



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: 527

4. COURSE TITLE: Nursing Process

5. UNITS: 1.0

6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

This course introduces the concepts of the nursing process. The nursing program's conceptual framework is also introduced. The nursing process organizes the framework in planning and implementing the practice of patient care. The nursing process and conceptual framework are combined in case studies and client simulations.

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

This course introduces the nursing process and the program's conceptual framework which are combined in case studies and client simulations.

8. INITIAL COLLEGE APPROVAL DATE: 3/7/1997

COLLEGE OUTLINE APPROVAL DATE: 4/21/09

9. UPDATES, IF PREVIOUSLY EXISTING: (check all applicable boxes):

- Content Last Update: 4/09
Objectives Last Update: 4/09
College Specific Course Attributes/Data Elements Last Update:
Districtwide Course Attributes/Data Elements Last Update:
Other (describe) Last Update:

Corequisite revalidation

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

10. CLASS HOURS:

	"Standard Hours" per Week (based on 18 weeks)	Total Hours per Term (hrs per week x 18)	Units
Lecture:	1	18	1
Lab/activity (w/ homework):			
Lab/activity (w/o homework):			
Total:	1	18	1

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.

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

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

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

1. Demonstrate clinical skills related to oxygenation, comfort, hygiene, safety, medical asepsis, nutrition, stress, death and dying and loss.
2. Utilize Orem's Nursing Theory and Nursing Process as the conceptual framework.
3. Maintain medical asepsis.

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

Subject	Number	Course Title	Units	Validation Approval Date (official use only)
Nursing	501A	Fundamentals of Nursing A	4.50	4/21/09

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

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

Exit Skills:

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.

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.”)
Class introduction to course: Overview, objectives, requirements and weekly schedule.	1hr	1. Define the nursing process and list its 4 parts.
Unit 1: Nursing Process and Orem’s Self-Care Deficit Theory A. Critical thinking competence B. Nursing Process overview -what is the nursing process -steps in the nursing process -relationship among the steps C. Orem’s self-care deficit theory -glossary of terms -relationship between conceptual framework and the nursing process	3 hrs	2. Describe the evolution of the nursing diagnosis. 3. Collect and organize appropriate subjective and objective data. 4. Define each component of the nursing process. 5. Describe the relationship among the nursing process components.
Unit 2: Assessment, Diagnosis, Prevention of Hazards A. Assessment and nursing diagnosis -collecting and examining data -sources of data B. Validation of data C. Communication and recording data D. Air: assessment of V.S; H2O E. Food: nutritional assessment; assessment of fluid balance F. Activity & Rest: pain assessment; sleep disturbance G. Prevention of Hazards: H. Elimination	3hrs	6. Examine the theoretical knowledge, critical thinking skills, communication skills and technical skills of the nursing process. 7. Describe components of the conceptual framework. 8. Choose the relevant categories of the conceptual framework to integrate the data collected. 9. Distinguish between relevant and irrelevant data. 10. Describe the purpose of assessment.
Unit 3: Developmental Self-Care Requisites A. Human Functioning: B. Social Interaction DEVELOPMENTAL SELF-CARE REQUISITES C. Developmental factors: -age and sex, social and cultural factors, values and beliefs, lifestyle factors, stressors.	2hrs	11. Differentiate between initial screening and focused assessment. 12. Differentiate between actual and high risk types of nursing diagnoses. 13. Describe the components of a three-part diagnostic statement.
Unit 4: Nursing Diagnosis A. Formulating a nursing diagnosis B. Parts	2hrs	14. Write nursing diagnoses given client case scenarios. 15. Describe criteria for priority diagnosis.

<p>-P (problem viz. Self-care demands) -E (evidence) -S signs and symptoms Health care deviations</p> <p>Unit 5: Planning and setting goals A. Planning and setting goals -client outcomes B. Domains: cognitive, affective and psychomotor C. Client teaching</p> <p>Unit 6: Nursing Intervention; problem solving A. Nursing intervention B. Types: nurse prescribed; physician prescribed; collaborative problems</p> <p>Unit 7: Evaluation and Documentation A. Evaluation purpose. B. Evaluation process -comparison to outcome criteria C. Documenting the care plan</p> <p>Final Exam</p>	<p>2hrs</p> <p>1hr</p> <p>2hrs</p> <p>2hrs</p>	<p>16. Describe the process of formulation goals.</p> <p>17. Discuss measurable outcomes and time-lines.</p> <p>18. Discuss the different types of nursing interventions.</p> <p>19. Identify appropriate interventions for situation in client scenarios.</p> <p>20. Discuss the process of evaluation of the health care plan.</p> <p>21. Construct a written care plan given a client scenario.</p> <p>SLOs: As a result of this learning experience, the student can: 1. Utilize the nursing process and Orem's self-care deficit theory in assessment, planner of care, provider of self-care, communicator and member of profession, in both clinical and theory.</p>
Total Lecture hours*		18

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>SLOs: As a result of this learning experience, the student can: 1.</p>
Total Lab hours*		0

*Total lecture and laboratory hours (which include the final examination) must equal totals on page 1.

