Los Angeles Community College District

COURSE OUTLINE
(Replaces PNCR and Course Outline)

☐ New Course
☐ Addition of Existing District Course
☐ Course Change
☒ Outline Update, Academic Year: 2004-2005

Section I: BASIC COURSE INFORMATION

OUTLINE STATUS: UPDATE, 2004-2005

1. COLLEGE: Southwest

2. SUBJECT (DISCIPLINE) NAME¹: Nursing
   (40 characters, no abbreviations)

3. COURSE NUMBER: 502A

4. COURSE TITLE: Medical - Surgical 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 includes theory and clinical experience in client problem areas of hematology, oncology, musculoskeletal, and inflammatory diseases. Emphasis is placed on utilizing Orem’s Self-Care Theory and the Nursing Process to implement care in the adult client.

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

   This course includes theory and clinical experience in client problem areas of hematology, oncology, musculoskeletal, and inflammatory diseases.

8. INITIAL COLLEGE COURSE APPROVAL DATE:
   COLLEGE OUTLINE APPROVAL DATE:

9. UPDATES (check all applicable boxes):

   ☒ Content  Previous Update:
   ☒ Objectives  Previous Update:
   ☐ 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:

<table>
<thead>
<tr>
<th></th>
<th>&quot;Standard Hours&quot; per Week (based on 18 weeks)</th>
<th>Total Hours per Term (hrs per week x 18)</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture:</td>
<td>2</td>
<td>36</td>
<td>2</td>
</tr>
<tr>
<td>Lab/activity (w/ homework):</td>
<td>7.5</td>
<td>135</td>
<td>2.5</td>
</tr>
<tr>
<td>Total:</td>
<td>9.5</td>
<td>171</td>
<td>4.5</td>
</tr>
</tbody>
</table>

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:

- Prerequisites: Yes (If Yes, complete information below)
  
<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Validation Approval Date (official use only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>501B</td>
<td>Fundamentals of Nursing B</td>
<td>4.50</td>
<td></td>
</tr>
</tbody>
</table>

- Corequisite: None (If Yes, complete information below)

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number</th>
<th>Course Title</th>
<th>Units</th>
<th>Validation Approval Date (official use only)</th>
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</tbody>
</table>

Approved 12/13/02
Revised 5/28/2004
Section II: COURSE CONTENT AND OBJECTIVES

1. COURSE CONTENT AND OBJECTIVES:

<table>
<thead>
<tr>
<th>COURSE CONTENT AND SCOPE – Lecture:</th>
<th>Hours per topic</th>
<th>COURSE OBJECTIVES - Lecture (If applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td>If applicable, outline the topics included in the lecture portion of the course (outline reflects course description, all topics covered in class).</td>
<td></td>
<td>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.”)</td>
</tr>
</tbody>
</table>

### Module Topics 1

<table>
<thead>
<tr>
<th>Activity &amp; Rest Deviation: Activity &amp; Rest</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Musculoskeletal Disorders: Osteoporosis, osteomyelitis</td>
<td></td>
</tr>
<tr>
<td>B. Musculoskeletal inflammation &amp; connective tissue disorders</td>
<td></td>
</tr>
<tr>
<td>Osteoarthritis; rheumatoid arthritis; goat; lupus</td>
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</tr>
<tr>
<td>C. Diagnostic tests</td>
<td></td>
</tr>
<tr>
<td>D. Pharmacology</td>
<td></td>
</tr>
<tr>
<td>E. Nursing Interventions</td>
<td></td>
</tr>
</tbody>
</table>

1. Apply the knowledge obtained in anatomy, physiology and microbiology as it relates to musculoskeletal disorders.
2. Describe the assessment of a client with an activity/rest disorder
   - d. Physical assessment
   - e. Diagnostic evaluation (labs, x-rays, procedures)
   - f. Self-care agency
   - g. Basic conditioning factors
   - h. Developmental self-care requisites
3. Identify the type of nursing system required by the client
4. Identify nursing diagnoses that apply to the client with an activity/rest need
5. Discuss nursing interventions; include rationale and nursing management, for a client with an activity/rest disorder that can be utilized in the acute, sub-acute, and home-based setting
6. Develop a plan of care utilizing Orem’s Self-Care Theory and the Nursing Process for a client with an activity/rest disorder across the life span
7. Discuss appropriate documentation for assessment and nursing management of a client with an activity/rest disorder
8. Evaluate the plan of care revise as appropriate

