



**COURSE OUTLINE**

(Replaces PNCR and Course Outline)

**Section I: BASIC COURSE INFORMATION**

**OUTLINE STATUS:** Degree-Applicable, 2009-2010

1. **COLLEGE:** Southwest **Check Course Abbreviation**

2. **SUBJECT (DISCIPLINE) NAME<sup>1</sup>:** Nursing  
(40 characters, no abbreviations)

3. **COURSE NUMBER:** 502B

4. **COURSE TITLE:** Medical-Surgical Nursing B

5. **UNITS:** 4.5

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

This course utilizes Orem's Self-Care Deficit Theory of Nursing (S-CDTN) and the Nursing Process to focus on health deviation, self-care requisites related to problem areas of Intravenous Therapy, Elimination problems, Gastrointestinal, Liver, Biliary and Pancreatic problems, aging Endocrine dysfunction and Peripheral Vascular disorders. Developmental self-care requisites will be addressed with a focus on the care of adult clients, geriatric clients and their families. Principles of therapeutic interventions, basic conditioning factors, communications and care of the client across the life span will be integrated throughout the course. The role of the provider of care, manager of care, and members within the profession are stressed. Guided clinical experiences are provided concurrently with the theory.

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

This course incorporates theory and clinical experiences in client problem areas of intravenous and TPN therapy, gastrointestinal, liver, pancreatic, biliary tract disorders and elimination, peripheral vascular disorder and aging endocrine dysfunction.

8. **INITIAL COLLEGE APPROVAL DATE:** 12/13/2002

**COLLEGE OUTLINE APPROVAL DATE:** 3/16/10

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

- |  |                            |
|--|----------------------------|
| <input checked="" type="checkbox"/> <b>Content</b>                               | <b>Last Update:</b> 3/2010 |
| <input checked="" type="checkbox"/> <b>Objectives</b>                            | <b>Last Update:</b> 3/2010 |
| <input type="checkbox"/> <b>College Specific Course Attributes/Data Elements</b> | <b>Last Update:</b>        |
| <input type="checkbox"/> <b>Districtwide Course Attributes/Data Elements</b>     | <b>Last Update:</b>        |
| <input checked="" type="checkbox"/> <b>Other</b> (describe)                      | <b>Last Update:</b> 3/2010 |

Change in Course Description

<sup>1</sup> 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:	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 FOR COURSES WITH PREREQUISITES (based on 506A):**

1. Formulate a plan of care for the client with acute diarrhea.
2. Describe the characteristic of clients that affect their ability to adapt to fluid loss or gain.
3. Compare and contrast the inflammatory diseases of the gastrointestinal tract.
4. Outline a nutritional counseling plan for dietary deficiency and excess.
5. Describe the nursing care of the client with hepatitis

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

Subject	Number	Course Title	Units	Validation Approval Date (official use only)
NURSING	506A	Maternal and Child Health Nursing A (Pediatrics)	4.5	3/16/10

. Corequisite: **None** (If Yes, complete information below)

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

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

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

12. **9. 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):

