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: Los Angeles Southwest College

2. SUBJECT (DISCIPLINE) NAME 1: Nursing
   (40 characters, no abbreviations)

3. COURSE NUMBER: Nursing 502 B

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 development and health deviation, self-care requisites related to water, food, activity/rest and hazards. Developmental self-care requisites will be addressed with a focus on care of adult clients, across the life span. 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 provider of care, manager of care, and member within the profession are stressed. Guided clinical experiences are provided concurrently with theory.

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

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

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:

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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>“Standard Hours” 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>
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</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:
1. Utilize the nursing process to apply Orem’s self-care deficit theory of nursing to restore, promote, and maintain self-care agency in a variety of health care settings.
2. Demonstrates an understanding of the pathophysiology and therapeutic intervention for clients across the life span with developmental and health deviation self-care requisites related to solitude and social interaction, activity/rest, and hazards.
3. Assist clients in the development and use of self-care agency to their optimum level of wellness in primary, secondary, and tertiary settings.
4. Demonstrate proficiency in performance of nursing skills.
5. Demonstrate professional, ethical and legal behavior.
6. Integrate evaluation of basic conditioning factors in providing client care
7. Demonstrate effective therapeutic communication
8. Utilize community resources for client referral

Prerequisites: None (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>502 A</td>
<td>Medical-Surgical Nursing A</td>
<td>4.50</td>
<td>(previously 5/18/99, 501B)</td>
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Approved 12/13/02
Revised 5/28/2004
. Corequisite: **None** (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>
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. Advisories: **None** (If Yes, complete information below)

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<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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</table>

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):

   See students handbook
## 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>5.0 hrs.</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>
<tr>
<td><strong>1. Universal Self-Care Requisite:</strong> Water: Intravenous Therapy Central Venous Catheter Infusion Intravenous Piggyback Infusion Intravenous IV Push Medication Total Parenteral Nutrition (TPN) Intralipid Therapy Volumetric Control</td>
<td>5.0 hrs</td>
<td>1. 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 therapy: IV, medications, TPN, and intralipid. Develop a plan of care utilizing Orem’s Self-Care Theory and the nursing process for a client receiving intravenous medications, TPN, IV, and intralipid.</td>
</tr>
<tr>
<td><strong>2. Alterations In Universal Self-Care Requisites:</strong> Food C Part Gastrointestinal Mobility (Gastroenteritis) Leus vomiting, (GERD) abdominal pain Constipation, diarrhea, GI bleed Inflammatory Disorders ( Appendicitis, ulcerative colitis, crohn’s disease, peritonitis, diverticulum, diverticulitis, inflammatory bowel disease, peptic ulcer disease irritable bowel syndrome, gastric cancer). Obstructive Disorders (Hypertrophic pyloric stenosis, cancer, bowel obstructions) Pharmacology (Antiemetics) Anti-Ulcer agent, anti- helmintics, conscious sedation</td>
<td>5.0 hrs</td>
<td>2. Discuss nursing interventions including rational, and nursing management for gastrointestinal problems that can be utilized in the acute, sub-acute or home based setting Develop a plan of care utilizing Orem’s Self-Care theory and nursing process for a client with a gastrointestinal disorder across the life span.</td>
</tr>
<tr>
<td><strong>3. Alteration in Universal Self-Care Requisites: Food (Part II)</strong> Structural Defects Esophageal atresia Hiatal Hernias Mal absorption Syndromes Celiac Disease Short Bowel Syndrome</td>
<td>5.0 hrs</td>
<td>3. Discuss nursing interventions, including rationale and nursing management for clients with structural and mal absorption syndrome that can be utilized in the acute and sub-acute or home based setting. Develop a plan of utilizing Orem’s self-care theory and the nursing process for a client with a structural defect/ mal absorption syndrome across the life</td>
</tr>
</tbody>
</table>
4. Alterations in Universal Self-Care Requisites
   Food (Part III)

**Hepatic Disorder**
Hepatitis, Cirrhosis, biliary atresia, choleustitis, pancreatitis cancer of pancreas, cholelithiasis Jaundice
Diagnostic Tests (ERCP)
Pharmacology

5. Alteration In Universal Self-Care Requisites
   Hazards:

**Endocrine**
Hypothalamic disorders, pituitary disorders, thyroid disorders, parathyroid disorders, adrenal disorders

**Pharmacology**
Glucocorticoids, mineralcorticoids, parathyroid agents, pituitary agents, anti-thyroid and thyroid agents, pheochromocytoma
Diagnostic studies pharmacology