1. Describe the assessment of a client receiving intravenous therapy
   - a. Dosage Calculation/Medication Administration
   - b. Volumetric Control
   - c. Physical Assessment
   - d. Diagnostic Evaluation (labs, x-rays, procedures)
   - e. Developmental self-care requisite
### MODULE TOPICS 1A

**Intravenous Therapy**

1. Central venous catheter infusion and maintenance
2. Intravenous piggyback infusions
3. Intravenous push medication
4. Blood and blood product transfusions

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### MODULE 2: ALTERATIONS IN UNIVERSAL SELF-CARE

**REQUISITE**

**MODULE TOPICS**

A. Sensory Disorders
   1. Eyes: Inflammatory eye disorders, eye trauma, cataracts, glaucoma, retinal detachment, macular degeneration, refractive errors, strabismus, retinoblastoma, enucleation, blindness
   2. Ears: External otitis, otitis media, mastoiditis, inner ear disorders, hearing impairment

6. Self-care agency
   7. Basic conditioning factors

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2. Identify different methods/routes of administration of IV medications
3. Identify the type of Nursing system required by the client
4. Identify nursing diagnoses that apply to the client receiving intravenous medications
5. Discuss nursing interventions, including rationale and nursing management that can be utilized in the acute, sub-acute, or home-based setting of the client receiving intravenous medications
6. Discuss nursing interventions, including rational and nursing management of the client receiving blood transfusions
7. Discuss and develop appropriate community based nursing interventions for preventing and managing client problems associated with intravenous medications
8. Develop a plan of care utilizing Orem’s Self-Care Theory and the Nursing Process for a client receiving intravenous medications
9. Discuss appropriate documentation for the client receiving intravenous medications
10. Evaluate the plan of care and revise as appropriate

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1. Apply the knowledge obtained in anatomy, physiology and microbiology as it relates to the client across the life span with eye and ear disorders
2. Describe the assessment of a client with eye and ear disorders:
   a. Physical assessment
   b. Diagnostic evaluation (labs, x-rays, procedures)
   c. Self-care agency
   d. Basic conditioning factors
   e. Developmental self-care requisite
   f. Therapeutic/collaborative management (pharmacology, surgical, radiology)
3. Identify the type of nursing system required by the client
4. Identify nursing diagnosis that apply to the client with eye and ear disorders
5. Discuss nursing interventions including rationale and nursing management for alteration in solitude and social interaction that can be utilized in the
B. Pharmacology: Ophthalmic agents, otic drugs

<table>
<thead>
<tr>
<th>MODULE 3: UNIVERSAL SELF-CARE REQUISITE: HAZARDS</th>
<th>MODULE TOPICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. General principles of Oncology</td>
<td></td>
</tr>
<tr>
<td>a. Prevention, detection, risk factors</td>
<td></td>
</tr>
<tr>
<td>b. Nursing Care</td>
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<tr>
<td>c. Pharmacology: Vinca alkaloids, biologic response modifiers, monoclonal antibodies</td>
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<tr>
<td>acute, sub-acute, or home-based setting</td>
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<td>6. Discuss and develop appropriate community based nursing interventions for preventing and managing eye and ear disorders</td>
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<tr>
<td>7. Develop a plan of care utilizing Orem’s Self-Care Theory and the nursing process for a client with eye and ear disorders</td>
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<tr>
<td>8. Discuss appropriate documentation of assessment and nursing management of a client with eye and ear disorders</td>
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<tr>
<td>9. Evaluate the plan of care and revise as appropriate</td>
<td></td>
</tr>
<tr>
<td>1. Apply the knowledge of theories of death and dying as it relates to the client across the life span</td>
<td></td>
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<tr>
<td>2. Describe the assessment of a client and significant others experiencing loss, grief, or death</td>
<td></td>
</tr>
<tr>
<td>a. Physical assessment</td>
<td></td>
</tr>
<tr>
<td>b. Self-care agency</td>
<td></td>
</tr>
<tr>
<td>c. Basic conditioning factors</td>
<td></td>
</tr>
<tr>
<td>d. Developmental self-care requisite</td>
<td></td>
</tr>
<tr>
<td>3. Identify the type of nursing system required by the client and family</td>
<td></td>
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<tr>
<td>4. Identify nursing diagnoses that apply to the client and family experiencing loss</td>
<td></td>
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<tr>
<td>5. Identify the types of nursing system required by the client</td>
<td></td>
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<tr>
<td>6. Develop a plan of care utilizing Orem’s Self-Care Theory and the nursing process for a client receiving chemo-therapeutic agents</td>
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<tr>
<td>7. Discuss appropriate documentation for assessment and nursing management of a client receiving chemo-therapeutic agents</td>
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<tr>
<td>8. Develop appropriate community based nursing interventions for preventing and managing problems with oncology medication administration</td>
<td></td>
</tr>
<tr>
<td>1. Apply the knowledge obtained in anatomy, physiology and microbiology as it relates to the client across the life span with health care deviations related to hazards</td>
<td></td>
</tr>
<tr>
<td>2. Describe the assessment of a client with health care deviations related to hazards</td>
<td></td>
</tr>
<tr>
<td>a. Physical assessment</td>
<td></td>
</tr>
<tr>
<td>b. Diagnostic evaluation (labs, x-rays, procedures)</td>
<td></td>
</tr>
<tr>
<td>c. Self-care agency</td>
<td></td>
</tr>
</tbody>
</table>
## Module Topics 4

