and expectations
- Quality and Safety in Nursing Education (QSEN)
- Safety and Infection Control, Fall Risk Prevention
- General Survey, Head to toe Assessment
- The Joint Commission National Safety Patient Goals
- Hygiene
- Mobility & Immobility
- Rest and Comfort
- Nutrition & Hydration
- Elimination, Foley Catheter Insertion
- Basic Wound Care
- End of Life Care
- Documentation
- Teamwork & Collaboration
- HIPAA, Confidentiality, Social Media Policy
- Therapeutic & Professional Communication
- Gerontology Considerations
- Neuman Systems Model in Care Planning

Does this course content overlap with a course offered in your academic program? Yes ☐ No ☒
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 ☒
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 Berman, Snyder, McKenna. (2010) Nursing Basics for Clinical Practice: Philadelphia: Pearson
Berman, Snyder (2011) Skills in Clinical Nursing: Philadelphia: Pearson.
Jarvis, C (2011) Physical Examination (Pocket Companion) St. Louis: WB Saunders

NEW

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

ATI Nursing Education: Student access to online tutorials (Skills Modules, Drug Guide, Nurse Logic, Nurses Touch, Fundamental Practice & Proctor Exams) at www.atitesting.com

Berman, A.J. & Snyder, S. (2011). *Skills in Clinical Nursing* (7th ed.). Upper Saddle River, NJ: Prentice Hall. ISBN: 9780132149648

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

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

Jarvis, C. (2012). *Pocket Companion for Physical Examination & Health Assessment* (6th ed.) St. Louis, MO: Elsevier Saunders. ISBN: 9781437714425

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

8/15/15

Proposer(s) of Course Modification

Date

Type in name. Signatures will be collected after Curriculum approval.

Approval Sheet

Course: NRS 201

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		
Signature		Date
Program Chair		
Signature		Date
Program Chair		
Signature		Date
General Education Chair		
Signature		Date
Center for Intl Affairs Director		
Signature		Date
Center for Integrative Studies Director		
Signature		Date
Center for Multicultural Engagement Director		
Signature		Date
Center for Community Engagement Director		
Signature		Date
Curriculum Chair		
Signature		Date
AVP		
Signature		Date