



Los Angeles Community College District

COURSE OUTLINE

(Replaces PNCR and Course Outline)

Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: UPDATE, 2004-2005

- 1. COLLEGE: Southwest
2. SUBJECT (DISCIPLINE) NAME: NURSING
3. COURSE NUMBER: NURSING 501A
4. COURSE TITLE: FUNDAMENTALS OF NURSING A
5. UNITS: 4.5
6. CATALOG COURSE DESCRIPTION -- Provide a description of the course, including an overview of the topics covered:

This course is an introduction to nursing and prepares the student to give care to adult clients, including geriatric clients. The Nursing Process is utilized to present concepts relating to Medical Asepsis, Physical Assessment, promotion of comfort, sleep, hygiene, oxygenation, safety, nutrition, death and dying, stress, and loss. Selected topics in nursing roles and scope of practice, nursing history, issues and trends in nursing, nursing theories, and pharmacology. Students will learn basic skills in nursing.

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

[Empty box for class schedule course description]

- 8. INITIAL COLLEGE COURSE APPROVAL DATE: 3/5/1999
COLLEGE OUTLINE APPROVAL DATE: 5/17/05

- 9. UPDATES (check all applicable boxes):

- Content Previous Update: 9/2/04
Objectives Previous Update: 9/2/04
College Specific Course Attributes/Data Elements Previous Update:
Districtwide Course Attributes/Data Elements Previous Update:
Other (describe) Previous Update:

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:	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:

1. complete math conversions using metric measurements or metric-SI and English measurements.
2. describe asepsis techniques to prevent contamination and spreading of microbes.
3. correctly identify and state functions of major structures of the human organ systems including, but not limited to, musculoskeletal, integumentary, nervous, cardiovascular, respiratory, and digestive.
4. relate basic physiological principles to introduced nursing clinical skills.

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

	Subject	Number	Course Title	Units	Validation Approval Date (official use only)
	Chemistry	51	Fundamentals of Chemistry	5	12/20/05 (previously 5/18/99)
and	Microbiology	1	Introductory Microbiology	5	12/20/05 (previously 5/18/99)
and	Anatomy	1	Introduction to Human Anatomy	4	12/20/05 (previously 5/18/99)
and	Physiology	1	Introduction to Human Physiology	4	12/20/05 (previously 5/18/99)
or	Biology (instead of Anatomy 1 and Physiology 1)	20	Human Anatomy and Physiology	8	12/20/05 (previously 5/18/99)

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. 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 (<i>outline reflects course description, all topics covered in class</i>).		COURSE OBJECTIVES - Lecture (<i>If applicable</i>): Upon successful completion of this course, the student will be able to... (<i>Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”</i>) Upon completion of theory, lecture and discussion in this course, students will:
<p><i>I. Professionalism and Medical Asepsis</i></p> <ol style="list-style-type: none"> 1. Health 2. Nursing Roles and Scope of Practice 3. Issues and Trends in Nursing 4. Medical Asepsis 5. Chain of Infection 6. Universal Precautions 7. Nursing Program Framework <ol style="list-style-type: none"> 1. Orem 2. Nursing Process 8. Oxygenation and Perfusion 	6	<ol style="list-style-type: none"> 1. Briefly summarize definitions and philosophies of professional nursing. 2. Relate basic theoretical principles. 3. Demonstrate beginning mastery of clinical skills related to oxygenation, cardiac perfusion, comfort, hygiene, safety, medical asepsis, body mechanics, client activity and exercise, rest, sleep, nutrition, stress, death and dying and loss.
<p><i>II Promotion of Basic Comfort, Sleep, Hygiene</i></p> <ol style="list-style-type: none"> 1. Assessment <ol style="list-style-type: none"> 1. Musculoskeletal 2. Neurological 3. Pain 2. Body Mechanics 3. Mobility <ol style="list-style-type: none"> 1. Range of Motion 2. Ambulation/Aids 3. Transfer and Positioning 4. Safety <ol style="list-style-type: none"> 1. Environmental 2. Use of Restraints 3. Abuse 5. Rest 6. Sleep 7. Pharmacology <ol style="list-style-type: none"> 1. Sedatives-Hypnotics 2. Barbiturates 3. Benzodiazepines 4. Piperidinediones 5. Chloral Hydrate 8. Hygiene 	6	<ol style="list-style-type: none"> 4. Obtain health related information and demonstrate principles of beginning levels of physical assessment in nursing practice. 5. Identify psychosocial and cultural variables that affect stressors and affect clients’ level of health, wellness and the ability to resist stressors. 6. Utilize Orem’s Nursing Theory and the Nursing Process as the conceptual framework to discuss the assessment, planning, implementation, and evaluation of nursing care. 7. Present the rationale for using problem solving to conduct nursing assessments as a systematic approach to nursing practice. 8. Assess client’s ability to perform self-care requisites and identified deficits to begin to develop a teaching plan. 9. Maintain medical asepsis to prevent contamination and spread of infection for protection of clients, self and others. 10. Identify and employ the skills required as a provider of client care. 11. Evaluate client directed goals and their effectiveness. 12. Analyze ethical issues often confronted with hospitalized clients
<p><i>III Universal Self-Care Requisite: Sufficient Intake of Air and Water</i></p> <ol style="list-style-type: none"> 1. Assessment <ol style="list-style-type: none"> 1. Cardiovascular 2. Respiratory 3. Peripheral Vascular 4. Integumentary 	6	<ol style="list-style-type: none"> 13. Examine geriatric myths 14. Discuss nurses’ attitudes toward older adults 15. Discuss biological and psychosocial theories of aging 16. State and discuss developmental tasks of the older adult 17. Describe physiological changes of aging