<table>
<thead>
<tr>
<th>A. Renal: Obstructive pathology, bladder and Prostate cancer, obstructive uropathy benign; Prostate hypertrophy, hydronephrosis Urolithiasis</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Genital-Urinary Male Reproductive: Inflammation (pyelonephritis), defects: hydrocele, phimosis, cryptorchidism</td>
</tr>
<tr>
<td>C. Pharmacology Urinary: Antiseptics, analgesics stimulants, antispasmodics</td>
</tr>
</tbody>
</table>

## Module 5: Community Nursing in the Home Health/Public Health Setting

<table>
<thead>
<tr>
<th>6</th>
</tr>
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<tbody>
<tr>
<td>1. Discuss the history and defining characteristics of home health and public health nursing</td>
</tr>
<tr>
<td>2. Discuss trends in delivery of health care that have increased the number of clients across the life span receiving nursing care in the home/community</td>
</tr>
<tr>
<td>3. Describe the components of health care system, including referral and reimbursement sources</td>
</tr>
<tr>
<td>4. Discuss the roles of the home health nurse/public health nurse</td>
</tr>
<tr>
<td>5. Discuss some of the standards and laws that guide nursing practice in the home</td>
</tr>
<tr>
<td>6. Apply the nursing process to care of the client in the home</td>
</tr>
<tr>
<td>7. Discuss specialized home care including hospice, aids and technological advancement</td>
</tr>
<tr>
<td>8. Discuss nursing interventions, including rationale and nursing management, for a client receiving medications in the home/community base setting</td>
</tr>
</tbody>
</table>

| 1. Apply the knowledge obtained in anatomy, physiology and microbiology as it relates to the client across the life span with health care deviations related to water |
| 2. Describe the assessment of a client with... |
### MODULE 6: UNIVERSAL SELF-CARE REQUISITE: HAZARDS

#### MODULE TOPICS

<table>
<thead>
<tr>
<th>A. Hematology: Platelet and coagulation disorders, clotting Pathway physiology, leucopenia and Neutropenia, leukaemia’s; malignant Lymphomas and multiple myelomas: Hodgkin’s, disseminated intravascular clotting</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Blood and Blood Component: Transfusion reaction</td>
</tr>
<tr>
<td>C. Nursing Care</td>
</tr>
<tr>
<td>D. Pharmacology</td>
</tr>
</tbody>
</table>

| 6 |

1. Identify the type of nursing system required by the client
2. Describe the age-related changes within the hematologic system and differences in hematologic studies
3. Identify nursing diagnoses that apply to the client with health care deviations related to water
4. Discuss nursing interventions, including rationale and nursing management that can be utilized in the acute, sub-acute or home-based setting for clients with health care deviations related to water
5. Discuss and develop appropriate community based nursing interventions for preventing and managing health care of clients with deviations related to water
6. Develop a plan of care utilizing Orem’s Self-Care Theory and the Nursing Process for a client with deviations related to water
7. Evaluate the plan of care and revise as appropriate

### STUDENT LEARNING OUTCOMES

As a result of this learning experience, a student can:

