



Los Angeles Community College District

COURSE OUTLINE

(Replaces PNCR and Course Outline)

Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: **Course Update**, Degree-Applicable, 2008-2009

1. **COLLEGE:** Southwest
2. **SUBJECT (DISCIPLINE) NAME¹:** Nursing
(40 characters, no abbreviations)
3. **COURSE NUMBER:** 501A
4. **COURSE TITLE:** FUNDAMENTALS OF NURSING A
5. **UNITS:** 4.5
6. **CATALOG COURSE DESCRIPTION** -- Provide a description of the course, including an overview of the topics covered:

This course focuses on Orem's Self-Care Deficit Theory of Nursing (S-CDTN) and the Nursing Process which serves as the unifying framework for the ADN program. Throughout this course the student will apply the principles from the natural, social and behavioral sciences to the practice of professional nursing. Students will have the opportunity to learn the S-CDTN as it applies to the nursing process and issues and trends of professional nursing. This introduction to professional nursing will utilize the Nursing Process and Orem's Self-Care Deficit Theory of Nursing to present concepts relating to Medical Asepsis; Physical Assessment; Promotion of Comfort, Sleep, Hygiene and Safety; Oxygenation; Nutrition; and Stress, Loss, Death and Dying. Students will learn basic skills in nursing. Guided clinical experiences are provided concurrently with theory.

7. **CLASS SCHEDULE COURSE DESCRIPTION** -- Provide a brief description of the course, including an overview of the topics covered:

This course focuses on Orem's Self-Care Deficit Theory of Nursing (S-CDTN) and the Nursing Process which serves as the unifying framework for the ADN program. Students will have the opportunity to learn the S-CDTN as it applies to the nursing process and issues and trends of professional nursing. This introduction to professional nursing will utilize Nursing Process and Orem's Self-Care Deficit Theory of Nursing to present concepts relating to Medical Asepsis; Physical Assessment; Promotion of Comfort, Sleep, Hygiene and Safety; Oxygenation; Nutrition; and Stress, Loss, Death and Dying. Students will learn basic skills in nursing. Guided clinical experiences are provided concurrently with theory.

8. **INITIAL COLLEGE APPROVAL DATE:** March 5, 1999
COLLEGE OUTLINE APPROVAL DATE: 4/21/09
9. **UPDATES, IF PREVIOUSLY EXISTING:** (check all applicable boxes):

- | | |
|--|--------------------------|
| <input checked="" type="checkbox"/> Content | Last Update: 3/09 |
| <input checked="" type="checkbox"/> Objectives | Last Update: 3/09 |
| <input type="checkbox"/> College Specific Course Attributes/Data Elements | Last Update: |
| <input type="checkbox"/> Districtwide Course Attributes/Data Elements | Last Update: |

¹ Underlined course attributes are the same for the course throughout the LACCD; all other course attributes are college specific.

Other (describe)

Last Update: 3/09

Change in course description; prerequisite validation

10. CLASS HOURS:

	"Standard Hours" per Week (based on 18 weeks)	Total Hours per Term (hrs per week x 18)	Units
Lecture:	2	36	2
Lab/activity (w/ homework):			
Lab/activity (w/o homework):	7.5	135	2.5
Total:	9.5	171	4.5

Note: The Carnegie Rule and Title 5, section 55002 sets forth the following minimum standards: 1 unit = 1 hour lecture per week, 2 hours homework per week; **OR** 2 hours per week of lab with homework; **OR** 3 hours of lab per week without homework. The hours per week are based on a standard 18-week calendar. Lecture also includes discussion and/or demonstration hours, laboratory includes activity and/or studio hours.

11. PREREQUISITES, COREQUISITES, ADVISORIES ON RECOMMENDED PREPARATION, and LIMITATION ON ENROLLMENT

Note: The LACCD's Policy on Prerequisites, Corequisites and Advisories requires that the curriculum committee take a separate action verifying that a course's prerequisite, corequisite or advisory is an "appropriate and rational measure of a student's readiness to enter the course or program" and that the prerequisite, corequisite or advisory meets the level of scrutiny delineated in the policy.

Entry Skills:

1. Complete math conversions using metric measurements or metric-SI and English measurements. (Chem 51)
2. Describe asepsis techniques to prevent contamination and spreading of microbes. (Micro 1)
3. Correctly identify and state functions of major structures of the human organ systems including, but not limited to, musculoskeletal, integumentary, nervous, cardiovascular, respiratory, and digestive. (Micro 1, Anat 1)
4. Relate basic physiological principles to introduced nursing clinical skills. (Physio 1)
5. Describe Maslow's hierarchy of needs. (Psych 1)
6. Document sources correctly to avoid plagiarism. (Engl 101)
7. Compose sentences free from major errors. (Engl 101)
8. Demonstrate sensitivity to people's cultures, including those different from their own. (Soc. 1)
9. Differentiate therapeutic from non-therapeutic communication. (Speech 101)
10. Discuss physical changes and psychosocial development that take place throughout the life-span. (Psych 41)

Prerequisites: **Yes** (If Yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (official use only)
Admission to RN Program				4/21/09
and Sociology	1	Introduction to Sociology	3	4/21/09
and Speech	101	Oral Communication I	3	4/21/09

Corequisite Skills needed for success in Nursing 501A (To be provided by Nursing 527):

1. Define the nursing process.
2. Write nursing diagnoses given a client case scenario.
3. Construct a written care plan given a client scenario.

Corequisite: **Yes** (If Yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (official use only)
Nursing	527	Nursing Process	1	4/21/09

Advisories: **None** (If Yes, complete information below)

Subject	Number	Course Title	Units	Validation Approval Date (official use only)

Exit Skills:

1. Demonstrate beginning mastery of clinical skills related to oxygenation, cardiac perfusion, comfort, hygiene, safety, medical asepsis, body mechanics, client activity and exercise, rest, sleep, nutrition, stress, death and dying and loss.
2. Utilize Orem's Nursing Theory and the Nursing Process as the conceptual framework to discuss the assessment, diagnosis, planning, implementation, and evaluation of nursing care.
3. Maintain medical asepsis to prevent contamination and spread of infection for protection of clients, self and others.
4. State common equivalents in the metric system.
5. Accurately take vital signs, differentiating normal from abnormal values, and record them accurately.
6. Complete a first level head-to-toe assessment according to guidelines.
7. Demonstrate the use of physical assessment skills utilizing inspection, palpation, percussion and auscultation.
8. Identify all medical records accurately, i.e. admission, discharge, nurse's notes, incident reports, I&O's, and graphic charting.
9. Correctly perform blood glucose monitoring techniques.
10. Identify ethical issues to adult/geriatric clients.

