Modesto Junior College

Course Outline of Record Report

11/04/2021

NURSE271 : Nursing Process: Fundamentals

General Information

Faculty Author:	• Allison Sampson • Butler, Kelly • Forbes, Brian
Attachments:	NURSE 271 DE Addendum Fall 2020.pdf NURSE 271 DE Addendum EFF FA20.pdf NURSE 271.pdf Email from Kelly.pdf modesto_junior_college_roadmap_steps.pdf NURSE-271_SU17.pdf Email from Kelly-1.pdf Download
Course Code (CB01) :	NURSE271
Course Title (CB02) :	Nursing Process: Fundamentals
Department:	Nursing
Proposal Start Date:	MJC Summer 2022
TOP Code (CB03) :	(1230.10) Registered Nursing
CIP Code:	(51.3801) Registered Nursing/Registered Nurse
SAM Code (CB09) :	Clearly Occupational
Distance Education Approved:	No
Course Control Number (CB00) :	CCC000558844
Curriculum Committee Approval Date:	11/12/2019
Board of Trustees Approval Date:	12/11/2019
External Review Approval Date:	01/01/2019
Course Description:	Applies fundamental concepts and principles of the nursing process to the care and needs of patients within the acute care setting. The primary focus of the course is on assessment and care of patients experiencing alterations in basic health needs. Students practice basic clinical skills in a simulated lab setting prior to beginning care in the acute care facility.
Proposal Type:	Change to Content Course update for periodic review and increase in clinical hours. The change in clinical hours has been submitted to the BRN at present.
Faculty Author:	No value

Discipline(s)

Master Discipline Preferred:
- Nursing

Bachelors or Associates Discipline Preferred: No value

Course Coding

Basic Skill Status (CB08)

Course is not a basic skills course.

Course Special Class Status (CB13)

Course is not a special class.

Grading

- A-F Only

☐ Allow Students to Gain Credit by Exam/Challenge

Repeatability

0

Course Prior To College Level (CB21)

Not applicable.

Rationale For Credit By Exam/Challenge

No value

Type of Repeat

No value

☐ Allow Students To Audit Course

Course Support Course Status (CB26)

Course is not a support course

Associated Programs

☑ Course is part of a program (CB24)

Associated Program	Award Type	Active
Nursing: ADN Program (RN) (In Development)	A.S. Degree	MJC Summer 2022

Nursing: ADN Program (RN)	A.S. Degree	MJC Summer 2020

Transferability & Gen. Ed. Options

Course General Education Status (CB25)

Y

Transferability	Transferability Status
Transferable to CSU only	Approved

Field Trips

Field trips are required.

- (•) Yes
- ( ) No
- ( ) Maybe

Comparable Lower-Division Courses at UC/CSU v2

Courses numbered 100-299 require identification two comparable lower-division courses from CSU or UC from the current institutional catalog (not schedule). At least one course from CSU, and if requesting/maintaining UC general elective transfer, one course from UC. Please identify the CSU campus offering this course. (Term type is indicated in parentheses)

No Value

CSU Catalog Year

No Value

Provide the CSU course code (e.g., ENGL 1A) from the most current official Catalog (not schedule). Curriculum changes each year.

No Value

CSU Course Title

No Value

Does course-to-course or lower-division, "major prep" articulation with this course exist for this academic year?

No Value

Select the institution that offers the second comparable course from CSU or UC. If seeking or maintaining UC transferability, you must supply a UC campus. (Term type is indicated in parentheses)

No Value

CSU/UC Catalog Year

No Value

Provide the CSU course code (e.g., ENGL 1A) from the most current official Catalog (not schedule). Curriculum changes each year.

No Value

CSU Course Title

No Value

Does course-to-course or lower-division, "major prep" articulation with this course exist for this academic year?

No Value

Select the institution that offers the third comparable course from CSU or UC. If seeking or maintaining UC transferability, you must supply a UC campus if not already provided above. (Term type is indicated in parentheses)

No Value

CSU/UC Catalog Year

No Value

Provide the CSU/UC course code (e.g., ENGL 1A) from the current official Catalog (not schedule). Curriculum changes each year.

No Value

CSU Course Title

No Value

Does course-to-course or lower-division, "major prep" articulation with this course exist for this academic year?

