



# CURRICULUM COMMITTEE | AGENDA

Wednesday, March 07, 2018 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

**Members:**

Brenda Antrim, <i>Chair</i>	Edgar Gonzalez (As. Students)	Emily Lodmer	Elaine Roque
Jennifer Merlic, <i>Vice Chair</i>	Maral Hyeler	Georgia Lorenz	Redelia Shaw
Eve Adler	Sasha King	Emin Menachekanian	David Shirinyan
Guido Davis Del Piccolo	William Konya	Estela Narrie	Audra Wells
Karen Funk (As. Students)	Jae Lee	Dana Nasser	Joshua Withers
Christina Gabler	Jing Liu	Lee Pritchard	

**Interested Parties:**

William Bloom	Dione Carter	Pete Morris	Estela Ruezga
Maria Bonin	Vicki Drake	Stacy Neal	Scott Silverman
Patricia Burson	Kiersten Elliott	Patricia Ramos	Esau Tovar
			Tammara Whitaker

**Ex-Officio Members:**

Jennifer Chen (As. Students) Nathaniel Donahue

## AGENDA

*(Information items are listed numerically; action items are listed alphabetically)*

- I. Call to Order and Approval of Agenda
- II. Public Comments *(Five minutes is allotted to any member of the public who wishes to address the Committee.)*
- III. Announcements
- IV. Approval of Minutes.....3
- V. Chair’s Report:
  
- VI. Information Items:
  - I. Guided Pathways Update
  
  - (Courses: Non-Substantial Changes)*
    - 2. ECE 21 Observation and Assessment
    - 3. ECE 22 Practicum in Early Childhood Education
    - 4. ET 2 Storytelling
    - 5. ET 3 Principles Of Project Management
    - 6. ET 11 Computer Skills For Digital Media
    - 7. ET 24A Introduction To 3D Animation
    - 8. NURSNG 10 Nursing Skills
    - 9. NURSNG 10L Nursing Skills Laboratory
    - 10. NURSNG 35 Advanced Medical-Surgical Nursing 2
    - 11. NURSNG 35L Advanced Medical-Surgical Nursing Laboratory 2
  
  - (Courses: SLO Update Only)*
    - 12. PHOTO 13 News Photography
    - 13. PHOTO 14 Photography For Publication

## VII. Action Items:

*(Courses: New)*

a. BUS 84 Introduction to Procurement.....	6
b. NURSNG 1 Fundamentals of Nursing Concepts 1 (Prerequisite: ANATMY 1, ENGL 1, MCRBIO 1, and PHYS 3; Corequisite: NURSNG 1L).....	13
c. NURSNG 1L Fundamentals of Nursing Concepts 1 Lab (Corequisite: NURSNG 1).....	30
d. NURSNG 2 Fundamentals of Nursing Concepts 2 (Prerequisite: NURSNG 1; Corequisite: NURSNG 2L).....	35
e. NURSNG 2L Fundamentals of Nursing Concepts 2 Lab (Corequisite: NURSNG 2).....	43
f. NURSNG 3 Adult Health Nursing Concepts 1 (Prerequisite: NURSNG 2; Corequisite: NURSNG 3L).....	48
g. NURSNG 3L Adult Health Nursing Concepts 1 Lab (Corequisite: NURSNG 3).....	56
h. NURSNG 4 Mental Health Nursing Concepts (Prerequisite: NURSNG 3; Corequisite: NURSNG 4L).....	61
i. NURSNG 4L Mental Health Concepts Lab (Corequisite: NURSNG 4).....	69
j. NURSNG 5 Adult Health Nursing Concepts 2 (Prerequisite: NURSNG 4; Corequisite: NURSNG 5L).....	74
k. NURSNG 5L Adult Health Nursing Concepts 2 Lab (Corequisite: NURSNG 5).....	82
l. NURSNG 6 Maternal Newborn Nursing Concepts (Prerequisite: NURSNG 5; Corequisite: NURSNG 6L).....	87
m. NURSNG 6L Maternal Newborn Nursing Concepts Lab (Corequisite: NURSNG 6).....	95
n. NURSNG 7 Pediatric Nursing Concepts (Prerequisite: NURSNG 5; Corequisite: NURSNG 7L).....	100
o. NURSNG 7L Pediatric Nursing Concepts Lab (Corequisite: NURSNG 7).....	108
p. NURSNG 8 Adult Health Nursing Concepts 3 (Prerequisite: NURSNG 7 and (NURSNG 19 or Advanced Placement into the Nursing Program); Corequisite: NURSNG 8L).....	113
q. NURSNG 8L Adult Health Nursing Concepts 3 Lab (Corequisite: NURSNG 8).....	124
r. NURSNG 9 Nursing Leadership Concepts (Pre/Corequisite: NURSNG 8; Corequisite: NURSNG 9L).....	131
s. NURSNG 9L Nursing Leadership Concepts Lab (Corequisite: NURSNG 9).....	140

*(Courses: Distance Ed)*

t. BUS 84 Introduction to Procurement.....	6
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*(Programs: New)*

u. Cultural Resource Management Department Certificate.....	146
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*(Programs: Revisions)*

- v. Changes to degrees and certificates as a result of courses considered on this agenda

## VIII. Old Business:

- Department Certificates Discussion

## IX. Adjournment

Please advise Jennifer Merlic (x. 4616), Brenda Antrim (x. 3538) or Irena Zugic (x. 4403) if you are unable to attend this meeting.



# CURRICULUM COMMITTEE I MINUTES

Wednesday, February 21, 2018 | 3:00 p.m.

Loft Conference Room – Drescher Hall 300-E

## Members Present:

Brenda Antrim, <i>Chair</i>	Maral Hyeler	Emily Lodmer	Lee Pritchard
Jennifer Merlic, <i>Vice Chair</i>	Sasha King	Georgia Lorenz	Redelia Shaw
Eve Adler	William Konya	Emin Menachekanian	David Shirinyan
Guido Davis Del Piccolo	Jae Lee	Estela Narrie	Audra Wells
Christina Gabler	Jing Liu	Dana Nasser	Joshua Withers

## Members Absent:

Karen Funk (As. Students) Edgar Gonzalez (As. Students) Elaine Roque

## Others Present:

Sal Veas

## MINUTES

*(Information items are listed numerically; action items are listed alphabetically)*

### I. Call to order:

The meeting was called to order at 3:04pm and agenda approved:

**Motion made by:** Dana Nasser

**Seconded by:** Eve Adler

The motion passed unanimously.

### II. Public Comments:

None.

### III. Announcements:

Brenda welcomed Lee Pritchard to the committee.

### IV. Approval of Minutes:

The minutes of December 11, 2017 were unanimously approved.

**Motion made by:** Estela Narrie

**Seconded by:** Dana Nasser

Y: 11

N: 0

A: 8 (Maral Hyeler, William Konya, Georgia Lorenz, Emin Menachekanian, Estela Narrie, Lee Pritchard, Redelia Shaw and David Shirinyan)

### V. Chair's report:

- None

### VI. Information Items:

I. Guided Pathways Update – Guido thanked the committee for their attendance at the winter Guided Pathways Retreat and welcomed feedback. Preliminary ideas regarding how to proceed with program mapping were discussed. It is likely that the process will begin with about 15 programs that are also a part of SMC's "Transformations" grant. The hope is that by the end of this semester these programs will have course sequencing for the area of emphasis, English and Math requirements.

*(Courses: Non-Substantial Changes)*

2. ESL 21A English Fundamentals I
3. ESL 21B English Fundamentals 2
4. MATH 32 Plane Geometry

*(Courses: SLO Update Only)*

5. HIST 1 History Of Western Civilization I
6. HIST 2 History Of Western Civilization II
7. HIST 3 British Civilization I
8. HIST 4 British Civilization II
9. HIST 5 History Of Latin America I
10. HIST 6 History Of Latin America II
11. HIST 10 Ethnicity And American Culture
12. HIST 11 United States History through Reconstruction
13. HIST 12 The United States History Since Reconstruction
14. HIST 13 United States History after 1945
15. HIST 16 African-American History
16. HIST 19 History Of Mexico
17. HIST 20 History Of California
18. HIST 22 History Of The Middle East
19. HIST 24 History of East Asia to 1600
20. HIST 25 History of East Asia Since 1600
21. HIST 26 South Asian Civilization I
22. HIST 27 History of Southeast Asia
23. HIST 28 Modern Europe: 1914 to the Present
24. HIST 29 Jewish History
25. HIST 33 World Civilizations I
26. HIST 34 World Civilizations II
27. HIST 38 African History I
28. HIST 39 African History II
29. HIST 41 Native-American History
30. HIST 42 The Latina/o Experience in the United States
31. HIST 43 Mexican-American History
32. HIST 52 The History of Women in American Culture
33. HIST 53 The History of Religion
34. HIST 55 History of Science
35. HIST 62 Asian-American History

**VII. Action Items:***(Programs: New)*

- a. AS-T Administration of Justice – presented by Dana Nasser and Sal Veas  
(Approved with program description change and removal of ENGL I from List B)  
**Motion made by:** Guido Davis Del Piccolo      **Seconded by:** Emily Lodmer  
The motion passed unanimously.

*(Programs: Revisions)*

- b. Changes to degrees and certificates as a result of courses considered on this agenda  
None

**VIII. Consent Agenda:** (Any item pulled from the Consent Agenda will be discussed and voted on separately.)

- c. BUS 47 / COUNS 47 Understanding Money For Lifelong Success (course update and change in title from “Personal Finance For Students”) – presented by Estela Narrie  
**Motion made by:** Maral Hyeler      **Seconded by:** Jing Liu  
The motion passed unanimously.  
(Eve Adler and Georgia Lorenz not present for vote)

**IX. New Business:**

- Fall Curriculum Retreat Update – more information can be found at the following link under ASCCC Fall Curriculum Update section:  
<http://smc.edu/ACG/AcademicSenate/CurriculumCommittee/Pages/Curriculum-Resources.aspx>
- Department Certificates Discussion – Recent changes in how certificates are defined at the state level, how we approach completion under Pathways, and other considerations including funding and procedures for non-CTE department certificates, indicate the need for a comprehensive review and probable revision of our approach to department certificates. Committee members received information from Title 5, the PCAH, local CTE certificate instructions, and the Chancellor's office to review before the next committee meeting in support of a full and wide-ranging future discussion.

**X. Adjournment**

The meeting adjourned at 5:07pm.

**Santa Monica College**  
**Course: NEW or Reinstatement**  
**Expanded Course Outline for BUS 84 - Introduction to Procurement**

Course Cover	
Discipline	BUS-BUSINESS
Course Number	84
Full Course Title	Introduction to Procurement
Catalog Course Description	This course introduces students to the fundamentals of procurement. Students will learn how to improve a company's profitability through key concepts such as negotiation, supplier sourcing and qualification, outsourcing and make-or-buy analysis. Students will learn the various steps of the order process from the generation of the purchase requisition through receiving. Students will also learn to maintain effective purchasing records, manage budgets and explore career opportunities in the Supply Chain Industry.
Rationale	This course will provide students with the fundamental elements of Procurement and higher employment marketability and support student matriculation in our Certificate of Achievement in Logistics/Supply Chain Management and Department Certificate in Business Logistics.
Proposal Information	
Proposed Start	Year: 2018 Semester: Fall
Proposed for Distance Ed	Yes
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 3.00
Weekly Lecture Hours	Min: 3.00 (Sem: 54)
Total Semester Instructional Hours	54.00
Total Outside-of-Class Hours	108.00
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to CSU	
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	<b>AS Degree</b> -Business (General Business) and Logistics/Supply Chain Management <b>Certificate of Achievement</b>

	-Logistics/Supply Chain Management <b>Department Certificate</b> -Business: Logistics
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Identify key procurement concepts and the importance of a solid procurement process in the overall supply chain.	
2. Explain the developing role of the procurement and supply functions from transactional to strategic and how they contribute to the efficiency and effectiveness of the organization.	
3. Identify the concepts and the key factors of outsourcing and the outsourcing process.	
4. Analyze the shift in business and commercial practice from quality control to quality assurance.	
5. Identify inventory's function, inventory control and the use of management software to easily manage companies' inventory in one place.	
6. Demonstrate an understanding of the attributes of a good supplier and the move towards strategic sourcing relationships.	
7. Explain that a key competence of a procurement professional is an ability to negotiate. Describe the negotiation process between buyer and supplier.	
8. Differentiate commodities and their impact on savings.	
9. Identify the role of information technology in procurement and the key elements required for successful Enterprise Resource Planning (ERP) implementation.	
10. Analyze international and global sourcing. Outline the stages of international sourcing development.	
11. Demonstrate an understanding of the benefits and value added aspects of e-procurement.	
12. Analyze why green buying is an extremely important organizational concept.	
13. Explain the importance of contracts in procurement and legal matters that procurement professionals encounter daily.	
<b>Course Content</b>	
7%	Understanding procurement scope and development
7%	Strategic procurement and supply chain management
4%	Public sector procurement
7%	Outsourcing
5%	Quality management
5%	Inventory management
5%	Lead time and time compression
7%	Sourcing strategies and relationships
3%	Price and total cost of ownership (TCO)
6%	Negotiations
5%	Project procurement
6%	Procurement of commodities

7%	International and global sourcing
5%	Capital procurement
3%	Retail procurement and efficient customer response
3%	Services procurement
3%	Corporate social responsibility and sustainability
7%	E-procurement systems
5%	Contract management and performance measurement
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Critique Field Trips Group Work Lecture and Discussion Observation and Demonstration Online instructor-provided resources Projects Visiting Lecturers
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 25% - Other Critical Thinking Discussions</li> <li>• 40% - Quizzes 4 quizzes.</li> <li>• 35% - Written assignments 2 essay assignments.</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Baily, Peter. <i>Procurement Principles and Management</i> , 11 ed. Pearson, 2015, ISBN: 978-1-292-01601-6.	
2. Tate, Wendy. <i>The definitive Guide to Supply Management and Procurement</i> , 1st ed. Pearson, 2013, ISBN: 0133449017.	
<b>Assignments</b>	
Sample Assignment	
1. Procurement Professional Interview.	
Identify an individual working in the Department of Procurement and Purchasing in a company. Interview this person, describe a typical work day at a procurement department, and make a presentation to the class.	



<p>2. Supplier Evaluation and Selection Process</p> <p>Establish performance indicators, get quotes from different vendors, do a cost savings analysis, and determine the most cost effective option without compromising quality and service.</p>	
<p><b>Student Learning Outcomes</b></p>	
<p>1. Given a hypothetical problem in procurement, students will solve a negotiation case study and describe the negotiation process between buyer and supplier.</p>	
<p>2. Students will analyze and evaluate strengths and weaknesses of suppliers, procurement, and supply management organizations, policies and practices.</p>	
<p>3. Students will demonstrate a level of engagement in the subject matter that reveals their understanding of the value of the course content beyond the task itself, specifically as it relates to linking the relevance of course content to careers in business and accounting and their personal lives.</p>	
<p><b>Minimum Qualification</b></p>	
<p>Minimum Qualifications:</p>	<p>Business (Masters Required)</p>
<p><b>Library</b></p>	
<p>List of suggested materials has been given to librarian?</p>	<p>No</p>
<p>Library has adequate materials to support course?</p>	<p>Yes</p>
<p><b>Distance Ed</b></p>	
<p><b>Distance Education Application</b></p>	
<p>Delivery Methods</p>	<p>Online/Classroom Hybrid Fully Online</p>
<p><b>Distance Education Quality</b></p>	
<p>Quality Assurance</p>	<p>Course content has not changed Method of instruction meets the same standard of course quality Outside assignments meet the same standard of course quality Required texts meet the same standard of course quality</p>
<p>Additional Considerations</p>	<p>Evaluation methods are in place to produce an annual report to the Board of Trustee on activity in offering this course or section following the guidelines to Title 5 Section 55317 (see attachment) and to review the impact of distance education on this program through the program review process specified in accreditation standard 2B.2. Determination and judgments about the equality of the distance education course were made with the full involvement of the faculty as defined by Administrative Regulation 5420 and college curriculum approval procedures. Adequate technology resources exist to support this course/section</p>

	<p>Library resources are accessible to students</p> <p>Specific expectations are set for students with respect to a minimum amount of time per week for student and homework assignments</p> <p>Adequately fulfills ?effective contact between faculty member and student? required by Title 5.</p> <p>Will not affect existing or potential articulation with other colleges</p> <p>Special needs (i.e., texts, materials, etc.) are reasonable</p> <p>Complies with current access guidelines for students with disabilities</p>	
<p><b>Guidelines and Questions for Curriculum Approval of a Distance Education Course</b></p> <p><b>Student Interactions</b></p>		
Student-Instructor Interaction	<p>The course will start with an informative email. This email will help students understand the structure of the course and it will explain the material more clearly. The instructor will communicate frequently with students through announcements and posting questions and answers. Discussion boards will be posted and the instructor will provide comments, input and feedback like in a regular on-ground course. Additionally, constructive feedback will be provided on the homework assignments and exams. The instructor will promptly respond to communication from students via email and through the "Your Questions" discussion board.</p>	
Student-Student Interaction	<p>Students will participate in discussion boards. In order to have an active online learning classroom, students will be required to reply to other students in the class. The first week of classes students are asked to introduce themselves and reply to at least two other students in the class. This is a good way to know each other. This "get to know you" activity is essential to the community building process in our online class.</p> <p>Throughout the class, they will discuss different procurement concepts. Additionally, they will be able to participate in the "Your Questions" discussion board where they can help each other with questions as well as hear other general questions about the course content just as in an on-ground classroom. This makes the class interactive.</p>	
Student-Content Interaction	<p>The course is a mix of discussions, collaboration, videos, and hands-on exercises with some brief video lectures. The class is organized by modules. where each module includes a variety of pages with different topics. A variety of materials are offered for students to learn about procurement concepts. Examples include the following: Videos, podcasts, case studies. Each topic includes: specific learning objectives for each topic, discussion boards that help students to check their understanding of the concepts. Finally, students will take four exams and solve two case studies.</p>	
<b>Online class</b>	<b>Brief Description</b>	<b>Percentage</b>

<b>activities that promote class interaction and engagement</b>		<b>of Online Course Hours</b>
Discussion Boards	Students will participate in at least 5 critical thinking discussions, "my questions" discussion board, sharing procurement ideas discussion board. These discussions will help to promote student-teacher interaction and student-to student interaction on a variety of relevant procurement issues.	35%
Online Lecture	Students will watch a video or listen to a podcast. They will be asked to take notes and be prepared to participate in individual or group discussions.	30%
Written assignments	Students will work on a variety of case studies. The content of these cases are real job scenarios. By analyzing these scenarios, students can learn how to handle similar situations. They can also see how various elements of a job work together to create problems as well as solutions.	35%

Describe how content will be organized and delivered in the interest of achieving course outcomes/objectives (e.g. what are the methods of instruction being used, technologies used, approximate time schedule, necessary instructional materials.)

The course is organized through modules. Each module focuses on different topics. The first module provides an introduction to the scope of procurement. The changing role of procurement and supply chain concept.

Each module provides learning objectives, an introduction to the topic, a summary of the whole module, videos, links to relevant articles, websites such as Institute of Supply Management, Council of Supply Chain Management Professionals.

Discussion boards are provided every three weeks. Exams are spread out and administered every four weeks. Case studies are due week 6 and 12. Class is taught at a reasonable pace.

Describe the technical qualifications an instructor would need and the support that might be necessary for this course to be delivered at a distance (e.g. the college's existing technology, CCCConfer certification, other specialized instructor training, support personnel, materials and resources, technical support, etc.)

Instructors should have completed a comprehensive Canvas course and received the appropriate certification. Additionally, instructors should be aware of the technical support that is available such as the Canvas technical support line. Knowledge of how to make sure the material is accessible is also critical for online instructors.

Describe any student support services one might want or need to integrate into the online classroom for this course (e.g. links to counseling, financial aid, bookstore, library, etc.)

Links to the following services should be provided: Santa Monica College library, online

tutoring, the bookstore, and tutorials for online classes.
Describe how the design of the course will ensure access for students with disabilities including compliance with the regulations of Section 508 of the Rehabilitation Act.
All of the videos have been closed captioned. Any additional videos or materials posted will be reviewed to make sure compliance is met.
Using one of the course objectives, describe an online lesson/activity that might be used in the course to facilitate student learning of that objective. Be sure the sample lesson/activity includes reference to the use of online teaching tools (such as drop box or threaded discussion, or multimedia such as Articulate, Flash, Jing, etc.).
Learning Objective: "Explain that a key competence of a procurement professional is an ability to negotiate. Describe the negotiation process between buyer and supplier". Students are asked to watch a video lecture about negotiation skills between a buyer and a supplier BATNA best alternative to a negotiated agreement. Students will provide an analysis of these skills. Students will be presented with a scenario where they can negotiate. They will apply these skills and make compromises when necessary.
<b>Assessment Best Practices</b>
25%- <b>Discussion Board Assignments</b> - Students will share ideas in critical thinking discussions about different procurement topics. They are graded based upon their responsiveness to the question and support provided. A rubric is provided. 40%- <b>Exams/Tests</b> - Exams will consist of multiple choice and essay questions. Four exams or quizzes. 35%- <b>Written Assignments</b> - Students are provided with at least two case studies where they will solve real job situations. A rubric is provided.