12. REPETITIONS -- Number of times course may be repeated for credit (three maximum): 0 (see: Section V, #9)

13. OTHER LIMITATIONS ON ENROLLMENT (see Title 5, Section 58106 and Board Rule 6803 for policy on allowable limitations. Other appropriate statutory or regulatory requirements may also apply):

None

Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

COURSE CONTENT AND SCOPE – Lecture: If applicable, outline the topics included in the lecture portion of the course (outline reflects course description, all topics covered in class).	Hours per topic	COURSE OBJECTIVES - Lecture (If applicable): Upon successful completion of this course, the student will be able to... (Use action verbs – see Bloom's Taxonomy below for "action verbs requiring cognitive outcomes.")
I. Professionalism and Medical Asepsis <ol style="list-style-type: none"> 1. Health 2. Nursing Roles and Scope of Practice 3. Issues and Trends in Nursing, Nursing History 4. Medical Asepsis 5. Chain of Infection 6. Universal Precautions 7. Nursing Program Framework <ol style="list-style-type: none"> a. Orem (Theory) b. Nursing Process 8. Oxygenation and Perfusion 	4	Upon completion of theory, lecture and discussion in this course, students will: <ol style="list-style-type: none"> 1. Briefly summarize definitions and philosophies of professional nursing. 2. Relate basic theoretical principles. 3. Demonstrate beginning mastery of clinical skills related to oxygenation, cardiac perfusion, comfort, hygiene, safety, medical asepsis, body mechanics, client activity and exercise, rest, sleep, nutrition, stress, death and dying and loss. 4. Obtain health related information and demonstrate principles of beginning levels of physical assessment in nursing practice.
II Promotion of Basic Comfort, Sleep, Hygiene and Safety <ol style="list-style-type: none"> 1. Assessment <ol style="list-style-type: none"> a. Musculoskeletal b. Neurological c. Pain 2. Body Mechanics 3. Mobility <ol style="list-style-type: none"> a. Range of Motion b. Ambulation/Aids c. Transfer and Positioning 4. Safety <ol style="list-style-type: none"> a. Environmental b. Use of Restraints c. Abuse 5. Rest 6. Sleep 7. Hygiene 	4	<ol style="list-style-type: none"> 5. Identify psychosocial and cultural variables that affect stressors and affect clients' level of health, wellness and the ability to resist stressors. 6. Utilize Orem's Nursing Theory and the Nursing Process as the conceptual framework to discuss the assessment, diagnosis, planning, implementation, and evaluation of nursing care. 7. Present the rationale for using problem solving to conduct nursing assessments as a systematic approach to nursing practice. 8. Assess client's ability to perform self-care requisites and identified deficits to begin to develop a teaching plan. 9. Maintain medical asepsis to prevent contamination and spread of infection for protection of clients, self and others.
III Pharmacology <ol style="list-style-type: none"> 1. Sedatives-Hypnotics 2. Barbiturates 3. Benzodiazepines 4. Piperidinediones 5. Chloral Hydrate 	4	<ol style="list-style-type: none"> 10. Identify and employ the skills required as a provider of client care. 11. Evaluate client directed goals and their effectiveness. 12. Analyze ethical issues often confronted with hospitalized clients. 13. Examine geriatric myths. 14. Discuss nurses' attitudes toward older adults.
IV Universal Self-Care Requisite: Sufficient Intake of Air and Water (Oxygenation) <ol style="list-style-type: none"> 1. Assessment 	4	<ol style="list-style-type: none"> 15. Discuss biological and psychosocial theories of aging. 16. State and discuss developmental tasks of the

<ul style="list-style-type: none"> 1. Cardiovascular 2. Respiratory 3. Peripheral Vascular 4. Integumentary 		<ul style="list-style-type: none"> older adult. 17. Describe physiological changes of aging. 18. Describe cognitive changes of dementia and delirium found in some older adults. 19. Describe common causes of dementia and delirium.
<p>V Universal Self-Care Requisite: Sufficient Intake of Food (Nutrition)</p> <ul style="list-style-type: none"> 1. Assessment: Nutritional 2. Nutrition 3. Feeding and Enteral and Parenteral Nutrition 4. Pharmacology <ul style="list-style-type: none"> a. Vitamin supplements b. Mineral supplement 	4	<ul style="list-style-type: none"> 20. Discuss psychosocial changes of retirement, social isolation, sexuality, housing, and death, to which older adults must adjust. 21. Discuss physical and psychosocial health concerns of older adults and related nursing interventions. 22. Describe community-based and institutional health care services available to older adults. 23. Formulate a plan of care and interventions for an older adult with selected nursing diagnoses. 24. Express metric measures correctly using rules of the metric system. 25. State common equivalents in the metric system. 26. Convert measures within the metric system. 27. State the common apothecaries' equivalent. 28. State the common household equivalents. 29. State specific rules that relate to the household system.
<p>VI Stress, Loss, Death, Dying and Ethics</p> <ul style="list-style-type: none"> 1. Stress 2. Death and Dying 3. Ethics 	4	<ul style="list-style-type: none"> 30. Identify symbols and measures in the apothecaries' system. 31. Identify measures in the household system. 32. Convert a unit of measure to its equivalent within the same system. 33. Convert approximate equivalents between the metric, apothecaries', and household systems of measure. 34. Convert between Celsius and Fahrenheit temperature. 35. Convert between units of length: inches, centimeters, and millimeters. 36. Convert between units of weight: pounds and kilograms. 37. State a ratio-proportion to solve a given dose calculation problem.
<p>VII Geriatrics</p> <ul style="list-style-type: none"> 1. Changes due to aging 2. Institutional health care services 3. Concerns of/for older adults 4. Care and intervention 	4	<p>SLOs: As a result of this learning experience, the student can:</p> <ul style="list-style-type: none"> 1. Maintain medical asepsis to prevent contamination and spread of infection. 2. Discuss the concepts of death, dying and grief.
<p>VIII Mathematics of Drugs and Solutions</p> <ul style="list-style-type: none"> 1. Metric conversions 2. Apothecary conversions 3. Household equivalents and conversions 4. Celsius and Fahrenheit, measures and conversions 5. Weight conversions; kilograms and pounds 	4	
<p>IX Adult Physical Assessment</p> <ul style="list-style-type: none"> 1. Head to toe 	4	
Total Lecture hours*	36	

COURSE CONTENT AND SCOPE -- Laboratory: If applicable, outline the topics included in the laboratory portion of the course (outline reflects course description, all topics covered in class).	Hours per Topic	COURSE OBJECTIVES - Laboratory (If applicable): Upon successful completion of this course, the student will be able to... (Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”) ²
<p>2. Promotion of Basic Comfort, Sleep, Hygiene and Safety</p> <ul style="list-style-type: none"> Body Mechanics Client Positioning Bed Making <ul style="list-style-type: none"> Occupied Unoccupied Bed Baths Oral Hygiene Backrub A.M. Care P.M. Care Urinal/Bedpan Medical Asepsis 	17	<p>Upon successful completion of this course, the student will be able to:</p> <ol style="list-style-type: none"> 1. Accurately take vital signs, differentiating normal from abnormal values, and record them accurately. 2. Provide basic hygienic care and appropriate exercises to assign clients. 3. Complete a first level head-to-toe assessment according to guidelines. 4. Utilize Orem’s Nursing Theory to develop a plan of care for assigned client(s). 5. Demonstrate skills in performing procedures of assessing vital signs on adult clients. 6. Assemble all necessary equipment before procedures. 7. Carry out essential medical aseptic practice such as hand washing and using universal precautions.
<p>2. Pharmacology</p>	16	<ol style="list-style-type: none"> 8. Record height and weight accurately. 9. Demonstrate bed making. 10. Demonstrate proper positioning of client’s in bed. 11. Demonstrate range of motion exercises. 12. Demonstrate proper transferring techniques for hospitalized clients.
<p>3. Universal Self-Care Requisite: Sufficient Intake of Air and Water (Oxygenation)</p> <ul style="list-style-type: none"> Use of Supplemental Oxygen: <ul style="list-style-type: none"> Nasal Cannula Simple Masks Venturi Masks Non-rebreather Masks Need for Intubation Sterile Gloving Isolation Gowning Oral Report 	16	<ol style="list-style-type: none"> 13. Demonstrate the use of physical assessment skills utilizing inspection, palpation, percussion and auscultation. 14. Assessment of body systems for adaptive vs maladaptive patterns.
<p>4. Universal Self-Care Requisite: Sufficient Intake of Food (Nutrition)</p> <ul style="list-style-type: none"> Feeding Clients <ul style="list-style-type: none"> Oral Enteral Nasogastric (NG) Tube Feedings Gastrostomy Tube Feedings Identification of Special Diets Feeding Blind Clients Glucose Monitoring Sliding Scale Insulin Concepts 	16	<ol style="list-style-type: none"> 15. Locate and/or identify sources of data collection tools and describe the contents of a client’s record. 16. Make accurate observations of an adult and aging client during the clinical experience. 17. Record information accurately and use correct medical terminology. 18. Accurately complete nursing care plans for adults and/or aging clients. 19. Accurately correct errors in charting/documentation.

