

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): 8/15/15, 10.13.15

PROGRAM AREA(S): NRS COURSE NO: 401

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]

- | | |
|---|--|
| ☐ 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: 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.):

This content is considered essential to professional nursing practice and is recommended as part of any baccalaureate program seeking accreditation through The Commission on Collegiate Nursing Education (CCNE), the free standing accreditation agency of the American Association of Colleges of Nursing (AACN).

2. Course Information.

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

OLD

Prefix NRS Course# 401
 Title ADVANCED CLINICAL ASSESSMENT LAB
 Units (2)
 hours lecture per week
 3 hours lab per week

- x Prerequisites: NRS 420, 421
☐ Consent of Instructor Required for Enrollment
☐ Corequisites:

Catalog Description (Do not use any symbols):

~~Advanced practice in clinical assessment including history taking, physical examination and documentation of findings, interpretation of diagnostic testing, psychosocial assessment techniques and health status assessment. Nursing care implications of monitoring and management of clients experiencing more complex medical surgical health care problems with advanced technical interventions.~~

General Education Categories:
 Grading Scheme (Select one below):
☐ A – F
☒ Credit/No Credit

NEW

Prefix NRS Course# 401
 Title ADVANCED CLINICAL ASSESSMENT LAB Units
 (1)
 hours lecture per week
 3 hours lab per week

- x Prerequisites: Admission to the nursing program
☐ Consent of Instructor Required for Enrollment
☐ Corequisites:

Catalog Description (Do not use any symbols):

This course provides an overview of advanced practice in clinical assessment including history taking, physical examination and documentation of findings, interpretation of physical and diagnostic testing, psychosocial assessment techniques, and health status assessment. Emphasis is placed on the knowledge, skills, and attitudes of more complex patient-centered care, safety, evidence-based practice, informatics, systems-based practice, teamwork and collaboration, communication, and patient education in a simulated environment. This includes the integration of nursing care implications in monitoring and managing the care of complex medical-surgical health issues with advanced technical interventions.

General Education Categories:
 Grading Scheme (Select one below):
☐ A – F
☒ Credit/No Credit

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

☐ Optional (Student's Choice)
 Repeatable for up to 2 units
 Total Completions 2
 Multiple Enrollment in Same Semester Y/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>1</u>	☐	☐	Lecture	☐	<u>1</u>	☐	☐	☐
Seminar	☐	<u>1</u>	☐	☐	Seminar	☐	<u>1</u>	☐	☐	☐
Lab	<u>1</u>	<u>3</u>	<u>12</u>	☐	Lab	<u>1</u>	<u>3</u>	<u>12</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 by CCNE for accreditation

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

NEW

Required by CCNE for accreditation

- 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 interviewing skills required for taking a health history.
2. Demonstrates knowledge of normal anatomy and function in assessing physical structures of the female and male patient across the life span.
3. Discuss the steps in a complete head-to-toe physical examination and health assessment and differentiate between normal and abnormal findings.
4. Discuss the methods to assess the patient's mental status, affect, perception and thinking processes.
5. Identify the parameters of a sensitive interview that recognizes the patient's sociocultural background and cultural diversity.
7. Demonstrate the ability to analyze assessment data and accurately interpret diagnostic findings to determine health status.
8. Demonstrate the appropriate use of the advanced assessment techniques and the principles of advanced monitoring in the complex medical-surgical patient.