No Value

Units and Hours

Summary

Minimum Credit Units (CB07)	7
Maximum Credit Units (CB06)	7
Total Course In-Class (Contact) Hours	270
Total Course Out-of-Class Hours	108
Total Student Learning Hours	378

Credit / Non-Credit Options

Course Credit Status (CB04)

Credit - Degree Applicable

Course Non Credit Category (CB22)

Credit Course.

Non-Credit Characteristic

No Value

Course Classification Code (CB11)

Credit Course.

Funding Agency Category (CB23)

Not Applicable.

☐ Cooperative Work Experience Education Status (CB10)

☐ Variable Credit Course

Weekly Student Hours

	In Class	Out of Classs
Lecture Hours	3	6
Laboratory Hours	12	0
Activity Hours	0	0

Course Student Hours

Course Duration (Weeks)	18
Hours per unit divisor	52.5
Course In-Class (Contact) Hours	
Lecture	54
Laboratory	189
Activity	0
Total	270
Course Out-of-Class Hours	
Lecture	108
Laboratory	0
Activity	0
Total	108

Time Commitment Notes for Students

No value

Units and Hours - Weekly Specialty Hours

Activity Name	Type	In Class	Out of Class
No Value	No Value	No Value	No Value

Prerequisites, Corequisites, and Advisories

Co-Requisite

NURSK800 - Nursing Skills Development (in-development)

Requisite Skills

Requisite Skills	Description

Demonstrate competency in organizational skills and clinical preparation.	NURSK 800 - Demonstrate competently the performance of skills and assessments that are taught in the course in which enrolled

Specifications

Methods of Instruction

Methods of Instruction (Typical)	INSTRUCTIONAL METHODS
MOI	1. Lecture 2. Guided class discussion 3. Use of audio-visual material 4. Instructor led simulated lab activities 5. Instructor led collaborative learning experiences 6. Possible field trips

Assignments (Typical)

Evidence of Appropriate Workload for Course Units (Quantity)

1. Assigned weekly readings from required textbooks and supplemental sources, to prepare for quizzes, case studies, cultural presentations, and theory examinations.
2. Assigned weekly readings from required textbooks and supplemental sources to prepare for weekly skill sets, and patient care assignments.
3. Weekly practice in the skills lab, to prepare for skills check off and patient care.
4. Weekly medical record review at an acute care facility to prepare for patient assignments.
5. Participation in blood pressure, weight, and injection clinics each semester.

Evidence of Critical Thinking (Quality)

1. Theory Exams
    1. Sample question: Which of the following interactions demonstrate the communication technique of clarification:
        1. Child: "Don't turn out the light. I don't like the dark." Nurse: "I will have your mommy hold you while I turn out the light to check your eye."
        2. Adolescent: "My mom won't let me pierce my tongue." Nurse: "What would it be like to have a pierced tongue?"
        3. Adult: "My blood sugar was really out of control yesterday." Nurse: "Was your blood sugar high or low yesterday?"
        4. Older Adult: "My life means nothing anymore." Nurse: "Socializing more allows you to reflect back on the good times and will help you feel better about your life."
2. Case study assignments
    1. Sample: Mrs. Romero is a 53-year-old Mexican-American woman who complained of the "stomach flu," including nausea, vomiting and confusion for three days prior to going to the emergency room with her husband. Her blood glucose level is 785 mg/dl, hemoglobin A1C is 10.3%, and she is overweight; 5' 3" tall and 174 pounds (79kg). Mrs. Romero reports no form of regular exercise, and does not follow a special diet at home. Mr. Romero has noticed that his wife "has been very thirsty and has been up and down to the bathroom a hundred times a day." He also reports that it has been a very long time since these changes occurred, but they seem to be getting worse. She is admitted to the hospital with a diagnosis of Diabetes Mellitus.
    2. Sample Question: Explain the difference between type 1 diabetes and type 2 diabetes, including who is at increased risk for developing each type. Which type of diabetes does Mrs. Romero have?
3. Cultural Presentation
    1. Each clinical group will present information about a specific culture of their choice to the class. The presentation will include information about spiritual/religious beliefs, communication & family relationships, illness – symptom management & health issues, death rituals & autopsy, nursing behavior to increase cultural competence, and nursing strategies for caring for members of the cultural group.
4. Completion of Skill Set Pre-tests
    1. Sample question: Which of the following is the single most important means of controlling and preventing the spread of infections?
        1. Always cover mouth and nose when sneezing or coughing.