6. Alterations In Universal Self-Care Requisites:
   Activity and Rest

**Peripheral Vascular Disease:**
Raynaud’s phenomenon
Venous thrombosis, varicose veins, chronic venous insufficient
Diagnostic Test
Pharmacology

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>As a result of this learning experience, a student can:</td>
</tr>
<tr>
<td>1. Plan for NCLEX exam.</td>
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<tr>
<td>2. Utilize the nursing process to apply Orem's S-CDTN to provide care for clients with health deviation self-care requisites of water, food and elimination hazard</td>
</tr>
<tr>
<td>3. Assess pathological changes and develop therapeutic interventions for diverse clients across the lifespan with acute and chronic medical/surgical conditions.</td>
</tr>
<tr>
<td>4. Perform intermediate and advanced skills with technical competence and with increasing proficiency.</td>
</tr>
</tbody>
</table>
independence.
5. Demonstrate professional, ethical and legal behavior.
6. Analyze the impact of Orem's basic conditioning factors in providing client care.
7. Select therapeutic communication techniques to facilitate client, family and staff interactions.
8. Organize appropriate community resources in planning client care.
9. Design and incorporate health concepts that enhance student’s own self-care agency.
10. Plan teaching based on client’s learning styles.
11. Analyze the impact of Orem’s basic conditioning factors in providing client care.
12. Design and incorporate health concepts that enhance student’s own self-care agency.
14. Formulate a plan utilizing the nursing process to apply Orem’s SCNTN to provide care to the client and family.

Total Lecture hours* 35 hrs

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).

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES - Laboratory (If applicable): Upon successful completion of this course, the student will be able to… (Use action verbs – see Bloom’s Taxonomy below for “action verbs requiring cognitive outcomes.”)²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Role as a provider of client care</td>
</tr>
<tr>
<td>a. Assessment of the client care</td>
</tr>
<tr>
<td>b. Planning of client care</td>
</tr>
<tr>
<td>2. Implementing client care:</td>
</tr>
<tr>
<td>a) Correctly and safely perform nursing interventions to maintain and promote physical and safety needs of the client.</td>
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<tr>
<td>b) Intervention to promote</td>
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<td>14.5</td>
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<td>16</td>
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</tbody>
</table>

This clinical component will focus on the care of clients with gastrointestinal, biliary, endocrine, liver, and peripheral vascular disorders. The student will:

1. Use appropriate interpersonal skills to establish a therapeutic relationship with client, family and/or significant others.
2. Utilize Orem’s self-care theories and nursing process to perform an

² In general “activity” courses or portions of courses are classified “laboratory.”
and maintain wellness through identification and utilization of community resources.

3. Correctly and safely perform nursing interventions to promote clients safety needs.

4. Role as a manger of client care:
   a) Assessment
   b) Planning
   c) Implementing
   d) Evaluation

5. Role as a member within the discipline of nursing
   a) Assessment
   b) Planning
   c) Implementing
   d) Evaluation


7. Role as a developing member of the profession of nursing:
   a) Pre and Post ward conference presentation
   b) Clinical performance evaluation tool

8. Role as a communicator

9. GI lab rotation

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<tr>
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<tbody>
<tr>
<td>3. Involve client in actively identifying health needs/requisites and deficits and in assuming responsibility for self-care and health maintenance</td>
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<td>4. Plan priorities of care with input from client, family, significant others and other health care providers.</td>
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<td>5. Formulate and implement an individualized client teaching plan and care plan based on assessed needs including rehabilitative measures and providing appropriate health related resources</td>
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<tr>
<td>6. Using Orem’s Self-Care Theory and the nursing Process to design comprehensive care to assigned clients, according to agency and school policies and procedures.</td>
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<td>7. Analyze rationale for client’s treatment regime and nursing interventions.</td>
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<td>8. 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.</td>
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<td>9. Analyze and report pertinent and accurate information regarding client condition to appropriate nursing team member and instructor.</td>
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<td>11. Demonstrate appropriate behavior (demonstration of calmness and critical thinking and decision making) in stressful situations.</td>
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<td>12. Assess and evaluate progress or lack of progress, report and modify plan</td>
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<td>13. Demonstrate mastery of nursing skills appropriate to this course and those from previous courses.</td>
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<td>14. Demonstrate professional accountability as evidenced by:</td>
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<tr>
<td>a. Maintaining a neat and well</td>
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</table>
15. Contribute meaningfully to formal and informal communication commonly utilized in the clinical setting:
   a. Continuous collaboration and reporting related to assignment
   b. Charting
   c. Assessment tools
   d. Flow sheets
   e. Care Plans
   f. Medication Records
   g. Shift Report
   h. Actively participating in clinical conferences