## Santa Monica College

### Course: NEW or Reinstatement

#### Expanded Course Outline for NURSNG 1 - Fundamentals of Nursing Concepts 1

Course Cover	
Discipline	NURSNG-NURSING
Course Number	1
Full Course Title	Fundamentals of Nursing Concepts 1
Catalog Course Description	This course provides a basic introduction to nursing and roles of the nurse, as well as professional concepts related to patient-centered care, safety, teamwork and collaboration, evidence-based practice, quality improvement, and informatics. Emphasis is placed on the knowledge and skills needed to provide safe, quality care to the adult and older adult. The theoretical foundation for communication and nursing skills is presented. An introduction to the nursing process provides a framework to assist students in developing effective clinical reasoning, clinical judgment, and clinical decision making.
Proposal Information	
Proposed Start	Year: 2018 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 2.00
Weekly Lecture Hours	Min: 2.00 (Sem: 36)
Total Semester Instructional Hours	36.00
Total Outside-of-Class Hours	72.00
Load Factor	1.00
Load Factor Rationale	Lecture course
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Transfer/General Ed	
Transferability	
Transfers to CSU	
IGETC Area:	
Does NOT satisfy any area of IGETC:	
CSU GE Area:	
Does NOT satisfy any area of CSU GE:	
SMC GE Area:	

Does NOT satisfy any area of SMC GE:	
<b>Program Applicability</b>	
Designation	Credit - Degree Applicable
Proposed For	<b>AS Degree</b> -Nursing
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Corequisite</b> NURSNG 1L	
<hr/>	
<b>Prerequisite</b> ANATMY 1	
<hr/>	
<b>Prerequisite</b> ENGL 1	
<hr/>	
<b>Prerequisite</b> MCRBIO 1	
<hr/>	
<b>Prerequisite</b> PHYS 3	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Discuss the role of the nurse and scope of practice and supporting guidelines including standards of nursing practice, code of ethics, nurse practice act, regulatory and institutional policies, and professional registrations/certifications.	
2. Identify the spectrum of health care settings across which patient care is provided.	
3. Discuss the importance of selected concepts related to professionalism as they pertain to providing and directing safe, quality patient care.	
4. Discuss the importance of selected concepts related to patient-centered care as they pertain to providing safe, quality patient care.	
5. Describe the nurse's role in identifying and supporting physiologic and psychosocial needs of the adult and older adult taking into account their diverse backgrounds, preferences, and values.	
6. Discuss the nurse's role in implementing strategies to promote an environment that is safe for the patient, self, and others.	
7. Describe basic nursing skills using proper techniques and measures to promote safe, quality patient-centered care.	
8. Discuss the various elements of the nursing process as they relate to clinical reasoning, clinical judgment, and clinical decision making.	
9. Describe nursing roles and practice in community settings as they relate to the adult	

and older adult.	
10. Identify basic health assessment techniques in providing care to the adult and older adult.	
Course Content	
5%	Nursing Role and Scope of Practice
2%	Spectrum of Healthcare
5%	Introduction to Patient Centered Care
5%	Nursing Process
5%	Clinical Reasoning, Clinical Judgment, and Clinical Decision Making
5%	Advocacy
2%	Cultural Awareness
5%	Hygiene
5%	Death and Dying
5%	Communication
5%	Skin Risk, Fall Risk
5%	Pressure Ulcers
5%	Patient and Environmental Safety
2%	Guidelines for Using Electronic Medical Records, Online College Library Resources, Documentation
5%	Professionalism in Nursing Practice
5%	Infection Control
5%	Vital Signs, Health Assessment
5%	Body Mechanics and Ergonomics
2%	Activity and Exercise
5%	Ingestion, Digestion, Absorption
5%	Urinary and Bowel Elimination
2%	Sensory Perception
5%	Pain
Total: 100%	
Methods of Presentation	
Methods	Group Work Lecture and Discussion Online instructor-provided resources Other
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> <li>• 30% - Exams/Tests</li> <li>• 30% - Final exam</li> <li>• 5% - Other</li> <li>• 10% - Quizzes</li> <li>• 10% - Research Projects</li> <li>• 15% - Written assignments</li> </ul>

	<ul style="list-style-type: none"> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Taylor, C.. <i>Fundamentals of Nursing</i> , 8th ed. Philadelphia, PA: Lippincott-Raven, 2015, ISBN: 9781451185614.	
<b>Assignments</b>	
Sample Assignment	
<p>Assignment # 1: Write a 1-2 page typed paper about a nursing role and practice in a community settings as they relate to the adult or older adult. Examples of community-based nursing practice include, but are not limited to: schools, correctional facilities, occupational health agencies, residential care facilities, or faith based settings. Cite at least one article from the CINAHL database used in your search and referenced in your paper.</p> <p>Assignment # 2: View the video about Lewis Blackman on the QSEN (Quality and Safety Education for Nurses) website: <a href="http://www.qsen.org">www.qsen.org</a>. After viewing the video, answer the following questions:</p> <p>Why does Helen Haskell start her story by talking about Lewis?</p> <p>What are possible reasons why health care providers dismissed implications of undetectable blood pressure?</p> <p>Why would they think it was equipment failure?</p> <p>Do you agree that it was significant that Lewis' crises developed on the weekend? Explain why or why not.</p>	
<b>Student Learning Outcomes</b>	
1. Apply theoretical concepts of nursing skills essential to providing care to the geriatric client.	
2. Utilize the nursing process as a basis for critical thinking in providing nursing care.	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Nursing (Masters Required)
<b>Library</b>	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes



## Prerequisite / Corequisite Checklist and Worksheet

### Nursing 1, Fundamentals of Nursing Concepts 1

**Prerequisite:** Anatomy 1: Human Anatomy

Other prerequisites, corequisites, and advisories also required for this course:

Corequisite Nursing 1L; Fundamentals of Nursing Concepts 1 Lab

Prerequisite English 1; Reading and composition 1

Prerequisite Microbiology 1; Fundamentals of Microbiology

Prerequisite Physiology 3; Human Physiology

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	<b>X</b>	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	<b>X</b>	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	<b>X</b>	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	<b>X</b>	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

### SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

Type 4: Program prerequisites

X **Prerequisite must be required for at least one of the courses in the program. Explain: Students require this course in order to be successful in understanding the concepts taught in the nursing program.**

# Prerequisite Worksheet

## ENTRANCE SKILLS FOR Nursing 1

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	Clearly focus on materials of a variety of sizes, thicknesses, and densities under a microscope.
B)	Identify tissues, organs, and body structures of the human body at a detailed level in actual specimens as well as in models and other representations.
C)	Describe the structures, interrelationships and general functions of major structures, organs, and organ systems of the human body.
D)	Demonstrate skills in observation, investigation and discovery using biological materials.
E)	Correlate concepts of microscopic structure, macroscopic structure, and functions to the whole human body.
F)	Exhibit manual dexterity in dissection and prepare clear dissections.
G)	Use surface features of the human body as landmarks to identify and evaluate underlying structures.

## EXIT SKILLS (objectives) FOR Anatomy 1

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	Clearly focus on materials of a variety of sizes, thicknesses, and densities under a microscope.
2.	Identify tissues, organs, and body structures of the human body at a detailed level in actual specimens as well as in models and other representations.
3.	Describe the structures, interrelationships and general functions of major structures, organs, and organ systems of the human body.
4.	Demonstrate skills in observation, investigation and discovery using biological materials.
5.	Correlate concepts of microscopic structure, macroscopic structure, and functions to the whole human body.
6.	Exhibit manual dexterity in dissection and prepare clear dissections.
7.	Use surface features of the human body as landmarks to identify and evaluate underlying structures.

		ENTRANCE SKILLS FOR NURSING 1							
EXIT SKILLS FOR ANATOMY 1		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7							x	
	8								

## Prerequisite / Corequisite Checklist and Worksheet

### Nursing 1, Fundamentals of Nursing Concepts 1

**Prerequisite:** English 1; Reading and composition 1

Other prerequisites, corequisites, and advisories also required for this course:

Corequisite Nursing 1L; Fundamentals of Nursing Concepts 1 Lab

Prerequisite Anatomy 1; Human Anatomy

Prerequisite Microbiology 1; Fundamentals of Microbiology

Prerequisite Physiology 3; Human Physiology

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	<b>X</b>	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	<b>X</b>	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	<b>X</b>	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	<b>X</b>	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

### SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

   Type 4: Program prerequisites

**Prerequisite must be required for at least one of the courses in the program. Explain: Students require this course to be successful in communication in the clinical setting.**

# Prerequisite Worksheet

## ENTRANCE SKILLS FOR Nursing 1

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	Identify the thesis, major supporting points (both stated and implied), and the logical argument of an essay they have read.
B)	Analyze intent, style, logic, tone, and rhetorical devices in source materials.
C)	Synthesize information from multiple sources in order to generate a clear and coherent thesis from their reading.
D)	Employ the conventions of written English to produce essays that are free from major errors in syntax, grammar, punctuation, diction, and spelling.
E)	Write essays that employ a variety of rhetorical modes appropriate to the audience and the purpose of the essay.
F)	Revise essays for clarity of ideas, logic, and grammatical correctness, recognizing that writing is a process that requires multiple drafts.
G)	Write a well-developed, analytical essay that is thesis-driven, using evidence to support and develop the thesis.
H)	Develop strategies of organization (including effective introductions and conclusions, topic sentences, and transitions) for guiding readers through an analysis.

## EXIT SKILLS (objectives) FOR English 1

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	Identify the thesis, major supporting points (both stated and implied), and the logical argument of an essay they have read.
2.	Analyze intent, style, logic, tone, and rhetorical devices in source materials.
3.	Synthesize information from multiple sources in order to generate a clear and coherent thesis from their reading.
4.	Employ the conventions of written English to produce essays that are free from major errors in syntax, grammar, punctuation, diction, and spelling.
5.	Write essays that employ a variety of rhetorical modes appropriate to the audience and the purpose of the essay.
6.	Revise essays for clarity of ideas, logic, and grammatical correctness, recognizing that writing is a process that requires multiple drafts.
7.	Write a well-developed, analytical essay that is thesis-driven, using evidence to support and develop the thesis.
8.	Develop strategies of organization (including effective introductions and conclusions, topic sentences, and transitions) for guiding readers through an analysis.

		ENTRANCE SKILLS FOR NURSNG 1							
EXIT SKILLS FOR ENGLISH 1		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7							x	
	8								x



## Prerequisite Worksheet

### ENTRANCE SKILLS FOR Nursing 1

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	Apply techniques of cultivating, staining, and safely manipulating cultures of bacteria.
B)	Identify bacterial cultures using morphological and physiological tests and literature, including Bergey's Manuals.
C)	Demonstrate aseptic transfer techniques, pure culture techniques, and describe physical and chemical methods of control as related to clinical and environmental applications.
D)	Describe microbial genetics in terms of both history and current applications to general and clinical microbiology.
E)	Demonstrate an understanding and application of procedures in biotechnology such as PCR methodology and DNA sequencing.
F)	Apply the knowledge of microbial metabolism to the understanding of microbial biology, physiology, immunology, and pathogenesis, as well as treatment and control of microbes.
G)	Demonstrate an understanding of the basic principles of immunology and the basis for serological tests and their applications.
H)	Demonstrate knowledge of infectious diseases and their impact on mankind in relation to history, environmental sources, mode of transmission, etiology, diagnosis, and organ systems involved.

### EXIT SKILLS (objectives) FOR Microbiology 1

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	Apply techniques of cultivating, staining, and safely manipulating cultures of bacteria.
2.	Identify bacterial cultures using morphological and physiological tests and literature, including Bergey's Manuals.
3.	Demonstrate aseptic transfer techniques, pure culture techniques, and describe physical and chemical methods of control as related to clinical and environmental applications.
4.	Describe microbial genetics in terms of both history and current applications to general and clinical microbiology.
5.	Demonstrate an understanding and application of procedures in biotechnology such as PCR methodology and DNA sequencing.
6.	Apply the knowledge of microbial metabolism to the understanding of microbial biology, physiology, immunology, and pathogenesis, as well as treatment and control of microbes.
7.	Demonstrate an understanding of the basic principles of immunology and the basis for serological tests and their applications.
8.	Demonstrate knowledge of infectious diseases and their impact on mankind in relation to history, environmental sources, mode of transmission, etiology, diagnosis, and organ systems involved.



		ENTRANCE SKILLS FOR NURSING 1							
EXIT SKILLS FOR MICROBIOLOGY 1		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7							x	
	8								x

## Prerequisite / Corequisite Checklist and Worksheet

### Nursing 1, Fundamentals of Nursing Concepts 1

**Prerequisite:** Physiology 3; Human Physiology

Other prerequisites, corequisites, and advisories also required for this course:

Corequisite Nursing 1L; Fundamentals of Nursing Concepts 1 Lab

Prerequisite Anatomy 1; Human Anatomy

Prerequisite English 1; Reading and composition 1

Prerequisite Microbiology 1; Fundamentals of Microbiology

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	<b>X</b>	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	<b>X</b>	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	<b>X</b>	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	<b>X</b>	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

### SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

   Type 4: Program prerequisites

**Prerequisite must be required for at least one of the courses in the program. Explain: Students require this course in order to understand the concepts taught in the nursing program.**

# Prerequisite Worksheet

## ENTRANCE SKILLS FOR NURSING 1

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	Explain the major concepts of the cell including structure, function, and processes, including molecular interactions such as ligand-binding site relationships.
B)	Explain the major concepts of cell and membrane physiology including membrane transport and cell communication.
C)	Explain the functional interrelationships of tissues, organs and organ systems of the human body within the framework of homeostasis.
D)	Apply physiological concepts to issues of human health and common pathologies.
E)	Effectively use and apply lab techniques, methods and equipment related to the fields of physiology.
F)	Understand and apply principles of the scientific process to physiological problems.
G)	Conduct experiments and record and display data appropriately.
H)	Analyze experimental data while demonstrating logical and critical thinking skills.

## EXIT SKILLS (objectives) FOR PHYSIOLOGY 3

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1	Explain the major concepts of the cell including structure, function, and processes, including molecular interactions such as ligand-binding site relationships.
2	Explain the major concepts of cell and membrane physiology including membrane transport and cell communication.
3	Explain the functional interrelationships of tissues, organs and organ systems of the human body within the framework of homeostasis.
4	Apply physiological concepts to issues of human health and common pathologies.
5	Effectively use and apply lab techniques, methods and equipment related to the fields of physiology.
6	Understand and apply principles of the scientific process to physiological problems.
7	Conduct experiments and record and display data appropriately.
8	Analyze experimental data while demonstrating logical and critical thinking skills.

		ENTRANCE SKILLS FOR NURSING 1							
EXIT SKILLS FOR PHYSIOLOGY 3		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7							x	
	8								x

## Corequisite Checklist and Worksheet

<b>Nursing 1, Fundamentals of Nursing Concepts 1</b>
<b>Corequisite:</b> Nursing 1L; Fundamentals of Nursing Concepts 1 Lab
Other prerequisites, corequisites, and advisories also required for this course: Prerequisite Anatomy 1; Human Anatomy Prerequisite English 1; Reading and composition 1 Prerequisite Microbiology 1; Fundamentals of Microbiology Prerequisite Physiology 3; Human Physiology

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the corequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the corequisite.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this corequisite is based on tests, the type and number of examinations, grading criteria, applicability to performance or skill, or required additional support for the successful completion of both courses.	<b>X</b>	
4. Selection of this corequisite is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success concurrent with enrollment have been specified in writing.	<b>X</b>	
6. The course materials presented in this corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this corequisite.	<b>X</b>	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the corequisite.	<b>X</b>	
8. The body of knowledge and/or skills taught in the corequisite are not an instructional unit of the course requiring the corequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

**SECTION 2 – please explain how the corequisite will support the course and why it is necessary for students to succeed:**

Nursing 1L is a corequisite to Nursing 1. Nursing 1 is the theoretical course that provides a basic introduction to nursing and roles of the nurse, as well as professional concepts related to patient-centered care, safety, teamwork and collaboration, evidence-based practice, quality improvement, and informatics. Nursing 1L is the lab course in which students implement the knowledge learned in N1 in a clinical environment.

**Santa Monica College**  
**Course: NEW or Reinstatement**  
**Expanded Course Outline for NURSNG 1L - Fundamentals of Nursing Concepts 1**  
**Lab**

Course Cover	
Discipline	NURSNG-NURSING
Course Number	1L
Full Course Title	Fundamentals of Nursing Concepts 1 Lab
Catalog Course Description	This course provides the opportunity for students to apply foundational concepts related to patient-centered care, safety, teamwork and collaboration, evidence-based practice, quality improvement, and informatics. Emphasis is placed on the knowledge and skills needed to provide safe, quality care. Students will begin to utilize communication and nursing skills in the laboratory and long-term care settings. The nursing process provides a framework to assist students in developing effective clinical decision making.
Rationale	The accrediting body for the RN program requires that the curriculum is current and relevant to practice.
Proposed Start	Year: 2018 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 2.50
Weekly Laboratory Hours	Min: 7.50 (Sem: 135)
Total Semester Instructional Hours	135.00
Total Outside-of-Class Hours	0
Load Factor	0.75
Load Factor Rationale	Clinical course
Repeatability	May be repeated 0 time(s)

Grading Methods	P/NP Only
<b>Program Applicability</b>	
Designation	Credit - Degree Applicable
Proposed For	<b>AS Degree</b> -Nursing
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Corequisite</b> NURSNG 1	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Demonstrate basic nursing skills using proper technique in the Laboratory and Long Term Care settings.	
2. Apply the various elements of the nursing process to clinical decision-making.	
3. Perform patient centered care utilizing knowledge and skills needed to provide safe quality care within the nursing scope of practice.	
4. Recognize patients diverse backgrounds, preferences, and values when caring for the physiologic and psychosocial needs of the adult and older adult in the clinical setting.	
5. Apply selected concepts related to professionalism as they pertain to providing and directing safe, quality patient care.	
6. Demonstrate basic health assessment techniques in providing care to the adult and older adult.	
<b>Course Content</b>	
10%	Infection control skills lab
10%	Vital signs skills lab
10%	Hygiene skills lab
10%	Body mechanics skills lab
10%	Mobility skills lab
10%	Elimination skills lab
10%	Nutrition skills lab
10%	Health Assessment Skills Lab
10%	Documentation skills lab
10%	Simulation lab/ dying patient
Total: 100%	
<b>Lab Content</b>	
10%	Implement nursing care to adults and older adults from diverse backgrounds in a variety of settings that is compassionate, age and culturally appropriate and based on a patient's preferences, values and needs.
10%	Perform a general health assessment including physiological,

	psychological, sociological, and spiritual needs of patients and families experiencing (common) (uncomplicated acute and chronic) health alterations in the long-term care setting.
10%	Use communication techniques that support sharing patient-related information with members of the healthcare team.
10%	Identify best current evidence from scientific and other credible sources as a basis for developing individualized patient-centered plans of care.
10%	Identify patient care issues that can impact quality of care.
10%	Implement strategies that minimize risk and provide a safe environment for patients, self, and others.
10%	Practice performance of psychomotor skills that minimize safety risks and environmental hazards.
10%	Display professional accountability and responsibility in classroom and laboratory settings.
10%	Use verbal and nonverbal communication techniques that promote caring, therapeutic relationships with patients and families
10%	Implement strategies that protect the integrity of patient information when providing patient- centered care.
<b>Total: 100%</b>	
<b>Methods of Presentation</b>	
Methods	Lab Observation and Demonstration Other
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 80% - Performance weekly observation of performance in lab</li> <li>• 20% - Written assignments</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Taylor, C.. <i>Fundamentals of Nursing</i> , 8th ed. Philadelphia, PA: Lippincott-Raven, 2015, ISBN: 9781451185614.	
<b>Assignments</b>	
Sample Assignment	
Assignment # 1 Interviewing Techniques: Interview a student utilizing the Data Collection Form	



provided in class.

**Assignment #2**

Perform a basic health assessment while providing basic nursing care for an older adult in the clinical setting under instructor supervision. Document findings on the form provided in class.

**Student Learning Outcomes**

1. Demonstrate psychomotor skills essential to providing safe and effective nursing care in the Health Sciences Laboratory setting.

2. Provide basic nursing care to older adults in a non-acute geriatric setting.

**Minimum Qualification**

Minimum Qualifications:	Nursing (Masters Required)
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**Library**

List of suggested materials has been given to librarian?	No
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Library has adequate materials to support course?	Yes
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Additional Comments/Information

**Attached Files**

[Corequisite Nursing 1](#)

## Corequisite Checklist and Worksheet

<b>Nursing 1L</b>
<b>Corequisite:</b> Nursing 1; Fundamentals of Nursing Concepts 1
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
Prerequisite is Anatomy 1; Human Anatomy
Prerequisite is English 1; Reading and composition 1
Prerequisite is Microbiology 1; Fundamentals of Microbiology
Prerequisite is Physiology 3; Human Physiology

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the corequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the corequisite.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this corequisite is based on tests, the type and number of examinations, grading criteria, applicability to performance or skill, or required additional support for the successful completion of both courses.	<b>X</b>	
4. Selection of this corequisite is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success concurrent with enrollment have been specified in writing.	<b>X</b>	
6. The course materials presented in this corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this corequisite.	<b>X</b>	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the corequisite.	<b>X</b>	
8. The body of knowledge and/or skills taught in the corequisite are not an instructional unit of the course requiring the corequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

**SECTION 2 – please explain how the corequisite will support the course and why it is necessary for students to succeed:**

Nursing 1L is a corequisite to Nursing 1. Nursing 1 is the theoretical course that provides a basic introduction to nursing and roles of the nurse, as well as professional concepts related to patient-centered care, safety, teamwork and collaboration, evidence-based practice, quality improvement, and informatics. Nursing 1L is the lab course in which students implement the knowledge learned in N1 in a clinical environment.