2. Keep up to date on immunizations.
3. Take a daily bath or shower.
4. Proper hand washing and hand hygiene.

5. Completion of Prep Forms

Methods of Evaluation (Typical)	Rationale
FORMATIVE EVALUATION	1. Adherence to Overriding Concerns (as listed in the MJC Nursing Student Handbook and course syllabus). 2. Adequate preparation for patient care before clinical days. 3. Ongoing satisfactory performance in clinical practicum. 4. Consistent provision of safe care in the clinical practicum with minimum faculty guidance. 5. Classroom work (examinations, quizzes, cultural and other student presentations, and other writtenwork).
SUMMATIVE EVALUATION	1. Classroom work must be completed with a cumulative grade of 76% 2. Pass the Medication Administration Examination in N260 with a minimum grade of 90% in 3 tries. 3. Final Examination. 4. Final evaluation of clinical performance.

Equipment

No Value

Textbooks

Author	Title	Publisher	Date	ISBN
Catalano, J. T.	Nursing Now!: Today's Issues, Tomorrow's Trends (8th Ed.)	F.A. Davis Company	2019	978-0803674882
Hinkle, J. L., Cheever, K. H.	Calculate with Confidence (7th Ed.)	Mosby	2014	9780323396837
Lewis, Bucher, Heitkemper, Harding, Kwong, & Roberts	Medical-Surgical Nursing: Assessment and Management of Clinical Problems (11th Ed.)	Mosby	2019	9780323328524
Lewis, Sandstrom, Bucher, Heitkemper, Harding, Kwong, & Roberts	Study Guide for Medical-Surgical Nursing: Assessment and Management of Clinical Problems (11th Ed.)	Mosby	2019	9780323371483
Lilley, Rainforth Collins, &	Study Guide for Pharmacology	Mosby, Inc.	2019	9780323594370

Snyder	and the Nursing Process (9th Ed.)			
Lilley, Rainforth Collins, Harrington, & Snyder	Pharmacology and the Nursing Process (9th Ed.)	Mosby, Inc.	2019	
Nugent & Vitale	Test Success: Test-Taking Techniques for Beginning Nursing Students (8th Ed.)	F. A. Davis Co.	2018	9780803669093
Perry, Potter, & Ostendorf	Nursing Interventions and Clinical Skills (7th Ed.)	Mosby	2019	978-0323547017

Other Instructional Materials

Description	Nursing Central Application Package (https://www.nursingcas.org/)
Author	No value
Citation	No value
Online Educational Resources	

Textbook Exceptions and Supplementals

Title of Other Material

No Value

Who prepared or published this supplemental material?

No Value

Publish date

No Value

Are any of the textbook editions cited on this proposal considered "Classics" (typically with a publish date more than 5 years old)?

- ☐ Yes
- ☑ No
- ☐ Unsure

If yes, explain why this older text is used in the course. Reasons should focus on content only.

No Value

Materials Fees v2

Is there a materials fee for this course?

Yes

Provide a cost breakdown for all items provided for a materials fee. Each item must become "tangible personal property" of student upon payment of the fee and completion of the course.

#	Item	Qty	Price	Subtotal
1	Skills lab kit: Bandage Scissors 5 ½"(1), Blood Pressure Cuff/Adult (1), Foley Catheter Kit 14 fr. (w/bag catheter) (2), Thermometer Covers (25), Powder free/latex free Gloves Ultra –med (2), Alcohol Prep pads (20), 3 ml Syringeonly (no needle) (2), 25g x 5/8 safety(needle only) (2), 22g x 1 ½safety (needle only) (2), syringe insulin 50 units safety (2), TB Syringe 27 g x ½safety (2), IV safety cath Intima 22g x ¾ " w/Y adapter (3), IV Safety cath Protective 22g. x 1" (3), IV Safety cath Introcan 22g. x 1" (3), IV safety cath Autoguard 22g. x 1"(3), Lovenox 40-60 mg (practi-syringe) (2), filter straw (1), blunt fill needle (1),microclave connector with luer lock (2)syringe 10 ml normal saline flush (practi-flush) (2), Vial 10 mL NaCl (praci-vial) (1), Ampule (practi-ampule) (1), Regular Insulin practice Vial (1), NPH Insulin practice Vial(1), IV start Kit-Latex free (1), IV Microbore set Lifeshield (1), smart infusion set (primay line) (2), IV solution 500 mL bag NaCl (practi soln) (2), Navy Bag w/ logo (1)	1	$369.00	$369.00
2	ATI skills videos	1	$130.00	$130.00
3	Complete Program with NCLEX-RN Course+ Computer Adaptive Test Program element: Secured Benchmark Tests, Remediation, Academic workshops, Practice tests, Skills modules, Nursing school basics, Predictive tests. Course element: NCLEX-RN review course, NCLEX-RN Qbank, Question trainer tests, Content review guide for NCLEX-RN, Online NCLEX-RN study center, practice tests.	1	$150.00	$150.00
	Total			$649.00