See Nursing Students Handbook

**Section II: COURSE CONTENT AND OBJECTIVES**

**1. COURSE CONTENT AND OBJECTIVES:**

COURSE CONTENT AND SCOPE – <b>Lecture:</b> If applicable, <b>outline</b> the topics included in the lecture portion of the course ( <b>outline reflects course description, all topics covered in class</b> ).	Hours per topic	COURSE OBJECTIVES - <b>Lecture</b> (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.”)
<p><u>Module I:</u> Alteration in Universal Self-Care Requisite: Water (<b>intravenous and TPN therapy</b>)</p> <p>Developmental self-care requisites with a focus on the care of adult clients in the following:</p> <ol style="list-style-type: none"> <li>1. Client assessment</li> <li>2. Preparing client to receive intravenous therapy</li> <li>3. Preparing the Venipuncture Site</li> <li>4. Inserting a Winged needle</li> <li>5. Inserting an Over-the Needle Catheter</li> <li>6. Administration of Total Parenteral Nutrition (TPN)</li> <li>7. Flushing a Peripheral Saline Lock</li> <li>8. Administering Medications by Peripheral IV Line Injection “Push”</li> <li>9. Administering Intravenous Fluids; IV flow rate; standard formula</li> <li>10. Documentation; formulating a plan</li> <li>11. Monitoring for complications (fluid volume excess and deficits) and solutions</li> <li>12. Geriatric clients and their families.</li> <li>13. Therapeutic communication and care of the client across the life span.</li> <li>14. Critical Thinking Application; plans, problems, and principles of therapeutic interventions and basic conditioning factors (minimum skills level required of students)</li> <li>15. The role of the provider of care, manager of care, and members within the profession</li> </ol>	5 hrs	<p><u>Module I:</u> Alteration in Universal Self-Care Requisite: Water (<b>intravenous and TPN therapy</b>):</p> <ol style="list-style-type: none"> <li>1. Identify the assessment data to determine a client’s fluid status</li> <li>2. Compare and contrast the client assessment data associated with fluid volume excess or deficit</li> <li>3. Demonstrate the steps for performing venipuncture using a wing-tipped needle.</li> <li>4. Demonstrate the steps for performing vein cannulation.</li> <li>5. Calculate an IV flow rate using a standard formula</li> <li>6. Demonstrate nursing interventions, including rationale and nursing management that can be utilized in the acute, sub-acute or home based setting of the client receiving: <ul style="list-style-type: none"> <li>• intravenous therapy</li> <li>• IV medications,</li> <li>• TPN, and intralipid.</li> </ul> </li> <li>7. Propose at least four potential problems that can occur with venipuncture and demonstrate solutions for each problem.</li> <li>8. Formulate a plan of care utilizing Orem’s Self-Care Theory and the nursing process for a client receiving intravenous therapy, IV medications, TPN &amp; Intralipid therapy across the life span.</li> </ol>
<p><u>Module II</u> Alterations In Universal Self-Care Requisite Food : (part 1, <b>upper/lower gastrointestinal disorders, elimination</b>)</p> <p>Developmental self-care requisites with a focus on the care of adult clients in the following:</p> <ol style="list-style-type: none"> <li>1. Gastrointestinal Assessment</li> <li>2. Diagnostic studies/ laboratory studies of the GI</li> </ol>	12 hrs	<p><u>Module II:</u> Alterations In Universal Self-Care Requisite Food : (part 1, <b>upper/lower gastrointestinal disorders, elimination</b>)</p> <ol style="list-style-type: none"> <li>1. Demonstrate appropriate techniques used in the physical assessment of the gastrointestinal system.</li> <li>2. Analyze the purpose, significance of results, and</li> </ol>