<p>Urinal/Bedpan Use of Supplemental Oxygen: Nasal Cannula Simple Masks Venturi Masks Non-rebreather Masks</p> <p>Need for Intubation Sterile Gloving Isolation Gowning Oral Report</p> <p>Feeding Clients: Oral Enteral Nasogastric (NG) Tube Feedings Gastrostomy Tube Feedings</p> <p>Identification of Special Diets Feeding Blind Clients Glucose Monitoring Sliding Scale Insulin Concepts</p> <p>Skills to Decrease Stress Post Mortem Care Role Playing with Ethical Dilemmas Therapeutic vs. non-Therapeutic Communication Restraints Walker Usage Wheel Chair Usage Transfer Techniques Body Mechanics Calculation of Mathematics</p>	<p style="text-align: center;">17</p> <p style="text-align: center;">17</p> <p style="text-align: center;">16</p> <p style="text-align: center;">17</p>	<p>14. Demonstrate the use of physical assessment skills utilizing inspection, palpation, percussion and auscultation</p> <p>15. Assessment of body systems for adaptive vs. maladaptive patterns</p> <p>16. Locate and/or identify sources of data collection tools and describe the contents of a client's record</p> <p>17. Make accurate observations of an adult and aging client during the clinical experience</p> <p>18. Record information accurately and use correct medical terminology</p> <p>19. Accurately complete nursing care plans for adults and/or aging clients</p> <p>20. Accurately correct errors in charting/documentation</p> <p>21. Develop a teaching plan for an adult and/or aging client</p> <p>22. Identify all medical records accurately, i.e., admission, discharge, nurse's notes, incident reports, I&O's, and graphic charting</p> <p>23. Assess the clinical signs of each client's oxygenation status</p> <p>24. Demonstrate how to apply oxygenation apparatus to clients</p> <p>25. Develop and implement a nursing care plan for clients with oxygenation needs</p> <p>26. Relate rationale for clients with alterations in cardiac output</p> <p>27. Accurately demonstrate various ways to determine how well a client is oxygenation</p> <p>28. Assess the clinical signs of each client's nutritional status</p> <p>29. Assess the condition of the mouth, teeth, and swallowing reflexes</p> <p>30. Assist the oral intake using the appropriate principles of positioning and feeding</p> <p>31. Document amount consumed</p> <p>32. Select the appropriate foods for special diets</p> <p>33. Perform an enteral feeding using correct: a) formula: b) amount, c) frequency, d) positioning, e) safety precautions associated with enteral feedings, f) record on appropriate form</p> <p>34. Correctly perform blood glucose monitoring techniques</p> <p>35. Correctly interpret a blood glucose monitored reading</p> <p>36. Incorporate stress management techniques in caring for the adult/geriatric clients</p> <p>37. Incorporate specific goals and interventions for the adult and elderly client with self-concept</p>
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disturbances
38. Identify ethical issues to adult/geriatric clients