² In general “activity” courses or portions of courses are classified “laboratory.”

<p>5. Stress, Loss, Death, Dying and Ethics Skills to Decrease Stress Post Mortem Care Role Playing with Ethical Dilemmas Therapeutic vs. non-Therapeutic Communication</p> <p>6. Geriatrics Restraints Walker usage Wheel Chair usage Transfer Techniques</p> <p>7. Mathematics of Drugs and Solutions Body Mechanics Calculation of Mathematics</p> <p>8. Adult Physical Assessment Handwashing Vital Signs: Blood Pressure Respirations Temperature Pulse Pain Scale Measurement Beginning Physical Assessment Weight Height Vital Sign Documentation Range of Motion Exercises</p>	<p>16</p> <p>16</p> <p>16</p> <p>16</p>	<p>20. Develop a teaching plan for an adult and/or aging client.</p> <p>21. Identify all medical records accurately, i.e. admission, discharge, nurse's notes, incident reports, I&O's, and graphic charting.</p> <p>22. Assess the clinical signs of each client's oxygenation status.</p> <p>23. Demonstrate how to apply oxygenation apparatus to clients.</p> <p>24. Develop and implement a nursing care plan for client's with oxygenation needs.</p> <p>25. Relate rationale for client's with alterations in cardiac output.</p> <p>26. Accurately demonstrate various ways to determine how well a client is oxygenation.</p> <p>27. Assess the clinical signs of each client's nutritional status.</p> <p>28. Assess the condition of the mouth, teeth, and swallowing reflexes.</p> <p>29. Assist the oral intake using the appropriate principles of positioning and feeding. Document amount consumed</p> <p>30. Select the appropriate foods for special diets.</p> <p>31. Perform an enteral feeding using correct: a) formula: b) amount, c) frequency, d) positioning, e) safety precautions associated with enteral feedings, f) record on appropriate form.</p> <p>32. Correctly perform blood glucose monitoring techniques.</p> <p>33. Correctly interpret a blood glucose monitored reading.</p> <p>34. Incorporate stress management techniques in caring for the adult/geriatric clients.</p> <p>35. Incorporate specific goals and interventions for the adult and elderly client with self-concept disturbances.</p> <p>36. Identify ethical issues to adult/geriatric clients.</p> <p>SLOs: As a result of this learning experience, the student can:</p> <ol style="list-style-type: none"> 1. Ethically perform beginning levels of physical assessment in nursing practice. 2. Accurately take vital signs, and differentiate the normal values from the abnormal values, and record them accurately.
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- Course
 Program
 Institutional

(check one box above)

LASC STUDENT LEARNING OUTCOMES MATRIX

Course/Program/Institutional Title: Fundamentals of Nursing A

Faculty/Staff Participants: Catherine Azuibuike, Chair and Nursing Faculty

SLO Review, Insert Rubric, 4/20/09; Approved 5/12/09

The student will... (outcome)	As measured by the following method.... (assessment strategy)	And, if applicable, scored by the following learning rubric. (provide attachment)	Results are examined to determine if the outcome is achieved. Include planned or actual assessment date. (results & evaluation)	Recommendations to improve teaching and learning. (modifications)
<p>Lecture:</p> <ol style="list-style-type: none"> Maintain medical asepsis to prevent contamination and spread of. Infection. Discuss the concepts of death, dying and grief. <p>Lab:</p> <ol style="list-style-type: none"> Perform beginning levels of physical assessment in nursing practice Accurately take vital signs, and differentiate the normal values from the abnormal values, and record them accurately. 	<ol style="list-style-type: none"> Evaluation of skills demonstration Evaluation of skills demonstration Evaluation of skills demonstration Evaluation of skills demonstration 	<ol style="list-style-type: none"> See Rubric below See Rubric below See Rubric below See Rubric below 	<p>Fall 09</p> <p>Fall 2010</p> <p>Spring 2010</p> <p>Spring 2011</p>	

curricommSLOcourseoutlineAddendum, Approved Curriculum Committee, 2/29/08; Approved Academic Senate, 3/11/08

LOS ANGELES SOUTHWEST COLLEGE
 RUBRIC FOR JUDGING CLINICAL AND THEORETICAL OBJECTIVES
 NURSING 501 A, LEVEL I

PRACTICE STANDARD

Demonstrates accurate and safe practice at all times

1.0 PROFESSIONAL RESPONSIBILITY

- 1.1 Reports evidence of self directed learning
- 1.2 States the philosophy and objectives of the ADN program
- 1.3 Identify the scope of nursing practice
- 1.4 Explain the nursing process and Orem's Self-Care Deficit Theory of Nursing (SCDT-N) as a framework for nursing practice

2.0 SYNTHESIS AND APPLICATION OF PRINCIPLES

- 2.1 Differentiate between the roles of the nurse as provider of care, manager of care, and member of the profession

3.0 NURSING PROCESS: Apply Orem's self-care theory and the nursing process as a theoretical basis for the assessment, diagnosis, planning, implementation, and evaluation of provided client care.

- 3.1 Performs accurate and complete assessment of data
- 3.2 Develops appropriate nursing diagnosis
- 3.3 Develops related goals with moderate guidance
- 3.4 Plans some nursing implementations
- 3.5 Evaluates plan of care.

4.0 PROFICIENCY IN INTERVENTIONS AND SKILLS

- 4.1 Begins to utilize interviewing and therapeutic communication skills
- 4.2 Demonstrates assessment of: vital signs level of consciousness, nutrition skin, mobility, safety, daily activities, and elimination patterns
- 4.3 Demonstrates progressive application of new skills
- 4.4 Discuss the knowledge obtained in anatomy, physiology, and microbiology as it relates to the care of selected/assigned client

5.0 NURSING MANAGEMENT AND LEADERSHIP

- 5.1 Maintain patient safety and confidentiality
- 5.2 Demonstrate ethical and legal behavior
- 5.3 Recognizes the importance of collaborating with instructor and primary nurse.

TO REFLECT LEVELLING OF STUDENTS FACULTY: (Simple to Complex)

EXPLANATIONS:

The following terms are used to evaluate the student performance in clinical rotation practicum:

I	INDEPENDENT	Proficient; coordinated; confident; Occasional expenditure of excess energy; Within an expedient time period; Without supporting clues; Safe, accurate performance each time.
S	SUPERVISED	Efficient; coordinated; confident; Some expenditure of excess energy; Within a reasonable time period
A	ASSISTED	Skillful in parts of behavior; Inefficiency and un-coordination; expends excess energy; Within a delayed time period
M	MARGINAL	Unskilled; inefficient; Considerable expenditure of excess energy; Prolonged time period
D	DEPENDENT	Unable to demonstrate procedure/behavior; Lacks confidence, coordination, efficiency

CUES: What is required to maintain or encourage the student's performance.

Supportive Cues - Those that encourage support or reinforce but do not change or direct what the student does.

Directive Cues - Verbal and/ or physical. Those that indicate what to do or say next. Those that correct an on-going activity.

Definitions of these terms are not all inclusive. They are simply theoretical examples that can aid in a more objective evaluation.

SATISFACTORY PERFORMANCE (PASS) in clinical performance is achieved when the student earns performance rating in the following manner:

Level 1 (501A and 501B)

1. No scores of "D" in any area.
2. No more than 6 ratings that indicate a score of "M".
3. Perform skills-skills list 501A/B- at competency A level or above.