<p>system</p> <ol style="list-style-type: none"> <li>3. Nausea and Vomiting</li> <li>4. Common Oral Inflammations &amp; Infections</li> <li>5. Cancer of the Oral Cavity</li> <li>6. Gastroesophageal Reflux Disease (GERD)</li> <li>7. Hiatal Hernia</li> <li>8. Esophageal Disorders</li> <li>9. Gastritis/Gastroenteritis</li> <li>10. GI Bleed ( Both Upper &amp; Lower GI Bleed)</li> <li>11. Peptic Ulcers( Gastric, Duodenal &amp; Stress ulcers)</li> <li>12. Gastric Cancer</li> <li>13. Abdominal Pain</li> <li>14. Appendicitis,</li> <li>15. Ulcerative colitis,</li> <li>16. Crohn’s disease,</li> <li>17. Peritonitis,</li> <li>18. Diverticulosis,/ Diverticulitis</li> <li>19. Inflammatory bowel disease,</li> <li>20. Colorectal Cancer</li> <li>21. Short Bowel Syndromes</li> <li>22. Care of Client with an Ileostomy/ Colostomy</li> <li>23. Care of Client undergoing Bowel Surgery</li> <li>24. Pharmacology : Antiemetics, Anti-Ulcer agents, anti-helminthics, conscious sedation.</li> <li>25. Geriatric clients and their families.</li> <li>26. Therapeutic communication and care of the client across the life span.</li> <li>27. Critical Thinking Application; plans, problems, and principles of therapeutic interventions and basic conditioning factors (minimum skills level required of students)</li> <li>28. The role of the provider of care, manager of care, and members within the profession</li> </ol> <p><u>Module III:</u></p> <p>Alterations in Universal Self-Care Requisite: Food (Part II, <b>liver, pancreatic, and biliary tract problems</b>):</p> <p>Developmental self-care requisites with a focus on the care of adult clients in the following:</p> <ol style="list-style-type: none"> <li>1. Review of the anatomical structures and physiology of the liver, pancreas and gallbladder</li> <li>2. Assessment of liver, pancreas, and gallbladder</li> <li>3. Viral hepatitis</li> <li>4. Cirrhosis of the liver</li> <li>5. Liver cancer</li> </ol>	<p>6 hrs</p>	<p>the nursing responsibilities related to laboratory and diagnostic test/studies of the gastrointestinal system.</p> <ol style="list-style-type: none"> <li>3. Distinguish the etiology, clinical manifestations, complications, collaborative care and Nursing management of clients with the above listed GI problems.</li> <li>4. Compare and contrast clinical manifestations, of gastric and duodenal ulcers disease.</li> <li>5. Demonstrate collaborative care and nursing management of acute appendicitis, peritonitis, and gastritis.</li> <li>6. Compare and contrast clinical manifestation complications and collaborative care, including surgical therapy and nursing management, of gastroesophageal reflux disease and hiatal hernia.</li> <li>7. Distinguish ulcerative colitis and Crohn’s disease, including pathophysiology, clinical manifestation, complications, collaborative and nursing management.</li> <li>8. Distinguish between diverticulosis and diverticulitis, including clinical manifestation collaborative and nursing management.</li> <li>9. Illustrate the anatomical and physiological changes and nursing management of the client with an ileostomy and colostomy.</li> <li>10. Design nursing interventions, including rationale, and nursing management that can be utilized in the acute, subacute, or home based setting for care of client with health care deviation related to upper and lower gastrointestinal system.</li> <li>11. Formulate a plan of care utilizing Orem’s Self-Care theory and nursing process for a client with a gastrointestinal disorder across the life span.</li> </ol> <p><u>Module III. Alterations in Universal Self-Care Requisite: Food (Part II, <b>liver, pancreatic, and biliary tract problems</b>):</u></p> <ol style="list-style-type: none"> <li>1. Analyze the structures and the functions of the liver, gallbladder, biliary tract, and pancreas.</li> <li>2. Demonstrate appropriate techniques used in the physical assessment of the organs in the gastrointestinal structure.</li> <li>3. Differentiate among the types of viral hepatitis,</li> </ol>
---	--------------	--

6. Cholecystitis
7. Cholelithiasis
8. Pancreatic cancer
9. Acute pancreatitis
10. Portal hypertension
11. Esophageal varices
12. Ascites
13. Hepatic encephalopathy
14. Jaundice
15. Laboratory test & Diagnostic tests
16. Pharmacology
17. Geriatric clients and their families.
18. Therapeutic communication and care of the client across the life span.
19. Critical Thinking Application; plans, problems, and principles of therapeutic interventions and basic conditioning factors (minimum skills level required of students)
20. The role of the provider of care, manager of care, and members within the profession

Module IV:

Alteration In Universal Self-Care Requisites:  
Prevention of hazards in **Endocrine Dysfunction**

Developmental self-care requisites with a focus on the care of adult clients in the following:

1. Comprehensive review of the source and activity of hormones secreted by the pituitary, thyroid, parathyroid, and adrenal glands
2. The techniques of physical assessment of the endocrine system.
3. Hypothalamic disorders,
4. Pituitary disorders,
5. Thyroid disorders,
6. Parathyroid disorders,
7. Adrenal disorders
8. Glucocorticoids,
9. Mineralcorticoids,
10. Parathyroid agents

9 hrs

including etiology, pathophysiology, clinical manifestations, complications and collaborative care.

