

KAIA QUESTIONS:

- NO CHANGE IN SLO'S – WHY HIGHLIGHTED?
- ONLY 1 REFERENCE LISTED – WHAT IS OUR RATIONALE FOR NEEDING THAT INFORMATION, AND HOW FIRMLY DO WE HOLD TO REQUIRING 3-5?

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): 7/20/15, 8.11.15, 10.12.15

PROGRAM AREA(S): NRS COURSE NO: 352

Directions: All sections of this form must be completed. Use YELLOWED areas to enter data. All documents are stand-alone sources of course information. Please highlight in yellow new/modified language in "New" column.

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

- | | |
|---|--|
| ☐ Course title | ☒ Course Content |
| ☐ Prefix/suffix | ☒ Course Learning Outcomes |
| ☐ Course number | ☒ References |
| ☐ Units | ☐ GE |
| ☐ Staffing formula and enrollment limits | ☐ Other |
| ☐ Prerequisites/Corequisites | ☐ Reactivate Course |
| ☒ Catalog description | |
| ☐ Mode of Instruction | |

Justification: Accreditation by CCNE requires track of program outcomes down to the course level.

(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

Prefix NRS Course# 352

Title **Health Promotion and Patient Education Strategies**

Units (2.)

2 hours lecture per week

hours per week

☒ Prerequisites: NRS 222 and NRS 231 (Generic students only) or admission to RN to BSN Nursing major.

☐ Consent of Instructor Required for Enrollment

☐ Corequisites:

Catalog Description (Do not use any symbols):

—Description Application of the concepts regarding health education and health promotion. Examination of the theories, research, and practice essential patient education integration. The course explores the effects of developmental, motivational, and sociocultural factors on patient teaching, health education, and health promotion.

General Education Categories:

Grading Scheme (Select one below):

☒ A – F

☐ Credit/No Credit

NEW

Prefix NRS Course# 352

Title **Health Promotion and Patient Education Strategies**

Units (2)

2 hours lecture per week

hours per week

☐ Prerequisites: ☐ NRS 221,222 for generic students and admission into Track II nursing program

☐ Consent of Instructor Required for Enrollment

☐ Corequisites:

Catalog Description (Do not use any symbols):

This course applies the concepts related to health education and health promotion for patients, families and groups across the lifespan. Examination of educational theories and use of evidence based practice in patient education is integrated. This course explores the effects of developmental, motivational, and sociocultural factors on patient teaching, health education and health promotion. Construction of an evidence based teaching plan based on clients learning needs, capabilities, and limitations are addressed.

General Education Categories:

Grading Scheme (Select one below):

☒ A – F

☐ Credit/No Credit

☐ Optional (Student's Choice)
 Repeatable for up to 4 units
 Total Completions 2
 Multiple Enrollment in Same Semester Y/N N
 Course Level:
☒ Undergraduate
☐ Post-Baccalaureate
☐ Graduate

☐ Optional (Student's Choice)
 Repeatable for up to 4 units
 Total Completions 2
 Multiple Enrollment in Same Semester Y/N N
 Course Level:
☒ 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>2</u>	<u>1</u>	<u>55</u>	x	Lecture	<u>2</u>	<u>1</u>	<u>55</u>	<u>x</u>	
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:

☐ **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

Required for the BSN degree

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

NEW

Required for the BSN degree

- x Requirement for the Major/Minor
☐ 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

1. Discuss and explain the major theories that explain health beliefs and health seeking behavior.
2. Describe the major nursing strategies implored in the promotion of health and to encourage health behaviors.
3. Recognize the influence of scientific, social, cultural, ethical, political and economic factors on health promotion activities and behavior change.
4. Describe and discuss the major teaching and learning theories used to bring about behavior change and promote health in hypothetical clinical case scenarios.
5. Recognize the influence of social, cultural, ethical, educational and economic factors on selection of appropriate teaching strategies in a variety of patients.
6. Plan appropriate strategies to meet individual and group health promotion and education needs to bring about desired outcome.
7. Develop an education plan that reflects developmental, gender, socioeconomic, cultural and literacy needs of the patient

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

NEW

1. Discuss and explain the major theories that explain health beliefs and health seeking behavior.
2. Describe the major nursing strategies implored in the promotion of health and to encourage health behaviors.
3. Recognize the influence of scientific, social, cultural, ethical, political and economic factors on health promotion activities and behavior change.
4. Describe and discuss the major teaching and learning theories used to bring about behavioral change and promote health in hypothetical clinical case scenarios.
5. Recognize the influence of social, cultural, ethical, educational and economic factors on selection of appropriate teaching strategies in a variety of patients.
6. Plan appropriate strategies to meet patient centered individual and group health promotion and education needs to bring about desired change.
7. Develop an education plan that reflects developmental, gender, socioeconomic, cultural and literacy needs of the patient.

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

OLD

1. Learning theories
2. Determinants of Learning
3. Developmental influences on learning
4. Compliance
5. Literacy
6. Sociocultural determinants
7. Construction of behavioral objectives
8. Technology in teaching
9. Evaluation

NEW

1. Health Promotion and Patient Education
2. Healthy People 2020
3. Stress: Causes, Effects, and Management
4. Behavior Change Models
5. Principles of Teaching and Learning
6. Characteristics of the Learner
7. Techniques and Strategies for Teaching and Learning

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 x

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

☐ Bastable, Susan. B., (2014) Nurse as Educator Principles of Teaching and Learning for Nursing Practice. 4th Edition. Jones and Bartlett.

NEW ☐ Bastable, Susan. B., (2014) Nurse as Educator Principles of Teaching and Learning for Nursing Practice. 4th Edition. Jones and Bartlett.

10. Tenure Track Faculty qualified to teach this course.

Karen Jensen

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 ☐

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.**

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Karen Jensen

7.20.15

Proposer(s) of Course Modification

Date

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

Approval Sheet

Course: NRS 352

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