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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**

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DATE (CHANGE DATE EACH TIME REVISED): 8/15/15, 10.22.15, 11.09.15

PROGRAM AREA(S): NRS   COURSE NO: 421

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

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

x Course title	x Course Content
Prefix/suffix	x Course Learning Outcomes
Course number	x References
Units	GE
Staffing formula and enrollment limits	Other
x Prerequisites/Corequisites	Reactivate Course
x Catalog description	
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)***

<table>
<tr><th>OLD</th><th>NEW</th></tr>
<tr><td>

Prefix NRS Course# 421
Title Nursing Care of the Complex ~~Client Across the Continuum~~ lab Units (3)
        hours lecture per week
9 hours lab per week

        Prerequisites: NRS 222, NRS 223 and NRS 310; Admission to the ~~clinical~~ nursing program
        Consent of Instructor Required for Enrollment
x Corequisites: NRS 420 ~~and NRS 401~~
Catalog Description (Do not use any symbols):
~~Application of nursing theory, management skills, and concepts in the delivery of nursing care to acutely ill or chronically ill adults with increasingly complex medicalsurgical problems. Provision of nursing care to members of a high risk population in the acute care setting from admission through discharge and in the home setting. Implementation of nursing case management strategies and intervention will be used for managing high-risk client populations and for providing cost effective and comprehensive care coordination, brokerage, monitoring.~~

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Prefix NRS Course# NRS 421
Title **NURSING CARE OF THE COMPLEX ADULT PATIENT LAB** Units (3)
        hours lecture per week
9 hours lab per week

        Prerequisites: NRS 222, NRS 223 and NRS 310; Admission to the Nursing program
        Consent of Instructor Required for Enrollment
    x Corequisites: NRS 420
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 place 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. Complex clinical skills, as well as priority setting, clinical judgment, cost-effectiveness, and tenets of legal and ethical practice, and comprehensive care coordination are integrated throughout the course. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe care to patients in the acute care setting.

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

3. **Mode of Instruction (Hours per Unit are defaulted)**   Hegis Code(s)_____

Existing   **Proposed**

	Units	Hours Per Unit	Benchmark Enrollment	Graded
Lecture	☐	1	☐	☐
Seminar	☐	1	☐	☐
Lab	3	3	11	c/nc
Activity	☐	2	☐	☐
Field Studies	☐		☐	☐
Indep Study	☐		☐	☐
Other blank	☐		☐	☐
Online	☐			☐

	Units	Hours Per Unit	Benchmark Enrollment	Graded	CS No. (filled out by Dean)
Lecture	☐	1	☐	☐	☐
Seminar	☐	1	☐	☐	☐
Lab	3	3	11	c/nc	☐
Activity	☐	2	☐	☐	☐
Field Studies	☐		☐	☐	☐
Indep Study	☐		☐	☐	☐
Other blank	☐		☐	☐	☐
Online	☐			☐	☐

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	NEW
Required for licensure and accreditation	☐ Required for licensure and accreditation ☐
x Requirement for the Major/Minor	x Requirement for the Major/Minor
☐ Elective for the Major/Minor	☐ Elective for the Major/Minor
☐ Free Elective	☐ 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

~~– Identify and manage a minimum caseload of 3 to 6 high Identify and manage a minimum caseload of 3 to 6 high risk patients depending on patient complexity and acuity and follow the clients across the care continuum from acute care to home or long term setting.~~
~~2. Design and implement plan of care for each acute or chronically ill/high-risk patient assignment.~~
~~3. Incorporate educational strategies to teach patients and families to recognize symptoms of changing health states, effectively monitor and manage symptoms, and to provide their own care to the patient's maximum capability.~~
~~4. Design program of care for a select group of acute or chronically ill patients or a group of persons at risk that brokers health care resources in a cost effective manner~~
~~5. Demonstrate the ability to adapt care to patients of varying ages, gender, life style or care sites and to effectively develop a plan of discharge~~
~~6. Demonstrate knowledge of cultural differences in defining health and illness, and preferred treatment approaches. risk patients depending on patient complexity and acuity and follow the clients across the care continuum from acute care to home or long term setting.~~
~~2. Design and implement plan of care for each acute or chronically ill/high-risk patient assignment.~~
~~3. Incorporate educational strategies to teach patients and families to recognize symptoms of changing health states, effectively monitor and manage symptoms, and to provide their own care to the patient's maximum capability.~~