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

NEW

1. Perform a comprehensive health assessment of patients (real or simulated) across the lifespan with deviations from normal that contribute to multisystem alterations in health.
2. Describe how evidence based practice is essential in nursing care of the complex patient, including how computer and information literacy is utilized by patients, families, and health care providers.
3. Explore how informatics can positively contribute to patient safety, patient education, and health literacy.
4. Interpret common lab results and diagnostic review to understand the health status of patient's with complex, multisystem issues.
5. Analyze risks to patient safety to gain deeper understanding of methods to prevent errors and reasons for integrating processes such as root cause analysis and electronic medication administration records.
6. Explore the psychosocial and health status assessment related to Leading Health Indicators and Goals per Healthy People 2020.
7. Evaluate health risk factor for vulnerable populations integrating culturally competent concepts into patient care.
8. Discuss moral, ethical, and legal implications of various health care issues and health care policy, specific to the impact on patient and families.
9. Practice skills to manage complex patient monitoring, including beginning level EKG interpretation, ABG interpretation, central line care, arterial line care, NIH Scale scoring, and Sepsis protocols.

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

OLD

- I. Introduction to skills needed to complete a health assessment.
- II. Interviewing to obtain the health history.

NEW

- Head to Toe Assessment of the Complex Patient
- Informatics and Health/Computer/Information Literacy
- Labs and Diagnostics

III. Guidelines for the health assessment
 IV. Assessing by body system.
 V. Examination variations for the females and males throughout the life span..
 VI. Integration of laboratory finding with physical and mental assessment.
 VII. Integration of social, cultural, age, lifestyle, and gender issues in the assessment.
 VIII. Principles of advanced monitoring in the complex medical-surgical patient who have the following clinical technologies employed:
 A. ECG monitoring and arrhythmia interpretation
 B. Hemodynamic monitoring
 C. Pulse oximetry, interpretation of arterial blood gases and mechanical ventilators
 D. Intracranial monitoring

- Advanced Cardiac Assessment
- EKG Interpretation
- Advanced Pulmonary Assessment
- ABG Interpretation and Ventilator Care
- Advanced Neurological Assessment
- Care of the Complex Psychiatric Patient
- Care of the Complex OB and Pediatric Patients
- Care of the Complex Sepsis Patient
- Care of the Trauma Patient

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)

- List cross-listed courses (Signature of Academic Chair(s) of the other academic area(s) is required).
- List each cross-listed prefix for the course:
- Program responsible for staffing:

9. References. [Provide 3-5 references]

OLD

Jarvis, C. (2003) *Physical Examination and Health Assessment* (4th ed.). St. Louis: Saunders
 Malarkey, L. M & Mc Morrow, M.E. (2000). *Nurse's manual of laboratory tests and diagnostic procedures* (2nd.Ed.). St. Louis: Saunders.
 Morton, P. G., Fontaine D.K., Hudak, C.M. & Gallo, B.M (2005). *Critical care nursing: A holistic approach* (8th Ed.), Philadelphia: Lippincott Williams & Wilkins
 Bickley, L. and Szilagy, P. (2003) *Bates' guide to physical examination and history taking* (8th ed.). Philadelphia: Lippincott.
 Pender, N. (2002) *Health promotion in nursing practice*. (5th ed.). Stanford, CT: Appleton & Lange.
 Seidel, H., Ball, J., Dains, J., & Benedict, G. (2002) *Physical examination* (5th ed.) . St Louis: Mosby.

NEW

Morton, P.G. & Fontaine, D.K. (2013) *Essentials of Critical Care Nursing: A Holistic Approach*. Philadelphia: Lippincott, Williams & Wilkins

Office of Disease Prevention & Health Promotion (USDHHS) *Healthy People 2020 Topics and objectives*. Retrieved from <http://www.healthypeople.gov/2020topicsobjectives2020/>

The Joint Commission (2014) *National Patient Safety Goals*. Retrieved from http://www.jointcommission.org/standards_information/npsgs.aspx

Hinkle, J.L. & Cheever, K.H (2013) *Brunner & Suddarth's Textbook of Medical Surgical Nursing* (13th ed.) Philadelphia PA: Lippincott, Williams & Wilkins

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

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

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 ☒

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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Jaime Hannans

8/15/15

Proposer(s) of Course Modification

Date

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

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 Community Engagement Director		
Signature		Date
Curriculum Chair		
Signature		Date
AVP		
Signature		Date