4. Analyze the nursing management of the client with viral hepatitis

5. Illustrate the etiology, pathophysiology, clinical manifestations, and collaborative care and the nursing management of client with cirrhosis of the liver.

6. Interpret the clinical manifestations and management of liver cancer.

7. Analyze the pathophysiology, clinical manifestations, complications, and collaborative care of acute and chronic pancreatitis and pancreatic cancer.

8. Analyze clinical manifestations, complications, collaborative care, including surgical therapy, of gallbladder disorders.

9. Demonstrate the nursing management of the clients under going conservative or surgical treatment of cholecystitis and cholelithiasis .

10. Describe the purpose, significance of results, and nursing responsibilities related to diagnostic studies of hepatic and pancreatic disorder.

11. Develop a plan of care utilizing Orem's Self-Care Theory and the nursing process for a client with a hepatic, and pancreatic disorder across the life span.

Module IV: Endocrine dysfunction)

1. Differentiate the common characteristics and functions of hormones of the endocrine glands.

2. Demonstrate appropriate techniques used in the physical assessment of the thyroid gland

3. Analyze the pathophysiology, clinical manifestations, collaborative care, and nursing management of client with an imbalance of hormones produced by;

- Anterior pituitary gland
- Posterior pituitary gland
- Thyroid gland
- Parathyroid gland
- Adrenal medulla
- Adrenal cortex

<p>11. Pituitary agents,  12. Anti- thyroid agent  13. Thyroid agents,  14. Pheochromocytoma  15. Diagnostic studies  16. The effects of aging on the endocrine system  17. Pharmacology  18. Geriatric clients and their families.  19. Therapeutic communication and care of the client across the life span.  20. Critical Thinking Application; plans, problems, and principles of therapeutic interventions and basic conditioning factors (minimum skills level required of students)  21. The role of the provider of care, manager of care, and members within the profession.</p> <p><u>Module V.</u></p> <p>Alterations In Universal Self-Care Requisites:  Activity and Rest: <b>Peripheral Vascular Disease</b></p> <p>Developmental self-care requisites with a focus on the care of adult clients in the following:</p> <ol style="list-style-type: none"> <li>1. Atherosclerosis</li> <li>2. Major risk factors</li> <li>3. Peripheral arterial disease of the lower extremities</li> <li>4. Peripheral Vascular Disease</li> <li>5. Acute and chronic arterial ischemic disorder</li> <li>6. Venous thrombosis</li> <li>7. Thrombophlebitis</li> <li>8. Deep vein thrombosis</li> <li>9. Thromboangiitis obliterans</li> <li>10. Raynaud's phenomenon</li> <li>11. Venous thrombosis,</li> <li>12. Varicose veins,</li> <li>13. Chronic venous insufficiency</li> <li>14. Pulmonary embolism</li> <li>15. Diagnostic Test</li> <li>16. Anticoagulant therapy</li> <li>17. Geriatric clients and their families.</li> <li>18. Therapeutic communication and care of the client across the life span.</li> <li>19. Critical Thinking Application; plans, problems, and principles of therapeutic interventions and basic conditioning factors (minimum skills level required of students)</li> <li>20. The role of the provider of care, manager of care, and members within the profession</li> </ol>	<p>4 hrs</p>	<ol style="list-style-type: none"> <li>4. Analyze the effect and side effect of corticosteroid therapy and other endocrine agents</li> <li>5. Demonstrate nursing assessments, interventions, rationales, and expected outcomes related to client teaching for management of endocrine problems.</li> <li>6. Analyze the age-related changes in the endocrine system and differences in assessment findings.</li> <li>7. Analyze the purpose, significance of results, and nursing responsibilities related to diagnostic studies of the endocrine system.</li> <li>8. Develop a plan of care utilizing Orem's Self-care Theory and the nursing process for client with an endocrine problems.</li> </ol> <p><u>Module V</u> : Peripheral Vascular Disease</p> <p>Upon completion of this module students will be able to:</p> <ol style="list-style-type: none"> <li>1. Relate pathophysiological process of atherosclerosis as the basis for the disorders of peripheral arterial disease</li> <li>2. Analyze risk factors associated with peripheral arterial disease.</li> <li>3. Distinguish the pathophysiological, clinical manifestations, collaborative care and the nursing management of peripheral arterial disease of the lower extremities.</li> <li>4. Differentiate the pathophysiology, clinical manifestation and collaborate care and nursing management of both arterial and venous Problems.</li> <li>5. Differentiate the clinical manifestations, collaborative care of thromboangiitis obliterans and Raynaud's phenomenon</li> <li>6. Demonstrate nursing interventions of the client with deep vein thrombosis and superficial thrombophlebitis</li> <li>7. Demonstrate the assessment key and nursing management to prevent complication of pulmonary embolism.</li> <li>8. Analyze the purpose and actions of commonly used anticoagulants therapy and nursing</li> </ol>
--	--------------	---