Total **Lab** hours* **135**

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

Bloom's Taxonomy

SIMPLE SKILLS <<----->> COMPLEX SKILLS					
			Critical Thinking		
Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
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		

2. REQUIRED TEXTS:

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

1. Dudek, Susan G. (2001) Nutrition Essentials for Nursing Practice
2. Morris, Deborah. (2002) Calculate With Confidence
3. Carpenito, Lynda. (2003) Nursing Diagnosis: Application to Clinical Practice
4. Potter & Perry. (2005) Clinical Nursing Skills and Techniques
5. Potter & Perry. (2005) Fundamentals of Nursing
6. Potter & Perry. (2005) Fundamentals of Nursing Study Guide
7. Tabers Encyclopedic Medical Dictionary
Or
8. Mosby's Medical & Nursing Dictionary
9. Cavanaugh, Bonita M. (2003) Nurses Manual of Laboratory & Diagnostic Tests
10. L.A. Southwest College Associate Degree Nursing Program Handbook
11. Karch, Amy M. (2004) 2005 Lippincott's Nursing Drug Guide
12. Journal Articles: On reserve at LASC Library: Required reading list to be distributed in class

3. SUPPLEMENTARY READINGS:

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

Alfaro. Applying the Nursing Process

4. WRITING ASSIGNMENTS:

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

Nursing Care Plans Utilizing the Conceptual Framework

5. REPRESENTATIVE OUTSIDE ASSIGNMENTS:

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

Computer programs to reinforce concepts

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):

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

8. METHODS OF INSTRUCTION:

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

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

9. SUPPLIES:

List the supplies the student must provide.

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

10. COMPUTER COMPETENCY:

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

Critical Thinking Computer Program Available in Learning Center

11. INFORMATION COMPETENCY:

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

Critical Thinking Computer Program Available in Learning Center; students locate and evaluate relevant information

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://misweb.cccco.edu/esed/webproginv/prod/invmenu.htm>)

Required for AS in Nursing (Program ID # 02877)

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

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

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

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

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

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

Section IV: ARTICULATION INFORMATION

(Complete in consultation with College Articulation Officer)

1. TRANSFER STATUS:

- a. Transferable to the University of California: c. Transferable to the California State University: Yes
- b. UC **approval** date: d. College **approval** date: 1999

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.

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- a. 2nd 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. 2nd 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.

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3. MAJOR REQUIREMENT FOR TRANSFER – Will this course be articulated to meet lower division major requirements?

YES

List college/university and the majors:

College/University	Major(s)
UCLA, CSUDH	Nursing, BSN

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.”

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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) 2105.00

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: 5/17/05 | . | |

* 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

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.

LOS ANGELES COMMUNITY COLLEGE DISTRICT COURSE STANDARDS AND CRITERIA

Subject: **NURSING**Number: **501A**Course Title: **Fundamentals of Nursing A**

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

<u>CRITERIA AND STANDARDS</u> Section 55002	<u>RATING CRITERION</u>	
	MET	NOT MET
Is recommended by the responsible college officials, and the academic senate or other appropriate faculty body as meeting the requirements of this subsection and has been approved by the local district governing board as a course meeting the needs of the students for admission.	X	
Is taught by a credentialed instructor in the discipline.	X	
Is offered as described in an outline in official college files. That the outline shall specify the unit value, scope, objectives, content in terms of a specific body of knowledge, appropriate reading and writing assignments, outside of class assignments, instructional methodology and methods of evaluation for determining whether the stated objectives have been met by students.	X	
Is taught in accordance with a set of instructional objectives common to all students.	X	
Provides for measurement of students performance in terms of the stated course objectives and culminates in a formal recorded grade based upon uniform standards in accordance with Section 55578 of Title 5, which is permanently recorded as an evaluation of student performance; bases grades on demonstrated proficiency in subject matter determined by multiple measurement for evaluation; and has examinations, including essays and/or, where appropriate, uses appropriate symbol systems and/or skills demonstrations by students.	X	
Grants units of credit based upon a specified relationship between the number of lecture and/or laboratory hours or performance criteria specified in the course outline; and requires a minimum of three hours of work per week including class time for each unit of credit, prorated for short-term, lab and activity courses.	X	
Treats subject matter with a scope and intensity which requires students to study independently outside of class time.	X	
Requires, when appropriate, entrance skills and consequent prerequisites for the course before students are enrolled	X	
Requires the ability to think critically and to understand and apply concepts in order to participate in the course.	X	
Requires learning skills and a vocabulary appropriate for a college course.	X	
Requires the use of college level educational materials.	X	