Explain how these materials are related to the Student Learning Objectives for the course.

Purchasing the skills kit provides the students with educational supplies to practice and test clinical skills expected of a registered nurse.

Explain how the materials have continuing value outside the classroom.

Students use the supplies to practice skills in the skills lab. Supplies and electronic resources can alsobe used outside the skills lab for further practice.

Is the amount of the material the student receives commensurate with the fee paid AND with the amount of material necessary to achieve the Student Learning Objectives for the course AND provided as the district's actual cost?

Yes

If no is checked, explain why.

No Value

If the district is NOT the only source of these materials, explain why the students have to pay a fee to the district rather than supply the materials themselves. (Cost savings? Health/Safety? Consistency/Uniformity?)

No Value

Learning Outcomes and Objectives

Course Objectives

Discuss the philosophy of the MJC ADN Program.
Adhere to the Overriding Concerns of the Associate Degree Nursing Program.
Explain the phases of the nursing process, and utilize selected case studies to demonstrate application of the nursing process.
Restate the key components of the Roy Adaptation Model and their application to the nursing process.
Apply principles of therapeutic communication while mimicking behaviors, roles, and qualities of a professional nurse.
Know the principles of teaching / learning within the context of patient care.
Describe legal and ethical principles affecting professional nursing practice.
Identify actions, side effects, and nursing implications of selected medications.
CLINICAL OBJECTIVES
Provide nursing care in accordance with the Modesto Junior College Associate Degree Nursing Program philosophy.
Assume responsibility for compliance with program standards and standards of student nursing practice established by the Nursing Practice Act.
Provide a safe environment for patients by adhering to Overriding Concerns: Accountability, Physical Jeopardy, Emotional Jeopardy, Therapeutic Communication, Asepsis.
Implement the steps of the nursing process to provide care for patients experiencing alterations related to: Physiological systems/needs: Oxygenation, Endocrine, Fluid and Electrolytes, Elimination, Activity and rest, Protection, Neurological / Senses, Nutrition, Psychosocial / spiritual needs:*, Self-concept*, Role function*, Interdependence*.
Provide prioritized and organized nursing care for patients.

Perform clinical skills competently, including all critical elements, and observe their underlying scientific principles.
Perform care for patients according to the policies and procedures of the agencies to which the student is assigned.
Integrate a teaching plan appropriate for the age/development level of patients in the clinical setting.
Complete a comprehensive data base and nursing care plan and/or concept map on selected patients.
Demonstrate effective communication and collaborate as part of the health care team.
Display integrity, honesty, and empathy with patients and professionals of the health care team.
Maintain confidentiality regarding all patient information.
Individualize and implement care that is sensitive to social and cultural differences among patients.*
Assess patients' preferences for spiritual practices and provide support and accommodation for them.*
Demonstrate competent and appropriate physical assessment skills.
Promote patient adaptation by assessing needs, providing nursing interventions, and evaluating care provided.
Demonstrate safe, consistent, accurate drug dosage calulation, and knowledgeable administration of medications and other prescribed treatments or agents.
Identify nursing implications of laboratory values for assigned patients.
Present selected case studies, teaching interventions, and patient care experiences in the post-clinical forum.
Provide evidence of preparation for all clinical assignments, as evidenced by satisfactory completion of the Clinical Preparation Form and knowledge of patients' health care needs and problems.

