# `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
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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.]

	Course title		Course Content		
	Prefix/suffix	X	Course Learning Outcome		ning Outcomes
	Course number		Refere	nces	
	Units	X	GE		
	Staffing formula and enrollment limits		Other		
Prerequisites/Corequisites			Reactiv	vate Co	ourse
x Catalog description (request by committee to revise for clarity)					
	Mode of Instruction		-		

Justification:

### 2. Course Information.

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

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):

x 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:
x 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):

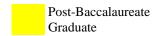
x A - F

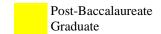
Credit/No Credit
Optional (Student's Choice)

Repeatable for up to units

Total Completions
Multiple Enrollment in Same Semester Y/N

Course Level:
x Undergraduate





### **Mode of Instruction (Hours per Unit are defaulted)** Hegis Code(s) (Provided by the Dean) **Existing Proposed** CS No. Hours **Benchmark** Graded Hours Benchmark Graded (filled out Units Per Enrollment Units Enrollment by Dean) Unit Unit Lecture Lecture <u>1</u> <u>1</u> Seminar Seminar <u>1</u> <u>1</u> <u>3</u> <u>3</u> Lab Lab <u>2</u> <u>2</u> Activity Activity Field Field Studies 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: <a href="http://summit.csuci.edu/geapproval">http://summit.csuci.edu/geapproval</a>. 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** 

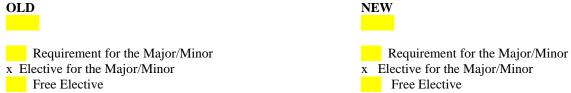
Meets University Language Requirement

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).

**Justification and Requirements for the Course.** [Make a brief statement to justify the need for the course]



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:

Upon completion of the course, the student will be 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 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:

able to:

- 1. Employ a theoretical model to explain concepts in vulnerable populations.
- 2. Apply and integrate multicultural assessment 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
- 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	6. Local
B. Significance of vulnerablility in health	D. Significance of vulnerability in health
care	care
II. Vulnerability	II. Vulnerability
A. Concepts	C. Concepts
B. Framework	D. Framework
III. Determinants of Health	III. Determinants of Health
A. Concepts	A. Concepts
IV. Health Disparities	IV. Health Disparities
<ul><li>A. Vulnerability Characteristics</li><li>B. Risk Factors</li></ul>	<ul><li>A. Vulnerability Characteristics</li><li>B. Risk Factors</li></ul>
<ul><li>B. Risk Factors</li><li>C. Evidence / Research Findings</li></ul>	<ul><li>B. Risk Factors</li><li>C. Evidence / Research Findings</li></ul>
V. Issues and Policy	V. Issues and Policy
A. Issues	A. Issues
B. Policies	B. Policies
B. Tolletes	B. Tolleles
Does this course content overlap with a course offered in your actif YES, what course(s) and provide a justification of the overlap.  Does this course content overlap a course offered in another academic of the course of the c	demic area? Yes No
If YES, what course(s) and provide a justification of the overlap	. <mark> </mark>
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 Ch B. List each cross-listed prefix for the course:  C. Program responsible for staffing:	air(s) of the other academic area(s) is required).
9. References. [Provide 3-5 references] OLD U.S. Department of Health and Human Services <a href="http://www.healthypeople.gov/2020/default.aspx">http://www.healthypeople.gov/2020/default.aspx</a>	s (2011) Healthy People 2020.
National Center for Health Statistics (2011). Health Indicator	rs Warehouse. <a href="http://healthindicators.gov/">http://healthindicators.gov/</a>
Shi, L. & Stevens, G. D. (2005). Vulnerable populations in the	he United States. San Francisco. Jossey-Bass
NEW U.S. Department of Health and Human Services (2011) <a href="http://www.healthypeople.gov/2020/default.aspx">http://www.healthypeople.gov/2020/default.aspx</a>	Healthy People 2020.
National Center for Health Statistics (2011). Health Indicator	rs Warehouse. <a href="http://healthindicators.gov/">http://healthindicators.gov/</a>
Shi, L. & Stevens, G. D. (2005). Vulnerable populations in the	he 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 x If YES, list the resources needed.	

8.29.11 km2

A. Computer Needs (data processing, audio visual, broadcasting, other equipment, etc.)

B. Library Needs (streaming media, video hosting, databases, exhibit spa	ce, etc.)				
C. Facility/Space/Transportation Needs:					
D. Lab Fee Requested: Yes No Refer to the Dean's Office for	or additional processing)				
E. Other.					
13. Will this course modification alter any degree, credential, certificate, or m	inor 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 15 <sup>th</sup> .					
Vanag Ianaan	11 11 12				
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

Request Submitted

Rachel Danielson

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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, eduational 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 analysi 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			
	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			
<u> </u>	Signature	Date	
Curriculum Chair			
	Signature	Date	
AVP			
	Signature	Date	