1. Plan for the NCLEX-exam
2. Identify activity & rest deficits in client with musculoskeletal disorders.
3. Describe the assessment of client receiving intravenous therapy.
4. Develop a plan of care utilizing Orem’s Self-Care Theory and the Nursing Process for a client with an activity rest disorder across the life span.
5. Discuss nursing interventions for clients receiving medications in the home/and community settings.
6. Describe the care of a client with health care deviations related to fluid deficits.
7. Discuss appropriate documentation of assessment and nursing management of a client with health care deviations related to hazard.
8. Demonstrate competency in performing skills
accurately and with minimal supervision.
9. Interpret the individual’s developmental stage, and the person being an integral part of a cultural group, a family, and community.
10. Interpret the roles and responsibilities of the nurse and other health care workers within the employment setting.
11. Demonstrate therapeutic communication based upon knowledge and techniques of interpersonal communication.
12. Practice as an advocate based on patient needs.
13. Practice accountability for own nursing practice within the profession’s ethical and legal framework.
14. Employ the body of knowledge from nursing, medical, biological, physical, and behavioral sciences in planning for the health needs of individuals and family.
15. Assist client and development and use of self-care agency in maintaining their optimum level of wellness in primary, secondary, and tertiary settings.

**Total Lecture hours**

| 36 |

**COURSE CONTENT AND SCOPE -- Laboratory:**

If applicable, outline the topics included in the laboratory portion of the course *(outline reflects course description, all topics covered in class).*

| COURSE OBJECTIVES - Laboratory *(If applicable):* Upon successful completion of this course, the student will be able to… *(Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”)*

| 1. ROLE AS A PROVIDER OF CARE: | 45 |

1. Develop a plan of care utilizing Orem’s Self-Care Deficit Theory (S-CDTN) and the nursing process for a client with alterations in normalcy, solitude/social interaction and mental health.

2. Utilize Self-Care Theories and the Nursing Process to assess actual and potential needs/requisites.

| 2. ROLE AS A MANAGER OF CARE: | 45 |

1. Develop and implement an individualized client teaching plan and care plan based on assessed needs and Orem’s Self-Care Deficit Theory.

2. Involve client in actively identifying health needs/requisites and deficits and in assuming responsibility for self-care and health maintenance.

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2 In general “activity” courses or portions of courses are classified “laboratory.”
3. ROLE AS A MEMBER WITHIN THE DISCIPLINE OF NURSING:

1. Utilize effective communication, negotiation, problem solving and decision making skills in interaction with client significant others, health team members instructor and if appropriate, community systems.

2. Recognize and report pertinent and accurate information regarding client condition to appropriate nursing team member and instructor.

Total Lab hours* 135

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

Bloom’s Taxonomy

<table>
<thead>
<tr>
<th>SIMPLE SKILLS &lt;&lt;------------------------&gt;&gt; COMPLEX SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge</td>
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<tr>
<td>define repeat record list recall name relate underline</td>
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</tbody>
</table>

2. REQUIRED TEXTS:

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

Textbook of medical – Surgical Nursing Lewis, Heitkemper, Dirksen Mosby

3. SUPPLEMENTARY READINGS:

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

Alfaro-Applying the Nursing J.B. Lippincott Pub.
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, Reading material in reference library

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 Diagnosis 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):

- Unit Exams and final exam construction of nursing diagnosis

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)

- Competencies in Mathematics

9. SUPPLIES:

List the supplies the student must provide.

- Scantrons
10. COMPUTER COMPETENCY:

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

Computer programs available in Tech Building Room 340

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 Tech Building Room 340

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 (Secretary’s Commission on Necessary Skills) 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: 
   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)

   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: [ ]
   b. UC approval date: [ ]
   c. Transferable to the California State University: [Yes]
   d. College approval date: [1997]

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.

   2nd Area requested: [None]
   2nd Area requested: [None]

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

   2nd Area requested: [None]
   2nd Area requested: [None]

   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:

<table>
<thead>
<tr>
<th>College/University</th>
<th>Major(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSUDH</td>
<td>Completion of RN</td>
</tr>
</tbody>
</table>

   CAN NUMBER: [ ]
   CAN SEQUENCE NUMBER: [ ]
   CAN Approval -- Date requested: [ ]
   Date approved: [ ]
Section V: SUPPLEMENTAL COURSE INFORMATION

1. DEPARTMENT/DIVISION NAME: Nursing

2. DEPARTMENT/DIVISON 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/curriculumdirectory-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 course 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 55002(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) 1203.00

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 deter "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. ☐ New Course . Board Approval Date: . Effective Semester:

b. ☐ Addition of Existing District Course . College Approval Date: . Effective Semester:

c. ☐ Course Change* . College Approval Date: . Effective Semester:

d. ☒ Outline Update . College Approval Date:

* 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.
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.