Lab Objectives

Demonstrate consistent clinical preparation by completing preparation forms to include understanding of clients disease process, lab and diagnostic tests, medications, and nursing careplan.

Demonstrate the ability to administer medications safely, consistent with the six rights and 3 checks of medication administration.

Select appropriate client assignments in order to demonstrate skills and enhance knowledge in the care of clients with alterations in oxygenation, blood glucose, pain, immobility, fluid -electrolyte - acid/base, gastrointestinal and/or genitourinary function.

Demonstrate the ability to organize and manage the care on one client during the clinical rotation.

Provide a safe environment for clients by adhering to the overriding concerns in the areas of accountability, physical jeopardy, emotional jeopardy, therapeutic communication, and asepsis.

CSLOs

Apply the major nursing concepts, theoretical perspectives, and the Roy Adaptation Model to the performance of clinical skills in nursing practice.

Expected SLO Performance: 0.0

Nursing NURSING: ASSOCIATE DEGREE NURSING PROGRAM (RN)	Delegates tasks to subordinates based on the legal scopes of practice of the subordinates and on the preparation and capability needed in the tasks to be delegated, and effectively supervise nursing care being given by subordinates.
	Formulates a care plan, in collaboration with the client, which ensures that direct and indirect nursing care services provide for the client's safety, comfort, hygiene, and protection, and for disease prevention, and restorative measures.
	Formulates a nursing diagnosis through observation of the client's physical condition and behavior, and through interpretation of information obtained from the client and others, including the health care team.
	Acts as the client's advocate, as circumstances require, by initiating action to improve health care or to change decisions or activities which are against the interests or wishes of the client, and by giving the client the opportunity to make informed decisions about health care before it is provided.
	Evaluates the effectiveness of the care plan through observation of the client's physical condition and behavior, signs and symptoms of illness, and reactions to treatment, and through communication with the client and health team members, and modifies the plan as needed.
	Performs skills essential to the kind of nursing action to be taken, explains the health treatment to the client and family and teach the client and family how to care for the client's health needs.
Nursing NURSING: LVN TO ADN (RN) ADVANCED PLACEMENT PATHWAY, AS	Employs concepts of the Roy Adaptation Model to individualize patient-centered care.
	Formulates a nursing diagnosis through observation of the client's physical condition and behavior, and through interpretation of information obtained from the client and others, including the health care team.
	Evaluates the effectiveness of the care plan through observation of the client's physical condition and behavior, signs and symptoms of illness, and reactions to treatment, and through communication with the client and health team members, and modifies the plan as needed.
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	comfort, hygiene, and protection, and for disease prevention, and restorative measures.
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	Delegates tasks to subordinates based on the legal scopes of practice of the subordinates and on the preparation and capability needed in the tasks to be delegated, and effectively supervise nursing care being given by subordinates.
ISLOs Core ISLOs	Students will develop skills that aid in lifelong personal growth and success in the workplace. Students will be able to: Identify and assess individual values, knowledge, skills, and abilities in order to set and achieve lifelong personal, educational, and professional goals. Practice decision-making that builds self-awareness, fosters self-reliance, and nourishes physical, mental, and social health. Apply skills of cooperation, collaboration, negotiation, and group decision-making. Exhibit quality judgment, dependability, and accountability while maintaining flexibility in an ever-changing world.
	Students will be prepared to engage a global world while exhibiting a broad sense of diversity, cultural awareness, social responsibility and stewardship. Students will be able to: Interpret and analyze ideas of value and meaning exhibited in literature, religious practices, philosophical perspectives, art, architecture, music, language, performance and other cultural forms. Describe the historical and cultural complexities of the human condition in its global context, including the emergence and perpetuation of inequalities and the interplay of social, political, economic and physical geographies. Analyze and evaluate the value of diversity, especially by collaborating with people of different physical abilities and those with distinct linguistic, cultural, religious, lifestyle, national, and political backgrounds. Demonstrate a pragmatics of ethical principles, effective citizenship, and social responsibility through cross-cultural interactions, volunteerism, and civic engagement.
	Students will develop skills to effectively search for, critically evaluate, and utilize relevant information while demonstrating technological literacy. Students will be able to: Effectively access information and critically evaluate sources of information. Analyze, synthesize and apply information practically and ethically within personal, professional and academic contexts. Identify, utilize and evaluate the value of a variety of technologies relevant to academic and workplace settings.