| 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>Knowledge</th>
<th>Comprehension</th>
<th>Application</th>
<th>Analysis</th>
<th>Synthesis</th>
<th>Evaluation</th>
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</thead>
<tbody>
<tr>
<td>define</td>
<td>translate</td>
<td>interpret</td>
<td>distinguish</td>
<td>compose</td>
<td>judge</td>
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<tr>
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<td>restate</td>
<td>apply</td>
<td>analyze</td>
<td>plan</td>
<td>appraise</td>
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<td>record</td>
<td>discuss</td>
<td>employ</td>
<td>differentiate</td>
<td>propose</td>
<td>evaluate</td>
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<td>calculate</td>
<td>design</td>
<td>rate</td>
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<td>recall</td>
<td>recognize</td>
<td>demonstrate</td>
<td>experiment</td>
<td>formulate</td>
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<td>name</td>
<td>explain</td>
<td>dramatize</td>
<td>test</td>
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<td>underline</td>
<td>identify</td>
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<td>contrast</td>
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<td>report</td>
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Approved 12/13/02
Revised 5/28/2004

Page 9 of 24
2. REQUIRED TEXTS:

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

<table>
<thead>
<tr>
<th>Textbook Title</th>
<th>Author(s)</th>
<th>Publisher</th>
<th>Edition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Textbook of Medical-Surgical Nursing Assessment and Management of Clinical Problems</td>
<td>Lewis, Heitkemper, Dirksen</td>
<td>Mosby</td>
<td>Latest</td>
</tr>
<tr>
<td>2. Study Guide for Medical-Surgical Nursing Assessment and Management of Clinical Problems</td>
<td>Lewis, Heitkemper, Dirksen</td>
<td>Mosby</td>
<td>Latest</td>
</tr>
<tr>
<td>3. Critical Thinking in Medical-Surgical Settings-A Case Approach</td>
<td>Winningham, Mary</td>
<td>Mosby</td>
<td>Latest</td>
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<tr>
<td>4. Nurses Manual of Laboratory and Diagnostic Tests</td>
<td>Cavanaugh, Bonita</td>
<td>F.A. Davis</td>
<td>Latest</td>
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<tr>
<td>5. Nursing Care Plans &amp; Documentation Nursing Diagnosis and Collaborative Problems</td>
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1. Journal articles: On reserve at LASC Library: Required reading list to be distributed in class
2. Spencer Pharmacology Latest Edition
3. Ebersole Gerontology Latest Edition
4. Carpenito, Lynda Lippincott Latest
5. ATI: Content mastery series: Medical Surgical Nursing Vol. 1 & 2 Latest edition
Recommended:
Porth, C. M.         Pathophysiology Concepts of Altered Health
                  Davis NCLEX-RN Review
                  Davis Drug Guide for Nurses

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

Supplementary Reading Materials in Reference Library.
Computer Simulations-LRC and Computer Laboratory in the Tech Bldg.
Suggested Resources: Web Sites listed on syllabi.

3. SUPPLEMENTARY READINGS:
   Reading assignments may include, but are not limited to the following:
   
   ALFARO APPLYING THE NURSING PROCESS 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:

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

5. 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

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.

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):
Critical thinking exercises, examinations, client care plans, quizzes, teaching presentations, group activities, passing grade in laboratory experiences and clinical summary

8. METHODS OF INSTRUCTION:

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

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

<table>
<thead>
<tr>
<th>Other (explain)</th>
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<tbody>
<tr>
<td>Clinical rotation</td>
</tr>
</tbody>
</table>

9. 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 |

10. COMPUTER COMPETENCY:

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

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

| Students must locate and evaluate appropriate 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 (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: 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 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

   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

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: 2000

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. 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.