<table>
<thead>
<tr>
<th>CRITERIA AND STANDARDS</th>
<th>RATING CRITERION</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>Is taught by a credentialed instructor in the discipline.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>Is taught in accordance with a set of instructional objectives common to all students.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>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.</td>
<td>X</td>
</tr>
<tr>
<td>Treats subject matter with a scope and intensity which requires students to study independently outside of class time.</td>
<td>X</td>
</tr>
<tr>
<td>Requires, when appropriate, entrance skills and consequent prerequisites for the course before students are enrolled</td>
<td>X</td>
</tr>
<tr>
<td>Requires the ability to think critically and to understand and apply concepts in order to participate in the course.</td>
<td>X</td>
</tr>
<tr>
<td>Requires learning skills and a vocabulary appropriate for a college course.</td>
<td>X</td>
</tr>
<tr>
<td>Requires the use of college level educational materials.</td>
<td>X</td>
</tr>
</tbody>
</table>
CONTENT REVIEW FOR PREREQUISITE VALIDATION

Target Course & Number, Title: Medical - Surgical Nursing 502A

(Course to which pre/corequisite/advisory applies)

Check Box

Prerequisite: Nursing 501B, 526, 527

Corequisite:

Advisory:

Assessment

A. Target Course Entry Skills: Course & Number, Title

(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. Identify the NCLEX examination test plan structure.
2. Identify the body of knowledge from nursing, medical, biological, physical and behavioral sciences in planning for the healthcare needs of individuals.
3. Assist the client in different health-care settings to develop and use self-care agency, to move toward optimum levels of wellness.
4. Measure and record fluid and output accurately.
5. Practice performing skills accurately with minimal cueing from the supervising instructor.
6. Select relevant nursing implications and responsibilities associated with selected classifications of drugs.

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

(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. Identify the NCLEX examination test plan structure.
2. Identify the body of knowledge from nursing, medical, biological, physical and behavioral sciences in planning for the healthcare needs of individuals.
3. Apply Orem's self-care theory as a theoretical basis for the assessment, diagnosis, planning, implementation and evaluation of client that is that is provided.
4. Describe an individual’s developmental stage and the person being an integral part of a cultural group, a family, and a community.
5. Assist the client in different health-care settings to develop and use self-care agency, to move toward optimum levels of wellness.
6. Apply therapeutic communication based on the knowledge and techniques of interpersonal communication.
7. Measure and record fluid and output accurately.
8. Practice performing skills accurately with minimal cueing from the supervising instructor.
9. Correctly calculate medication dosages, converting from one measurement system to another as needed.
10. Select relevant nursing implications and responsibilities associated with selected classifications of drugs.
CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION*

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

<table>
<thead>
<tr>
<th>Entering Skills of Target Course</th>
<th>Exit Skills of Prerequisite Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
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<tr>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>1</td>
<td>X</td>
</tr>
<tr>
<td>2</td>
<td>X</td>
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<td>9</td>
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<td>10</td>
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</tbody>
</table>

Was validation achieved?  ___ YES or ___ NO

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

PARTICIPANTS IN CONTENT REVIEW:
(Signatories should include instructors for both exit and entering skills courses.)

Name: Norma Carter  Title: Department Chair  Initial: NC  Date: 12/20/05

Name: ___________________________  Title: _________________________  Initial: _______  Date: ______

Name: ___________________________  Title: _________________________  Initial: ______  Date: ______

CERTIFIED BY:

Norma Carter  Date: 12/05/05
Initiator

Norma Carter  Date: 12/05/05
Department Chairperson

Linda Larson-Singer  Date: 12/20/05
Curriculum Chairperson
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

Norma Carter
Department/Cluster Chairperson
11/21/05

Linda Larson Singer
Articulation Officer
12/20/05

Shelley Werts
Librarian
12/20/05

Earnestine Thomas-Robertson
Dean (if applicable)
12/20/05

Linda Larson-Singer
Curriculum Committee Chairperson
12/20/05

Reggie Morris
Academic Senate President
12/20/05

Leige Henderson
Vice President, Academic Affairs
12/20/05

Audre Levy
College President
12/21/05