**Santa Monica College**  
**Course: NEW or Reinstatement**

**Expanded Course Outline for NURSNG 2 - Fundamentals of Nursing Concepts 2**

Course Cover	
Discipline	NURSNG-NURSING
Course Number	2
Full Course Title	Fundamentals of Nursing Concepts 2
Catalog Course Description	This course expands the discussion of the roles of the nurse, as well as profession-related and patient care concepts. Emphasis is placed on leadership, spirituality, sexuality, nutrition, medication administration, and patient education. An exploration of basic human needs and nursing skills is presented in providing care for the adult and older adult.
Rationale	The accrediting body for the RN program requires that all curriculum is current and relevant to practice.
Proposed Start	Year: 2018 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 2.50
Weekly Lecture Hours	Min: 2.50 (Sem: 45)
Total Semester Instructional Hours	45.00
Total Outside-of-Class Hours	90.00
Load Factor	1.00
Load Factor Rationale	Lecture course
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Program Applicability	

Designation	Credit - Degree Applicable
Proposed For	<b>AS Degree</b> -Nursing
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Prerequisite</b> NURSNG 1	
<hr/>	
<b>Corequisite</b> NURSNG 2L	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Explain the importance of selected concepts related to professionalism as they pertain to providing and directing safe, quality patient care.	
2. Discuss selected concepts related to patient-centered care needed to provide safe, quality patient care for the adult and older adult.	
3. Identify the physiologic and psychosocial needs of patients taking into account their diverse backgrounds, preferences, and values.	
4. Identify strategies to promote an environment that is safe for the patient, self, and others.	
5. Examine nursing skills that use proper techniques and measures to promote safe, quality patient-centered care.	
6. Apply the various elements of the nursing process to clinical decision-making.	
7. Identify characteristics of culture and related variations as they affect the health of a community.	
8. Value seeing health care situations "through patients' eyes."	
9. Discuss the concept of a head to toe assessment into the care of the adult and older adult patient.	
<b>Course Content</b>	
10%	Nursing process
10%	Medication Administration
10%	Fluid and Electrolytes
10%	Communication and Patient Education
10%	Health Assessment
10%	Cultural Sensitivity, Aging Adult
10%	Oxygenation
10%	Skin Integrity/Wound Care
10%	Urinary Elimination
10%	Sexuality, Spirituality, Complimentary Alternative Medicine
Total: 100%	

Methods of Presentation	
Methods	Group Work Lecture and Discussion Online instructor-provided resources Projects
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> <li>• 30% - Exams/Tests 2-4</li> <li>• 30% - Final exam</li> <li>• 5% - Other 2-4</li> <li>• 10% - Quizzes</li> <li>• 10% - Research Projects</li> <li>• 15% - Written assignments</li> <li>• 100% - Total</li> </ul>
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
1. Hinkle, J.. <i>Brunner &amp; Suddarth's Textbook of Medical-Surgical Nursing</i> , 14th ed. Philadelphia, PA: Wolters Kluwer, 2018, ISBN: 9781496347992.	
Assignments	
Sample Assignment	
<p>Assignment # 1: Read the following Case Study and create:</p> <ol style="list-style-type: none"> <li>1. One 3 part nursing diagnosis.</li> <li>2. One short term goal and one long-term goal.</li> <li>3. Nursing Intervention orders including identifying whether they are nurse initiated, physician initiated or collaborative in nature.</li> <li>4. Evaluate whether goals are met or not.</li> </ol> <p>Please submit hard copies in class.</p> <p>Mrs. S. has a 10-year history of hypertension and a 5-year history of diabetes. Recently her hypertension has become uncontrolled, and she has been diagnosed with depression. Her medications, which have recently been changed, include captopril (Capoten), 25 mg 3 times a day; diltiazem (Cardizem CD), 240 mg every morning; metformin (Glucophage XR), 1500 mg before the evening meal; and sertraline (Zoloft), 100 mg by mouth at bedtime.</p>	

On performing a health assessment the nurse notes an open sore on her right foot. Mrs. S does not know how she got the sore on her foot. She does not feel any pain or pressure. She also tells the nurse she likes to take baths instead of showering.

While taking a diet history the nurse notes Mrs. S eats a lot of canned and frozen foods. Mrs S. also states her husband brings home fast food since he does not like to cook and she can no longer see well enough due to changes in her vision. This also makes it hard for her to check her blood sugar so she checks it once a week.

Vital Signs:

T 98.6 F, P 82, RR 16, B/P 170/90, O2 Sat 98%, Pain Scale 6/10

Blood Sugar 270 (Reference Range 70-110 mg/dl)

Assignment # 2: Overview: Students are to complete 5 quizzes utilizing the PrepU Software. These assignments will help prepare the students for the NCLEX licensing exam at the end of the program. The topics selected will follow the topics we are covering in Fundamentals of Nursing. The mastery level is set for level 3. Once you reach level 3 you may continue using additional questions to practice any content you want.

### Student Learning Outcomes

1. Students will demonstrate understanding of selected concepts related to patient-centered care needed to provide safe, quality patient care for the adult and older adults.
2. Identify the physiologic and psychosocial needs of patients taking into account their diverse backgrounds, preferences, and values.

### Minimum Qualification

Minimum Qualifications:	Nursing (Masters Required)
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### Library

List of suggested materials has been given to librarian?	No
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Library has adequate materials to support course?	Yes
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Additional Comments/Information

### Attached Files

[Corequisite N2](#)

## Prerequisite / Corequisite Checklist and Worksheet

### (Nursing 2, Fundamentals of Nursing Concepts 2)

**Prerequisite:** (Nursing 1) ; (Fundamentals of Nursing Concepts 1)

Other prerequisites, corequisites, and advisories also required for this course:  
(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

(Corequisite is Nursing 2L) ; (Fundamentals of Nursing Concepts 2 Lab)

(Prerequisite is Nursing 1) ; (Fundamentals of Nursing Concepts 1)

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	<b>X</b>	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	<b>X</b>	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	<b>X</b>	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	<b>X</b>	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)

\_\_\_ Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

**List schools here:**

**Complete the Prerequisite Worksheet**

x Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

**Complete the Prerequisite Worksheet**

*modified 09/26/2012*

## Prerequisite Worksheet

### ENTRANCE SKILLS FOR (the course in question)

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	Discuss the role of the nurse and scope of practice and supporting guidelines including standards of nursing practice, code of ethics, nurse practice acts, regulatory and institutional policies, and professional registrations/certifications.
B)	Discuss the spectrum of health care settings across which patient care is provided.
C)	Discuss the importance of selected concepts related to professionalism as they pertain to providing and directing safe, quality patient care.
D)	Discuss the importance of selected concepts related to patient-centered care as they pertain to providing safe, quality patient care.
E)	Describe the nurse's role in identifying and supporting physiologic and psychosocial needs of the adult and older adult taking into account their diverse backgrounds, preferences, and values.
F)	Discuss the nurse's role in implementing strategies to promote an environment that is safe for the patient, self, and others.
G)	Describe basic nursing skills using proper techniques and measures to promote safe, quality patient-centered care.
H)	Discuss the various elements of the nursing process as they relate to clinical reasoning, clinical judgment, and clinical decision making.

### EXIT SKILLS (objectives) FOR (the prerequisite course)

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	Discuss the role of the nurse and scope of practice and supporting guidelines including standards of nursing practice, code of ethics, nurse practice acts, regulatory and institutional policies, and professional registrations/certifications.
2.	Discuss the spectrum of health care settings across which patient care is provided.
3.	Discuss the importance of selected concepts related to professionalism as they pertain to providing and directing safe, quality patient care.
4.	Discuss the importance of selected concepts related to patient-centered care as they pertain to providing safe, quality patient care.
5.	Describe the nurse's role in identifying and supporting physiologic and psychosocial needs of the adult and older adult taking into account their diverse backgrounds, preferences, and values.
6.	Discuss the nurse's role in implementing strategies to promote an environment that is safe for the patient, self, and others.
7.	Describe basic nursing skills using proper techniques and measures to promote safe, quality patient-centered care.
8.	Discuss the various elements of the nursing process as they relate to clinical reasoning, clinical judgment, and clinical decision making.



		ENTRANCE SKILLS FOR ( XXX )							
EXIT SKILLS FOR ( XXX )		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7							x	
	8								x

## Corequisite Checklist and Worksheet

<b>(Nursing 2)</b>
<b>Corequisite:</b> (Nursing 2L) ; (Fundamentals of Nursing Concepts 2 Lab)
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
(Prerequisite is N1) ; (Fundamentals of Nursing Concepts 1)
(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the corequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the corequisite.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this corequisite is based on tests, the type and number of examinations, grading criteria, applicability to performance or skill, or required additional support for the successful completion of both courses.	<b>X</b>	
4. Selection of this corequisite is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success concurrent with enrollment have been specified in writing.	<b>X</b>	
6. The course materials presented in this corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this corequisite.	<b>X</b>	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the corequisite.	<b>X</b>	
8. The body of knowledge and/or skills taught in the corequisite are not an instructional unit of the course requiring the corequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

**SECTION 2 – please explain how the corequisite will support the course and why it is necessary for students to succeed:**

<p>Nursing 2L is the corequisite to Nursing 2. In Nursing 2 students expand the discussion of the roles of the nurse, as well as profession-related and patient care concepts. In Nursing 2L students implement the theoretical knowledge from N2 in a clinical setting.</p>
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**Santa Monica College**  
**Course: NEW or Reinstatement**  
**Expanded Course Outline for NURSNG 2L - Fundamentals of Nursing Concepts 2**  
**Lab**

Course Cover	
Discipline	NURSNG-NURSING
Course Number	2L
Full Course Title	Fundamentals of Nursing Concepts 2 Lab
Catalog Course Description	This course builds expands the application of the roles of the nurse, as well as profession related and patient care concepts. In the laboratory and clinical setting emphasis is placed on leadership, spirituality, sexuality, nutrition, medication administration, and patient education. An integration of basic human needs and nursing skills are practiced.
Rationale	The accrediting body for the RN program requires that the curriculum is current and relevant to practice.
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 2.50
Weekly Lecture Hours	Min: 0
Weekly Laboratory Hours	Min: 7.50 (Sem: 135)
Total Semester Instructional Hours	135.00
Total Outside-of-Class Hours	0
Load Factor	0.75
Load Factor Rationale	Clinical course
Repeatability	May be repeated 0 time(s)
Grading	P/NP Only

Methods	
<b>Program Applicability</b>	
Designation	Credit - Degree Applicable
Proposed For	<b>AS Degree</b> -Nursing
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Corequisite</b> NURSNG 2	
<b>Content Review</b>	
NURSNG 2 - Corequisite (Content to Objective)	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Perform select skills in the laboratory and acute care settings.	
2. Use the nursing process to develop an individualized patient-centered plan of care for the adult and older adult.	
3. Demonstrate clinical decision making skills in the development of an individualized patient-centered plan of care.	
4. Identify the physiologic and psychosocial needs of patients taking into account their diverse backgrounds, preferences, and values when caring for patients in the clinical setting.	
5. Perform a head to toe assessment on the adult and older adult patient.	
<b>Course Content</b>	
10%	Medication Administration
10%	Communication and patient Education
10%	Fluid and Electrolytes
10%	Health Assessment
10%	Surgical Asepsis and Alterations in skin integrity
10%	Excretion
10%	Oxygenation health deviations, oxygen delivery methods
10%	Care of Aging Adults
10%	Rest and Sleep
10%	Spirituality
Total: 100%	
<b>Lab Content</b>	
10%	Critical thinking, identification of patient preferences
10%	Administration of PO, topical, IM and Subcutaneous medication, practice the rights of medication administration
10%	Utilize diverse interviewing technique, use of SBAR, Do Not Use abbreviations joint commission.
10%	Peripheral IV assessment, identify pertinent IV solution on patient's

	osmolality status
10%	Mini Head to Toe Assessment
10%	Skin Audits, Donning sterile Gloves, Simple dressing changes, care of patients with JP and Hemovac drains
10%	Insertion of indwelling catheter, obtaining urine specimen, CAUTI prevention measures, NGT
10%	Incentive spirometry, Pulse oximetry, oxygen delivery methods
10%	Fall Precautions, Bleeding precautions, Hourly Rounding,
10%	Assessment of patients with Narcolepsy, Sundown Syndrome, Insomnia
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Lab Observation and Demonstration Projects
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 80% - Performance Weekly observation of performance in lab</li> <li>• 20% - Written assignments</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Hinkle, J.. <i>Brunner &amp; Suddarth's Textbook of Medical-Surgical Nursing</i> , 14th ed. Philadelphia, PA: Wolters Kluwer, 2018, ISBN: 9781496347992.	
<b>Assignments</b>	
Sample Assignment	
<p>Assignment # 1: QSEN Activity</p> <p>During your medication preparation note any entries in the doctor's orders and MAR that need clarification and/or have not been clarified.</p> <p>Note which practices are in place for high risk medication such as two nurses checking insulin or anticoagulant therapy and pertinent labs . Identify a medication error or near-miss and how hospital policy is implemented including the reporting mechanism.</p> <p>Use the incidence or occurrence form to communicate the incident as well as identifying the reason an incident report is used and the hospital's role in reporting medication error</p>	

Describe what prevented the near miss.

#### Assignment #2: Nursing Short Care Plan

In this course you will submit four nursing short care plans in week 3, 4, 5, and 6. Utilizing the five steps of nursing process (Assessment, Nursing Diagnosis, Planning, Implementation, and Evaluation) create nursing plan of care on one actual and one potential problem of your patient. Please check the sample care plan given in your Student Handbook.

#### Student Learning Outcomes

1. Students will utilize the nursing process and QSEN guidelines as an organizational structure and framework to promote self-care via the creation of care plans and concept maps.
2. Students will perform all course related psychomotor skills to reflect standards of medical and surgical asepsis when providing care for assigned patients/ clients.

#### Minimum Qualification

Minimum Qualifications:	Nursing (Masters Required)
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#### Library

List of suggested materials has been given to librarian?	No
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Library has adequate materials to support course?	Yes
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Additional Comments/Information

#### Attached Files

[Corequisite N2L](#)

## Corequisite Checklist and Worksheet

<b>(Nursing 2)</b>
<b>Corequisite:</b> (Nursing 2L) ; (Fundamentals of Nursing Concepts 2 Lab)
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
(Prerequisite is N1) ; (Fundamentals of Nursing Concepts 1)
(If applicable, enter Discipline and Course # here) ; (Enter Course Title here)

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the corequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the corequisite.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this corequisite is based on tests, the type and number of examinations, grading criteria, applicability to performance or skill, or required additional support for the successful completion of both courses.	<b>X</b>	
4. Selection of this corequisite is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success concurrent with enrollment have been specified in writing.	<b>X</b>	
6. The course materials presented in this corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this corequisite.	<b>X</b>	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the corequisite.	<b>X</b>	
8. The body of knowledge and/or skills taught in the corequisite are not an instructional unit of the course requiring the corequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

**SECTION 2 – please explain how the corequisite will support the course and why it is necessary for students to succeed:**

<p>Nursing 2L is the corequisite to Nursing 2. In Nursing 2 students expand the discussion of the roles of the nurse, as well as profession-related and patient care concepts. In Nursing 2L students implement the theoretical knowledge from N2 in a clinical setting.</p>
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**Santa Monica College**  
**Course: NEW or Reinstatement**  
**Expanded Course Outline for NURSNG 3 - Adult Health Nursing Concepts 1**

Course Cover	
Discipline	NURSNG-NURSING
Course Number	3
Full Course Title	Adult Health Nursing Concepts 1
Catalog Course Description	This course focuses on the care of adult patients with health alterations that require medical and/or surgical intervention. Emphasis is placed on the care of patients with alterations in selected body functions. Concepts of patient-centered care, cultural sensitivity, informatics, safe practice, and professionalism are integrated throughout the course.
Rationale	Required by the BRN to have a curriculum revision
Proposed Start	Year: 2018 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 2.50
Weekly Lecture Hours	Min: 2.50 (Sem: 45)
Total Semester Instructional Hours	45.00
Total Outside-of-Class Hours	90.00
Load Factor	1.00
Repeatability	May be repeated 1 time(s)
Grading Methods	Letter Grade or P/NP
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	<b>AS Degree</b> -Nursing
Pre/Corequisites & Advisories	



**Corequisite**

Nursing 3L must be taken at the same time

**Prerequisite**

NURSNG 2

Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Discuss a basic health assessment of adult patients to identify deviations from normal that can contribute to alterations in health.	
2. Explain the role of the nurse as a member of the inter-professional healthcare team in the provision of safe, quality care for adult and older adult patients with common/uncomplicated health alterations.	
3. Discuss the clinical decision making used when participating in the provision of care to adult and older adult patients experiencing common/uncomplicated alterations in health.	
4. Apply knowledge of pharmacology, pathophysiology, and nutrition in the provision of care for adult and older adult patients with common/uncomplicated alterations in health.	
5. Articulate verbal and nonverbal communication that promotes caring, therapeutic relationships with patients and their families, as well as professional relationships with members of the healthcare team.	
6. Discuss the secure use of health information systems and patient care technologies in an appropriate, effective manner.	
7. Describe health and safety related education based on the identified needs of patients.	
8. Use organizational and time management skills in the provision of patient-centered care.	
9. Identify environmental hazards, patient safety concerns and activities that promote quality improvement.	
10. Summarize ethical, legal and professional standards while caring for adult and older adult patients with common/uncomplicated alterations in health.	
11. Discuss a focused assessment on an adult and older adult with selected health alterations.	
Course Content	
15%	Fluid, Electrolytes, and Acid-Base Balance
15%	Oxygenation
15%	Cardiac Output and Tissue Perfusion
15%	Alterations in Regulation and Metabolism
15%	Alterations in Mobility
15%	Perioperative Care
10%	Sensory Perception
Total: 100%	
Methods of Presentation	

Upon satisfactory completion of the course, students will be able to:

1. Discuss a basic health assessment of adult patients to identify deviations from normal that can contribute to alterations in health.
2. Explain the role of the nurse as a member of the inter-professional healthcare team in the provision of safe, quality care for adult and older adult patients with common/uncomplicated health alterations.
3. Discuss the clinical decision making used when participating in the provision of care to adult and older adult patients experiencing common/uncomplicated alterations in health.
4. Apply knowledge of pharmacology, pathophysiology, and nutrition in the provision of care for adult and older adult patients with common/uncomplicated alterations in health.
5. Articulate verbal and nonverbal communication that promotes caring, therapeutic relationships with patients and their families, as well as professional relationships with members of the healthcare team.
6. Discuss the secure use of health information systems and patient care technologies in an appropriate, effective manner.
7. Describe health and safety related education based on the identified needs of patients.
8. Use organizational and time management skills in the provision of patient-centered care.
9. Identify environmental hazards, patient safety concerns and activities that promote quality improvement.
10. Summarize ethical, legal and professional standards while caring for adult and older adult patients with common/uncomplicated alterations in health.
11. Discuss a focused assessment on an adult and older adult with selected health alterations.

Course Content	
15%	Fluid, Electrolytes, and Acid-Base Balance
15%	Oxygenation
15%	Cardiac Output and Tissue Perfusion
15%	Alterations in Regulation and Metabolism
15%	Alterations in Mobility
15%	Perioperative Care
10%	Sensory Perception
Total: 100%	
Methods of Presentation	

15%	Fluid, Electrolytes, and Acid-Base Balance
15%	Oxygenation
15%	Cardiac Output and Tissue Perfusion
15%	Alterations in Regulation and Metabolism
15%	Alterations in Mobility
15%	Perioperative Care
10%	Sensory Perception
Total: 100%	

15%	Fluid, Electrolytes, and Acid-Base Balance
15%	Oxygenation
15%	Cardiac Output and Tissue Perfusion
15%	Alterations in Regulation and Metabolism
15%	Alterations in Mobility
15%	Perioperative Care
10%	Sensory Perception
Total: 100%	

15%	Fluid, Electrolytes, and Acid-Base Balance
15%	Oxygenation
15%	Cardiac Output and Tissue Perfusion
15%	Alterations in Regulation and Metabolism
15%	Alterations in Mobility
15%	Perioperative Care
10%	Sensory Perception
Total: 100%	

15%	Fluid, Electrolytes, and Acid-Base Balance
15%	Oxygenation
15%	Cardiac Output and Tissue Perfusion
15%	Alterations in Regulation and Metabolism
15%	Alterations in Mobility
15%	Perioperative Care
10%	Sensory Perception
Total: 100%	

15%	Fluid, Electrolytes, and Acid-Base Balance
15%	Oxygenation
15%	Cardiac Output and Tissue Perfusion
15%	Alterations in Regulation and Metabolism
15%	Alterations in Mobility
15%	Perioperative Care
10%	Sensory Perception
Total: 100%	

15%	Fluid, Electrolytes, and Acid-Base Balance
15%	Oxygenation
15%	Cardiac Output and Tissue Perfusion
15%	Alterations in Regulation and Metabolism
15%	Alterations in Mobility
15%	Perioperative Care
10%	Sensory Perception
Total: 100%	

15%	Fluid, Electrolytes, and Acid-Base Balance
15%	Oxygenation
15%	Cardiac Output and Tissue Perfusion
15%	Alterations in Regulation and Metabolism
15%	Alterations in Mobility
15%	Perioperative Care
10%	Sensory Perception
Total: 100%	

Total: 100%	
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Methods of Presentation	
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Methods	Group Work Lecture and Discussion Observation and Demonstration Projects
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 60% - Exams/Tests minimum of 2</li> <li>• 25% - Final exam</li> <li>• 10% - Group Projects</li> <li>• 5% - Quizzes</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Hinkle, J. <i>Brunner and Suddarth's textbook of medical surgical nursing</i> , , 14 ed. Philadelphia,: PA, 2018, ISBN: 9781496347992.	
<b>Assignments</b>	
Sample Assignment	
<p>Assignment 1: Case Study</p> <p>Application of the Nursing Process to Intravenous Therapy Case Study</p> <p>A 18 year old college student presents himself to the urgent care clinic with a 3 day history of nausea and vomiting. The physician orders I.V. 0.9% sodium chloride to infuse at 125cc/hr.</p> <p>A. Identify an appropriate nursing diagnosis for this client</p> <p>B. List a goal statement for the nursing diagnosis</p> <p>c. Identify nursing interventions for a client receiving I.V. fluids and appropriate for the selected nursing diagnosis</p> <p>d. Evaluate patient care outcomes based upon selected nursing interventions</p> <p>Assignment 2: Compare and contrast IV fluids appropriateness for the selected patients. If the IV is not appropriate, state why and list the appropriate IV fluids to be administered.</p> <p>A 36 year old admitted with fractured pelvis and a blood pressure of 80/40. The physician</p>	

ordered ringers lactate wide open. Is this IV appropriate or not and explain why?

