

**CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS**

**COURSE MODIFICATION PROPOSAL**

**Courses must be submitted by October 15, 2014, and finalized by the end of the fall semester to make the next catalog (2015-16) production**

DATE (CHANGE DATE EACH TIME REVISED): 10.15.14, 12/02/2014, 1/26/2015

PROGRAM AREA(S): NRS COURSE NO: 356

**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 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 checked="" type="checkbox"/> GE  |
| <input type="checkbox"/> Staffing formula and enrollment limits | <input checked="" type="checkbox"/> Other <b>Cross Listing with Chicano Studies</b> |
| <input type="checkbox"/> Prerequisites/Corequisites             | <input type="checkbox"/> Reactivate Course  |
| <input checked="" type="checkbox"/> Catalog description         |   |
| <input type="checkbox"/> Mode of Instruction                    |   |

**Justification:**

*(Please provide justification(s) for each marked item above). Be as brief as possible but use as much space as necessary.):*

**Desire to cross list and include an interdisciplinary approach to this course.**

**2. Course Information.**

*[Follow accepted catalog format.] (Add additional prefixes i f cross-listed)*

NRS/CHS

**OLD**

Prefix NRS Course# 356

Title Vulnerable Populations Units (3)

3 hours lecture per week

☐ hours ☐ per week

☐ Prerequisites: ☐  
☐ Consent of Instructor Required for Enrollment  
☐ Corequisites: ☐

**Catalog Description** (Do not use any symbols):

Assists the learner to evaluate multicultural and psychosocial factors that create vulnerable populations and understand health care issues resulting from vulnerability. Presents concepts of vulnerable populations: health indicators, health determinants, and health disparities. Explores vulnerable populations from global, national, and local perspectives. Implications for research, practice and policy are examined.

General Education Categories: ☐

Grading Scheme (Select one below):

☒ A – F

☐ Credit/No Credit

☐ Optional (Student's Choice)

Repeatable for up to ☐ units

Total Completions ☐

Multiple Enrollment in Same Semester Y/N ☐

Course Level:

**NEW**

Prefix NRS CHS Course# 356

Title Vulnerable Populations Units (3)

3 hours lecture per week

☐ hours ☐ per week

☐ Prerequisites: ☐  
☐ Consent of Instructor Required for Enrollment  
☐ Corequisites: ☐

**Catalog Description** (Do not use any symbols):

Assists the learner to evaluate multicultural **(including Chicana/o, Latina/o and other communities of color in the U.S)** and psychosocial factors that create vulnerable populations and understand health care issues resulting from vulnerability. Presents concepts of vulnerable populations: health indicators, health determinants, and health disparities. Explores vulnerable populations from global, national, and local perspectives. Implications for research, practice and policy are examined

General Education Categories: ☐

Grading Scheme (Select one below):

☒ A – F

☐ Credit/No Credit

☐ Optional (Student's Choice)

Repeatable for up to ☐ units

Total Completions ☐

Multiple Enrollment in Same Semester Y/N ☐

Course Level:

☐ Undergraduate  
☐ Post-Baccalaureate  
☐ Graduate

☒ 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>	<input type="checkbox"/>	Lecture	<u>3</u>	<u>1</u>	<u>44</u>	<input checked="" type="checkbox"/>	<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"/>	<input type="checkbox"/>	Field Studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indep Study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Indep Study	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other blank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other blank	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Online	<input type="checkbox"/>	<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**

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

**NEW**

- Requirement for the Major/Minor
- x 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**

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

1. Employ a theoretical model to explain concepts in vulnerable populations.
2. Apply and integrate multicultural assessment to determine health for aggregate populations. (GE 1.1A)
3. Apply relevant evidence to further understand characteristics of health disparities in vulnerable populations and risk factors for vulnerability. (GE 7.1)
4. Utilize concepts of health indicators in aggregate populations when assessing health risks.
5. Compare and contrast global, national, and local issues in vulnerable populations related to health care issues.
6. Clearly and logically present ideas to others through writing and discourse.
7. Analyze multi-cultural issues and policies related to vulnerable populations.(GE 1.1A)
8. Explore collective actions to address health disparities in local, national and international communities.(GE 1.2)