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

NEW

1. Perform a comprehensive health assessment of adult patients with deviations from normal that contribute to multisystem alterations in health.
2. Create an individualized, evidence-based plan of care utilizing the nursing process and Neuman System Model that demonstrates an appreciation of a patient's diverse cultural, spiritual, and developmental variations while addressing the interaction of multisystem alterations in health and concepts of case management.
3. Act as a patient advocate when collaborating with members of the interprofessional healthcare team in the provision of safe, quality care for adult patients with multisystem alterations in health
4. Demonstrate clinical judgment when managing the care of adult patients with multisystem alterations in health.
5. Integrate knowledge of pharmacology, pathophysiology, nutrition, established evidence-based practices, and concepts from previous nursing courses when caring for patients with multisystem alterations in health.
6. Adhere to ethical, legal, and professional standards while managing the care of adult patients with multisystem alterations in health.
7. Examine the culture of professional nursing including values, beliefs, behaviors, attitudes, and professional comportment.
8. Analyze personal career goals and additional education or certification needed to achieve these goals.
9. Use verbal and nonverbal communication to promote caring, therapeutic relationships with patients, families, and groups as well as professional relationships with members of the healthcare team.
10. Use healthcare information systems and patient care

4. Design program of care for a select group of acute or chronically ill patients or a group of persons at risk that brokers health care resources in a cost effective manner
5. Demonstrate the ability to adapt care to patients of varying ages, gender, life style or care sites and to effectively develop a plan of discharge
6. Demonstrate knowledge of cultural differences in defining health and illness, and preferred treatment approaches.

technology to manage patient care, mitigate error, and communicate relevant patient information with members of the healthcare team.
11. Integrate evidence based knowledge and the role of policy & procedures in the management of care to patients with multisystem alterations in health.
12. Incorporate and evaluate the efficacy of health-related education that has been provided to patients, families, and groups.
13. Evaluate the effectiveness of quality improvement strategies using patient outcome data.
14. Use organizational, time management, and priority setting skills when managing a caseload of patients and making clinical judgments about their care.

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

OLD

1. Identify and manage a minimum caseload of 3-6 high risk patients depending on patient complexity and acuity and follow the clients across the care continuum from acute care to home or long term setting. 2. Design and implement plan of care for each acutely ill or chronically ill/high risk patient assignment. 3. Incorporate educational strategies to teach patients and families to recognize symptoms of changing health state, effectively monitor and manage symptoms, and to provide their own care to the patient's maximum capability. 4. Demonstrate the ability to adapt care to patients of varying ages, gender, life style or care sites and to effectively develop a plan of discharge. 5. Demonstrate knowledge of cultural differences in defining health and illness, and preferred treatment approaches

NEW

- Clinical Agency Orientation, Policies, and Expectations
- Profession of Nursing
- Assessment, Basic Nursing Skills and Interventions: Review
- Nursing Process and Neuman Systems Model: Review
- Medical Diagnosis and Relevant Lab/Diagnostics Data: Review
- Safety, Medications, IV Therapy, and IV Drips
- Care of the Critical Care Patient: Hemodynamics
- Care of the Critical Care Patient: Ventilator/Advanced Respiratory Care
- Leadership, Teamwork, and Professional Behaviors
- Patient/Family Education and Health Prevention
- Case Management and Discharge Planning

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** ☐
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 Essentials of Critical Care Nursing. Pearson, Prentice Hall. Ackley, B. & Ladwig, G. (2007) Nursing Diagnosis Handbook: An Evidence-Based Guide to Planning Care (8th Edition). St. Louis Elsevier Mosby. AACN (2005) Procedure manual for Critical Care (5th Ed.) Saunders Publishing. Smeltzer et al. (2009) Brunner Suddarth's (12th Ed) Lippincott, Williams and Wilkins

NEW

Berman, A. & Snyder, S. (2012). *Skills in Clinical Nursing* (7th ed.). Upper Saddle River, NJ: Pearson Education Publishing, Inc. ISBN 978-0-13-214964-8

Hinkle, J.L. & Cheever, K. H. (2013). *Brunner & Suddarth's Textbook of Medical Surgical Nursing* (13th ed.). Philadelphia, PA: Lippincott, Williams, & Wilkins. ISBN 978-1451130607 (*Note: 12th edition is also acceptable.*)

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

ATI for Nursing Package

Neuman, B. & Fawcett, J. (2011). The *Neuman Systems Model*, 5th ed. Upper Saddle River, NJ: Pearson. ISBN 978-0135142776

Skyscape Constellation Plus: Mobile References Discount Program Page for CSU – Channel Islands link: www.skyscape.com/csuci; or Lab reference of choice (PDA or Hardcopy) & Medication reference of choice (PDA or Hardcopy)

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** x
    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 Hannans   8/15/15
_____   _____
Proposer(s) of Course Modification   Date
Type in name. Signatures will be collected after Curriculum approval.

Approval Sheet

Course: <mark>NRS 421</mark>

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