A 45 year old male is admitted to your unit with a blood pressure of 220/120. He has a history of hypertension is on furosemide. The physician ordered Dextrose 5% 1/2 normal saline at 50cc/hr. Is this IV appropriate or not and explain why?

### Student Learning Outcomes

1. Identify knowledge of pharmacology, pathophysiology, and nutrition in the provision of care for adult and older adult patients with common/uncomplicated alterations in health.

2. Discuss the clinical decision making used when participating in the provision of care to adult and older adult patients experiencing common/uncomplicated alterations in health.

### Minimum Qualification

Minimum Qualifications:	Nursing (Masters Required)
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### Library

List of suggested materials has been given to librarian?	No
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Library has adequate materials to support course?	Yes
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Additional Comments/Information

### Attached Files

[Corequisite N3](#)  
[Prereq of N2 for N3](#)

## Prerequisite / Corequisite Checklist and Worksheet

### (Nursing 3, Adult Health Nursing Concepts 1)

**Prerequisite:** (Nursing 2) ; (Fundamentals of Nursing Concepts 2)

Other prerequisites, corequisites, and advisories also required for this course:  
(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

(Corequisite is Nursing 3L) ; (Adult Health Concepts 1 Lab)

(Prerequisite is Nursing 2) ; (Fundamentals of Nursing Concepts 2)

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	<b>X</b>	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	<b>X</b>	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	<b>X</b>	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	<b>X</b>	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)

\_\_\_ Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

**List schools here:**

**Complete the Prerequisite Worksheet**

x Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

**Complete the Prerequisite Worksheet**

*modified 09/26/2012*

# Prerequisite Worksheet

## ENTRANCE SKILLS FOR (Nursing 3)

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	Explain the importance of selected concepts related to professionalism as they pertain to providing and directing safe, quality patient care.
B)	Discuss selected concepts related to patient-centered care needed to provide safe, quality patient care for the adult and older adult.
C)	Identify the physiologic and psychosocial needs of patients taking into account their diverse backgrounds, preferences, and values.
D)	Identify strategies to promote an environment that is safe for the patient, self, and others.
E)	Examine nursing skills that use proper techniques and measures to promote safe, quality patient-centered care.
F)	Apply the various elements of the nursing process to clinical decision-making
G)	Identify characteristics of culture and related variations as they affect the health of a community.
H)	Discuss the concept of a head to toe assessment into the care of the adult and older adult patient.

## EXIT SKILLS (objectives) FOR (Nursing 2)

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	Explain the importance of selected concepts related to professionalism as they pertain to providing and directing safe, quality patient care.
2.	Discuss selected concepts related to patient-centered care needed to provide safe, quality patient care for the adult and older adult.
3.	Identify the physiologic and psychosocial needs of patients taking into account their diverse backgrounds, preferences, and values.
4.	Identify strategies to promote an environment that is safe for the patient, self, and others.
5.	Examine nursing skills that use proper techniques and measures to promote safe, quality patient-centered care.
6.	Apply the various elements of the nursing process to clinical decision-making
7.	Identify characteristics of culture and related variations as they affect the health of a community.
8.	Discuss the concept of a head to toe assessment into the care of the adult and older adult patient.

		ENTRANCE SKILLS FOR ( Nursing 3 )							
EXIT SKILLS FOR ( Nursing 2 )		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7							x	
	8								x

## Corequisite Checklist and Worksheet

<b>(Nursing 3)</b>
<b>Corequisite:</b> (Nursing 3L) ; (Adult Health Nursing Concepts 1 Lab)
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
(Prerequisite is Nursing 2) ; (Fundamentals of Nursing Concepts 2)

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the corequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the corequisite.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this corequisite is based on tests, the type and number of examinations, grading criteria, applicability to performance or skill, or required additional support for the successful completion of both courses.	<b>X</b>	
4. Selection of this corequisite is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success concurrent with enrollment have been specified in writing.	<b>X</b>	
6. The course materials presented in this corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this corequisite.	<b>X</b>	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the corequisite.	<b>X</b>	
8. The body of knowledge and/or skills taught in the corequisite are not an instructional unit of the course requiring the corequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

**SECTION 2 – please explain how the corequisite will support the course and why it is necessary for students to succeed:**

Nursing 3L is a corequisite to Nursing 3. Nursing 3 is the theoretical course that focuses on the care of adult patients with health alterations that require medical and/or surgical intervention. Nursing 3L is the lab course in which students implement the knowledge learned in N3 in a clinical environment.

**Santa Monica College**  
**Course: NEW or Reinstatement**

**Expanded Course Outline for NURSNG 3L - Adult Health Nursing Concepts 1 Lab**

Course Cover	
Discipline	NURSNG-NURSING
Course Number	3L
Full Course Title	Adult Health Nursing Concepts 1 Lab
Catalog Course Description	This course focuses on the care of adult patients with health alterations that require medical and/or surgical intervention. Emphasis is placed on the care of patients with alterations in selected body functions. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to adults in a variety of settings. Concepts of patient-centered care, cultural sensitivity, informatics, safe practice, and professionalism are integrated throughout the course.
Rationale	This course is required by our accrediting agency in the new curriculum revision
Proposed Start	Year: 2018 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 2.50
Weekly Lecture Hours	Min: 0
Weekly Laboratory Hours	Min: 8.00 (Sem: 144)
Total Semester Instructional Hours	144.00
Total Outside-of-Class Hours	0
Load Factor	0.75
Repeatability	May be repeated 1 time(s)



Grading Methods	P/NP Only
<b>Program Applicability</b>	
Designation	Credit - Degree Applicable
Proposed For	<b>AS Degree</b> -Nursing
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Corequisite</b> NURSNG 3	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Perform a general health assessment including physiological, psychological, sociological, and spiritual needs of adult patients experiencing health alterations in a variety of settings.	
2. Assist in the development of evidence-based plans of care that include cultural, spiritual, and developmentally appropriate interventions and health promotion recommendations for adult patients with medical/surgical health alterations.	
3. Provide culturally sensitive care to adult patients and families from diverse backgrounds.	
4. Participate as a member of the inter-professional healthcare team in the provision of safe, quality care for adult patients with health alterations.	
5. Demonstrate clinical decision making when participating in the provision of care to adults experiencing alterations in health.	
6. Apply knowledge of pharmacology, pathophysiology, and nutrition in the provision of care for adult patients with alterations in health.	
7. Use verbal and nonverbal communication that promotes caring, therapeutic relationships with patients and their families, as well as professional relationships with members of the healthcare team.	
8. Demonstrate ability to securely use health information systems and patient care technologies in an appropriate, effective manner.	
9. Provide health and safety related education based on the identified needs of adult patients.	
10. Use organizational and time management skills in the provision of patient-centered care.	
11. Report environmental hazards, patient safety concerns and participate in activities that promote quality improvement.	
12. Administer medication according to the safe care directives.	
<b>Course Content</b>	
30%	Health Assessment
10%	Communication
10%	Disease Prevention

5%	Infection Control
30%	Patient Safety
5%	Documentation
10%	Accountability
Total: 100%	
<b>Lab Content</b>	
30%	Cultural/Spiritual assessment, Age appropriate interventions, Interdisciplinary patient family education, Grand rounds plan of care
10%	Hand off report, SBAR
10%	CDC, WOCN society, AHCPR, AORN, AJN, OR observation report
5%	IV solution and tubing audit
30%	60 second assessment, Medication Administration (IVPB administration, primary solution administration), pre-op checklist, prevent mistakes in surgery (National Patient Safety Goal), sequential compression devices, pressure relief mattresses, joint replacement care (CPM machine, hip precautions)
5%	Health assessment documentation (focus assessment), HIPAA
10%	Adhere to safe care directives, Nurses Code of Ethics, civility
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Group Work Observation and Demonstration Projects
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 25% - Homework Concepts Maps /Grand Rounds</li> <li>• 25% - Lab Reports Post conference Activities</li> <li>• 25% - Oral Presentation Presentation of Case Studies</li> <li>• 25% - Simulation Simulated Lab experiences</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
1. Hinkle, J. <i>Brunner and Suddarth's textbook of medical surgical nursing</i> , 14th ed. Philadelphia,: Wolters Kluwer, 2018, ISBN: 9781496347992.	
<b>Assignments</b>	
Sample Assignment	

### Assignment 1: Nursing Grand Rounds

Students will choose a patient for whom to complete a written and oral nursing grand round. Information will include developmental and cultural considerations, interpretation of assessment data, summary of pathophysiology, rationale for provider and nursing actions, and plan for patient education. An oral presentation will be presented during the post-conference time period. (Pass or Fail)

### Assignment 2: QSEN reflective journal

Students will complete a reflective journal for each of the six QSEN competencies including safety, patient-centered care, evidence-based practice, quality improvement, informatics, and teamwork and collaboration. The students will write the reflection based on the “Think Like a Nurse” format. Sections will include introduction, background, noticing, interpreting, responding and reflection on clinical learning.

#### Student Learning Outcomes

1. Perform a general health assessment including physiological, psychological, sociological, and spiritual needs of adult patients experiencing health alterations in a variety of settings.
2. Demonstrate clinical decision making when participating in the provision of care to adults experiencing alterations in health.

#### Minimum Qualification

Minimum Qualifications:	Nursing (Masters Required)
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#### Library

List of suggested materials has been given to librarian?	No
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Library has adequate materials to support course?	Yes
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Additional Comments/Information

#### Attached Files

[Corequisite 3L](#)

## Corequisite Checklist and Worksheet

<b>(Nursing 3L)</b>
<b>Corequisite:</b> (Nursing 3) ; (Adult Health Nursing Concepts 1)
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
(Prerequisite is Nursing 2) ; (Fundamentals of Nursing Concepts 2)

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the corequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the corequisite.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this corequisite is based on tests, the type and number of examinations, grading criteria, applicability to performance or skill, or required additional support for the successful completion of both courses.	<b>X</b>	
4. Selection of this corequisite is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success concurrent with enrollment have been specified in writing.	<b>X</b>	
6. The course materials presented in this corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this corequisite.	<b>X</b>	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the corequisite.	<b>X</b>	
8. The body of knowledge and/or skills taught in the corequisite are not an instructional unit of the course requiring the corequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

**SECTION 2 – please explain how the corequisite will support the course and why it is necessary for students to succeed:**

<p>Nursing 3L is a corequisite to Nursing 3. Nursing 3 is the theoretical course that focuses on the care of adult patients with health alterations that require medical and/or surgical intervention. Nursing 3L is the lab course in which students implement the knowledge learned in N3 in a clinical environment.</p>
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**Santa Monica College**  
**Course: NEW or Reinstatement**  
**Expanded Course Outline for NURSNG 4 - Mental Health Nursing Concepts**

Course Cover	
Discipline	NURSNG-NURSING
Course Number	4
Full Course Title	Mental Health Nursing Concepts
Catalog Course Description	This course focuses on the care of patients across the lifespan experiencing cognitive, mental and behavioral disorders. Emphasis is placed on management of patients facing emotional and psychological stressors as well as promoting and maintaining the mental health of individuals and families. Concepts of crisis intervention, therapeutic communication, anger management, and coping skills are integrated throughout the course. The community as a site for care and support services is addressed.
Rationale	The accrediting body for the RN program requires that the curriculum is current and relevant to practice.
Proposed Start	Year: 2019 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 1.50
Weekly Lecture Hours	Min: 1.50 (Sem: 27)
Total Semester Instructional Hours	27.00
Total Outside-of-Class Hours	54.00
Load Factor	1.00
Load Factor Rationale	Lecture course
Repeatability	May be repeated 0 time(s)
Grading	Letter Grade or P/NP

Methods	
<b>Program Applicability</b>	
Designation	Credit - Degree Applicable
Proposed For	<b>AS Degree</b> -Nursing
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Prerequisite</b> NURSNG 3	
<b>Corequisite</b> NURSNG 4L	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Identify the essential components of a mental/ behavioral health assessment for patients with common mental health disorders.	
2. Discuss the importance of an individualized, evidence-based plan of care that demonstrates an appreciation of a patient's cultural, spiritual, and developmental variations and includes recommendations for the adoption of health-promoting behaviors.	
3. Explain the importance of advocacy when collaborating with members of the interprofessional health care team in the provision of safe, quality care for patients with common mental health disorders.	
4. Integrate clinical decision making skills when planning care for patients with common mental health disorders.	
5. Incorporate knowledge of pharmacology, psychopathology, nutrition, and established evidence-based practices in the provision of care for patients with common mental health disorders.	
6. Articulate verbal and nonverbal communication that promotes caring, therapeutic relationships with patients and their families, as well as professional relationships with members of the healthcare team.	
7. Identify the use of health information systems and patient care technologies in an effective and secure manner when assessing and monitoring patients with common mental health disorders.	
8. Discuss health and safety related education that uses a variety of teaching methods based on the identified needs of patients and their families.	
9. Identify strategies that provide a safe environment for patients, self, and other while supporting quality improvement initiatives.	
10. Summarize ethical, legal and professional standards in the provision of care for patients with common mental health disorders.	
11. Describe community-based nursing care and resources for patients with mental health issues.	

<b>Course Content</b>	
10%	Development of therapeutic relationships
10%	Mental Health and Mental Illness
10%	Abuse and Violence
10%	Anxiety and Anxiety related disorders
10%	Mood disorders
10%	Psychotic disorders
10%	Cognitive impairment disorders
10%	Eating disorders and nutritional considerations
10%	Mental Health Assessment
5%	In-patient and community-based health
5%	Legal and ethical issues
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Group Work Lecture and Discussion Online instructor-provided resources Other Projects
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 30% - Exams/Tests</li> <li>• 30% - Final exam</li> <li>• 5% - Other</li> <li>• 10% - Quizzes</li> <li>• 10% - Research Projects</li> <li>• 15% - Written assignments</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Townsend, Mary. <i>Essentials of Psychiatric Mental Health Nursing</i> , 6th ed. Philadelphia, PA: F.A. Davis, 2014, ISBN: 978-0803638761.	
<b>Assignments</b>	
Sample Assignment	
Assignment #1:	
Nursing Care Plan: Complete two nursing diagnoses on two separate forms. Use as much space as needed to complete the assignment. For each diagnosis, write a long-term goal, a short-term goal, three nursing orders for the short-term goal, and evaluation of	

interventions provided. Include rationales and references as directed.

Assignment #2:

12 Step Meeting Paper: Students will attend one substance abuse related 12 step meeting (AA, NA, CA, ACA or Alanon). A typed written report will be prepared in 2 pages or less addressing the six areas discussed in class.

**Student Learning Outcomes**

1. Demonstrate competency in establishing and maintaining a therapeutic nurse-patient relationship through use of effective communication techniques with patients experiencing mental health problems.

2. Create effective plans of care for patients who demonstrate symptoms related to ineffective coping patterns, anxiety, personality disorders, substance abuse disorders, mood disorders, psychotic disorders, and issues related to abuse and crisis.

**Minimum Qualification**

Minimum Qualifications:	Nursing (Masters Required)
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**Library**

List of suggested materials has been given to librarian?	No
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Library has adequate materials to support course?	Yes
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Additional Comments/Information

**Attached Files**

[Corequisite N4](#)  
[Prerequisite N4](#)



## Prerequisite / Corequisite Checklist and Worksheet

### (Nursing 4, Mental Health Nursing Concepts)

**Prerequisite:** (Nursing 3) ; (Adult Health Nursing Concepts 1)

Other prerequisites, corequisites, and advisories also required for this course:  
(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

(Corequisite is Nursing 4L) ; (Mental Health Nursing Concepts Lab)

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	<b>X</b>	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	<b>X</b>	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	<b>X</b>	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	<b>X</b>	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)

\_\_\_ Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

**List schools here:**

**Complete the Prerequisite Worksheet**

x Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

**Complete the Prerequisite Worksheet**

## Prerequisite Worksheet

### ENTRANCE SKILLS FOR (Nursing 4)

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	Discuss a basic health assessment of adult patients to identify deviations from normal that can contribute to alterations in health.
B)	Explain the role of the nurse as a member of the inter-professional healthcare team in the provision of safe, quality care for adult and older adult patients with common/uncomplicated health alterations.
C)	Discuss the clinical decision making used when participating in the provision of care to adult and older adult patients experiencing common/uncomplicated alterations in health.
D)	Apply knowledge of pharmacology, pathophysiology, and nutrition in the provision of care for adult and older adult patients with common/uncomplicated alterations in health.
E)	Articulate verbal and nonverbal communication that promotes caring, therapeutic relationships with patients and their families, as well as professional relationships with members of the healthcare team.
F)	Discuss the secure use of health information systems and patient care technologies in an appropriate, effective manner.
G)	Describe health and safety related education based on the identified needs of patients.
H)	Use organizational and time management skills in the provision of patient-centered care.

### EXIT SKILLS (objectives) FOR (Nursing 3)

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	Discuss a basic health assessment of adult patients to identify deviations from normal that can contribute to alterations in health.	
2.	Explain the role of the nurse as a member of the inter-professional healthcare team in the provision of safe, quality care for adult and older adult patients with common/uncomplicated health alterations.	
3.	Discuss the clinical decision making used when participating in the provision of care to adult and older adult patients experiencing common/uncomplicated alterations in health.	
4.	Apply knowledge of pharmacology, pathophysiology, and nutrition in the provision of care for adult and older adult patients with common/uncomplicated alterations in health.	
5.	Articulate verbal and nonverbal communication that promotes caring, therapeutic relationships with patients and their families, as well as professional relationships with members of the healthcare team.	
6.	Discuss the secure use of health information systems and patient care technologies in an appropriate, effective manner.	
7.	Describe health and safety related education based on the identified needs of patients.	
8.	Use organizational and time management skills in the provision of patient-centered care.	

*modified 09/26/2012*

		ENTRANCE SKILLS FOR ( Nursing 4 )							
EXIT SKILLS FOR ( Nursing 3 )		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7							x	
	8								x

## Corequisite Checklist and Worksheet

<b>(Nursing 4)</b>
<b>Corequisite:</b> (Nursing 4L) ; (Mental Health Nursing Concepts Lab)
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
(Prerequisite is N3) ; (Adult Health Nursing Concepts 1)

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the corequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the corequisite.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this corequisite is based on tests, the type and number of examinations, grading criteria, applicability to performance or skill, or required additional support for the successful completion of both courses.	<b>X</b>	
4. Selection of this corequisite is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success concurrent with enrollment have been specified in writing.	<b>X</b>	
6. The course materials presented in this corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this corequisite.	<b>X</b>	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the corequisite.	<b>X</b>	
8. The body of knowledge and/or skills taught in the corequisite are not an instructional unit of the course requiring the corequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

**SECTION 2 – please explain how the corequisite will support the course and why it is necessary for students to succeed:**

<p>Nursing 4L is a corequisite to Nursing 4. Nursing 4 is the theoretical course that focuses on the care of patients across the lifespan experiencing cognitive, mental and behavioral disorders. Nursing 4L is the lab course in which students implement the knowledge learned in N4 in a clinical environment.</p>
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**Santa Monica College**  
**Course: NEW or Reinstatement**  
**Expanded Course Outline for NURSNG 4L - Mental Health Concepts Lab**

Course Cover	
Discipline	NURSNG-NURSING
Course Number	4L
Full Course Title	Mental Health Concepts Lab
Catalog Course Description	This clinical course focuses on the care of patients experiencing cognitive, mental and behavioral disorders. Emphasis is placed on management of patients facing emotional and psychological stressors as well as promoting and maintaining the mental health of individuals and families. Concepts of crisis intervention, therapeutic communication, anger management, and coping skills are integrated throughout the clinical experience. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to patients in selected mental health settings.
Rationale	The accrediting body for the RN program requires that the curriculum is current and relevant to practice.
Proposed Start	Year: 2019 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 1.50
Weekly Laboratory Hours	Min: 4.50 (Sem: 81)
Total Semester Instructional Hours	81.00
Load Factor	0.75
Load Factor Rationale	Clinical course
Repeatability	May be repeated 0 time(s)
Program Applicability	

Designation	Credit - Degree Applicable
Proposed For	<b>AS Degree</b> -Nursing
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Corequisite</b> NURSNG 4	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Perform a mental/behavioral health assessment for patients with common mental health disorders.	
2. Develop an individualized, evidence-based plan of care that demonstrates an appreciation of a patient's cultural, spiritual, and developmental variations and includes recommendations for the adoption of health-promoting behaviors.	
3. Advocate when collaborating with members of the interprofessional health care team in the provision of safe, quality care for patients with common mental health disorders.	
4. Apply clinical decision making skills when planning care for patients with common mental health disorders.	
5. Apply knowledge of pharmacology, psychopathology, nutrition, and established evidence-based practices in the provision of care for patients with common mental health disorders.	
6. Utilize verbal and nonverbal communication that promotes caring, therapeutic relationships with patients and their families, as well as professional relationships with members of the healthcare team.	
7. Utilize health information systems and patient care technologies in an effective and secure manner when assessing and monitoring patients with common mental health disorders.	
8. Develop health and safety related education that uses a variety of teaching methods based on the identified needs of patients and their families.	
9. Employ strategies that provide a safe environment for patients, self, and other while supporting quality improvement initiatives.	
10. Practice ethical, legal and professional standards in the provision of care for patients with common mental health disorders.	
<b>Course Content</b>	
10%	Development of therapeutic relationships
10%	Mental health and mental illness
10%	Abuse and violence
10%	Anxiety and anxiety related disorders
10%	Mood disorders
10%	Psychotic disorders
10%	Cognitive impairment disorders
10%	Eating disorders and nutritional considerations

10%	Mental health assessment
5%	In-patient and community-based mental health
5%	Legal and ethical issues
Total: 100%	
<b>Lab Content</b>	
10%	Milieu assessment, therapeutic communication, safety precautions, patient interview
10%	Plan of care for mental health, standards of psychiatric mental health, scope of practice, role of the nurse
10%	Reporting and documenting abuse
10%	Assessment of generalized anxiety disorder, panic disorder, obsessive compulsive disorder, PTSD
10%	Assessment of mood disorders, grief, suicide precautions
10%	Assessment of psychotic disorders
10%	Assessment of patients with Alzheimer's disease, dementia, provision of safe environment
10%	Assessment of patients with Anorexia Nervosa, Bulimia nervosa, and obesity
10%	Use of measurement instruments, discussion of health promotion and disease prevention with clients, develop evidence based plans of care
5%	Research community resources for patients with mental illness.
5%	Advocacy, witness informed consent, identification of restraint alternatives, implementation of behavioral national patient safety goals
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Lab Observation and Demonstration Projects
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 80% - Performance weekly observation of student performance in lab</li> <li>• 20% - Written assignments</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Townsend, Mary. <i>Essentials of Psychiatric Mental Health Nursing</i> , 6th ed. Philadelphia, PA: F.A. Davis, 2014, ISBN: 978-0803638761.	
<b>Assignments</b>	

## Sample Assignment

### Assignment #1:

**Journal Validation Study:** The purpose of this assignment is to facilitate application of course theory to the clinical setting. The student will compare observations made during the clinical experience with lecture or textbook theory. Student may observe an interaction between staff and patient or an experience of a patient within the environment (milieu). Student may conclude that the observed interaction is supported by theory and is effective. Or student may conclude that the observation is not supported by theory and not effective or therapeutic.