_____ End of Rubric _____

2. REQUIRED TEXTS:

Provide a representative list of textbooks and other required reading; include author, title and date of publication:

1. Dudek, Susan G. (2005) Nutrition Essentials for Nursing Practice
 2. Morris, Deborah. (2006) Calculate With Confidence
 3. Carpenito, Lynda. (2004) Nursing Diagnosis: Application to Clinical Practice
 4. Potter & Perry. (2009) Clinical Nursing Skills and Techniques
 5. Potter & Perry. (2009) Fundamentals of Nursing
 6. Potter & Perry. (2009) Fundamentals of Nursing Study Guide
 7. Tabers Medical Dictionary
- Or
8. Mosby. (2009) Medical & Nursing Dictionary
 9. Cavanaugh, Bonita M. (2005) Nurses Manual of Laboratory & Diagnostic Tests
 10. L.A. Southwest College Associate Degree Nursing Program Handbook, 2008
 11. Karch, Amy M. (2004) 2005 Lippincott's Nursing Drug Guide

Journal Articles: On reserve at LASC Library: Required reading list to be distributed in class

3. SUPPLEMENTARY READINGS:

Reading assignments may include, but are not limited to the following:

Alfaro. Applying the Nursing Process

4. WRITING ASSIGNMENTS:

Title 5, section 55002 requires grades to be "based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students." Writing assignments in this course may include, but are not limited to the following:

Nursing Care Plans Utilizing the Conceptual Framework

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

Out of class assignments may include, but are not limited to the following:

Computer programs used to develop a care plan including 5 concept mappings

6. REPRESENTATIVE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING:

Title 5, section 55002(a) requires that a degree-applicable course have a level of rigor that includes "critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level". Critical thinking

may include, but is not limited to analysis, synthesis, and evaluation. Provide examples of assignments that demonstrate critical thinking.

Formulation of Nursing Diagnoses Utilizing Critical Thinking and concept mapping

7. METHODS OF EVALUATION:

Title 5, section 55002 requires grades to be “based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.” Methods of evaluation may include, but are not limited to the following (please note that evaluation should measure the outcomes detailed “Course Objectives” at the beginning of Section II):

Modular Exams, Final Exam, Construction of Nursing Diagnoses & Nursing Care Plans

8. METHODS OF INSTRUCTION:

Methods of instruction may include, but are not limited to the following:

- Lecture
- Discussion
- Laboratory
- Activity
- Field Experience
- Independent Study
- Other (explain)

9. SUPPLIES:

List the supplies the student must provide.

Blank Copies of Nursing Care Plans, Stethoscope, Blood Pressure Cuff, Pin Light, Uniform

10. COMPUTER COMPETENCY:

If applicable, explain how computer competency is included in the course.

Critical Thinking Computer Program Available in Learning Center

11. INFORMATION COMPETENCY:

Information competency is the ability to find, evaluate use, and communicate information in all its various formats. It combines aspects of library literacy, research methods and technological literacy. Information competency includes consideration of the ethical and legal implications and requires the application of both critical thinking and communications skills. If applicable, explain how information competency is included in the course.

Critical Thinking Computer Program Available in Learning Center

12. DIVERSITY:

If applicable, explain how diversity (e.g., cultural, gender, etc.) is included in the course.

Cultural Aspects are an Integral Part of client Nursing Care (Refer to Objectives)

13. SCANS COMPETENCIES (required for all courses with vocational TOP Codes; recommended for all courses):

SCANS (**S**ecretary's **C**ommission on **N**ecessary **S**kills) are skills the Department of Labor identified, in consultation with business and industry leaders, which reflect the skills necessary for success in the workplace. Check the appropriate boxes to indicate the areas where students will develop the following skills (please note that all SCANS competencies do not apply to all courses):

RESOURCES

- Managing Time:** Selecting relevant goal-related activities, ranking them in order of importance, allocating time to activities, and understanding, preparing and following schedules.
- Managing Money:** Using or preparing budgets, including making cost and revenue forecasts; keeping detailed records to track budget performance, and making appropriate adjustments.
- Managing Material and Facility Resources:** Acquiring, storing, allocating, and distributing materials, supplies, parts, equipment, space or final products in order to make the best use of them.

INTERPERSONAL

- Participating as Member of a Team:** Working cooperatively with others and contributing to group's efforts with ideas, suggestions and effort.
- Teaching Others New Skills:** Helping others learn needed knowledge and skills.
- Exercising Leadership:** Communicating thoughts, feelings, and ideas to justify a position, encouraging, persuading, convincing or otherwise motivating an individual or group, including responsibly challenging existing procedures, policies or authority.
- Negotiating:** Working toward agreement that may involve exchanging specific resources or resolving divergent interests.
- Working with Cultural Diversity:** Working well with men and women and with people from a variety of ethnic, social, or educational backgrounds.

INFORMATION

- Acquiring and Evaluating Information:** Identifying a need for data, obtaining the data from existing sources or creating them, and evaluating their relevance and accuracy.
- Organizing and Maintaining Information:** Organizing, processing and maintaining written or computerized records and other forms of information in a systematic fashion.
- Interpreting and Communicating Information:** Selecting and analyzing information and communicating the results of others, using oral, written, graphic, pictorial, or multimedia methods.
- Using Computers to Process Information:** Employing computers to acquire, organize, analyze and communicate information.

SYSTEMS

- Understanding Systems:** Knowing how social, organizational and technological systems work and operating effectively with them.
- Monitoring and Correcting Performance:** Distinguishing trends, predicting impacts of actions on system operations, diagnosing deviations in the functioning of a system/organization, and taking necessary steps to correct performance.

- Improving or Designs Systems:** Making suggestions to modify existing systems in order to improve the quality of products or services and developing new or alternative systems.

TECHNOLOGY

- Selecting Technology:** Judging which sets of procedures, tools or machines, including computers and their programs, will produce the desired results.
- Applying Technology to Tasks:** Understanding overall intent and proper procedures for setting up and operating machines, including computers and their reprogramming systems.
- Maintaining and Troubleshooting Equipment:** Preventing, identifying, or solving problems with equipment, including computers and other technologies.

Section III: RELATIONSHIP TO COLLEGE PROGRAMS

1. **THIS COURSE WILL BE AN APPROVED REQUIREMENT FOR AN APPROVED ASSOCIATE DEGREE OR CERTIFICATE PROGRAM:** **Yes**

- a. If yes, the course will be a **program requirement** portion of the "approved program" listed on the State Chancellor's Inventory of Approved Programs (approved programs can be found on the State Chancellor's Office website at <http://www.laccd.edu/curriculum/resources/proginv.htm>)

Required course for AS, Registered Nursing (Program ID 02877)

NOTE: In order for a course to be approved as a requirement for an associate degree or certificate program, the program must be listed on the State Chancellor's Office Inventory of Approved Programs AND the course must be listed in the college catalog as either a requirement or an elective for the program. If course is not part of an approved program at the college adopting the course, it will be considered to be a "stand-alone" course, and is subject to the State Chancellor's approval criteria. The college must complete and submit the Chancellor's Office "APPLICATION FOR APPROVAL OF CREDIT" form. Certain courses are granted "blanket approval" by the State Chancellor's Office and do not require separate approval. See the Chancellor's Office Program and Course Approval Handbook for details. LACCD Skills **Certificates are not State approved programs** and are not listed on the Chancellor's Office Inventory of Approved Programs.

