

^ CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS
COURSE MODIFICATION PROPOSAL

Courses must be submitted by October 15, 2012, and finalized by the end of the fall semester to make the next catalog (2013-14) production

DATE (CHANGE DATE EACH TIME REVISED): 12.11.12; REV 12.12.12

PROGRAM AREA(S): NURSING

Directions: All of sections of this form must be completed for course modifications. 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 and follow with justification. Be as brief as possible but, use as much space as necessary.]

<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 type="checkbox"/> References
<input type="checkbox"/> Units	<input checked="" type="checkbox"/> GE
<input type="checkbox"/> Staffing formula and enrollment limits	<input type="checkbox"/> Other <input type="checkbox"/>
<input type="checkbox"/> Prerequisites/Corequisites	<input type="checkbox"/> Reactivate Course
<input checked="" type="checkbox"/> Catalog description (request by committee to revise for clarity)	
<input type="checkbox"/> Mode of Instruction	

Justification:

2. Course Information.

[Follow accepted catalog format.] (Add additional prefixes if cross-listed)

OLD

Prefix NRS Course# 356
Title Vulnerable Populations Units (3)
3 hours lecture per week
 hours blank per week

Prerequisites:
 Consent of Instructor Required for Enrollment
 Corequisites:

Catalog Description (Do not use any symbols):

Assists the learner to understand contributing factors in the development of vulnerable populations. Presents concepts of vulnerable populations; health indicators, health determinants, and health disparities. Explores vulnerable populations from global, national, and local perspectives. Implications for nursing 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

NEW

Prefix NRS Course# 356
Title Vulnerable Populations Units (3)
3 hours lecture per week
 hours blank 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: D

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

















































 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>33</u>	x	Lecture	<u>3</u>	<u>1</u>	<u>33</u>	x	
Seminar		<u>1</u>			Seminar		<u>1</u>			
Lab		<u>3</u>			Lab		<u>3</u>			
Activity		<u>2</u>			Activity		<u>2</u>			
Field Studies					Field Studies					
Indep Study					Indep Study					
Other blank					Other blank					
Online					Online					





4. Course Attributes:

x **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

x **D (Social Perspectives)**

-  **E (Human Psychological and Physiological Perspectives)**
-  **UDIGE/INTD Interdisciplinary**
-  **Meets University Writing Requirement**
-  **Meets University Language Requirement**

 **American Institutions, Title V Section 40404:**  Government  US Constitution  US History
Refer to website, 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 nursing assessment to determinants of health for aggregate populations.
3. Apply evidence to further understand characteristics of health disparities in vulnerable populations and risk factors for vulnerability.
4. Utilize concepts of health indicators in aggregate populations when assessing health risks
5. Analyze global, national, and local issues in vulnerable populations related to health care issues.
6. Analyze issues and policies related to vulnerable populations.

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 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)

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

NEW

- II. Introduction to Vulnerable Populations
 - C. Who is Vulnerable?
 4. Global
 5. National

- 3. Local
- B. Significance of vulnerability in health care
- II. Vulnerability
 - A. Concepts
 - B. Framework
- III. Determinants of Health
 - A. Concepts
- IV. Health Disparities
 - A. Vulnerability Characteristics
 - B. Risk Factors
 - C. Evidence / Research Findings
- V. Issues and Policy
 - A. Issues
 - B. Policies

- 6. Local
- D. Significance of vulnerability in health care
- II. Vulnerability
 - C. Concepts
 - D. Framework
- III. Determinants of Health
 - A. Concepts
- IV. Health Disparities
 - A. Vulnerability Characteristics
 - B. Risk Factors
 - C. Evidence / Research Findings
- 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:
- C. Program responsible for staffing:

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 (2011). Health Indicators Warehouse. <http://healthindicators.gov/>

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

10. Tenure Track Faculty qualified to teach this course.
 Kaleen Cullen

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.

Priority deadline for New Minors and Programs: **October 1, 2012** of preceding year.

Priority deadline for Course Proposals and Modifications: **October 15, 2012.**

Last day to submit forms to be considered during the current academic year: **April 15th.**

Karen Jensen

11.11.12

Proposer(s) of Course Modification

Date

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

GE Committee response to your request have NRS356: Vulnerable Populations added to D: Social Perspectives

Approved by 2012-2013 Committee:

Janet Rizzoli

Geoffrey Buhl

Catherine Burriss

Claudio Paiva

Kathy Musashi

Todd Oberson

Debra Hoffmann

Gina Farrar

Rachel Danielson

Request Submitted

Course: NRS356 Vulnerable Populations

Area: D Social Perspectives

Date Submitted: 10/2/2012 11:59:11 AM

Date Approved: 11/28/2012 2:24:28 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: NRS 356

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 Civic Engagement and Service Learning Director		
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Signature

Date

Curriculum Chair		
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Signature

Date

AVP		
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Signature

Date