### Assignment #2:

#### Group Teaching Plan and Evaluation for Community Mental Health Placement:

All students assigned to the same community mental health facility will work together to design and implement one teaching activity to one group of patients. Submit only one form for your group. Submit your completed plan to the agency facilitator and your instructor for approval prior to implementing the teaching activity. Complete an evaluation of your teaching after completion of the activity. Submit the completed form to your instructor.

### Student Learning Outcomes

1. Demonstrate use of critical thinking strategies and appropriate communication skills in response to common patient behaviors associated with emotional distress and psychiatric disorders.
2. Utilize critical thinking strategies and principles of psychiatric-mental health nursing to promote therapeutic plans of care for patients with mental health disorders.

### Minimum Qualification

Minimum Qualifications:	Nursing (Masters Required)
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### Library

List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes



## Corequisite Checklist and Worksheet

<b>(Nursing 4L)</b>
<b>Corequisite:</b> (Nursing 4) ; (Mental Health Nursing Concepts)
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
(Prerequisite is N3) ; (Adult Health Nursing Concepts 1)

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the corequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the corequisite.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this corequisite is based on tests, the type and number of examinations, grading criteria, applicability to performance or skill, or required additional support for the successful completion of both courses.	<b>X</b>	
4. Selection of this corequisite is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success concurrent with enrollment have been specified in writing.	<b>X</b>	
6. The course materials presented in this corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this corequisite.	<b>X</b>	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the corequisite.	<b>X</b>	
8. The body of knowledge and/or skills taught in the corequisite are not an instructional unit of the course requiring the corequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

**SECTION 2 – please explain how the corequisite will support the course and why it is necessary for students to succeed:**

Nursing 4L is a corequisite to Nursing 4. Nursing 4 is the theoretical course that focuses on the care of patients across the lifespan experiencing cognitive, mental and behavioral disorders. Nursing 4L is the lab course in which students implement the knowledge learned in N4 in a clinical environment.

**Santa Monica College**  
**Course: NEW or Reinstatement**  
**Expanded Course Outline for NURSNG 5 - Adult Health Nursing Concepts 2**

Course Cover	
Discipline	NURSNG-NURSING
Course Number	5
Full Course Title	Adult Health Nursing Concepts 2
Catalog Course Description	This course focuses on the care of adult patients with complex medical/surgical health problems. Emphasis is placed on helping patients and their families cope with alterations in body functions. Concepts of pharmacology, health promotion and education, evidence-based practice, and interdisciplinary collaboration will be integrated throughout the course.
Rationale	The accrediting body for the RN program requires that the curriculum is current and relevant to practice.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 2.50
Weekly Lecture Hours	Min: 2.50 (Sem: 45)
Total Semester Instructional Hours	45.00
Total Outside-of-Class Hours	90.00
Load Factor	1.00
Load Factor Rationale	Lecture course
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Program Applicability	

Designation	Credit - Degree Applicable
Proposed For	<b>AS Degree</b> -Nursing
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Corequisite</b> NURSNG 5L	
<hr/>	
<b>Prerequisite</b> NURSNG 4	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Discuss the importance of advocacy as a member of the interprofessional health care team in the provision of safe, quality care for adult and older adult patients with complex health alterations.	
2. Discuss concepts of pharmacology, pathophysiology, nutrition, and established evidence-based practices when caring for adult and older adult patients with complex alterations in health.	
3. Analyze verbal and nonverbal communication that promotes caring, therapeutic relationships with patients and families, as well as professional relationships with members of the healthcare team.	
4. Examine the use of health information systems and patient care technologies in an effective and secure manner when assessing and monitoring patients.	
5. Prioritize health and safety related education for patients and families using a variety of teaching methods.	
6. Correlate organizational, time management, priority-setting, and decision-making skills in the planning of care for patients with complex health alterations.	
7. Determine strategies that provide a safe environment for patients, self, and others while supporting quality improvement initiatives.	
8. Discuss ethical, legal, and professional standards when planning care for the adult and older adult patient with complex alterations in health.	
9. Analyze social determinants contributing to the development of chronic illness in a community.	
<b>Course Content</b>	
15%	Oncology
8%	Anemias
8%	Hematological Cancers
3%	Bleeding Disorders
5%	Function of Immune System
9%	HIV/AIDS
7%	Autoimmune Disorders

10%	Renal Failure
10%	Disorders of the GI Tract
10%	Disorders of Biliary Function
7%	Reproductive Cancers
8%	Breast Cancer
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Lecture and Discussion Observation and Demonstration Online instructor-provided resources Other Projects
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 58% - Exams/Tests</li> <li>• 30% - Final exam</li> <li>• 2% - Homework</li> <li>• 3% - Other Case Studies</li> <li>• 6% - Quizzes</li> <li>• 1% - Simulation</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Hinkle, J.. <i>Brunner and Suddarth's textbook of medical surgical nursing</i> , 14th ed. Philadelphia, PA: Wolters Kluwer, 2018, ISBN: 9781496347992.	
<b>Assignments</b>	
Sample Assignment	
<p>Assignment # 1: Case Study Students will complete case studies related to each unit topic. Case studies may include, but are not limited to, patient education, diagnostic interpretation, and patient care priorities. All case studies will be submitted in writing prior to the unit exam. Each week students will be chosen to present the case studies in class for discussion.</p> <p>Assignment # 2: Patient in a Box Students divide into small groups in a classroom setting. Each group will be given patient information or “clues” about a patient. Students will work together in a group to interpret the patient information, determine assessment priorities and discuss intervention priorities.</p>	
<b>Student Learning Outcomes</b>	
1. Students will demonstrate understanding of the concepts of pharmacology, pathophysiology, nutrition and established evidence-based practices when caring for adult and older adult patients with complex alterations in health.	
2. Students will demonstrate priority setting and decision-making skills when planning safe care for patients with complex alterations in health.	

Minimum Qualification	
Minimum Qualifications:	Nursing (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
Additional Comments/Information	
Attached Files	
<a href="#">Prerequisite N4</a> <a href="#">Corequisite Nursing 5L</a>	

## Prerequisite / Corequisite Checklist and Worksheet

### Nursing 5, Adult Health Nursing Concepts 2

**Prerequisite:** Nursing 4; (Mental Health Nursing Concepts)

Other prerequisites, corequisites, and advisories also required for this course:  
 (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)  
 Corequisite is N5; Adult Health Nursing Concepts 2 Lab

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	<b>X</b>	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	<b>X</b>	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	<b>X</b>	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	<b>X</b>	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)

\_\_\_ Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

List schools here:

**Complete the Prerequisite Worksheet**

x Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

**Complete the Prerequisite Worksheet**

## Prerequisite Worksheet

### ENTRANCE SKILLS FOR NURSING 5

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	Identify the essential components of a mental/ behavioral health assessment for patients with common mental health disorders.
B)	Discuss the importance of an individualized, evidence based plan of care that demonstrates an appreciation of a patient?s cultural, spiritual, and developmental variations and includes recommendations for the adoption of health-promoting behaviors.
C)	Explain the importance of advocacy when collaborating with members of the interprofessional health care team in the provision of safe, quality care for patients with common mental health disorders.
D)	Integrate clinical decision making skills when planning care for patients with common mental health disorders.
E)	Incorporate knowledge of pharmacology, psychopathology, nutrition, and established evidence-based practices in the provision of care for patients with common mental health disorders.
F)	Articulate verbal and nonverbal communication that promotes caring, therapeutic relationships with patients and their families, as well as professional relationships with members of the healthcare team.
G)	Identify the use of health information systems and patient care technologies in an effective and secure manner when assessing and monitoring patients with common mental health disorders.
H)	Discuss health and safety related education that uses a variety of teaching methods based on the identified needs of patients and their families.

### EXIT SKILLS (objectives) FOR NURSING 4

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	Identify the essential components of a mental/ behavioral health assessment for patients with common mental health disorders.
2.	Discuss the importance of an individualized, evidence based plan of care that demonstrates an appreciation of a patient?s cultural, spiritual, and developmental variations and includes recommendations for the adoption of health-promoting behaviors.
3.	Explain the importance of advocacy when collaborating with members of the interprofessional health care team in the provision of safe, quality care for patients with common mental health disorders.
4.	Integrate clinical decision making skills when planning care for patients with common mental health disorders.
5.	Incorporate knowledge of pharmacology, psychopathology, nutrition, and established evidence-based practices in the provision of care for patients with common mental health disorders.
6.	Articulate verbal and nonverbal communication that promotes caring, therapeutic relationships with patients and their families, as well as professional relationships with members of the healthcare team.

7.	Identify the use of health information systems and patient care technologies in an effective and secure manner when assessing and monitoring patients with common mental health disorders.
8.	Discuss health and safety related education that uses a variety of teaching methods based on the identified needs of patients and their families.

		ENTRANCE SKILLS FOR NURSING 5							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR NURSING 4	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7							x	
	8								x



## Corequisite Checklist and Worksheet

<b>Nursing 5 - Adult Health Nursing Concepts 2</b>
<b>Corequisite:</b> Nursing 5L; Adult Health Nursing Concepts 2 Lab
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory) Prerequisite N4; Mental Health Nursing Concepts

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the corequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the corequisite.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this corequisite is based on tests, the type and number of examinations, grading criteria, applicability to performance or skill, or required additional support for the successful completion of both courses.	<b>X</b>	
4. Selection of this corequisite is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success concurrent with enrollment have been specified in writing.	<b>X</b>	
6. The course materials presented in this corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this corequisite.	<b>X</b>	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the corequisite.	<b>X</b>	
8. The body of knowledge and/or skills taught in the corequisite are not an instructional unit of the course requiring the corequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

**SECTION 2 – please explain how the corequisite will support the course and why it is necessary for students to succeed:**

<p>Nursing 5L is a corequisite to Nursing 5. Nursing 5 is the theoretical course that focuses on the care of adult patients with complex medical/surgical health problems. Nursing 5L is the lab course in which students implement the knowledge learned in Nursing 5 in a clinical environment.</p>
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# Santa Monica College

## Course: NEW or Reinstatement

### Expanded Course Outline for NURSNG 5L - Adult Health Nursing Concepts 2 Lab

Course Cover	
Discipline	NURSNG-NURSING
Course Number	5L
Full Course Title	Adult Health Nursing Concepts 2 Lab
Catalog Course Description	This clinical course provides the student an opportunity to apply theoretical concepts and implement safe care for adult patients with complex medical/surgical health problems in a variety of settings. Emphasis is placed on helping patients and their families cope with alterations in body functions. Concepts of pharmacology, health promotion, education, evidence based practice, and interdisciplinary collaboration will be applied throughout the clinical course.
Rationale	The accrediting body for the RN program requires that the curriculum is current and relevant to practice
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 2.50
Weekly Laboratory Hours	Min: 7.50 (Sem: 135)
Total Semester Instructional Hours	135.00
Load Factor	0.75
Load Factor Rationale	clinical course
Repeatability	May be repeated 0 time(s)
Grading Methods	P/NP Only
Program Applicability	

Designation	Credit - Degree Applicable
Proposed For	<b>AS Degree</b> -Nursing
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Corequisite</b> NURSNG 5	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Interpret a general health assessment of adult patients with deviations from normal that contribute to complex alterations in health.	
2. Develop individualized, evidence-based plans of care that include cultural, spiritual, and developmentally appropriate interventions and health promotion recommendations for adult patients with complex medical/surgical health alterations.	
3. Demonstrate clinical judgment when planning direct patient care to adult and older adult patients experiencing complex alterations in health.	
4. Integrate aspects of pharmacology, pathophysiology, nutrition, and established evidence-based practices when caring for adult and older adult patients with complex alterations in health.	
5. Utilize verbal and nonverbal communication that promotes caring, therapeutic relationships with patients and families, as well as professional relationships with members of the healthcare team.	
6. Utilize health information systems and patient care technologies in an effective and secure manner when assessing and monitoring patients.	
7. Apply organizational, time management, priority-setting, and decision-making skills in the implementation of care to patients with complex health alterations.	
8. Adhere to ethical, legal, and professional standards when planning care for the adult and older adult patient with complex alterations in health.	
9. Engage patients or designated surrogates in active partnerships that promote health, safety and well-being, and self-care management.	
<b>Course Content</b>	
4%	Assessing Patient Preferences
3%	Cultural Considerations
4%	Age Related Changes
3%	Therapeutic Communication
5%	Interprofessional Communication
3%	Access of Patient Information
5%	Documentation
8%	Evidence-Based Health Promotion and Disease Prevention
6%	Use of Evidence to Drive Patient-Care Protocols
10%	Ongoing Quality Improvement in the Clinical Area
6%	Safety Assessment and Documentation

5%	Trending Health Data
5%	Reassessment
3%	Clinical Security Plan
10%	Safe Medication Administration
5%	Use of Electronic Sources to Enhance Patient Care
5%	Civility in Nursing
5%	Professional Accountability
5%	Prioritization
Total: 100%	
<b>Lab Content</b>	
20%	Physical, psychosocial, spiritual and functional assessment, therapeutic communication, focused physical assessment based on patient need.
20%	Use of SBAR, Hand-off reporting, Access of patient data using the electronic medical record (EMR), Accurate documentation using the EMR.
10%	Evidence-based patient teaching plan
10%	Use of research to evaluate quality improvement initiatives.
20%	Safe medication administration, Identification of patient data trends, timely reassessment, 60 second safety assessment, safety documentation.
10%	Electronic documentation; electronic research
10%	Professional communication, prioritization (pre-conference and post-conference)
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Lab Observation and Demonstration Projects
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 80% - Performance weekly observation of performance in lab</li> <li>• 20% - Written assignments</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Hinkle, J.. <i>Brunner &amp; Suddarth's Textbook of Medical-Surgical Nursing</i> , 14th ed. Philadelphia, PA: Wolters Kluwer, 2018, ISBN: 9781496347992.	

<b>Assignments</b>	
<b>Sample Assignment</b>	
<p><b>Assignment # 1: Nursing Grand Round</b>            Students will choose a patient for whom to complete a written and oral nursing grand round. Information will include developmental and cultural considerations, interpretation of assessment data, summary of pathophysiology, rationale for provider and nursing actions, and plan for patient education. An oral presentation will be presented during the post-conference time period.</p> <p><b>Assignment # 2: QSEN reflective journal</b></p> <p>Students will complete a reflective journal for each of the six QSEN competencies including Safety, Patient-centered care, Evidence-based practice, Quality improvement, Informatics, and Teamwork and Collaboration. The students will write the reflection based on the “Think Like a Nurse” format. Sections will include introduction, background, noticing, interpreting, responding and reflection on clinical learning.</p>	
<b>Student Learning Outcomes</b>	
<p>1. Students will plan, prioritize and implement care for a group of at least two patients with complex alterations in health while maintaining a safe and therapeutic environment.</p> <p>2. Students will develop and present an individualized, evidence-based plan of care that includes cultural, spiritual and developmentally appropriate interventions and health promotion recommendations for adult patients with complex medical/surgical health alterations.</p>	
<b>Minimum Qualification</b>	
<b>Minimum Qualifications:</b>	Nursing (Masters Required)
<b>Library</b>	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
<b>Additional Comments/Information</b>	
<b>Attached Files</b>	
<a href="#">Corequisite Nursing 5</a>	

## Corequisite Checklist and Worksheet

<b>Nursing 5L - Adult Health Nursing Concepts 2 Lab</b>
<b>Corequisite:</b> Nursing 5; Adult Health Nursing Concepts 2
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory) Prerequisite N4; Mental Health Nursing Concepts

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the corequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the corequisite.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this corequisite is based on tests, the type and number of examinations, grading criteria, applicability to performance or skill, or required additional support for the successful completion of both courses.	<b>X</b>	
4. Selection of this corequisite is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success concurrent with enrollment have been specified in writing.	<b>X</b>	
6. The course materials presented in this corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this corequisite.	<b>X</b>	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the corequisite.	<b>X</b>	
8. The body of knowledge and/or skills taught in the corequisite are not an instructional unit of the course requiring the corequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

**SECTION 2 – please explain how the corequisite will support the course and why it is necessary for students to succeed:**

<p>Nursing 5L is a corequisite to Nursing 5. Nursing 5 is the theoretical course that focuses on the care of adult patients with complex medical/surgical health problems. Nursing 5L is the lab course in which students implement the knowledge learned in Nursing 5 in a clinical environment.</p>
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**Santa Monica College**  
**Course: NEW or Reinstatement**

**Expanded Course Outline for NURSNG 6 - Maternal Newborn Nursing Concepts**

Course Cover	
Discipline	NURSNG-NURSING
Course Number	6
Full Course Title	Maternal Newborn Nursing Concepts
Catalog Course Description	This course provides an integrative, family-centered approach to the care of mothers, newborns, and families. Emphasis is placed on normal and high-risk pregnancies, normal growth and development, family dynamics and the promotion of healthy behaviors in patients.
Rationale	The accrediting body for the RN program requires that the curriculum is current and relevant to practice.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 1.50
Weekly Lecture Hours	Min: 1.50 (Sem: 27)
Total Semester Instructional Hours	27.00
Total Outside-of-Class Hours	54.00
Load Factor	1.00
Load Factor Rationale	Lecture course
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	<b>AS Degree</b>

	-Nursing
Pre/Corequisites & Advisories	
<b>Corequisite</b> NURSNG 6L	
<hr/>	
<b>Prerequisite</b> NURSNG 5	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Discuss a comprehensive health assessment of childbearing women and newborns that identifies deviations from normal as well as health risks.	
2. Develop an individualized, evidence-based plan of care that demonstrates an appreciation of the diverse backgrounds and developmental variations of childbearing women and newborns while making recommendations for the adoption of health-promoting behaviors in a community setting.	
3. Explain the importance of advocacy when collaborating with members of the interprofessional healthcare team in the provision of safe, quality care for childbearing women, newborns, and families.	
4. Prioritize clinical judgment in the management of care for childbearing women, newborns, and families.	
5. Integrate concepts of pharmacology, pathophysiology, nutrition, and established evidence-based practices from previous nursing courses in the care of childbearing women and newborns.	
6. Articulate verbal and nonverbal communication that promotes caring, therapeutic relationships with childbearing women and newborns as well as professional relationships with members of the health care team.	
7. Discuss the use of healthcare information systems and patient care technology to manage the care of childbearing women and newborns, mitigate error, and communicate relevant patient information with members of the healthcare team.	
8. Use organizational, time management, and priority setting skills when making care-related clinical judgments about the management of childbearing women and newborns.	
9. Evaluate the effectiveness of quality improvement strategies using patient outcome data.	
10. Differentiate ethical, legal, and professional standards while managing the care of childbearing women, newborns and families.	
Course Content	
5%	Trends in maternal health care
20%	Antepartum care
10%	Intrapartum care
10%	Postpartum care



10%	Newborn care
10%	Alteration in Oxygenation – Maternal & Neonate & Newborn
10%	Alteration in Cardiac Output and Tissue Perfusion - Maternal
10%	Alteration in Regulation and Metabolism – Maternal & Neonate
10%	Alteration in Cognition and Sensation – Maternal
5%	Legal/ethical issues
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Group Work Lecture and Discussion Online instructor-provided resources Projects
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 30% - Exams/Tests 2-4</li> <li>• 30% - Final exam</li> <li>• 5% - Other</li> <li>• 10% - Quizzes 2-4</li> <li>• 10% - Research Projects</li> <li>• 15% - Written assignments</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. London, M.. <i>Maternal &amp; Child Nursing Care</i> , 5th ed. Boston: Pearson, 2017, ISBN: 9780134167220.	
<b>Assignments</b>	
Sample Assignment	
<p>Assignment #1: Ethical/Legal issues in Maternal Newborn Nursing Concept</p> <p>Directions: Perform a search for a peer review article related to ethical/legal issues in Maternal newborn nursing. Write a brief summary of your article in the discussion thread utilizing APA format and include your reference. Please respond to 2 discussion thread using APA format.</p> <p>Assignment #2: Intrapartum Care Case Study:</p>	

Directions: Complete the case study and bring to lecture on the assigned due. This case study will be reviewed as a group and turned in after in class discussion.