2. **GENERAL EDUCATION REQUIREMENTS FOR THE ASSOCIATE DEGREE STATUS:**

- a. Area requested: **None** **Approval** date:

If applicable, provide an explanation of how the course meets the General Education parameters for one of the five general education areas – Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 -General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

- a. 2nd Area requested: **None** **Approval** date:

If applicable, provide an explanation of how the course meets General Education parameters for an additional general education area – Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education -- contained in Board Rule 6201.14 - General Education Requirements. http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm

Section V: SUPPLEMENTAL COURSE INFORMATION

1. **DEPARTMENT/DIVISION NAME:** Nursing and Allied Health
2. **DEPARTMENT/DIVISION CODE:** 05
3. **SUBJECT CODE** -- 3 characters, assigned by District Office: 669 (existing subject codes are available on the LACCD web site at <http://www.laccd.edu/curriculum/directory-programs-courses/index.htm>)
4. **SUBJECT ABBREVIATION** -- 7 characters, assigned by District Office: NURSING
5. **SPC CODE** -- 3 characters, assigned by District Office:
6. **ABBREVIATION FOR TRANSCRIPTS** -- 20 characters, assigned by District Office: **FUNDMTL OF NURSING A**
7. **DEGREE CREDIT:** Indicate whether the course meet the "standards for approval" for degree credit course set forth in Title 5, section 55002(a)(2), which requires the course to have a degree of intensity, difficulty, and vocabulary that the curriculum committee has determined to be at the college level :
This courses is **Degree Applicable**
8. **CREDIT/NO CREDIT GRADING:** **No**
9. **REPETITIONS** -- Number of times course may be repeated for credit (three maximum): **0**

How does the repetition of this course meet Title 5, section 58161 requirements? A course may be repeatable when, "course content differs each time it is offered, and that the student who repeats it is gaining an expanded educational experience for one of the following reasons: (A) Skills or proficiencies are enhanced by supervised repetition and practice within class periods; or (B) Active participatory experience in individual study or group assignments is the basic means by which learning objectives are obtained."

-
10. **PRIOR TO TRANSFERABLE LEVEL** – This course attribute applies to **English, writing, ESL, reading** and **mathematics** courses ONLY. If applicable, indicate how many levels below the transferable level this course should be placed: **Not applicable**
 11. **CREDIT BASIC SKILLS** -- Title 5, section 55502(d) defines basic skills as "courses in reading, writing, computation, and English as a Second Language, which are designated as non-degree credit courses pursuant to Title 5, section 55002(b)." **No** If Yes, course must be non-degree applicable.
 12. **CROSS REFERENCE** -- Is this course listed as equivalent in content to existing College/District courses in another discipline? **No**

If Yes, list courses (documentation of cross-discipline agreement must be provided):

13. **COURSE SPECIFICALLY DESIGNED FOR STUDENTS WITH DISABILITIES** -- Title 5, section 56029 allows a course to be repeatable when continuing success of the students with disabilities is dependent on additional repetitions of a specific class. Is this course designated as an "approved special class" for students with disabilities? **No**

If yes, provide an explanation of how this course meets the requirements of Title 5, section 56029.

14. COOPERATIVE EDUCATION STATUS -- Title 5, section 55252 allows for two types of Cooperative Education: 1) General Work Experience Education -- i.e., supervised employment, which is intended to assist students in acquiring desirable work habits, attitudes and career awareness, which need not be related to the students' educational goals; or 2) Occupational Work Experience Education -- i.e., supervised employment, extending classroom based occupational learning at an on-the-job learning station, which is related to the students' educational or occupational goal. Is this course part of the college's approved cooperative work experience education program? **No**

15. COURSE CLASSIFICATION: **Occupational**

Note: A course's Classification, TOP Code and SAM code must be aligned – e.g., Courses with an "Occupational" Course Classification must have an "Occupational" TOP Code **and** a SAM Code of A, B, C, or D; courses that do not have an "Occupational" Course Classification cannot have an Occupational TOP Code **and** must have an "E" SAM Code. Courses coded as "basic skills" in #11 should be coded "Adult and Secondary Basic Skills."

16. TOP CODE – (6 digits XXXX.XX) 1230.10

Course content should match discipline description in Taxonomy of Programs found at www.cccco.edu/cccco/esed/curric/curriculum.htm.

17. SAM CODE (Student Accountability Model): **C – Clearly Occupational**

SAM Codes (see CCC Chancellor's Office Student Accountability Model Operations Manual, 1984) should be assigned as follows:

Priority "A" – Apprenticeship: Courses designed for an indentured apprentice must have the approval of the State of California, Department of Industrial Relations Department, Division of Apprenticeship Standards.

Priority "B" – Advanced Occupational: Courses taken by students in the advanced stages of their occupational programs. Courses should be offered in one specific occupational area only. Priority letter "B" should be assigned sparingly; in most cases, no more than two courses in any one program should be labeled "B." "B"-level courses must have Priority "C" prerequisites in the same program area.

Priority "C" – Clearly Occupational: Courses generally taken by students in the middle stages of their programs should have a difficulty level sufficient to detract "drop-ins." Courses may be offered in several occupational programs within a broad area. The "C" priority, however, should also be used for courses within a specific program area when the criteria for "B" classification are not met. A "C"-level course should provide the student with entry-level job skills.

Priority "D" -- Possibly Occupational: "D" courses are those taken by students in the beginning stages of their occupational programs. The "D" priority can also be used for service (or survey) courses for other occupational programs.

Priority "E" – Non-occupational.

SECTION VI: APPROVAL STATUS

1. APPROVAL STATUS:

- | | | |
|--|----------------------------------|-----------------------|
| a. <input type="checkbox"/> New Course | . Board Approval Date: | . Effective Semester: |
| b. <input type="checkbox"/> Addition of Existing District Course | . College Approval Date: | . Effective Semester: |
| c. <input type="checkbox"/> Course Change* | . College Approval Date: | . Effective Semester: |
| d. <input checked="" type="checkbox"/> Outline Update | . College Approval Date: 4/21/09 | |

- Changes to a course require the completion of a "Course Change Request" form and approval by the college's Curriculum Committee. In some cases districtwide approval is also required; see, Administrative Regulation E-65, section 3© for details.

SECTION VII: APPROVAL INFORMATION FOR NEW OR ADDED COURSES

(complete in consultation with Department Chair and the appropriate Academic Administrator)

N/A – Existing Course

Section VII: Needed only if New Funds or Equipment are Necessary

1. ORIGINATOR:

2. DEPARTMENT:

3. IF THIS IS A NEW COURSE, INDICATE HOW THE COLLEGE PLANS TO MEET THE EXPENSE OF THIS COURSE:

- By additional funds. Describe:

- By deleting courses from the college catalog and course database. List specific courses to be deleted:

- By deleting sections of existing courses. List courses and number of sections to be deleted:

First year: Second year: Third year:

- By rotating sections of existing courses. List courses and number of sections to be rotated, as well as the semesters in which they will be offered:

4. IMPACT -- Will this course directly impact other course offerings and/or associate degree or certificate programs on campus?