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>
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<tbody>
<tr>
<td>CSUDH</td>
<td>Completion of RN</td>
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</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/Division Code: 5

3. Subject Code -- 3 characters, assigned by District Office: 669 (existing subject codes are available on the LACCD website 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 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: __________

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>
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<tr>
<td>Section 55002</td>
<td>MET</td>
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<tr>
<td>Is recommended by the responsible college officials, and the academic senate or other</td>
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<td>appropriate faculty body as meeting the requirements of this subsection and has</td>
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<td>been approved by the local district governing board as a course meeting the needs</td>
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<td>of the students for admission.</td>
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<td>Is taught by a credentialed instructor in the discipline.</td>
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<td>Is offered as described in an outline in official college files. That the outline</td>
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<td>shall specify the unit value, scope, objectives, content in terms of a specific body</td>
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<td>of knowledge, appropriate reading and writing assignments, outside of class</td>
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<td>assignments, instructional methodology and methods of evaluation for determining</td>
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<td>whether the stated objectives have been met by students.</td>
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<td>Is taught in accordance with a set of instructional objectives common to all</td>
<td>X</td>
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<td>students.</td>
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<tr>
<td>Provides for measurement of students performance in terms of the stated course</td>
<td>X</td>
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<tr>
<td>objectives and culminates in a formal recorded grade based upon uniform standards</td>
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<tr>
<td>in accordance with Section 55578 of Title 5, which is permanently recorded as an</td>
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<td>evaluation of student performance; bases grades on demonstrated proficiency in</td>
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<td>subject matter determined by multiple measurement for evaluation; and has</td>
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<td>examinations, including essays and/or, where appropriate, uses appropriate symbol</td>
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<td>systems and/or skills demonstrations by students.</td>
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<td>Grants units of credit based upon a specified relationship between the number of</td>
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<td>lecture and/or laboratory hours or performance criteria specified in the course</td>
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<td>outline; and requires a minimum of three hours of work per week including class</td>
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<td>time for each unit of credit, prorated for short-term, lab and activity courses.</td>
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<td>Treats subject matter with a scope and intensity which requires students to study</td>
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<td>independently outside of class time.</td>
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<td>Requires, when appropriate, entrance skills and consequent prerequisites for the</td>
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<td>course before students are enrolled.</td>
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<td>Requires the ability to think critically and to understand and apply concepts in</td>
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<td>order to participate in the course.</td>
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<td>Requires learning skills and a vocabulary appropriate for a college course.</td>
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<tr>
<td>Requires the use of college level educational materials.</td>
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</table>
CONTENT REVIEW FOR PREREQUISITE VALIDATION

Target Course & Number, Title: Medical-Surgical Nursing 502 B
(Course to which pre/co-requisite/advisory applies)

Check Box

- [x] Prerequisite: Nursing 502 A, Medical Surgical Nursing Medical/Surgical 502A
- [ ] Co-requisite:
- [ ] Advisory:
- [ ] Assessment

A. Target Course Entry Skills: Nursing 502B, Medical Surgical Nursing B
(For prerequisites/co-requisites, 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. Plan for the NCLEX exam.
2. Describe the assessment of client receiving intravenous therapy.
3. Develop a plan of care utilizing Orem’s self care theory and the nursing process for a client with an activity rest disorders across the life span.
4. Discuss nursing interventions for clients receiving medications in the home/and community settings.
5. Demonstrates competency in performing skills accurately and with minimal supervision.
6. Interpret the individual’s developmental stage, and the person being an integral part of a cultural group, a family, and community.
7. Practice as an advocate based on patient needs.

B. Exit Skills Provided By Prerequisite/Co-requisite/Advisory Course or Assessment:
Nursing 502A, Medical Surgical Nursing (List specific skills and/or knowledge that are the outcome of the prerequisite/co-requisite/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. 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 disorders 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. Demonstrates 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 individual’s developmental stage, and the person being an integral part of a cultural group, a family, and community.
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 tertiart settings.
CONTENT REVIEW SKILLS MATRIX FOR PREREQUISITE VALIDATION*

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

COURSE & NUMBER
Nursing 502B

Entering Skills of Target Course

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

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

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

CERTIFIED BY:

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norma Carter</td>
<td>11/21/05</td>
</tr>
<tr>
<td>Norma Carter</td>
<td>11/21/05</td>
</tr>
<tr>
<td>Linda Larson-Singer</td>
<td>12/20/05</td>
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</tbody>
</table>
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 11/21/05
Originator

Norma Carter 11/21/05
Department/Cluster Chairperson

Linda Larson Singer 12/20/05
Articulation Officer

Shelley Werts 12/20/05
Librarian

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

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

Reggie Morris 12/20/05
Academic Senate President

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

Audre Levy 12/20/05
College President