**Student Learning Outcomes**

1. Demonstrate understanding of nursing theory to plan, implement and evaluate the quality of care for the childbearing women, newborn and families with common, acute or chronic health alterations.

2. Utilize critical thinking skills to assess and prioritize nursing interventions utilized during the normal and high-risk processes of pregnancy, labor and delivery, and post-partum.

**Minimum Qualification**

Minimum Qualifications:	Nursing (Masters Required)
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**Library**

List of suggested materials has been given to librarian?	No
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Library has adequate materials to support course?	Yes
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Additional Comments/Information

**Attached Files**

[Corequisite N6](#)  
[Prerequisite N6](#)

## Prerequisite / Corequisite Checklist and Worksheet

### (Nursing 6, Maternal Newborn Nursing Concepts)

**Prerequisite:** (Nursing 5) ; (Adult Health Nursing Concepts 2)

Other prerequisites, corequisites, and advisories also required for this course:  
(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

(Corequisite is N6L) ; (Maternal Newborn Nursing Concepts Lab)

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	<b>X</b>	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	<b>X</b>	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	<b>X</b>	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	<b>X</b>	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)

\_\_\_ Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

**List schools here:**

**Complete the Prerequisite Worksheet**

x Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

**Complete the Prerequisite Worksheet**

## Prerequisite Worksheet

### ENTRANCE SKILLS FOR (Nursing 6)

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	Discuss the importance of advocacy as a member of the interprofessional health care team in the provision of safe, quality care for adult and older adult patients with complex health alterations.
B)	Discuss concepts of pharmacology, pathophysiology, nutrition, and established evidence-based practices when caring for adult and older adult patients with complex alterations in health.
C)	Analyze verbal and nonverbal communication that promotes caring, therapeutic relationships with patients and families, as well as professional relationships with members of the healthcare team.
D)	Examine the use of health information systems and patient care technologies in an effective and secure manner when assessing and monitoring patients.
E)	Prioritize health and safety related education for patients and families using a variety of teaching methods.
F)	Correlate organizational, time management, priority-setting, and decision-making skills in the planning of care to patients with complex health alterations.
G)	Determine strategies that provide a safe environment for patients, self, and others while supporting quality improvement initiatives.
H)	Discuss the ethical, legal, and professional standards when planning care for the adult and older adult patient with complex alterations in health.

### EXIT SKILLS (objectives) FOR (Nursing 5)

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	Discuss the importance of advocacy as a member of the interprofessional health care team in the provision of safe, quality care for adult and older adult patients with complex health alterations.
2.	Discuss concepts of pharmacology, pathophysiology, nutrition, and established evidence-based practices when caring for adult and older adult patients with complex alterations in health.
3.	Analyze verbal and nonverbal communication that promotes caring, therapeutic relationships with patients and families, as well as professional relationships with members of the healthcare team.
4.	Examine the use of health information systems and patient care technologies in an effective and secure manner when assessing and monitoring patients.
5.	Prioritize health and safety related education for patients and families using a variety of teaching methods.
6.	Correlate organizational, time management, priority-setting, and decision-making skills in the planning of care to patients with complex health alterations.
7.	Determine strategies that provide a safe environment for patients, self, and others while supporting quality improvement initiatives.

8. Discuss the ethical, legal, and professional standards when planning care for the adult and older adult patient with complex alterations in health.

		ENTRANCE SKILLS FOR ( Nursing 6 )							
EXIT SKILLS FOR ( Nursing 5 )		A	B	C	D	E	F	G	H
	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7							x	
	8								x

## Corequisite Checklist and Worksheet

<b>(Nursing 6)</b>
<b>Corequisite:</b> (Nursing 6L) ; (Maternal Newborn Nursing Concepts Lab)
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
(Prerequisite is N5) ; (Adult Health Nursing Concepts 2)

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the corequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the corequisite.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this corequisite is based on tests, the type and number of examinations, grading criteria, applicability to performance or skill, or required additional support for the successful completion of both courses.	<b>X</b>	
4. Selection of this corequisite is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success concurrent with enrollment have been specified in writing.	<b>X</b>	
6. The course materials presented in this corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this corequisite.	<b>X</b>	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the corequisite.	<b>X</b>	
8. The body of knowledge and/or skills taught in the corequisite are not an instructional unit of the course requiring the corequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

**SECTION 2 – please explain how the corequisite will support the course and why it is necessary for students to succeed:**

<p>Nursing 6L is a corequisite to Nursing 6. Nursing 6 is the theoretical course that focuses on an integrative, family-centered approach to the care of mothers, newborns, and families. Nursing 6L is the lab course in which students implement the knowledge learned in Nursing 6 in a clinical environment.</p>
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# Santa Monica College

## Course: NEW or Reinstatement

### Expanded Course Outline for NURSNG 6L - Maternal Newborn Nursing Concepts Lab

Course Cover	
Discipline	NURSNG-NURSING
Course Number	6L
Full Course Title	Maternal Newborn Nursing Concepts Lab
Catalog Course Description	This clinical course provides an integrative, family-centered approach to the care of mothers, newborns and families. Emphasis is placed on normal and high-risk pregnancies, normal growth and development, family dynamics and the promotion of healthy behaviors in patients. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to mothers and newborns in selected settings.
Rationale	The accrediting body for the RN program requires that the curriculum is current and relevant to practice.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 1.00
Weekly Laboratory Hours	Min: 3.00 (Sem: 54)
Total Semester Instructional Hours	54.00
Load Factor	0.75
Load Factor Rationale	Clinical course
Repeatability	May be repeated 0 time(s)
Grading Methods	P/NP Only

<b>Program Applicability</b>	
Designation	Credit - Degree Applicable
Proposed For	<b>AS Degree</b> -Nursing
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Corequisite</b> NURSNG 6	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Perform a comprehensive health assessment of childbearing women and newborns that identifies deviations from normal as well as health risks.	
2. Develop an individualized, evidence-based plan of care that demonstrates an appreciation of the diverse backgrounds and developmental variations of childbearing women and newborns while making recommendations for the adoption of health-promoting behaviors.	
3. Demonstrate advocacy when collaborating with members of the interprofessional healthcare team in the provision of safe, quality care for childbearing women, newborns, and families.	
4. Utilize clinical judgment in the management and prioritization of care for childbearing women, newborns, and families.	
5. Implement concepts of pharmacology, pathophysiology, nutrition, and established evidence-based practices from previous nursing courses in the care of childbearing women and newborns.	
6. Articulate verbal and nonverbal communication that promotes caring, therapeutic relationships with childbearing women, newborns, families as well as professional relationships with members of the health care team.	
7. Utilize the healthcare information systems and patient care technology to manage the care of childbearing women and newborns, mitigate error, and communicate relevant patient information with members of the healthcare team.	
8. Use organizational, time management, and priority setting skills when making care-related clinical judgments about the management of childbearing women and newborns.	
<b>Course Content</b>	
20%	Communication
15%	Anticipatory Guidance
10%	Technologies in Health Care
5%	Ethics
30%	Holistic Care of a Dyad
20%	Comprehensive Health Assessment
Total: 100%	
<b>Lab Content</b>	
20%	Perform a comprehensive health assessment including physiological,



	psychological, sociological, and spiritual needs of patients, families, groups, populations, and communities across the lifespan experiencing complex (unstable acute conditions) health alterations in a variety of settings.
20%	Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes.
10%	Model culturally sensitive care for patients, families, and groups from diverse backgrounds.
20%	Use clinical reasoning and clinical judgment when evaluating nursing care to improve patient outcomes.
10%	Advocate for patients, families, and groups regarding nursing care issues and health care decisions.
10%	Use verbal and nonverbal communication that promotes caring, therapeutic relationships with individuals, families, and groups.
10%	Provide health-related education to patient and families that include the use of varying teaching methods.
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Lab Observation and Demonstration Projects
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 80% - Performance Weekly observation of performance in lab</li> <li>• 20% - Written assignments</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. London, M.. <i>Maternal &amp; Child Nursing Care</i> , 5th ed. Boston: Pearson, 2017, ISBN: 9780134167220.	
<b>Assignments</b>	
Sample Assignment	
Assignment #1: Patient Teaching Project:	
Directions: Each student will select a patient teaching topic. Create a 10-15 minute patient centered discussion centered on selected topic the topic. This topic will be presented during post conference prior to completing actually patient teaching.	

**Assignment #2: Comprehensive Newborn Assessment:**

Directions: Perform a Newborn Assessment utilizing provided. This is comprehensive assessment is to include data from Antepartum phase, Intrapartum phase, newborn physical assessment, feeding preference and course, describe parental interaction, nursing intervention and plans for follow up care.

**Student Learning Outcomes**

1. Utilize comprehensive theoretical knowledge as a basis for the nursing process when providing safe patient care for childbearing women and neonates.

2. Assess educational and culturally diverse needs of childbearing women and their families and communicate effectively when relaying information regarding health promotion needs for women and neonates as assessed by satisfactory completion of the clinical evaluation tool, the clinical concept map and QSEN.

**Minimum Qualification**

Minimum Qualifications:	Nursing (Masters Required)
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**Library**

List of suggested materials has been given to librarian?	No
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Library has adequate materials to support course?	Yes
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Additional Comments/Information

**Attached Files**

[Corequisite N6L](#)

## Corequisite Checklist and Worksheet

<b>(Nursing 6L)</b>
<b>Corequisite:</b> (Nursing 6) ; (Maternal Newborn Nursing Concepts)
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
(Prerequisite is N5) ; (Adult Health Nursing Concepts 2)

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the corequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the corequisite.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this corequisite is based on tests, the type and number of examinations, grading criteria, applicability to performance or skill, or required additional support for the successful completion of both courses.	<b>X</b>	
4. Selection of this corequisite is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success concurrent with enrollment have been specified in writing.	<b>X</b>	
6. The course materials presented in this corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this corequisite.	<b>X</b>	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the corequisite.	<b>X</b>	
8. The body of knowledge and/or skills taught in the corequisite are not an instructional unit of the course requiring the corequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

**SECTION 2 – please explain how the corequisite will support the course and why it is necessary for students to succeed:**

Nursing 6L is a corequisite to Nursing 6. Nursing 6 is the theoretical course that focuses on an integrative, family-centered approach to the care of mothers, newborns, and families. Nursing 6L is the lab course in which students implement the knowledge learned in Nursing 6 in a clinical environment.

**Santa Monica College**  
**Course: NEW or Reinstatement**  
**Expanded Course Outline for NURSNG 7 - Pediatric Nursing Concepts**

Course Cover	
Discipline	NURSNG-NURSING
Course Number	7
Full Course Title	Pediatric Nursing Concepts
Catalog Course Description	This course provides an integrative, family-centered approach to the care of children. Emphasis is placed on normal growth and development, family dynamics, common pediatric disorders and the promotion of healthy behaviors in patients.
Rationale	The accrediting body for the RN program requires that the curriculum is current and relevant to practice.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 1.50
Weekly Lecture Hours	Min: 1.50 (Sem: 27)
Total Semester Instructional Hours	27.00
Total Outside-of-Class Hours	54.00
Load Factor	1.00
Load Factor Rationale	Lecture course
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP
Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	<b>AS Degree</b>

	-Nursing
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Prerequisite</b> NURSNG 5	
<hr/>	
<b>Corequisite</b> NURSNG 7L	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Discuss a comprehensive health assessment of children that identifies deviations from normal as well as health risks.	
2. Discuss the importance of an individualized, evidence based plan of care that demonstrates an appreciation of the diverse backgrounds and developmental variations of children and their families while making recommendations for the adoption of health-promoting behaviors in a community setting.	
3. Explain the importance of advocacy when collaborating with members of the interprofessional healthcare team in the provision of safe, quality care for children.	
4. Integrate knowledge of pharmacology, pathophysiology, nutrition, established evidence-based practices and concepts from previous nursing courses when caring for children.	
5. Articulate verbal and nonverbal communication that promotes caring, therapeutic relationships with children and their families as well as professional relationships with members of the health care team.	
6. Discuss the use of healthcare information systems and patient care technology to manage the care of children, mitigate error, and communicate relevant patient information with members of the healthcare team.	
7. Examine organizational, time management, and priority setting skills when making care-related clinical judgments about the management of children.	
8. Differentiate ethical, legal, and professional standards while managing the care of children.	
<b>Course Content</b>	
10%	Stress of Hospitalization
2%	Nursing Process
2%	Teamwork and Collaboration
5%	Communicable Diseases
10%	Medication Administration
5%	Toxic Ingestions
10%	Child Victims of Violence
5%	Children with Special Needs
2%	Informatics

2%	Professionalism
7%	Fluid Balance
10%	GI Deviations
10%	Respiratory Deviations
10%	Cardiac Deviations
10%	Central Nervous System Deviations
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Group Work Lecture and Discussion Online instructor-provided resources Projects
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 30% - Exams/Tests</li> <li>• 30% - Final exam</li> <li>• 5% - Group Projects</li> <li>• 5% - Other</li> <li>On-Line Assignments</li> <li>• 5% - Projects</li> <li>• 10% - Research Projects</li> <li>• 15% - Written assignments</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. London, M.. <i>Maternal &amp; Child Nursing Care</i> , 5th ed. Boston: Pearson, 2017, ISBN: 9780134167220.	
<b>Assignments</b>	
Sample Assignment	
<p>Assignment # 1: Group Project In a group of 3-5 members choose a contemporary topic which explores the health and well being of the pediatric population. Create a 10-15 minute presentation. Utilize the grading criteria presented in class to develop the presentation.</p> <p>Assignment # 2: Empathy Project While you are in the clinical setting, observe the behaviors of parents/caregivers of children. List the empathetic behaviors that you see caregivers manifest towards their children.</p>	
<b>Student Learning Outcomes</b>	
1. Demonstrate understanding of common health deviations among children, integrating	

scientific principles, knowledge of pathophysiology and pharmacology.	
2. Utilize critical thinking/problem solving skills, student will discuss how to modify therapeutic nursing interventions and communication techniques based on the developmental level of the child.	
<b>Minimum Qualification</b>	
Minimum Qualifications:	Nursing (Masters Required)
<b>Library</b>	
List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes
<b>Attached Files</b>	
<a href="#">Corequisite N7</a> <a href="#">Prereq of N5 for N7</a>	

## Prerequisite / Corequisite Checklist and Worksheet

### (Nursing 7, Pediatric Nursing Concepts)

**Prerequisite:** Nursing 5: Adult Health Nursing Concepts 2

Other prerequisites, corequisites, and advisories also required for this course:  
 (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

(Corequisite is N7L); (Pediatric Nursing Concepts Lab)

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	<b>X</b>	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	<b>X</b>	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	<b>X</b>	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	<b>X</b>	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)

\_\_\_ Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

**List schools here:**

**Complete the Prerequisite Worksheet**

x Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

**Complete the Prerequisite Worksheet**



## Prerequisite Worksheet

### ENTRANCE SKILLS FOR (Nursing 7)

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	Discuss the importance of advocacy as a member of the interprofessional health care team in the provision of safe, quality care for adult and older adult patients with complex health alterations.
B)	Discuss concepts of pharmacology, pathophysiology, nutrition, and established evidence-based practices when caring for adult and older adult patients with complex alterations in health.
C)	Analyze verbal and nonverbal communication that promotes caring, therapeutic relationships with patients and families, as well as professional relationships with members of the healthcare team.
D)	Examine the use of health information systems and patient care technologies in an effective and secure manner when assessing and monitoring patients.
E)	Prioritize health and safety related education for patients and families using a variety of teaching methods.
F)	Correlate organizational, time management, priority-setting, and decision-making skills in the planning of care to patients with complex health alterations.
G)	Determine strategies that provide a safe environment for patients, self, and others while supporting quality improvement initiatives.
H)	Discuss the ethical, legal, and professional standards when planning care for the adult and older adult patient with complex alterations in health.

### EXIT SKILLS (objectives) FOR (Nursing 5)

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	Discuss the importance of advocacy as a member of the interprofessional health care team in the provision of safe, quality care for adult and older adult patients with complex health alterations.
2.	Discuss concepts of pharmacology, pathophysiology, nutrition, and established evidence-based practices when caring for adult and older adult patients with complex alterations in health.
3.	Analyze verbal and nonverbal communication that promotes caring, therapeutic relationships with patients and families, as well as professional relationships with members of the healthcare team.
4.	Examine the use of health information systems and patient care technologies in an effective and secure manner when assessing and monitoring patients.
5.	Prioritize health and safety related education for patients and families using a variety of teaching methods.
6.	Correlate organizational, time management, priority-setting, and decision-making skills in the planning of care to patients with complex health alterations.
7.	Determine strategies that provide a safe environment for patients, self, and others while supporting quality improvement initiatives.
8.	Discuss the ethical, legal, and professional standards when planning care for the adult and older adult patient with complex alterations in health.

		ENTRANCE SKILLS FOR (Nursing 7)							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR (Nursing 5)	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7							x	
	8								x

## Corequisite Checklist and Worksheet

<b>(Nursing 7)</b>
<b>Corequisite:</b> (Nursing 7L) ; (Pediatric Nursing Concepts Lab)
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
(Prerequisite is N5) ; (Adult Health Nursing Concepts 2)

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the corequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the corequisite.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this corequisite is based on tests, the type and number of examinations, grading criteria, applicability to performance or skill, or required additional support for the successful completion of both courses.	<b>X</b>	
4. Selection of this corequisite is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success concurrent with enrollment have been specified in writing.	<b>X</b>	
6. The course materials presented in this corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this corequisite.	<b>X</b>	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the corequisite.	<b>X</b>	
8. The body of knowledge and/or skills taught in the corequisite are not an instructional unit of the course requiring the corequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

**SECTION 2 – please explain how the corequisite will support the course and why it is necessary for students to succeed:**

<p>Nursing 7L is a corequisite to Nursing 7. Nursing 7 is the theoretical course that focuses on providing an integrative, family-centered approach to the care of children. Nursing 7L is the lab course in which students implement the knowledge learned in Nursing 7 in a clinical environment.</p>
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**Santa Monica College**  
**Course: NEW or Reinstatement**

**Expanded Course Outline for NURSNG 7L - Pediatric Nursing Concepts Lab**

Course Cover	
Discipline	NURSNG-NURSING
Course Number	7L
Full Course Title	Pediatric Nursing Concepts Lab
Catalog Course Description	This clinical course provides an integrative, family-centered approach to the care of children. Emphasis is placed on normal growth and development, family dynamics, common pediatric disorders and the promotion of healthy behaviors in patients. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to children in selected settings.
Rationale	The accrediting body for the RN program requires that the curriculum is current and relevant to practice.
Proposed Start	Year: 2019 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 1.00
Weekly Laboratory Hours	Min: 3.00 (Sem: 54)
Total Semester Instructional Hours	54.00
Load Factor	0.75
Load Factor Rationale	Clinical course
Repeatability	May be repeated 0 time(s)
Grading Methods	P/NP Only
Program Applicability	
Designation	Credit - Degree Applicable

Proposed For	<b>AS Degree</b> -Nursing
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Corequisite</b> NURSNG 7	
<b>Content Review</b>	
NURSNG 7 - Corequisite (Content to Objective)	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Provide nursing care to the hospitalized child with common health deviation by integrating scientific principles, knowledge of pathophysiology and pharmacology.	
2. Modify therapeutic nursing interventions and communication techniques based on the developmental level of the child, by utilizing critical thinking/problem solving skills.	
<b>Course Content</b>	
20%	Nursing Process
20%	Communication
20%	Teamwork and Collaboration
10%	Evidence Based Practice
10%	Quality Improvement
20%	Safety
Total: 100%	
<b>Lab Content</b>	
10%	Use measurement tools to gather data related to desired patient outcomes. Ie. Glasgow Coma Scale
20%	Administer medications safely and accurately to the pediatric patient.
10%	Use evidence-based information and patient care technology to communicate relevant patient information, manage care and mitigate error in the provision of safe, quality patient-centered care.
10%	Maintain nursing practice that supports regulatory guidelines and institutional policies in the delivery of patient-centered care.
5%	Use organizational, time management, and priority setting skills in the provision and management of safe, quality patient-centered care.
30%	Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of children and their families experiencing complex (unstable acute conditions) health alterations in a variety of settings.
10%	Model culturally sensitive care for patients, families, and groups from diverse backgrounds.
5%	Integrate best current evidence into clinical judgments that indicate the need to modify clinical practice.
Total: 100%	