No (If yes, briefly explain how)

5. METHOD OF SUPPORT -- Indicate how the college plans to support the proposed course:

Additional staff -- List additional staff needed:

CONTENT REVIEW FOR PREREQUISITE VALIDATION

Target Course & Number, Title: Nursing 501 A Fundamentals of Nursing A
(Course to which pre/corequisite/advisory applies)

Check
Applicable
Box

- Prerequisite: Chemistry 51 (Prerequisite, Math 115); Microbiology 1, Anatomy 1, and Physiology 1 (or Biology 20 instead of Anatomy 1 combined with Physiology), Psychology 1, Psychology 41, English 101, Speech 101, Sociology 1
- Corequisite: Nursing 527
- Advisory:

A. **Target Course Entry Skills: Course & Number, Title: Nursing 501A**
(For prerequisites/corequisites, list specific skills and/or knowledge necessary for students to succeed in the target class. For advisories, list skills/knowledge which will enrich or deepen the student's knowledge obtained from the course but without which the student may still succeed in the course. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Complete math conversions using metric measurements or metric-SI and English measurements. (Chem 51)
2. Describe asepsis techniques to prevent contamination and spreading of microbes. (Micro 1)
3. Correctly identify and state functions of major structures of the human organ systems including, but not limited to, musculoskeletal, integumentary, nervous, cardiovascular, respiratory, and digestive. (Anat 1)
4. Relate basic physiological principles to introduced nursing clinical skills. (Physio 1)
5. Describe Maslow's hierarchy of needs. (Psych 1)
6. Document sources correctly to avoid plagiarism. (Engl 101)
7. Compose sentences free from major errors. (Engl 101)
8. Demonstrate sensitivity to people's cultures, including those different from their own. (Soc. 1)
9. Differentiate therapeutic from non-therapeutic communication. (Speech 101)
10. Discuss physical changes and psychosocial development that take place throughout the life-span. (Psych 41)

B. **Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment: Course & Number, Title: Anatomy 1 and Physiology 1 (or Biology 20); Chemistry 51**
(List specific skills and/or knowledge that are the outcome of the prerequisite/corequisite/advisory course or assessment. For courses already in the curriculum, these should be present in the course objectives in the course outline. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Describe the proper laboratory techniques and use of equipment essential to isolation identification and classification of bacteria from a mixed culture: Techniques of observation, asepsis, isolation, cultivation, maintenance, morphological, cultural, biochemical and serological characterization of bacteria. (Micro 1)
2. Explain the principles involving asepsis, disinfection, sterilization, pathogenicity, epidemiology, chemotherapy and immunity. (Micro 1)
3. Name and identify on models, drawings, or from descriptions, the major structures associated with the nine organ systems of the human body. (Anatomy 1 and Biology 20)
4. Develop skill in visualizing the three dimensional relationships of the organs of the human body (Anatomy 1 and Biology 20)
5. Recognize terminology, specific facts, experimental methodologies and general principles associated with the structural and functional organization of the following systems: nervous, endocrine, muscular, reproductive, cardiovascular, respiratory, digestive, and excretory. (Physiology 1 and Biology 20)
6. Describe how each system relates to the problem of maintaining homeostasis and relate all physiological phenomena to the problem of maintaining homeostasis. (Physiology 1 and Biology 20).
7. Complete math conversions using metric measurements or metric- SI and English measurements. (Chemistry 51)
8. Distinguish between motivation and emotion and list and describe components of Maslow's hierarchy of motives and needs. (Psych 1)

9. Discuss physical changes and psychosocial development that take place throughout the life-span. (Psych 41)
10. Compose strong sentences free from major errors in grammar, mechanics, and word usage. (Engl 101)
11. Document sources correctly to avoid plagiarism, using MLA style sheet. (Engl 101)
12. Demonstrate the ability not only to understand one's own social group, but other cultures, subcultures, and social groups. (Soc. 1)
13. Demonstrate through the delivery of speeches greater facility of oral English usage, ease of facial expression, body movement and use of gestures. (Speech 101)

CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION*

NURSING 501A, Fundamentals of Nursing A

Entering Skills of Target Course

CHEMISTRY 51*, MICROBIOLOGY 1, ANATOMY
1***, PHYSIOLOGY 1 ****
(OR BIOLOGY 20+), ENGLISH 101#,
PSYCHOLOGY 1~, PSYCHOLOGY 41&,
SOCIOLOGY 1^, SPEECH 101@**

Exit Skills of Prerequisite Course

	1	2	3	4	5	6	7	8	9	10
1		**								
2		**								
3			*** +							
4			*** +							
5				**** +						
6				**** +						
7	*									
8					~					
9										&
10						#	#			
11						#	#			
12								^		
13									@	

*Validation requires at least one match of each entry skill with any exit skill(s).

Was validation achieved? YES or NO

Comments:

(Include justification for assessments, health and safety, or non-course prerequisites)

PARTICIPANTS IN CONTENT REVIEW:

(Signatories should include instructors for both exit and entering skills courses.)

Name: Catherine Azubuike Title: Department Chair Initial: CA Date: 05/06/09

Name: _____ Title: _____ Initial: _____ Date: _____

Name: _____ Title: _____ Initial: _____ Date: _____

CERTIFIED BY:

Catherine Azubuike 05/06/2009
Initiator Date
Catherine Azubuike 05/06/2009
Department Chairperson Date
Linda Larson-Singer (app'd 4/4/09) 05/06/2009
Curriculum Chairperson Date

PREREQUISITE, IMPOSED BY LAW OR CONTRACT

Target Course Title and Number: Nursing 501A, Fundamentals of Nursing A
(Course to which pre/corequisite applies)

Identify and describe provision(s) of the Law or Contract:
Entrance Requirements for Nursing Program

Provision or Law or Contract: Governing Board requiring Law or Contract
E-10, Registered Nursing Program Standards; LA Community Colleges, Office of the Chancellor, Administrative Regulations

Justification:

The following prerequisite classes are mandated by the above standard: **Chemistry 51; Anatomy and Physiology (or Biology 20); Microbiology; General Psychology; Life-Span Psychology; College Reading and Composition; Mathematics (one course in Mathematics, or appropriate placement level [that] must be a prerequisite to at least one course in the Nursing Program, i.e., Chemistry 51). (Math 115 is a prerequisite for Chemistry 51.)**

Proposed by Discipline Faculty:

Catherine Azubuiké
Signature, Discipline Faculty

05/06/2009
Date

Catherine Azubuiké
Signature, Department Chairperson

05/06/2009
Date

Linda Larson-Singer (app'd 4/21/2009)
Signature, Curriculum Committee Chairperson

05/06/2009
Date

Prerequisite Validation of Sociology 1

UC/CSU PREREQUISITE/COREQUISITE JUSTIFICATION

A prerequisite/corequisite in another discipline (other than English or Math*) may be established provided that, in addition to the Content Review, three University of California (UC) or California State University (CSU) campuses can be identified that offer the equivalent course with the equivalent prerequisite. This justification is intended for very common cases. Examples are standard science class prerequisites or standard foreign language prerequisites. Any combination of UC and CSU campuses is acceptable to satisfy this requirement.

*Note: If an accredited four-year institution verifies that it will not articulate the target course without a specified prerequisite/corequisite, data collection is not required for validation. Documentation must be attached.

UC and CSU catalogs are located in the Counseling Office, the Transfer Center and the Founder's Library for reference.

Required:

- Content Review
- Three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite in order to demonstrate that, in fact, the prerequisite in question is a usual, customary, and reasonable one. Attach photocopies of the UC and/or CSU course descriptions from the respective catalogs.

Target Course/Program: **NURSING PROGRAM PREREQUISITE**

Prerequisite/Corequisite Course: **SOCIOLOGY 1**

Three UC and /or CSU campuses:

1. **CSU Long Beach**
2. **CSU Los Angeles**
3. **CSU Northridge**

Proposed by Discipline Faculty: Catherine Azubuiké Date: 05/06/2009

Department Chairperson: Catherine Azubuiké Date: 05/06/2009

Curriculum Chairperson: Linda Larson-Singer (app'd 04/21/09) Date: 05/06/2009

VERIFICATION OF NEED FOR PREREQUISITE THROUGH ARTICULATION, SOC 101

1. University: **CSU Long Beach**
Equivalent Course: **SOC 100 for SOC 1 (Articulated)**
Catalog Year: **2009-2010**

COURSE NUMBER: SOC 100, NAME: Principles of Sociology, UNITS: 3 Page Number: **694**

Description as it appears in the catalog: "Introduction to the sociological perspective as a tool for understanding society and culture, including the inter-personal, inter-group and global dimensions of social life."