<ul style="list-style-type: none"> <li>• Assessment</li> <li>• Planning</li> <li>• Implementing</li> <li>• Evaluation; implementation of changes</li> </ul>	22 hrs	<p>problem solving and decision making skills in interaction with client, significant others.</p> <p><b>SLO:</b> 1. Incorporate critical thinking skills and the nursing process to provide safe and effective nursing care to the culturally diverse clients.</p>
<p>4.. Leadership and management role.</p> <ul style="list-style-type: none"> <li>• Effective communication</li> <li>• Negotiation, problem solving</li> <li>• Desicsion-making skills</li> <li>• Interaction with client, significant others</li> </ul>	22 hrs	
<p>5. Role as a developing member of the profession of nursing:</p> <ul style="list-style-type: none"> <li>• Pre and Post ward conference</li> <li>• Clinical performance evaluation tool</li> </ul>	22 hrs	
<p>6.Role as a communicator</p> <ul style="list-style-type: none"> <li>• Client, family and community</li> <li>• Thereapeutic relationships</li> </ul>	22 hrs	
<b>Total Lab hours*</b>		135

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

**EXIT SKILLS**

1. Demonstrate the steps for performing vein cannulation.
2. Formulate a plan of care utilizing Orem's Self-Care Theory and the nursing process for a client receiving intravenous therapy, IV medications, TPN & Intralipid therapy across the life span.
3. Demonstrate appropriate techniques used in the physical assessment of the gastrointestinal system.
4. Illustrate the anatomical and physiological changes and nursing management of the client with an ileostomy and colostomy
5. Formulate a plan of care utilizing Orem's Self-Care theory and nursing process for a client with a gastrointestinal disorder across the life span.
6. Develop a plan of care utilizing Orem's Self-Care Theory and the nursing process for a client with a hepatic, and pancreatic disorder across the life span.
7. Demonstrate nursing assessments, interventions, rationales, and expected outcomes related to client teaching for management of endocrine problems.
8. Develop a plan of care utilizing Orem's Self-care Theory and the nursing process for client with an endocrine problems.
9. Differentiate the pathophysiology, clinical manifestation and collaborate care and nursing management of both arterial and venous problems.
10. Demonstrate the assessment key and nursing management to prevent complication of pulmonary embolism.
11. Analyze the purpose and actions of commonly used anticoagulants therapy and nursing management of client receiving them.

