KAIA COMMENT: LACK OF PARALLEL SENTENCE STRUCTURE IN COURSE DESCRIPTION

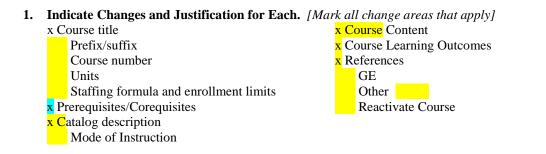
CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS COURSE MODIFICATION PROPOSAL

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.



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	NEW		
Prefix NRS Course# 420	Prefix Course# NRS 420		
Title Nursing Care of the Complex Client Across the	Title NURSING CARE OF THE COMPLEX ADULT		
Continuum Units (3)	PATIENT Units (3)		
3 hours lecture per week	3 hours lecture per week		
hours 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	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):	Catalog Description (Do not use any symbols):		
Principles of nursing care delivery for patients and	This course focuses on principles of nursing care delivery for		
families	patients experiencing more complex medical-surgical,		
experiencing more complex medical surgical health care	multisystem alterations in health. Enhancement of knowledge		
problems. Development of skills in managing the care of	in managing the care of patients in the acute care setting		
patients in the acute care setting and/or in the community in	and/or in the community in order to maintain maximum levels		
order to maintain maximum levels of function, manage	of function, manage systems, analyze nurse sensitive		
symptoms, and increase quality of life. Content includes	indicators, and increase quality of life. Focus on care planning		
<mark>nursing case management models, roles and strategies used for</mark>	for the complex patient utilizing the nursing process and		
managing high risk client populations and for providing	Neuman Systems Model. Emphasis is placed on nursing case		
comprehensive care coordination, brokerage, monitoring,	management models, roles and strategies used for managing		
discharge planning, client/family advocacy, and nursing	high-risk vulnerable populations, provided comprehensive		
interventions.	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.		
	patient.		
General Education Categories:	General Education Categories:		
Grading Scheme (Select one below):	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

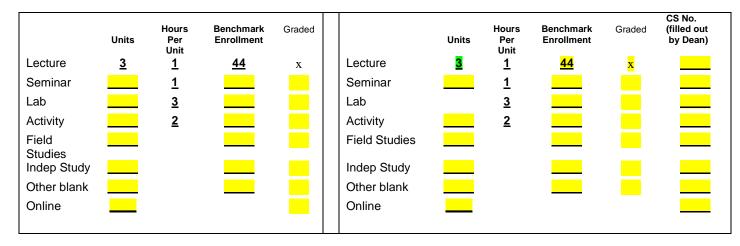
x A – F Credit/No Credit Optional (Student's Choice) Repeatable for up to 6 units Total Completions 2 Multiple Enrollment in Same Semester Y/N N Course Level: x Undergraduate Post-Baccalaureate Graduate

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

Hegis Code(s)____

Existing

(P	rovided by the Dean)
Proposed	



4. Course Attributes:

General Education Categories: All courses with GE category notations (including deletions) must be submitted to the GE website: <u>http://summit.csuci.edu/geapproval</u>. 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

x Requirement for the Major/Minor

Required content for licensure

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: <u>http://senate.csuci.edu/comm/curriculum/resources.htm</u>. 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 NEW

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)

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

- 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.
- 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.
- Analyze healthcare facility policies and related challenges for nursing practice to compare and contrast with evidence based practice for patient centered care.
- Analyze the scope of nursing practice and related competencies as articulated in ethical, legal, and professional documents (e.g. Scope and Standards of

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

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
our academic program? Yes <u>No x</u> zerlap.

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. Peason, 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. Philidelphia: Lippincott Williams & Wilkins. ISBN 978-1 60913-693-2

Melander, S. D. (2004). <u>Case Studies in Critical Care Nursing</u>: 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) <u>Brunner Suddarth's Textbook of Medical Surgical Nursing</u> (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 x 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 H	annans/Kare	en Jensen			

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

8/15/15

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		
	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		