Methods of Presentation	
Methods	Lab Observation and Demonstration
Other Methods	Hospital experience
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> <li>• 80% - Performance</li> <li>• 20% - Written assignments</li> <li>• 100% - Total</li> </ul>
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. London, M.. <i>Maternal and Child Nursing Care</i> , 5th ed. Boston: Pearson, 2017, ISBN: 9780134167220.	
Assignments	
Sample Assignment	
<p>Assignment # 1: Health Assessment Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of children and their families experiencing complex (unstable acute conditions) health alterations in a variety of settings.</p> <p>Assignment # 2: Nursing Process Use the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes.</p>	
Student Learning Outcomes	
1. Provide nursing care to the hospitalized child with common health deviations by integrating scientific principles, knowledge of pathophysiology and pharmacology.	
2. Utilize critical thinking/problem solving skills, student will modify therapeutic nursing interventions and communication techniques based on the developmental level of the child.	
Minimum Qualification	
Minimum Qualifications:	Nursing (Masters Required)
Library	
List of suggested materials has been given to librarian?	No
Library has	Yes

adequate materials to support course?	
Additional Comments/Information	
<b>Attached Files</b>	
<a href="#">Corequisite N7L</a>	

## Corequisite Checklist and Worksheet

<b>(Nursing 7L)</b>
<b>Corequisite:</b> (Nursing 7) ; (Pediatric Nursing Concepts)
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
(Prerequisite is N5) ; (Adult Health Nursing Concepts 2)

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the corequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the corequisite.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this corequisite is based on tests, the type and number of examinations, grading criteria, applicability to performance or skill, or required additional support for the successful completion of both courses.	<b>X</b>	
4. Selection of this corequisite is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success concurrent with enrollment have been specified in writing.	<b>X</b>	
6. The course materials presented in this corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this corequisite.	<b>X</b>	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the corequisite.	<b>X</b>	
8. The body of knowledge and/or skills taught in the corequisite are not an instructional unit of the course requiring the corequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

**SECTION 2 – please explain how the corequisite will support the course and why it is necessary for students to succeed:**

<p>Nursing 7L is a corequisite to Nursing 7. Nursing 7 is the theoretical course that focuses on providing an integrative, family-centered approach to the care of children. Nursing 7L is the lab course in which students implement the knowledge learned in Nursing 7 in a clinical environment.</p>
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**Santa Monica College**  
**Course: NEW or Reinstatement**  
**Expanded Course Outline for NURSNG 8 - Adult Health Nursing Concepts 3**

Course Cover	
Discipline	NURSNG-NURSING
Course Number	8
Full Course Title	Adult Health Nursing Concepts 3
Catalog Course Description	This course focuses on advanced concepts of nursing care as they relate to patients with complex, multi-system alterations in health. Emphasis is placed on implementing time management and organizational skills while managing the care of patients with multiple needs and collaborating with the interdisciplinary team. Complex clinical skills, as well as priority setting, clinical judgment, and tenets of legal and ethical practice are integrated throughout the course.
Rationale	The accrediting body for the RN program requires that the curriculum is current and relevant to practice.
Proposed Start	Year: 2020 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 2.50
Weekly Lecture Hours	Min: 2.50 (Sem: 45)
Total Semester Instructional Hours	45.00
Total Outside-of-Class Hours	90.00
Load Factor	1.00
Load Factor Rationale	Lecture course
Repeatability	May be repeated 0 time(s)
Grading Methods	Letter Grade or P/NP

Program Applicability	
Designation	Credit - Degree Applicable
Proposed For	<b>AS Degree</b> -Nursing
Pre/Corequisites & Advisories	
<p><b>Prerequisite</b> NURSNG 7</p> <hr/> <p><b>Corequisite</b> NURSNG 8L</p> <hr/> <p><b>Prerequisite</b> NURSNG 19 or Advanced Placement into the Nursing Program</p>	
Course Objectives	
Upon satisfactory completion of the course, students will be able to:	
1. Construct a comprehensive health assessment of patients with deviations from normal that contribute to multisystem alterations in health.	
2. Develop an individualized, evidence-based plan of care that demonstrates an appreciation of a patient's diverse cultural, spiritual, and developmental variations while addressing the interaction of multisystem alterations in health.	
3. Value the role of a patient advocate when collaborating with members of the interprofessional healthcare team in the provision of safe, quality care for patients with multisystem alterations in health.	
4. Utilize clinical judgment when managing the care of patients with multisystem alterations in health.	
5. Integrate knowledge of pharmacology, pathophysiology, nutrition, established evidence-based practices, and concepts from previous nursing courses when planning care for patients with multisystem alterations in health.	
6. Synthesize the use of verbal and nonverbal communication to promote caring, therapeutic relationships with patients, families, and groups as well as professional relationships with members of the healthcare team.	
7. Examine the use of healthcare information systems and patient care technology to manage patient care, mitigate error, and communicate relevant patient information with members of the healthcare team.	
8. Evaluate the efficacy of health-related education that has been provided to patients, families, and groups.	
9. Integrate organizational, time management, and priority setting skills when planning the management of patients and making clinical judgments about their care.	

10. Evaluate the effectiveness of quality improvement strategies using patient outcome data.	
11. Adhere to ethical, legal, and professional standards while planning the management and delegation of care for patients with multi-system alterations in health.	
12. Appreciate the risks associated with handoff communication among providers and across transitions in care.	
Course Content	
5%	Culturally sensitive health assessment and care
5%	Health Promotion
5%	Measurement tools and nursing standards
5%	Safe nursing care
5%	Professional Standards
5%	Delegation
20%	Complex Respiratory Disorders
20%	Complex Cardiovascular Disorders
20%	Complex Neurological Disorders
10%	Complex Fluid and Electrolyte Imbalances
Total: 100%	
Methods of Presentation	
Opt Heading	
Methods	Group Work Lecture and Discussion Online instructor-provided resources Projects
Methods of Evaluation	
Methods	<ul style="list-style-type: none"> <li>• 30% - Exams/Tests</li> <li>• 30% - Final exam</li> <li>• 5% - Other</li> <li>• 10% - Quizzes</li> <li>• 10% - Research Projects</li> <li>• 15% - Written assignments</li> <li>• 100% - Total</li> </ul>
Appropriate Textbooks	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Hinkle, J.. <i>Brunner &amp; Suddarth's Textbook of Medical-Surgical Nursing</i> , 14th ed. Philadelphia, PA: Wolters Kluwer, 2018, ISBN: 9781496347992.	
Assignments	
Sample Assignment	

### Assignment #1: Group Project

In a group of 3-4 members choose one of the following topics. Create a 10-15 minute presentation. Utilize the grading criteria for the group project to develop the presentation.

Discuss the principles of delegation. How would these principles be used among nursing staff in the hospital setting? Give examples.

Describe and discuss new technologies and interventions used in the diagnosis and treatment of patients with respiratory disorders.

Describe modes of weaning from the mechanical ventilator. Evaluate readiness for the weaning process.

Discuss the long-term rehabilitation needs of the spinal cord injured patient. What types of nursing care will be needed in the rehabilitative phase.

Describe and discuss new technologies and interventions used in the diagnosis and treatment of patients with degenerative neurological disorders.

Discuss the meaning and purpose of determining the priority of patient triage. What is meant by emergent, urgent, and non-urgent patients?

Explore and discuss technological advances that patients can use at home to monitor their healthcare status.

### Assignment #2: EKG Rhythm Interpretation Assignment

For each of the following EKG rhythm strips measure the:

PR interval, QRS, interval, Heart Rate (state "not applicable" if not measurable). Identify the EKG rhythm.

### Student Learning Outcomes

1. Develop comprehensive plans of care for patients who have complex health disorders.
2. Integrate cultural, ethical, and legal principles when planning care for the patient with complex health alterations.

### Minimum Qualification

Minimum Qualifications:	Nursing (Masters Required)
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### Library

List of suggested materials has been given to librarian?	No
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Library has adequate materials to support course?	Yes
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### Attached Files

[Prereq N19](#)  
[Corequisite N8](#)  
[Prerequisite N8](#)

## Prerequisite / Corequisite Checklist and Worksheet

### (Nursing 8, Adult Health Nursing Concepts 3)

**Prerequisite:** (Nursing 7) ; (Pediatric Nursing Concepts)

Other prerequisites, corequisites, and advisories also required for this course:  
(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

(Corequisite is Nursing 8L) ; (Adult Health Nursing Concepts 3 Lab)

#### **SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	<b>X</b>	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	<b>X</b>	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	<b>X</b>	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	<b>X</b>	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

#### **SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)

\_\_\_ Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

**List schools here:**

**Complete the Prerequisite Worksheet**

x Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

**Complete the Prerequisite Worksheet**

## Prerequisite Worksheet

### ENTRANCE SKILLS FOR (Nursing 8)

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	Discuss a comprehensive health assessment of children that identifies deviations from normal as well as health risks.
B)	Discuss the importance of an individualized, evidence based plan of care that demonstrates an appreciation of the diverse backgrounds and developmental variations of children and their families while making recommendations for the adoption of health-promoting behaviors in a community setting.
C)	Explain the importance of advocacy when collaborating with members of the interprofessional healthcare team in the provision of safe, quality care for children.
D)	Integrate knowledge of pharmacology, pathophysiology, nutrition, established evidence-based practices and concepts from previous nursing courses when caring for children.
E)	Articulate verbal and nonverbal communication that promotes caring, therapeutic relationships with children and their families as well as professional relationships with members of the health care team.
F)	Discuss the use of healthcare information systems and patient care technology to manage the care of children, mitigate error, and communicate relevant patient information with members of the healthcare team.
G)	Examine organizational, time management, and priority setting skills when making care-related clinical judgments about the management of children.
H)	Differentiate ethical, legal, and professional standards while managing the care of children.

### EXIT SKILLS (objectives) FOR (Nursing 7)

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	Discuss a comprehensive health assessment of children that identifies deviations from normal as well as health risks.
2.	Discuss the importance of an individualized, evidence based plan of care that demonstrates an appreciation of the diverse backgrounds and developmental variations of children and their families while making recommendations for the adoption of health-promoting behaviors in a community setting.
3.	Explain the importance of advocacy when collaborating with members of the interprofessional healthcare team in the provision of safe, quality care for children.
4.	Integrate knowledge of pharmacology, pathophysiology, nutrition, established evidence-based practices and concepts from previous nursing courses when caring for children.
5.	Articulate verbal and nonverbal communication that promotes caring, therapeutic relationships with children and their families as well as professional relationships with members of the health care team.
6.	Discuss the use of healthcare information systems and patient care technology to manage the care of children, mitigate error, and communicate relevant patient information with members of the healthcare team.
7.	Examine organizational, time management, and priority setting skills when making

*modified 09/26/2012*

	care-related clinical judgments about the management of children.
8.	Differentiate ethical, legal, and professional standards while managing the care of children.

		ENTRANCE SKILLS FOR ( Nursing 8 )							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR ( Nursing 7 )	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7							x	
	8								x



## Prerequisite / Corequisite Checklist and Worksheet

### (Nursing 8 -- Adult Health Nursing Concepts 3)

**Prerequisite:** (Nursing 19) ; (Orientation to Advanced Placement)

Other prerequisites, corequisites, and advisories also required for this course:  
(Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)

(Corequisite, Nursing 8L) ; (Adult Health Nursing Concepts 3 lab)

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	<b>X</b>	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	<b>X</b>	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	<b>X</b>	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	<b>X</b>	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

**SECTION II - ADDITIONAL LEVEL OF SCRUTINY:**

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)

\_\_\_ Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

**List schools here:**

**Complete the Prerequisite Worksheet**

x Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

**Complete the Prerequisite Worksheet**

## Prerequisite Worksheet

### ENTRANCE SKILLS FOR (Nursing 8)

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	Compare and contrast the scope of nursing practice for the roles of the license vocational nurse and the registered nurse.
B)	Interpret arterial blood gas laboratory results.
C)	Develop a complete nursing care plan based upon the therapeutic self-care demand of each hypothetical patient.
D)	Demonstrate interviewing a patient using techniques of therapeutic communication.

### EXIT SKILLS (objectives) FOR (Nursing 19)

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	Compare and contrast the scope of nursing practice for the roles of the license vocational nurse and the registered nurse.
2.	Interpret arterial blood gas laboratory results.
3.	Develop a complete nursing care plan based upon the therapeutic self-care demand of each hypothetical patient.
4.	Demonstrate interviewing a patient using techniques of therapeutic communication.

		ENTRANCE SKILLS FOR ( Nursing 8 )							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR ( Nursing 19 )	1	x							
	2		x						
	3			x					
	4				x				
	5								
	6								
	7								
	8								

## Corequisite Checklist and Worksheet

<b>(Nursing 8)</b>
<b>Corequisite:</b> (Nursing 8L) ; (Adult Health Nursing Concepts 3 Lab)
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
(Prerequisite is N7) ; (Pediatric Nursing Concepts)

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the corequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the corequisite.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this corequisite is based on tests, the type and number of examinations, grading criteria, applicability to performance or skill, or required additional support for the successful completion of both courses.	<b>X</b>	
4. Selection of this corequisite is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success concurrent with enrollment have been specified in writing.	<b>X</b>	
6. The course materials presented in this corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this corequisite.	<b>X</b>	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the corequisite.	<b>X</b>	
8. The body of knowledge and/or skills taught in the corequisite are not an instructional unit of the course requiring the corequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

**SECTION 2 – please explain how the corequisite will support the course and why it is necessary for students to succeed:**

<p>Nursing 8L is a corequisite to Nursing 8. Nursing 8 is the theoretical course that focuses on advanced concepts of nursing care as they relate to patients with complex, multi-system alterations in health. Nursing 8L is the lab course in which students implement the knowledge learned in Nursing 8 in a clinical environment.</p>
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**Santa Monica College**  
**Course: NEW or Reinstatement**

**Expanded Course Outline for NURSNG 8L - Adult Health Nursing Concepts 3 Lab**

Course Cover	
Discipline	NURSNG-NURSING
Course Number	8L
Full Course Title	Adult Health Nursing Concepts 3 Lab
Catalog Course Description	This clinical course focuses on advanced concepts of nursing care as they relate to patients with complex multi-system alterations in health. Emphasis is placed on implementing time management and organizational skills while managing the care of patients with multiple needs and collaborating with the interdisciplinary team. Complex clinical skills, as well as priority setting, clinical judgment, and tenets of legal and ethical practice are integrated throughout the course. Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe care to patients and selected groups in a variety of settings.
Rationale	The accrediting body for the RN program requires that the curriculum is current and relevant to practice.
Proposed Start	Year: 2020 Semester: Spring
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 2.50
Weekly Laboratory Hours	Min: 7.50 (Sem: 135)
Total Semester Instructional Hours	135.00
Load Factor	0.75
Load Factor Rationale	Clinical course
Repeatability	May be repeated 0 time(s)
Grading	P/NP Only

Methods	
<b>Program Applicability</b>	
Designation	Credit - Degree Applicable
Proposed For	<b>AS Degree</b> -Nursing
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Corequisite</b> NURSNG 8	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Perform a comprehensive health assessment of patients with deviations from normal that contribute to multisystem alterations in health.	
2. Implement individualized, evidence-based plans of care that demonstrate an appreciation of a patient's diverse cultural, spiritual, and developmental variations while addressing the interaction of multisystem alterations in health.	
3. Demonstrate the role of a patient advocate when collaborating with members of the interprofessional healthcare team in the provision of safe, quality care for patients with multisystem alterations in health.	
4. Integrate clinical judgment when managing the care of patients with multisystem alterations in health.	
5. Integrate concepts of pharmacology, pathophysiology, nutrition, established evidence-based practices, and concepts from previous nursing courses when caring for patients with multisystem alterations in health.	
6. Utilize verbal and nonverbal communication to promote caring, therapeutic relationships with patients, families, and groups as well as professional relationships with members of the healthcare team.	
7. Utilize healthcare information systems and patient care technology to manage patient care, mitigate error, and communicate relevant patient information with members of the healthcare team.	
8. Evaluate the efficacy of health-related education that has been provided to patients, families, and groups.	
9. Adhere to ethical, legal, and professional standards while planning the management and delegation of care for patients with multi-system alterations in health	
<b>Course Content</b>	
10%	Culturally sensitive health assessment and care
10%	Health Promotion
10%	Measurement tools and nursing standards
10%	Safe clinical care
10%	Patient care technologies
10%	Simulation Labs/Code Blue and Congestive Heart Failure
10%	Delegation

10%	Complex Respiratory Disorders
10%	Complex Cardiovascular Disorders
10%	Complex Fluid and Electrolyte Disorders
Total: 100%	
<b>Lab Content</b>	
10%	Comprehensive Health Assessment, Care Planning, Therapeutic Communication, Clinical judgment and reasoning
10%	Patient teaching, researching best practices
10%	The use of measurement tools, Safety initiatives
10%	Critical care dosage calculations, alarm safety, clinical security plan, effective communication
10%	Documentation, Use of electronic health record, HIPAA
10%	Teamwork and collaboration, delegation, Interprofessional communication
10%	Trach care, ventilator management, artificial airway management, chest tube management
10%	EKGs, dysrhythmia identification, medication administration
10%	Glasgow Coma Scale, Neurological assessment, medication administration
10%	Interpret diagnostic tests, Accucheck, fluid administration, medication administration, Intake and output, monitoring fluid status
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Lab Observation and Demonstration Projects
Methods	<ul style="list-style-type: none"> <li>• 80% - Performance weekly observation of student performance in lab</li> <li>• 20% - Written assignments</li> <li>• 100% - Total</li> </ul>
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Hinkle, J.. <i>Brunner &amp; Suddarth's Textbook of Medical-Surgical Nursing</i> , 14th ed. Philadelphia, PA: Wolters Kluwer, 2018, ISBN: 9781496347992.	
<b>Assignments</b>	
Sample Assignment	

## **Assignment # 1**

QSEN: Teamwork and Collaboration

Directions: Review the “RN Delegation to LVN or UAP in California” handout. During your clinical experience, pay special attention to the delegation practices of Staff RNs at your clinical site. Are the UAPs functioning within their scope of practice?

In seminar/post-conference, be prepared to discuss how activities were delegated and who they were delegated to. Incorporate the following points into your discussion:

-Did effective delegation promote teamwork and collaboration?

-Did you witness ineffective methods of delegation?

-How might it affect our relationship if we “entrusted” tasks to a UAP, rather than delegating to them?

Utilizing the guide for reflection (“Think Like a Nurse”), submit a journal to your instructor describing a situation that exemplified teamwork and collaboration on the unit (positive or negative).

## **Assignment #2: QSEN: Teamwork and Collaboration**

QSEN Category: Safety

Definition: Minimizes risk of harm to patients and providers through both system effectiveness and individual performance

### **KNOWLEDGE COMPETENCY**

Examine human factors and other basic safety design principles as well as commonly used unsafe practices (such as, work-arounds and dangerous abbreviations).

### **LEARNING ACTIVITY**

Read the article: "Workarounds: A sign of opportunity knocking"

Review the 12 categories and examples of at-risk behaviors that the Institute for Safe Medication Practices has identified.

### **SKILL COMPETENCY**

Demonstrate effective use of technology and standardized practices that support safety and quality.

Use national patient safety resources for own professional development and to focus attention on safety in care settings.

#### LEARNING ACTIVITY

During your clinical experience, identify any at-risk behaviors utilized by staff.

Describe the categories of the at-risk behavior as identified in the article.

#### ATTITUDE COMPETENCY

Value vigilance and monitoring (even of own performance of care activities) by patients, families, and other members of the health care team.

Value relationship between national safety campaigns and implementation in local practices and practice settings.

#### LEARNING ACTIVITY

In post-conference:

- 1) Discuss your findings, (i.e.. what steps were skipped)
- 2) Identify barriers to guideline compliance
- 3) Describe actions that can be taken to eliminate or mitigate barriers in the clinical setting.
- 4) Discuss how the workaround could be used as an opportunity for education and growth.

#### REFLECTIVE JOURNALING

Utilizing the self-reflection guide, "Thinking Like a Nurse", submit a journal entry to your clinical instructor describing a situation where you applied an evidence-based safety principle, technology, or guideline in the care of a patient this week. Use the headings of Introduction, Background, Noticing, Interpreting, Responding, and Reflection to guide your journal entry.

### Student Learning Outcomes

1. Utilizing the nursing process, students will analyze and discuss the care of a patient with multi-system failure.



2. In the role of team leader, students will delegate activities to the team member utilizing the 5 rights of delegation.