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

**NEW**

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

1. Employ a theoretical model to explain concepts in vulnerable populations.
2. Apply and integrate multicultural assessment (including Chicana/o, Latina/o and other communities of color in the U.S) to determine health for aggregate populations. (GE 1.1A)
3. Apply relevant evidence to further understand characteristics of health disparities in vulnerable populations and risk factors for vulnerability. (GE 7.1)
4. Utilize concepts of health indicators in aggregate populations when assessing health risks.
5. Compare and contrast global, national, and local issues in vulnerable populations related to health care issues.
6. Clearly and logically present ideas to others through writing and discourse.
7. Analyze multicultural (including Chicana/o, Latina/o and other communities of color in the U.S) issues and policies related to vulnerable populations.(GE 1.1A)
8. Explore collective actions to address health disparities in local, national and international communities.(GE 1.2)

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

**OLD**

- I. Introduction to Vulnerable Populations
  - A. Who is Vulnerable?
    1. Global
    2. National
    3. Local
    3. Local
  - B. Significance of vulnerability in health care
- II. Vulnerability
  - A. Concepts
  - B. Framework
- III. Determinants of Health
  - A. Concepts
  - B. Framework
- IV. Health Disparities
  - A. Vulnerability Characteristics
  - B. Risk Factors
  - C. Evidence / Research Findings

**NEW**

- I. Introduction to Vulnerable Populations
  - A. Who is Vulnerable?
    1. Global
    2. National
    3. Local
    3. Local
  - B. Significance of vulnerability in health care
- II. Vulnerability
  - A. Concepts
  - B. Framework
- III. Determinants of Health
  - C. Concepts
  - D. Framework
- IV. Health Disparities
  - A. Vulnerability Characteristics
  - B. Risk Factors
  - C. Evidence / Research Findings

V. Issues and Policy

A. Issues

B. Policies

V. Issues and Policy

A. Issues

B. Policies

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: NRS CHS
- C. Program responsible for staffing: NRS CHS

9. References. [Provide 3-5 references]

OLD ☐ U.S. Department of Health and Human Services (2011) Healthy People 2020.  
<http://www.healthypeople.gov/2020/default.aspx>

National Center for Health Statistics (2011). Health Indicators Warehouse. <http://healthindicators.gov/>

Shi, L. & Stevens, G. D. (2005). Vulnerable populations in the United States. San Francisco. Jossey-Bass ☐

NEW

U.S. Department of Health and Human Services (2011) Healthy People 2020.

<http://www.healthypeople.gov/2020/default.aspx>

National Center for Health Statistics (2014) Health Indicators Warehouse. <http://healthindicators.gov/>

Shi, L. & Stevens, G.D. (2010). Vulnerable populations in the United States. 2<sup>nd</sup> Ed. San Francisco, Josey-Bass.

10. Tenure Track Faculty qualified to teach this course.

LaSonya Davis; Jenny Luna

11. Requested Effective Date or First Semester offered: Fall 2013

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/ Jose Alamillo

10.15.14

Proposer(s) of Course Modification

Date

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

Approved CHS Cross Listing for Area D: Social Perspectives by 2014-2015 GE Committee:

Janet Rizzoli

Emily Saunders

\*Geoffrey Buhl

\*Catherine Burriss

\*Robert Bleicher

\*Virgil Adams

Rachel Danielson

\*Dax Jacobson

Sarah Johnson

Rosa Rodriguez

Blake Buller

\* Voting GE Members

Course: NRS356 Vulnerable Populations

Area: D Social Perspectives

Date Submitted: 12/2/2014 12:55:15 PM

Date Approved: 1/26/2015 7:07:08 PM

1. Promote understanding of how the issues relevant to social, political, contemporary/historical, economic, educational or psychological realities interact with each other within the realm of human experience

The course uses a theoretical model devised from social political, educational and psychological variables to determine which are the most vulnerable populations in health care both locally, nationally and globally.

2. Focus on how a social science discipline conceives and studies human existence

The discipline of nursing looks at the significance of why vulnerable populations are of concern to all populations. The characteristics of health disparities and its influence on the population are analyzed.

3. Address issues using the methods commonly employed by a social science discipline

The issues are addressed by looking at the National Health Care Statistics, and the US Department of Health and Human Services Health People 2020 documents as a basis of analysis of vulnerable populations.

# Approval Sheet

**Course:** [REDACTED]

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 Civic Engagement and Service Learning Director		
Signature		Date
Curriculum Chair		
Signature		Date
AVP		
Signature		Date