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

- Course**  
 **Program**  
 **Institutional**

(check one box above)

**LASC STUDENT LEARNING OUTCOMES MATRIX**

Course/Program/Institutional Title:   Nursing 502-B  

Faculty/Staff Participants:   Mrs. Catherine Azubuiké  

SLO REVIEW, GY, 5/12/09

The student will... <b>(outcome)</b>	As measured by the following method... <b>(assessment strategy)</b>	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. <b>(results &amp; evaluation)</b>	Recommendations to improve teaching and learning. <b>(modifications)</b>
<p><b><u>Theory Section:</u></b>                      1. Demonstrate appropriate cannulation of IV access.                       2. Utilize the nursing process to apply Orem's S-CDTN to provide care for clients with health deviation in GI system, liver gallbladder, biliary. Pancrease, Endocrine and Peripheral Vascular Disease.</p> <p><b><u>Clinical Section:</u></b>                      The students will be able to incorporate critical thinking skills and nursing process in:assessment;planner of care;provider of safe skilled care;communicator and member of profession in both sections of the course to the culturally diverse clients.</p>	<p>1.Students ability to successfully cannulate IV access via Simulation lab.Student will be awarded certificate of completion after successful cannulation of IV access.</p> <p>2.Students ability to utilize the Nursing process and Orem's Self-care Deficit Theory to provide care to client with disorders in : GI, Biliary, Liver, Pancreas, Endocrine, and Peripheral Vascular Disorder. 90-95% of the students will be able to attain a minimum of 75% or better in the cumulative percent of exams.</p> <p>3.The student will be: proficient in each section of the clinical evaluation tool objectives relate to: assessmet; planner of care; provider of care, manager of</p>	<p>See attached rubric</p> <p>See attached rubric</p>	<p>Fall 2009                      If 80% or greater of the students attain 75% or higher in the course  <b>i.e. GOAL MET</b></p> <p>If less than 80% of the students attain 75% or higher in the course  <b>i.e. GOAL NOT MET</b></p> <p>Fall 2009                       If 80% or greater of the students attain a <b>Satisfactory</b> grade in their <b>Clinical Performance</b>,  <b>i.e. GOAL MET</b></p> <p>If less than 80% of the students attain a <b>Satisfactory</b> grade in their <b>Clinical Performance</b>,  <b>i.e. GOAL NOT MET</b></p>	<p>Spring 2010  <b>Continue Assessment</b></p> <p><b>Remediation</b>                      Case Studies                      Case Presentations                      Clinical Scenarios                      Test Taking Strategy                      Re-Test after remediation                      Repeat the Course</p> <p><b>Continue Assessment</b></p> <p><b>Remediation</b>                      Clinical Scenarios                      Clinical Check-list                      Clinical Videos// CD                      Case Presentations                      Case Studies                      Concept Mapping                      Practice Clinical</p>

<p>SLO REVIEW, 3/12/10, GY</p>	<p>care , member of -the discipline of Nursing.</p> <p>There will be no score of "D" in any objective areas, and no more than three "M" through out.</p>			<p>procedures Return Demonstration with Clinical Lab Assistant Repeat the Course</p>
------------------------------------	--	--	--	--

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

### SLO RUBRIC

LOS ANGELES SOUTHWEST COLLEGE NURSING  
CLINICAL OBJECTIVES  
NURSING 502-B LEVEL 4

#### **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.

**STUDENT PERFORMANCE STANDARDS & DESCRIPTION OF CLINICAL EVALUATION RATINGS.**

I	INDEPENDENT	Self-directed; Proficient; coordinated; confident; Within an expedient time period; Safe, accurate performance each time.
S	SUPERVISED	Efficient; coordinated; confident; Within a reasonable time period, student performs with <u>observation</u> .
A	ASSISTED	Skillful in parts of behavior; student needs only <u>verbal- direction</u> from instructor.
M	MARGINAL	Unskilled; inefficient; Prolonged time period. Student needs <u>verbal direction and assistance</u> from instructor.
D	DEPENDENT	Unable to demonstrate procedure/behavior; Lacks confidence, coordination and efficiency. Unsatisfactory performance.