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

Bloom's Taxonomy

SIMPLE SKILLS <<----->> COMPLEX SKILLS					
			Critical Thinking		
<u>Knowledge</u>	<u>Comprehension</u>	<u>Application</u>	<u>Analysis</u>	<u>Synthesis</u>	<u>Evaluation</u>
define repeat record list recall name relate underline	translate restate discuss describe recognize explain express identify locate report review tell	interpret apply employ use demonstrate dramatize practice illustrate operate schedule shop sketch	distinguish analyze differentiate appraise calculate experiment test compare contrast criticize diagram inspect debate inventory question relate solve examine categorize	compose plan propose design formulate arrange assemble collect construct create set up organize prepare	judge appraise evaluate rate compare value revise score select choose assess estimate measure

- Course**
 Program
 Institutional

(check one box above)

LASC STUDENT LEARNING OUTCOMES MATRIX

Course/Program/Institutional Title: Nursing 527, Nursing Process

Faculty/Staff Participants: Catherine Azubuikwe, Chair

SLOReview, 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)
1. Utilize the nursing process and Orem's self-care deficit theory in assessment, planner of care, provider of self-care, communicator and member of profession, in both clinical and theory.	Skill and theory demonstrations	Rubric (See below)	Fall 2009	

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 527

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, 527, 526)

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. Potter & Perry. (2009) Clinical Nursing Skills and Techniques
4. Potter & Perry. (2009) Fundamentals of Nursing
5. Potter & Perry. (2009) Fundamentals of Nursing Study Guide
6. Tabers Medical Dictionary
Or
7. Mosby. (2009) Medical & Nursing Dictionary
8. Cavanaugh, Bonita M. (2005) Nurses Manual of Laboratory & Diagnostic Tests
9. L.A. Southwest College Associate Degree Nursing Program Handbook, 2008

Journal Articles: On reserve at LASC Library: Required reading list to be distributed in class, 2002

Recommended Texts:

10. Carpenito, Lynda. (2004) Nursing Diagnosis: Application to Clinical Practice
11. Karch, Amy M. (2004) 2005 Lippincott's Nursing Drug Guide

3. SUPPLEMENTARY READINGS:

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

ALFARO APPLYING THE NURSING PROCESS J.B. LIPPINCOTT PUB.; Optional supplemental reading to increase knowledge

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:

WRITING NURSING CARE PLANS UTILIZING THE CONCEPTUAL FRAMEWORK

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

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

Practice creating a care plan

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

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):

MIDTERM & FINAL EXAMS 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

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 for an Associate in Science in Nursing degree (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_AdmsRegs/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_AdmsRegs/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: **NURSING PROCESS**
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."

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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:

Classroom -- List classroom type needed:

Equipment -- List new equipment needed and indicate funding source for any new equipment:

Supplies- List supplies and indicate dollar value:

Library/Learning Resources- The course initiator shall consult with the College Librarian and review the college library, book, periodical, and electronic resource collections relevant to this course. List additional titles and resources to be considered for purchase as funding permits:

6. APPROPRIATENESS TO MISSION—Describe how the objectives of the proposed course are consistent with the mission of the community colleges as established by the Legislature in the Education Code. The course should also be congruent with the mission statement of the local college and district.

7. NEED—Demonstrate the need for the course that meets the stated objectives, at this time, and in the region.

CONTENT REVIEW FOR COREQUISITE VALIDATION

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

(Course to which pre/corequisite/advisory applies)

Check

Applicable

Box

Prerequisite:

Corequisite: **Course & Number, Title: Nursing 501A, Fundamentals of Nursing A**

Advisory:

A. Target Course Corequisite Skills: **Course & Number, Title: Nursing 527, Nursing Process**

(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 527. (To be provided by Nursing 501A):

1. Demonstrate clinical skills related to oxygenation, comfort, hygiene, safety, medical asepsis, nutrition, stress, death and dying and loss.
2. Utilize Orem's Nursing Theory and Nursing Process as the conceptual framework.
3. Maintain medical asepsis.

B. **Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment: Course & Number, Title: Nursing 501A, Fundamentals of Nursing A**

(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.)

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.

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 527
Course Title: Nursing Process

Entering Skills of Target Course

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

Exit Skills of Prerequisite Course

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

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 Azubuik Title: Department Chair Initial: CA Date: 05/06/2009

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

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

CERTIFIED BY:

Catherine Azubuik	05/06/2009
Initiator	Date
Catherine Azubuik	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: 527

Course Title: **The Nursing Process**

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.

<u>CRITERIA AND STANDARDS</u> Section 55002	<u>RATING CRITERION</u>	
	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	

Title5Assurances, DegreeApplicable, 1007

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 Azubuiké

Originator

5/06/2009

Date

Catherine Azubuiké

Department/Cluster Chairperson

05/06/2009

Date

Linda Larson Singer

Articulation Officer

05/06/2009

Date

Earnestine Thomas-Robertson

Librarian

06/05/2009

Date

Elmer Bugg

Dean (if applicable)

05/07/2009

Date

Linda Larson-Singer

Curriculum Committee Chairperson

04/21/2009

Date

Alfred Reed

Academic Senate President

05/12/2009

Date

Leige Doffoney

Vice President, Academic Affairs

05/12/2009

Date