NURSING PROGRAM PREREQUISITES:

Year: **2009-2010** Page Number: **587**

"To be eligible for admission to the Nursing [Program], ... Applicants must have completed the following requirements: Prerequisite Natural Science Preprerequisites: CHEM 140, BIOL 207, 208, MIRCO 200 or equivalent; Prerequisite General Education Courses: English Composition (COMM 110, 130), Quantitative Reasoning (MATH 103, MTED 110), Oral Communication (COMM 110, 130), and Critical Thinking A/ST 150, COMM 130, HIST 101, PHIL 170, POSC 105, PSY 130, UNIV 100); Support courses: BIOL 304, 305, NUTR 399, PSY 100 and **SOC 100.**"

2. University: **CSU Los Angeles**
Equivalent Course: **SOC 201 for SOC 1 (Articulated)**
Catalog Year: **2005-2007**

COURSE NUMBER: SOC 201, NAME: Principles of Sociology UNITS: 4 Page: **630**

Description as it appears in the catalog: "Social institutions and group behavior; social order and change. Issues include hegemony, pluralism, distribution of privilege and power; sources of cooperation and conflict, deviance and social control."

UNDERGRADUATE REQUIREMENTS FOR TRACK I AND TRACK II; RNs WITH A NON-NURSING BACCALAUREATE AND RNs WITHOUT A BACCALAUREATE:

Year: **2005-2007** Page Number: **557**

"The following courses are Prerequisites to the Nursing major:

BIOL 200A & 200B, Human Anatomy & Physiology I, II (5 Qtr Units)

CHEM 151, Fundamentals of Chemistry I (5 Qtr Units)

ENGL 101, Composition I (4 Qtr Units)

**MICR 201, Microbiology for Health Related Sciences (4 Qtr Units)

**MICR 202, Microbiology Laboratory for Health Related Sciences (4 Qtr Units)

COMM 150, Oral Communication (4 Qtr Units)

PSY 150, Introduction to Psychology (4 Qtr Units)

***Students entering with 4 or more semester units (6 or more quarter units) of credit from an accredited college for a course including laboratory satisfy this requirement by transfer credit.*

"Required in Related Fields (16 units):

ANTH 444, Medical Anthropology (4 Qtr Units)

NTRS 250, Human Nutrition (4 Qtr Units) **or**

NTRS 317, FUNDAMENTALS of Human Nutrition (4 Qtr Units)

SOC 201, Principles of Sociology (4 Qtr Units) **and**

Completion of a statistics course (four or more units which included inferential statistical content).

VERIFICATION OF NEED FOR PREREQUISITE THROUGH ARTICULATION, SOC 1; page 2

3. University: **CSU Northridge**
Equivalent Course: **SOC 150 for SOC 1 (Articulated)**
Catalog Year: **2006-2008**

COURSE NUMER: SOC 150, NAME: Introductory Sociology, UNITS: 3 Page Number: **500**

Description as it appears in the catalog: "Study of human society from the perspective of contemporary social science. Particular emphasis on analysis and understanding of modern society and its salient problems."

NURSING PROGRAM LOWER DIVISION REQUIREMENTS:

Year: **2006-2008** Page Number: **442**
BIOL 211 Human Anatomy (2)
BIOL 212 Lab Studies in Human Anatomy (1)
BIOL 215/L Introductory Microbiology and Lab (2/2)
BIOL 281 Human Physiology (3)
BIOL 282 Lab Experiments in Human Physiology (1)
CHEM 103/L Introductory Chemistry I and Lab (3/1)
PSY 150 Principles of Human Behavior (3)
SOC 150 Introductory Sociology (3)
MATH 140 Introductory Statistics (4)

Prerequisite Validation of Speech 101

UC/CSU PREREQUISITE/COREQUISITE JUSTIFICATION

A prerequisite/corequisite in another discipline (other than English or Math*) may be established provided that, in addition to the Content Review, three University of California (UC) or California State University (CSU) campuses can be identified that offer the equivalent course with the equivalent prerequisite. This justification is intended for very common cases. Examples are standard science class prerequisites or standard foreign language prerequisites. Any combination of UC and CSU campuses is acceptable to satisfy this requirement.

*Note: If an accredited four-year institution verifies that it will not articulate the target course without a specified prerequisite/corequisite, data collection is not required for validation. Documentation must be attached.

UC and CSU catalogs are located in the Counseling Office, the Transfer Center and the Founder's Library for reference.

Required:

- Content Review
- Three UC or CSU campuses that offer the equivalent course with the equivalent prerequisite in order to demonstrate that, in fact, the prerequisite in question is a usual, customary, and reasonable one. Attach photocopies of the UC and/or CSU course descriptions from the respective catalogs.

Target Course/Program: **NURSING PROGRAM PREREQUISITE**

Prerequisite/Corequisite Course: **SPEECH 101**

Three UC and /or CSU campuses:

1. **CSU Long Beach**
2. **CSU Los Angeles**
3. **CSU San Bernardino**

Proposed by Discipline Faculty: Catherine Azubuiké Date: 05/06/2009

Department Chairperson: Catherine Azubuiké Date: 05/06/2009

Curriculum Chairperson: Linda Larson-Singer (app'd 04/21/09) Date: 05/06/2009

VERIFICATION OF NEED FOR PREREQUISITE THROUGH ARTICULATION, SPEECH 101

1. University: **CSU Long Beach**
Equivalent Course: **COMM 130 for SPEECH 101 (Articulated)**
Catalog Year: **2009-2010**

COURSE NUMBER: COMM 130, NAME: Essentials of Public Speaking, UNITS: 3 Page Number: **265**

Description as it appears in the catalog: "Composition and delivery of speeches to inform and persuade. Logical organization is stressed."

NURSING PROGRAM PREREQUISITES:

Year: **2009-2010** Page Number: **587**

"To be eligible for admission to the Nursing [Program], ...Applicants must have completed the following requirements: Prerequisite Natural Science Prerequisites: CHEM 140, BIOL 207, 208, MIRCO 200 or equivalent; Prerequisite General Education Courses: English Composition, Quantitative Reasoning (MATH 103, MTED 110), Oral Communication (**COMM 110, 130**), and Critical Thinking A/ST 150, COMM 130, HIST 101, PHIL 170, POSC 105, PSY 130, UNIV 100); Support courses: BIOL 304, 305, NUTR 399, PSY 100 and SOC 100."

2. University: **CSU Los Angeles**
Equivalent Course: **COMM 150 for SPEECH 101 (Articulated)**
Catalog Year: **2005-2007**

COURSE NUMBER: COMM 150, NAME: Oral Communication, UNITS: 4 (quarter units) Page Number: **309**

Description as it appears in the catalog: "Introduction to effective oral communication through study and experience in analysis, synthesis, and presentation of informative and persuasive discourse in a public speaking forum."

UNDERGRADUATE REQUIREMENTS FOR TRACK I AND TRACK II; RNs WITH A NON-NURSING BACCALAUREATE AND RNs WITHOUT A BACCALAUREATE:

Year: **2005-2007** Page Number: **557**

"The following courses are Prerequisites to the Nursing major:

BIOL 200A & 200B, Human Anatomy & Physiology I, II (5 Qtr Units)

CHEM 151, Fundamentals of Chemistry I (5 Qtr Units)

ENGL 101, Composition I (4 Qtr Units)

**MICR 201, Microbiology for Health Related Sciences (4 Qtr Units)

**MICR 202, Microbiology Laboratory for Health Related Sciences (4 Qtr Units)

COMM 150, Oral Communication (4 Qtr Units)

PSY 150, Introduction to Psychology (4 Qtr Units)

***Students entering with 4 or more semester units (6 or more quarter units) of credit from an accredited college for a course including laboratory satisfy this requirement by transfer credit.*

"Required in Related Fields (16 units):

ANTH 444, Medical Anthropology (4 Qtr Units)

NTRS 250, Human Nutrition (4 Qtr Units) **or**

NTRS 317, FUNDAMENTALS of Human Nutrition (4 Qtr Units)

SOC 201, Principles of Sociology (4 Qtr Units) **and**

Completion of a statistics course (four or more units which included inferential statistical content).