**Minimum Qualification**

Minimum Qualifications:	Nursing (Masters Required)
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**Library**

List of suggested materials has been given to librarian?	No
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Library has adequate materials to support course?	Yes
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**Attached Files**

[Corequisite N8L](#)

## Corequisite Checklist and Worksheet

<b>(Nursing 8L)</b>
<b>Corequisite:</b> (Nursing 8) ; (Adult Health Nursing Concepts 3)
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)
(Prerequisite is N7) ; (Pediatric Nursing Concepts)

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the corequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the corequisite.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this corequisite is based on tests, the type and number of examinations, grading criteria, applicability to performance or skill, or required additional support for the successful completion of both courses.	<b>X</b>	
4. Selection of this corequisite is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success concurrent with enrollment have been specified in writing.	<b>X</b>	
6. The course materials presented in this corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this corequisite.	<b>X</b>	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the corequisite.	<b>X</b>	
8. The body of knowledge and/or skills taught in the corequisite are not an instructional unit of the course requiring the corequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

**SECTION 2 – please explain how the corequisite will support the course and why it is necessary for students to succeed:**

<p>Nursing 8L is a corequisite to Nursing 8. Nursing 8 is the theoretical course that focuses on advanced concepts of nursing care as they relate to patients with complex, multi-system alterations in health. Nursing 8L is the lab course in which students implement the knowledge learned in Nursing 8 in a clinical environment.</p>
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**Santa Monica College**  
**Course: NEW or Reinstatement**  
**Expanded Course Outline for NURSNG 9 - Nursing Leadership Concepts**

Course Cover	
Discipline	NURSNG-NURSING
Course Number	9
Full Course Title	Nursing Leadership Concepts
Catalog Course Description	This course facilitates the transition of the student to the role of a professional nurse in the microsystem of a work unit. Emphasis is placed on contemporary issues and management concepts, as well as developing the skills of delegation, conflict management, and leadership. Legal and ethical issues are discussed with a focus on personal accountability and responsibility. Standards of practice and the significance of functioning according to state regulations and statutes are analyzed.
Rationale	New Curriculum required by our accrediting agency.
Proposed Start	Year: 2018 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 1.50
Weekly Lecture Hours	Min: 1.50 (Sem: 27)
Total Semester Instructional Hours	27.00
Total Outside-of-Class Hours	54.00
Load Factor	1.00
Repeatability	May be repeated 1 time(s)
Grading Methods	Letter Grade or P/NP
Program Applicability	
Designation	Credit - Degree Applicable

Proposed For	<b>AA Degree</b> -Nursing
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Pre/Corequisite</b> Nursing 8	
<hr/>	
<b>Corequisite</b> NURSNG 9L	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Defend opinions using evidence-based literature about selected contemporary issues and their effect on the profession of nursing, healthcare delivery system, and system-based practice.	
2. Discuss the organizational structure and governance, potential impact on the role of the nurse, and provision of healthcare on the work unit.	
3. Compare selected leadership styles and theories and their effect on the management of employees.	
4. Integrate principles of group process and teamwork into the operation of the inter-professional healthcare team.	
5. Apply leadership skills and empowerment strategies when planning the management of care for patients, families, and groups.	
6. Discuss the principles of delegation within the legal parameters and scope of practice, ensuring safe, quality patient-centered care.	
7. Defend the role of advocacy for patients, families, and groups regarding healthcare and health-related decisions.	
8. Discuss the use of healthcare information systems and patient care technology to manage patient care, support clinical judgements, mitigate error, and communicate relevant patient information with members of the healthcare team.	
9. Discuss the management of care for patients, families, groups, communities, and populations while adhering to ethical, legal, and professional standards and maintaining accountability and responsibility for care provided.	
10. Discuss the implementation of mass casualty plans in the event of an emergency.	
11. Analyze personal career goals and additional education or certification needed to achieve these goals.	
12. Identify issues and trends in community-based nursing practice.	
13. Examine nursing roles in assuring coordination, integration, and continuity of care.	
<b>Course Content</b>	
10%	Organizational Structure and Governance, Contemporary Issues
10%	Legal and Ethical Implications in Nursing Practice
5%	Career Development

10%	Leadership Styles
10%	Inter-professional Health Care Team
20%	Principles of Delegation
15%	Leadership Skills
20%	Quality Improvement
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Critique Group Work Lecture and Discussion Projects
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 25% - Final exam</li> <li>• 25% - Group Projects</li> <li>• 25% - Oral Presentation</li> <li>• 25% - Portfolios</li> <li>• 100% - Total</li> </ul>
Additional Assessment Information (Optional)	25
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Weiss, S., A. , and Tappen, R., M.. <i>Essentials of Nursing Leadership and Management</i> , 6th ed. Philadelphia,: F.A. Davis, 2015, ISBN: 9780803636637.	
<b>Assignments</b>	
Sample Assignment	

### Assignment # 1 Group Case Study

**SITUATION:** A high school student was a patient in a same day surgery center where she had a routine tonsillectomy. The patient was placed in the postanesthesia care unit (PACU) and given fentanyl intravenously. Over the next 25 minutes, her respiratory condition rapidly worsened and went unnoticed by nurses. The nurses failed to perform required assessments and were not warned by the equipment monitoring the patient's vital signs because it was not set properly and was muted. As a result, the patient sustained significant brain damage due to oxygen deprivation and died 15 days later. 10 points

1. What were the factors that directly resulted in the death of the patient? ( 3 points)
2. Who would you involve in an interprofessional team to collaborate in order to prevent this situation from happening again? Describe the roles and responsibilities of this interprofessional team. (4 points)
3. What corrective actions and guidelines would be appropriate to institute to prevent a sentinel event like the one described in this case study? (4 points)

### Assignment # 2 Portfolio Development

Each student will development a portfolio to present to potential employers. This portfolio will illustrate each students skills set , knoweldge and beiliefs regarding their career development. The information in the portfolio is not limited to:

1. Introductory Page: Full name and title, e.g., Registered Nurse (1 point)

Applicant Address

Statement of beliefs about nursing

2. Career goals (1 points)

3. Employment experiences – (1 point )
4. Patient care experiences (1 points)
5. Statement of competencies ( 1point)
6. Professional experiences (1 point)
7. Community involvement (1 point)
8. Certificates and Awards (1 point)
9. Employment interests (1 point)
10. Letters of recommendation (1 point)
11. Other areas to promote your professional self Development ( optional and 1 point extra )

#### Student Learning Outcomes

1. Utilize critical thinking, QSEN, and the nursing process to formulate and maintain individualized, compassionate, care for a group of patients in a variety of settings.
2. Evaluate nursing care provided to patients, families, and group from diverse backgrounds in a variety of settings to ensure that it is compassionate, age and culturally appropriate and based on a patient's preferences, values and needs.

#### Minimum Qualification

Minimum Qualifications:	Nursing (Masters Required)
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#### Library

List of suggested materials has been given to librarian?	No
Library has adequate materials to support course?	Yes

#### Attached Files

[Corequisite Nursing 9](#)  
[Prerequisite Nursing 9](#)

## Prerequisite / Corequisite Checklist and Worksheet

### Nursing 9 - Nursing Leadership

**Prerequisite:** Nursing 8 ; Adult Health Nursing Concepts 3

Other prerequisites, corequisites, and advisories also required for this course:  
 (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory)  
 Corequisite Nursing 9L ; Nursing Leadership Lab

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the prerequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the prerequisite, corequisite or advisory.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this prerequisite, corequisite or advisory is based on tests, the type and number of examinations, and grading criteria.	<b>X</b>	
4. Selection of this prerequisite, corequisite or advisory is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success before and/or concurrent with enrollment have been specified in writing.	<b>X</b>	
6. The course materials presented in this prerequisite or corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this prerequisite.	<b>X</b>	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the prerequisite, corequisite or advisory.	<b>X</b>	
8. The body of knowledge and/or skills taught in the prerequisite are not an instructional unit of the course requiring the prerequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

### SECTION II - ADDITIONAL LEVEL OF SCRUTINY:

In addition to the affirmation of content review listed in section I, an additional level of scrutiny is also required. The level of scrutiny depends on which type of prerequisite is involved. There are six types and each is listed below. Please identify which one is being used to justify the proposed prerequisite. The additional level of scrutiny corresponding to each type of prerequisite is identified below.

Type 1: Standard Prerequisite (required prerequisite at UC or CSU)

\_\_\_ Identify three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite.

**List schools here:**

**Complete the Prerequisite Worksheet**

x Type 2: Sequential within and across disciplines (e.g., Physics 7, 8, 9, ...)

**Complete the Prerequisite Worksheet**



## Prerequisite Worksheet

### ENTRANCE SKILLS FOR NURSING 9

*(What the student needs to be able to do or understand BEFORE entering the course in order to be successful)*

A)	Construct a comprehensive health assessment of patients with deviations from normal that contribute to multisystem alterations in health.
B)	Develop an individualized, evidence-based plan of care that demonstrates an appreciation of a patient's diverse cultural, spiritual, and developmental variations while addressing the interaction of multisystem alterations in health.
C)	Value the role of a patient advocate when collaborating with members of the interprofessional healthcare team in the provision of safe, quality care for patients with multisystem alterations in health.
D)	Utilize clinical judgment when managing the care of patients with multisystem alterations in health.
E)	Integrate knowledge of pharmacology, pathophysiology, nutrition, established evidence-based practices, and concepts from previous nursing courses when planning care for patients with multisystem alterations in health.
F)	Synthesize the use of verbal and nonverbal communication to promote caring, therapeutic relationships with patients, families, and groups as well as professional relationships with members of the healthcare team.
G)	Examine the use of healthcare information systems and patient care technology to manage patient care, mitigate error, and communicate relevant patient information with members of the healthcare team.
H)	Evaluate the efficacy of health-related education that has been provided to patients, families, and groups.

### EXIT SKILLS (objectives) FOR NURSING 8

*(What the student has the demonstrated ability to do or understand AFTER successful completion of this course)*

1.	Construct a comprehensive health assessment of patients with deviations from normal that contribute to multisystem alterations in health.
2.	Develop an individualized, evidence-based plan of care that demonstrates an appreciation of a patient's diverse cultural, spiritual, and developmental variations while addressing the interaction of multisystem alterations in health.
3.	Value the role of a patient advocate when collaborating with members of the interprofessional healthcare team in the provision of safe, quality care for patients with multisystem alterations in health.
4.	Utilize clinical judgment when managing the care of patients with multisystem alterations in health.
5.	Integrate knowledge of pharmacology, pathophysiology, nutrition, established evidence-based practices, and concepts from previous nursing courses when planning care for patients with multisystem alterations in health.
6.	Synthesize the use of verbal and nonverbal communication to promote caring, therapeutic relationships with patients, families, and groups as well as professional relationships with members of the healthcare team.
7.	Examine the use of healthcare information systems and patient care technology to manage patient care, mitigate error, and communicate relevant patient information

	with members of the healthcare team.
8.	Evaluate the efficacy of health-related education that has been provided to patients, families, and groups.

		ENTRANCE SKILLS FOR NURSING 9							
		A	B	C	D	E	F	G	H
EXIT SKILLS FOR NURSING 8	1	x							
	2		x						
	3			x					
	4				x				
	5					x			
	6						x		
	7							x	
	8								x

## Corequisite Checklist and Worksheet

<b>Nursing 9 – Nursing Leadership</b>
<b>Corequisite:</b> Nursing 9L ; Nursing Leadership Lab
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory) Prerequisite is N8; Adult Health Nursing Concepts 3

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the corequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the corequisite.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this corequisite is based on tests, the type and number of examinations, grading criteria, applicability to performance or skill, or required additional support for the successful completion of both courses.	<b>X</b>	
4. Selection of this corequisite is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success concurrent with enrollment have been specified in writing.	<b>X</b>	
6. The course materials presented in this corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this corequisite.	<b>X</b>	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the corequisite.	<b>X</b>	
8. The body of knowledge and/or skills taught in the corequisite are not an instructional unit of the course requiring the corequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

**SECTION 2 – please explain how the corequisite will support the course and why it is necessary for students to succeed:**

Nursing 9L is a corequisite to Nursing 9. Nursing 9 is the theoretical course that facilitates the transition of the student to the role of a professional nurse in the microsystem of a work unit. Nursing 9L is the lab course in which students implement the knowledge learned in Nursing 9 in a clinical environment.
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**Santa Monica College**  
**Course: NEW or Reinstatement**  
**Expanded Course Outline for NURSNG 9L - Nursing Leadership Concepts Lab**

Course Cover	
Discipline	NURSNG-NURSING
Course Number	9L
Full Course Title	Nursing Leadership Concepts Lab
Catalog Course Description	This clinical course facilitates the transition of the student to the role of a professional nurse in the microsystem of a work unit. Emphasis is placed on contemporary issues, leadership and management concepts, as well as developing the skills of delegation, prioritization, time management and conflict management. Legal and ethical issues are discussed with a focus on personal accountability and responsibility. Standards of practice and the significance of functioning according to state regulations and statutes are analyzed. Clinical experiences provide the student the opportunity to apply theoretical concepts while functioning in a leadership role and providing care to groups of patients.
Rationale	Curriculum required by accrediting/ approval agency
Proposed Start	Year: 2018 Semester: Fall
Proposed for Distance Ed	No
Proposed for Global Citizenship	No
Course Unit/Hours	
Variable Hour Exist	NO
Credit Hours	Min: 2.00
Weekly Laboratory Hours	Min: 6.00 (Sem: 108)
Total Semester Instructional Hours	108.00
Total Outside-of-Class Hours	0
Load Factor	0.75
Load Factor Rationale	clinical course

Repeatability	May be repeated 1 time(s)
Grading Methods	P/NP Only
<b>Program Applicability</b>	
Designation	Credit - Degree Applicable
Proposed For	<b>AA Degree</b> -Nursing
<b>Pre/Corequisites &amp; Advisories</b>	
<b>Corequisite</b> NURSNG 9	
<b>Course Objectives</b>	
Upon satisfactory completion of the course, students will be able to:	
1. Perform a comprehensive health assessment including physiological, psychological, sociological, and spiritual needs of patients, families, groups, populations, and communities across the lifespan experiencing complex (unstable acute conditions) health alterations in a variety of settings.	
2. Utilize the nursing process to prioritize the delivery of patient care, with two or more patients, to achieve optimal outcomes.	
3. Utilize recognized professional nursing standards, ethics and legal implications to improve and advance the quality of health care services	
4. Implement actions that minimize safety risks and environmental hazards in healthcare settings	
5. Maintain professional standards of nursing practice in the delivery of patient-centered care.	
6. Provide culturally sensitive care for patients, families, and groups from diverse backgrounds	
7. Use leadership, management and priority-setting skills in the provision and management of safe, quality patient-centered care.	
8. Utilize clinical reasoning and clinical judgment when evaluating nursing care to improve patient	
9. Advocate for patients, families, and groups regarding nursing care issues and health care decisions.	
10. Utilize verbal and nonverbal communication that promotes caring, therapeutic relationships with individuals, families, and groups.	
11. Collaborate with members of the interprofessional health care team to manage and coordinate the provision of safe, quality care for patients, families, and groups	
<b>Course Content</b>	
20%	Teamwork and collaboration
10%	Evidence based practice
10%	Quality Improvement
20%	Safety

10%	Informatics
30%	Leadership
Total: 100%	
<b>Lab Content</b>	
20%	SBAR, Hand-offs, Self- Assessment
10%	Decision making skills checklist
10%	Chart review of orders
20%	Error identification and reporting
10%	Documentation of safe practice
30%	Delegation of task, time management
Total: 100%	
<b>Methods of Presentation</b>	
Methods	Lab Projects
<b>Methods of Evaluation</b>	
Methods	<ul style="list-style-type: none"> <li>• 30% - Final Performance</li> <li>• 30% - Lab Reports</li> <li>• 30% - Projects</li> <li>• 10% - Written assignments</li> <li>• 100% - Total</li> </ul>
Additional Assessment Information (Optional)	30
<b>Appropriate Textbooks</b>	
Textbooks such as the following are appropriate:	
Formatting Style	APA
Textbooks	
1. Weiss, S., A. , and Tappen, R., M.. <i>Essentials of Nursing Leadership and Management</i> , 6th ed. Philadelphia,: F.A. Davis, 2015, ISBN: 9780803636637.	
<b>Assignments</b>	
Sample Assignment	
<p>Assignment # 1: Application of a Decision Tree in Leadership</p> <p>On day two of the clinical experience, the student will apply a decision making tree regrading principles of delegation to unlicensed personnel. (Pass or Fail assignment)</p> <p>Assess a group of patients, staff and situational context and planning for care of a group of patients.</p>	

Communicate with the person who you are delegating task to provide direction and opportunity for intervention completion and

Utilize supervision and monitoring observation skills to evaluate patient care outcome and unlicensed personnel performance

Evaluate feedback for future decision making effectiveness

**Assignment # 2: Group Change Proposal Project**

Students will observe the hospital setting during the clinical lab experience for areas that may need to be changed. The areas for change will be explored with emphasis for The Pro's or The Cons of the change. Each group of 4 students will find a topic/area that needs to be improved or changed and then use Lewin's Theory to write a paper/ or present a poster on the change process. Examples of topics are handwashing, medication administration, and wound care.

Identification of a problem (2 points)

Application of Lewin's Theory /Nursing Process (2 points)

Review of the Literature (2 points)

Integration of QSEN (2 points)

Closing Argument for Change (2 points)

**Student Learning Outcomes**

1. Perform comprehensive care to diverse patients, families and groups including physiological, psychological, sociological, and spiritual needs across the lifespan experiencing health alterations in a variety of settings.

2. Collaborate with members of the health team to provide a caring and compassionate environment conducive to assisting in fulfillment of health care needs.

**Minimum Qualification**

Minimum Qualifications:	Nursing (Masters Required)
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**Library**

List of suggested materials has been given to librarian?	No
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Library has adequate	Yes
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materials to support course?	
<b>Attached Files</b>	
<a href="#">Corequisite Nursing 91</a>	



## Corequisite Checklist and Worksheet

<b>Nursing 9L – Nursing Leadership Lab</b>
<b>Corequisite:</b> Nursing 9; Nursing Leadership
Other prerequisites, corequisites, and advisories also required for this course: (Please note that a separate sheet is required for each prerequisite, corequisite, or advisory) Prerequisite is N8; Adult Health Nursing Concepts 3

**SECTION 1 - CONTENT REVIEW:** If any criterion is not met, the corequisite will be disallowed.

Criterion	Met	Not Met
1. Faculty with appropriate expertise have been involved in the determination of the corequisite.	<b>X</b>	
2. The department in which the course is (will be) taught has considered course objectives in accordance with accreditation standards.	<b>X</b>	
3. Selection of this corequisite is based on tests, the type and number of examinations, grading criteria, applicability to performance or skill, or required additional support for the successful completion of both courses.	<b>X</b>	
4. Selection of this corequisite is based on a detailed course syllabus and outline of record, related instructional materials and course format.	<b>X</b>	
5. The body of knowledge and/or skills which are necessary for success concurrent with enrollment have been specified in writing.	<b>X</b>	
6. The course materials presented in this corequisite have been reviewed and determined to teach knowledge or skills needed for success in the course requiring this corequisite.	<b>X</b>	
7. The body of knowledge and/or skills necessary for success in the course have been matched with the knowledge and skills developed by the corequisite.	<b>X</b>	
8. The body of knowledge and/or skills taught in the corequisite are not an instructional unit of the course requiring the corequisite.	<b>X</b>	
9. Written documentation that steps 1 to 8 above have been taken is readily available in departmental files.	<b>X</b>	

**SECTION 2 – please explain how the corequisite will support the course and why it is necessary for students to succeed:**

<p>Nursing 9L is a corequisite to Nursing 9. Nursing 9 is the theoretical course that facilitates the transition of the student to the role of a professional nurse in the microsystem of a work unit. Nursing 9L is the lab course in which students implement the knowledge learned in Nursing 9 in a clinical environment.</p>
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# SANTA MONICA COLLEGE

## PROGRAM OF STUDY

### Cultural Resource Management

### Department Certificate

**Justification for Proposal:**

Cultural Resource Management is the leading employer within the discipline of archaeology. Cultural Resource Management deals with the identification, examination, and mitigation of significant cultural resources threatened by ongoing development projects. This field is gaining critical import in light of the current rate of urban growth and consequent destruction of vanishing archaeological remains.

**Career Opportunities:**

Technical assistant to a cultural resource project manager, archaeologist, historian, museum curator, or historic preservation specialist coordinator.

**Program Description:**

This certificate provides specific knowledge and practical experience to students who may pursue careers in Cultural Resource Management (CRM), Archaeology, Museum Studies, or Historic Preservation. CRM integrates the fields of Archaeology and Historic Preservation to address the myriad of Federal, State, and local legislation aimed at protecting cultural resources. CRM is the fastest growing sub-discipline within archaeology and ensures that critical archaeological concerns are represented throughout project planning and construction.

DEPARTMENT CERTIFICATE REQUIREMENTS:

- satisfactory completion of the Area of Emphasis
- a grade of C or higher in each course in the Area of Emphasis
- completion of at least 50% of Area of Emphasis units at SMC

**Note:** Department Certificates are not notated on student transcripts. Student must submit a petition to the relevant academic department.

Additional information for the Certificate is available at the Transfer/Counseling Center and at [www.smc.edu/articulation](http://www.smc.edu/articulation).

CATALOG RIGHTS: A student may satisfy the requirements of a Department Certificate that were in effect at any time of the student's continuous enrollment. Continuous enrollment is defined as enrollment in consecutive Fall and Spring semesters until completion.

**Program Learning Outcomes:**

Upon completion of the program, students will identify the complex relationship between economic development and heritage preservation.

Upon completion of the program, students will demonstrate understanding of the ethical issues surrounding the conservation of archaeological sites.

Upon completion of the program, students will demonstrate an understanding of archaeological and anthropological principles as they pertain to Cultural Resource Management.

Upon completion of the program, students will demonstrate adequate excavation or laboratory techniques necessary for employment within the field of Cultural Resource Management.

### Area of Emphasis

**Required Core (9 units):**

		Units
ANTHRO 4	Methods Of Archaeology	3
ANTHRO 10	Forensic Anthropology	3
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ERTHSC 90C	Earth Science Internship	3
<b>or</b>		
ANTHRO 35S	Archaeological Field Techniques	3

<b>Select one (3 units minimum):</b>		<b>Units</b>
ANTHRO 3	World Archaeology	3
ANTHRO 5	Physical Anthropology With Lab	4
ANTHRO 9	Paleoanthropology	3
ANTHRO 35S	Archaeological Field Techniques	3
ART 10A	Design I	3
ASTRON 6	Archaeoastronomy	3
GIS 20 ( <i>same as GEOG 20</i> )	Introduction To Geographic Information Systems	3
GIS 23 ( <i>same as GEOG 23</i> )	Intermediate Geographic Information Systems	3
GIS 27	Applications in GIS	3
GEOG 14	Geography Of California	3
GEOL 1	Physical Geology without Lab	3
GEOL 4	Physical Geology with Laboratory	4
HIST 20	History Of California	3
HIST 41	Native-American History	3
PHOTO 1	Introduction To Photography	3
PHOTO 30	Techniques of Lighting: Introduction	4
PHOTO 39	Beginning Photoshop	3

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**Total Units for Area of Emphasis: 12**

PID 321