**I = 4 points; S = 3 points; A = 2 points; M = 1 point; D = 0 point**

**GRADING SCALE – RATING CRITERIA AND POINTS**

Performance	Criteria	Points
<b>Satisfactory</b>	Clinical performance is safe and demonstrates application of the nursing process; communication; and psychomotor skills; and application of learning at the expected level. Usually show growth towards meeting the course and program objectives	<b>141-188</b>
<b>Needs Improvement</b>	Clinical performance is safe yet essential information and background knowledge is deficient. Demonstrates some growth, toward meeting course and program goals.	<b>122-140</b>
<b>Unsatisfactory (Unsafe)</b>	Clinical performance is unsafe or inadequate in application of the nursing process. Communication and psychomotor skills are poorly demonstrated. Evidenced of growth meeting the course and the program goals are not evident.	<b>&lt;121</b>

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 4 (502B and 503A)**

1. No scores of "D" in any area
2. No more than 12.5% (3) ratings that indicate a score of "M".
3. No more than 20 % (5) of the ratings indicate a score of "A".
4. Perform skills at a competency level of I.
5. Perform leadership skills at competency level "A" at 25% (4) or above.

\_\_\_\_\_ End of Rubric \_\_\_\_\_

**5. REQUIRED TEXTS:**

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

Lewis, Heitkemper, Dirksen. (2009). Text book of Medical-Surgical Nursing Assessment and Management of Clinical Problems ( 7<sup>th</sup> edition ). St Louis; Mosby.

Lewis, Heitkemper, Dirksen. ( 2009). Study Guide for Medical-Surgical Nursing Assessment and Management of Clinical Problem. ( 7<sup>th</sup> edition ). St Louis; Mosby.

Winningham, Mary. ( 2005 ). Critical Thinking in Medical-Surgical Settings-A Case Approach. (3<sup>rd</sup> ed ). St. Louise. Mosby.

Fetch Back . (2007). Nurses Manual of Laboratory and Diagnostic Tests.

Morris, Deborah. (2006). Calculate With Confidence. (5<sup>th</sup> ed). St. Louis. Mosby.

L.A. Southwest College Associate Degree Nursing Program Handbook (2009 Edition). Los Angeles: LA Southwest College Publications.

Weiss, Sally, A.; Whitehead, Diane, K. (2007). Essentials of Nursing Leadership and Management. (4<sup>th</sup> Edition). F. A. Davis company.

ATI: (2009). Content mastery series: Medical Surgical Nursing (6.0 Edition).

ATI: (2009). Content mastery series: Leadership and Management (6.0 Edition).

LexisNexis (2004). California Nursing Practice Acts with regulation & Related Statutes. Board of Registered Nursing, Sacramento.

NOTE: CONTINUE WITH ALL DESIGNATED 501A & 501B TESTS SUCH AS FUNDAMENTALS, NUTRITION, CLINICAL PHARMACOLOGY, etc.

Supplementary Reading Materials in Reference Library.

Computer Simulations-LRC and Computer Laboratory in the Tech Bldg.

Suggested Resources: Web Sites listed on syllabus

#### 6. SUPPLEMENTARY READINGS:

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

N/A

#### 7. 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:

Pre-clinical form completed each week assignment form; three care plans; summary of clinical rotation; weekly evaluation due every Tuesday.

#### 8. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

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

Visit hospital day before scheduled clinical rotation; select patient; review patient's medical record and nursing care plan; introduce self to patient; become familiar with the organization of the unit

#### 9. 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.

Concept mapping of care of two patients

#### 10. 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):

Critical thinking exercises, examinations, client care plans, quizzes, teaching presentations, group activities, satisfactory grade in the clinical and attaining minimum of 75% in the theory component.

#### 11. 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)

Clinical rotation

#### 12. SUPPLIES:

List the supplies the student must provide.

Three copies of care plan form; scantron sheets (6); No. 2 pencils; stethoscope; pen light; appropriate school uniforms

#### 13. COMPUTER COMPETENCY:

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

Use software (Medsoft) available in Tech Building, Rooms 185 and 340.

#### 14. 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.

Students must locate and evaluate appropriate information.