CONTENT REVIEW FOR PREREQUISITE VALIDATION

Target Course & Number, Title: Nursing 501A—Fundamentals of Nursing A

(Course to which pre/corequisite/advisory applies)

Check
Applicable
Box

Prerequisite: **Chemistry 51, Microbiology 1, Anatomy 1, and Physiology 1**
(or Biology 20 instead of Anatomy 1 combined with Physiology 1)

Corequisite:

Advisory:

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

1. complete math conversions using metric measurements or metric-SI and English measurements.
2. describe asepsis techniques to prevent contamination and spreading of microbes.
3. correctly identify and state functions of major structures of the human organ systems including, but not limited to, musculoskeletal, integumentary, nervous, cardiovascular, respiratory, and digestive.
4. relate basic physiological principles to introduced nursing clinical skills.

- B. **Exit Skills Provided By Prerequisite/Corequisite/Advisory Course or Assessment:**
Course & Number, Title: Chemistry 51, Microbiology 1, Anatomy 1, Physiology 1, or Biology 20 (instead of Anatomy 1 and Physiology 1)

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

1. Demonstrate a general understanding of the principles involving asepsis, disinfection, sterilization, pathogenicity, epidemiology, chemotherapy, and immunity. (*Micro 1*)
2. Demonstrate the acquisition of knowledge of epidemiology of human pathogens and general knowledge of nonpathogenic microorganisms. (*Micro 1*)
3. Name and identify on models, drawings, or from descriptions, the major structures associated with the nine organ systems of the human body. (*Anatomy 1 and Biology 20*)
4. Develop skill in visualizing the three dimensional relationships of the organs of the human body. (*Anatomy 1 and Biology 20*)
5. Recognize terminology, specific facts, experimental methodologies and general principles associated with the structural and functional organization of the following systems: nervous, endocrine, muscular, reproductive, cardiovascular, respiratory, digestive, and excretory. (*Physiology 1 and Biology 20*)
6. Describe how each system relates to the maintenance of homeostasis and relate all physiological phenomena to the problem of maintaining homeostasis. (*Physiology 1 and Biology 20*)
7. Complete math conversions using metric measurements or metric-SI and English measurements. (*Chemistry 51*)

CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION

Nursing 501A—Fundamentals of Nursing A
Entering Skills of Target Course

CHEMISTRY 51*, MICROBIOLOGY 1,
 Anatomy 1***, Physiology 1**** (or Biology 20+)
 Exit Skills of Prerequisite Course**

	1	2	3	4
1		**		
2		**		
3			*** +	
4			*** +	
5				**** +
6				**** +
7	*			

Comments:

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

Total Number of Matches: 7 (of possible 28) Percent of Matches: 25%

Validation requires at least one match of each entry skill with at least one exit skill.

Was validation achieved? YES

PARTICIPANTS IN CONTENT REVIEW:

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

Name: Norma Carter Title: Department Chair, Nursing Initial: NC Date: 11/21/05

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

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

CERTIFIED BY:

<u>Norma Carter</u>	<u>11/21/05</u>
Initiator	Date
<u>Norma Carter</u>	<u>11/21/05</u>
Department Chairperson	Date
<u>Linda Larson-Singer</u>	<u>12/20/05</u>
Curriculum Chairperson	Date

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.

Norma Carter

Originator

11/21/05

Date

Norma Carter

Department/Cluster Chairperson

11/21/05

Date

Linda Larson Singer

Articulation Officer

12/20/05

Date

Shelley Werts

Librarian

12/20/05

Date

Earnestine Thomas-Robertson

Dean (if applicable)

12/20/05

Date

Reggie Morris

Curriculum Committee Chairperson

12/20/05

Date

Reggie Morris

Academic Senate President

11/09/04

Date

Leige Henderson

Vice President, Academic Affairs

12/20/05

Date

Audre Levy

College President

12/21/05

Date