

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, 10.12.15

PROGRAM AREA(S): NRS COURSE NO: 420

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 checked="" 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"/> References |
| <input type="checkbox"/> Units | <input type="checkbox"/> GE |
| <input type="checkbox"/> Staffing formula and enrollment limits | <input type="checkbox"/> Other |
| <input checked="" 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 if cross-listed)

OLD

Prefix NRS Course# 420
Title Nursing Care of the Complex ~~Client Across the~~
~~Continuum~~ Units (3)
3 hours lecture per week
 hours per week

Prerequisites: NRS 222, NRS 223 and NRS 310
Consent of Instructor Required for Enrollment
Corequisites: NRS 421 and NRS 401

Catalog Description (Do not use any symbols):
~~Principles of nursing care delivery for patients and families experiencing more complex medical surgical health care problems. Development of skills in managing the care of patients in the acute care setting and/or in the community in order to maintain maximum levels of function, manage symptoms, and increase quality of life. Content includes nursing case management models, roles and strategies used for managing high risk client populations and for providing comprehensive care coordination, brokerage, monitoring, discharge planning, client/family advocacy, and nursing interventions.~~

General Education Categories:
Grading Scheme (Select one below):

NEW

Prefix Course# NRS 420
Title **NURSING CARE OF THE COMPLEX ADULT**
PATIENT Units (3)
3 hours lecture per week
 hours per week

Prerequisites: NRS 222, NRS 223 and NRS 310
Consent of Instructor Required for Enrollment
Corequisites: NRS 421 and NRS 401

Catalog Description (Do not use any symbols):
This course focuses on principles of nursing care delivery for patients experiencing more complex medical-surgical, multisystem alterations in health. Enhancement of knowledge in managing the care of patients in the acute care setting and/or in the community in order to maintain maximum levels of function, manage systems, analyze nurse sensitive indicators, and increase quality of life. Focus on care planning for the complex patient utilizing the nursing process and Neuman Systems Model. Emphasis is placed on nursing case management models, roles and strategies used for managing high-risk vulnerable populations, provided comprehensive care coordination within the interdisciplinary team, leadership roles, patient-centered care, patient education, informatics, quality improvement, discharge planning, patient/family advocacy, and inter-professional interventions for the complex patient.

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 N
 Course Level:
 x Undergraduate
 Post-Baccalaureate
 Graduate

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 N
 Course Level:
 x 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	3	1	44	x	Lecture	3	1	44	x	<input type="checkbox"/>
Seminar	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>	Seminar	<input type="checkbox"/>	1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lab	<input type="checkbox"/>	3	<input type="checkbox"/>	<input type="checkbox"/>	Lab	<input type="checkbox"/>	3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Activity	<input type="checkbox"/>	2	<input type="checkbox"/>	<input type="checkbox"/>	Activity	<input type="checkbox"/>	2	<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/geapproval>. 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 licensure

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

NEW

Required content for licensure

- 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. Define Specific Vulnerable population in the acute care and community based settings and identify issues of access to care and utilization of health services.
2. Compare and contrast chronic disease illness to acute disease illness in terms of the usual trajectory, impact on social, personal relationships and work roles of the patient and family.
3. Define the main concepts in hospital based and community based nurse case management models and the key nursing case management strategies within each.
4. Choose an acute condition and develop a comprehensive discussion of the illness including a. Pathophysiology b. Presenting signs and symptoms c. Etiology and contributing factors d. Sequelae and progression e. Goals of nursing management

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

NEW

1. Explore contemporary issues in professional practice including social, political, organizational, and professional issues (e.g. Joint Commission Standards, Medicare and Medi-cal, Private-Pay Insurance, CMS Hospital Inpatient Value-Based Purchasing Program, Core Measures Sets)
2. Define specific vulnerable populations in the acute care and community-based settings.
3. Identify issues of access to care, case management, and utilization of health services, cost and quality.
4. Examine the major nursing organizations, roles of non-nursing healthcare professionals, and their interrelated roles in collaboration with nursing.
5. Integrate knowledge of pharmacology, pathophysiology, nutrition, established evidence-based practices, and concepts from previous nursing courses when planning care for adult patients with multisystem alterations in health.
6. Use technology to evaluate healthcare apps, resources, and health information available to the patient/family/community and healthcare professionals.
7. Integrate evidence-based knowledge in the management of care to patients with multisystem alterations in health.
8. Analyze healthcare facility policies and related challenges for nursing practice to compare and contrast with evidence based practice for patient centered care.
9. Analyze the scope of nursing practice and related competencies as articulated in ethical, legal, and professional documents (e.g. Scope and Standards of

Nursing Practice, Nursing Codes of Ethics, Nurse Practice Acts, QSEN Competencies, NLN Competencies, and BSN Essentials).

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

OLD

1. Hemodynamic monitoring
2. Pulmonary
3. Cardiovascular
4. Cardiac Dysrhythmias
5. Shock
6. Neurological
7. Trauma
8. Endocrine HHNK and DKA
9. Hematology DIC and HIT GI Bleeds
10. Renal and Burns
11. Multiple Organ Dysfunction Syndrome (MODS)
12. Case Management

NEW

- Introduction to Critical Care Nursing
- Vulnerable Populations and Case Management
- Pulmonary System
- Cardiovascular System
- Hemodynamic Monitoring
- Endocrine Complications
- Care of the Burn Patient
- Hematological and Immune Disorders
- Renal Disease and Failure
- Sepsis and Sepsis Protocols
- MODS and End of Life
- Trauma Care and Disaster Preparation
- Neurological System
- Role of the Graduating Nurse

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 Perrin, K.O. (2009) *Understanding the Essence of Critical Care Nursing*. Pearson, Prentice Hall Publishing
Melander (2004) *Case Studies in Critical Care Nursing: A Guide for Application & Review* (3rd Ed) Saunders Publishing
Office of Disease Prevention & Health Promotion (USDHHS) *Healthy People 2020*: <http://healthypeople.gov/>

NEW

Morton, P. G. and Fontaine, D. K. (2013). *Essentials of critical care nursing: A holistic approach*. Philadelphia: Lippincott Williams & Wilkins. ISBN 978 1 60913 693 2

Melander, S. D. (2004). *Case Studies in Critical Care Nursing: A Guide for Application & Review* (3rd Ed.). Saunders Publishing. ISBN 978 0 7216 0344 5

Neuman, B. and Fawcett, J. (2001). *The Neuman Systems Model* (5th Ed.). Philadelphia: J.B. Lippincott Co.

Smeltzer et al. (2010) *Brunner Suddarth's Textbook of Medical Surgical Nursing* (12th Ed.). Lippincott Williams and Wilkins (or other med-surg/patho resource of choice)

10. **Tenure Track Faculty qualified to teach this course.**

Jaime Hannans, RN, PhD, CNE

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.**

Jaime Hannans/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 420

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