VERIFICATION OF NEED FOR PREREQUISITE THROUGH ARTICULATION, SPEECH 101

3. University: **CSU San Bernardino**
Equivalent Course: **COMM 120 for SPEECH 101 (Articulated)**
Catalog Year: **2008-2009**

COURSE NUMER: COMM 120, NAME: Oral Communication, UNITS: (4 quarter units) Page Number: 127
Description as it appears in the catalog: "Introduction to effective speech communication with emphasis on informative and persuasive public speaking and presentation skills."

NURSING PROGRAM PREREQUISITES:

Year: **2008-2009** Page Number: 283

"Degree Requirements

Prerequisite support courses required for admission:

BIOL 220 Principles of Microbiology (5)

BIOL 223 Human Physiology and Anatomy I (5)

BIOL 224 Human Physiology and Anatomy II (5)

CHEM 205 Fundamentals of Chemistry I: General Chemistry (5)

CHEM 208 Survey of Human Biochemistry (3)

COMM 120 Oral Communication (4)

One critical thinking course that satisfies category A.4 in the General Education Program

ENG 101 Freshman Composition (4)

One math course that satisfies category A.3/B.1 in the General Education Program"

CONTENT REVIEW FOR COREQUISITE VALIDATION

Target Course & Number, Title: Nursing 501A, Fundamentals of Nursing A
(Course to which pre/corequisite/advisory applies)

Check
Applicable
Box

Prerequisite:

Corequisite: **Course & Number, Title: Nursing 527, Nursing Process**

Advisory:

A. Target Course Corequisite Skills: Course & Number, Title: Nursing 501A, Fundamentals of Nursing A

(For prerequisites/corequisites, list specific skills and/or knowledge necessary for students to succeed in the target class. For advisories, list skills/knowledge which will enrich or deepen the student's knowledge obtained from the course but without which the student may still succeed in the course. Attach additional sheet if necessary. NUMBER EACH SKILL.)

Corequisite Skills needed for success in Nursing 501A (To be provided by Nursing 527):

1. Define the nursing process.
2. Write a nursing diagnoses.
3. Write a care plan.

B. Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment:
Course & Number, Title: Nursing 527

(List specific skills and/or knowledge that are the outcome of the prerequisite/corequisite/advisory course or assessment. For courses already in the curriculum, these should be present in the course objectives in the course outline. Attach additional sheet if necessary. NUMBER EACH SKILL.)

1. Define the nursing process and list its 4 parts.
2. Write nursing diagnoses given client case scenarios.
3. Construct a written care plan given a client scenario.

CONTENT REVIEW SKILLS MATRIX FOR COREQUISITE VALIDATION*

***Validation requires at least one match of each entry skill with any exit skill(s).**

COURSE & NUMBER: NURSING 501A
Course Title: Fundamentals of Nursing A

Entering Skills of Target Course

COURSE & NUMBER: NURSING 527
Course Title: Nursing Process
Exit Skills of Prerequisite Course

	1	2	3	4	5	6	7	8	9
1	X								
2		X							
3			X						
4									
5									
6									
7									
8									
9									

Was validation achieved? X YES or NO

Comments:

(Include justification for assessments, health and safety, or non-course prerequisites)

PARTICIPANTS IN CONTENT REVIEW:

(Signatories should include instructors for both exit and entering skills courses.)

Name: Catherine Azubuike Title: Department Chair Initial: CA Date: 05/06/2009

Name: _____ Title: _____ Initial: _____ Date: _____

Name: _____ Title: _____ Initial: _____ Date: _____

CERTIFIED BY:

Initiator	_____	Date	_____
Catherine Azubuike	_____	05/06/2009	_____
Department Chairperson	_____	Date	_____
Linda Larson-Singer (app'd 04/21/2009)	_____	05/06/2009	_____
Curriculum Chairperson	_____	Date	_____

**LOS ANGELES COMMUNITY COLLEGE DISTRICT
COURSE STANDARDS AND CRITERIA**

Subject: **NURSING**

Number: **501A**

Course Title: **Fundamentals of Nursing A**

Using the Official Course Outline, please determine whether or not the above listed credit course meets the following standards and criteria required in Title V, Part VI of the California Administrative Code, and which has been designated as appropriate to the Associate Degree. Place a (X) in the appropriate box.

CRITERIA AND STANDARDS

Section 55002

RATING CRITERION

MET

NOT MET

<u>Grading Policy:</u> The course provides for measurement of student performance in terms of the stated course objectives and culminates in a formal, permanently recorded grade based upon uniform standards in accordance with section 55023. The grade is based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays, or, in courses where the curriculum committee deems them to be appropriate, by problem solving exercises or skills demonstrations by students.	X	
<u>Units:</u> The course grants units of credit based upon a relationship specified by the governing board between the number of units assigned to the course and the number of lecture and/or laboratory hours or performance criteria specified in the course outline. The course also requires a minimum of three hours of student work per week, including class time for each unit of credit, prorated for short-term, extended term, laboratory and/or activity courses.	X	
<u>Intensity:</u> The course treats subject matter with a scope and intensity that requires students to study independently outside of class time.	X	
<u>Prerequisites and Corequisites:</u> When the college and/or district curriculum committee determines, based on a review of the course outline of record, that a student would be highly unlikely to receive a satisfactory grade unless the student has knowledge or skills not taught in the course, then the course shall require prerequisites or corequisites that are established, reviewed, and applied in accordance with the requirements of this article.	X	
<u>Basic Skills Requirements:</u> If success in the course is dependent upon communication or computation skills, then the course shall require, consistent with the provisions of this article, as prerequisites or corequisites eligibility for enrollment in associate degree credit courses in English and/or mathematics, respectively.	X	
<u>Difficulty:</u> The course work calls for critical thinking and the understanding and application of concepts determined by the curriculum committee to be at college level.	X	
<u>Level:</u> The course requires learning skills and a vocabulary that the curriculum committee deems appropriate for a college course.	X	
<u>Course Outline of Record:</u> The course is described in a course outline of record that shall be maintained in the official college files and made available to each instructor. The course outline of record shall specify the unit value, the expected number of contact hours for the course as a whole, the prerequisites, corequisites or advisories on recommended preparation (if any) for the course, the catalog description, objectives, and content in terms of a specific body of knowledge. The course outline shall also specify types or provide examples of required reading and writing assignments, other outside-of-class assignments, instructional methodology, and methods of evaluation for determining whether the stated objectives have been met by students.	X	
<u>Conduct of Course:</u> Each section of the course is to be taught by a qualified instructor in accordance with a set of objectives and with other specifications defined in the course outline of record.	X	
<u>Repetition:</u> Repeated enrollment is allowed only in accordance with provisions of sections 51002, 55040-55043 and 58161.	X	

CERTIFICATION AND RECOMMENDATION

This course meets Title 5 requirements for Associate Degree applicable college credit towards an Associate of Arts Degree.

This course meets Title 5 requirements but does not satisfy the requirements for an Associate Degree applicable course.

We certify that the information and answers above properly represent this course.

Catherine Azubuike

Originator

5/06/2009

Date

Catherine Azubuike

Department/Cluster Chairperson

05/06/2009

Date

Linda Larson Singer

Articulation Officer

05/07/2009

Date

Earnestine Thomas-Robertson

Librarian

05/14/2009

Date

Elmer Bugg

Dean (if applicable)

05/07/2009

Date

Linda Larson-Singer (app'd 04/21/2009)

Curriculum Committee Chairperson

05/07/2009

Date

Alfred Reed

Academic Senate President

05/12/2009

Date

Leige Doffoney

Vice President, Academic Affairs

05/12/2009

Date