#### 15. 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)

16. **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\\_AdmRegs/boardrules.htm](http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm)

- a. 2<sup>nd</sup> 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](http://marlin.laccd.edu/district/BoardRules_AdmRegs/boardrules.htm)

**Section IV: ARTICULATION INFORMATION**

(Complete in consultation with College Articulation Officer)

**1. TRANSFER STATUS:**

- a. Transferable to the University of California: **No**
- b. UC **approval** date:
- c. Transferable to the California State University: **Yes**
- d. College **approval** date: 2002

**2. GENERAL EDUCATION FOR TRANSFER:**

**IGETC Certification:**

- a. Area requested: **None**
- b. Date requested:
- c. IGETC **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

**CSU Certification:**

- a. Area requested: **None**
- b. Date requested:
- c. CSU **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

--	--

- a. 2<sup>nd</sup> Area requested: **None**
- b. Date requested:
- c. IGETC **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in IGETC Certification Guidelines.

- a. 2<sup>nd</sup> Area requested: **None**
- b. Date requested:
- c. CSU **approval** date:

If applicable, provide an explanation of how the course meets the appropriate General Education parameters, as defined in CSU Certification Guidelines.

--	--

**3. MAJOR REQUIREMENT FOR TRANSFER** – Will this course be articulated to meet lower division major requirements? **NO**

List college/university and the majors:

College/University	Major(s)

**CAN NUMBER:**      **CAN SEQUENCE NUMBER:**  
 CAN Approval -- Date requested:      Date approved:

**Section V: SUPPLEMENTAL COURSE INFORMATION**

1. **DEPARTMENT/DIVISION NAME: NURSING**

2. **DEPARTMENT/DIVISION CODE: 5**

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**

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 repeatble 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)** 1203.00

Course content should match discipline description in Taxonomy of Programs found at [www.cccco.edu/cccco/esed/curric/curriculum.htm](http://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: 3/16/10 | . |                     |

\* 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(c) 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 PREREQUISITE VALIDATION**

**Nursing 502 B, Medical Surgical Nursing B**  
(Course to which pre/corequisite/advisory applies)

Check  
Applicable  
Box

- Prerequisite: **Nursing 506A, Maternal and Child Health Nursing A (Pediatrics)**
- Corequisite:
- Advisory:

**A.Target Course Entry Skills: Nursing 502B, Medical Surgical Nursing B ( skills to be provided by Nursing 502-B)**

(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. Formulate a plan of care for the client with acute diarrhea.
2. Describe the characteristic of clients that affect their ability to adapt to fluid loss or gain.
3. Compare and contrast the inflammatory diseases of the gastrointestinal tract.
4. Outline a nutritional counseling plan for dietary deficiency and excess.
5. Describe the nursing care of the client with hepatitis

**B. Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment:  
Nursing 506A, Maternal and Child Health Nursing A (Pediatrics)**

1. Formulate a plan of care for the infant with acute diarrhea.
2. Describe the characteristic of infants that affect their ability to adapt to fluid loss or gain.
3. Compare and contrast the inflammatory diseases of the gastrointestinal tract.
4. Outline a nutritional counseling plan for vitamin or mineral deficiency and excess.
5. Describe the nursing care of the child with hepatitis

**CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION\***

**Nursing 502B**

**Entering Skills of Target Course**

**NURSING 502A**  
**Exit Skills of Prerequisite Course**

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

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

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: \_\_\_\_\_ Title: \_\_\_\_\_ Initial: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Initial: \_\_\_\_\_ Date: \_\_\_\_\_

Name: \_\_\_\_\_ Title: \_\_\_\_\_ Initial: \_\_\_\_\_ Date: \_\_\_\_\_

**CERTIFIED BY:**

\_\_\_\_\_  
Initiator Date

\_\_\_\_\_  
Department Chairperson Date

\_\_\_\_\_  
Curriculum Committee Chairperson Date

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

Subject: **NURSING** Number: **502B** Course Title: **Medical Surgical Nursing B**

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>	
	<u>MET</u>	<u>NOT MET</u>
<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.

\_\_\_\_\_  
**Originator**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Department/Cluster Chairperson**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Articulation Officer**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Librarian**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Dean (if applicable)**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Curriculum Committee Chairperson**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Academic Senate President**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Vice President, Academic Affairs**

\_\_\_\_\_  
**Date**