Demonstrate safe medication administration, utilizing the nursing process, critical thinking, and evidence-based methods. Expected SLO Performance: 0.0

Nursing NURSING: ASSOCIATE DEGREE NURSING PROGRAM (RN)	Performs skills essential to the kind of nursing action to be taken, explains the health treatment to the client and family and teach the client and family how to care for the client's health needs.
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	Students will develop critical and analytical thinking abilities, cultivate creative faculties that lead to innovative ideas, and employ pragmatic problem-solving skills. Students will be able to: Analyze differences and make connections among intellectual ideas, academic bodies of knowledge and disciplinary fields of study. Develop and expand upon innovative ideas by analyzing current evidence and praxis, employing historical and cultural knowledge, engaging in theoretical inquiry, and utilizing methods of rational inference. Utilize the scientific method and solve problems using qualitative and quantitative data. Demonstrate the ability to make well-considered aesthetic judgments.

Arrange and illustrate a comprehensive head-to-toe assessment, utilizing theoretical perspectives and therapeutic communication.

Expected SLO Performance: 0.0

Nursing NURSING: LVN TO ADN (RN) ADVANCED PLACEMENT PATHWAY, AS	Employs concepts of the Roy Adaptation Model to individualize patient-centered care.
	Evaluates the effectiveness of the care plan through observation of the client's physical condition and behavior, signs and symptoms of illness, and reactions to treatment, and through communication with the client and health team members, and modifies the plan as needed.
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	Evaluates the effectiveness of the care plan through observation of the client's physical condition and behavior, signs and symptoms of illness, and reactions to treatment, and through communication with the client and health team members, and modifies the plan as needed.
	Delegates tasks to subordinates based on the legal scopes of practice of the subordinates and on the preparation and capability needed in the tasks to be delegated, and effectively supervise nursing care being given by subordinates.
	Formulates a nursing diagnosis through observation of the client's physical condition and behavior, and through interpretation of information obtained from the client and others, including the health care team.
ISLOs Core ISLOs	Students will generate and develop capabilities for creative expression and effective communication. Students will be able to: Articulate ideas through written, spoken, and visual forms appropriately and effectively in relation to a given audience and social context. Utilize interpersonal and group communication skills, especially those that promote collaborative problem-solving, mutual understanding, and teamwork. Mindfully and respectfully listen to, engage with and formally respond to the ideas of others in meaningful ways. Plan, design, and produce creative forms of expression through music, speech, and the visual and performing arts.
	Students will develop skills to effectively search for, critically evaluate, and utilize relevant information while demonstrating technological literacy. Students will be able to: Effectively access information and critically evaluate sources of information. Analyze, synthesize and apply information practically and ethically within personal, professional and academic contexts. Identify, utilize and evaluate the value of a variety of technologies relevant to academic and workplace settings.
	Students will develop skills that aid in lifelong personal growth and success in the workplace. Students will be able to: Identify and assess individual values, knowledge, skills, and abilities in order to set and achieve lifelong personal, educational, and professional goals. Practice decision-making that builds self-awareness, fosters self-reliance, and nourishes physical, mental, and social health. Apply skills of cooperation, collaboration, negotiation, and group decision-making. Exhibit quality judgment, dependability, and accountability while maintaining flexibility in an ever-changing world.

Content

Course Content

1. Professional Issues
2. Communication
3. Nursing Process
4. Roy Adaptation Model

5. Oxygenation
6. Diabetes Mellitus
7. Pain
8. Immobility
9. Fluid & electrolytes
10. Hypertension
11. Gastrointestinal and Genitourinary Care
12. Perioperative Care
13. Protection
14. Cultural Care
15. QSEN

Lab Content

1. Safety skill set
    1. IV removal and documentation
    2. Safe patient care environment
    3. Medical asepsis
    4. Activity & Mobility
2. ADL skill set
    1. Hygiene
    2. Nutrition
    3. Elimination
3. Vital signs/Blood glucose monitoring skill set
    1. Vital signs
    2. Pain assessment
    3. Blood glucose monitoring
4. Assessment skill set
    1. Head to toe assessment
5. Geriatric day
    1. Geriatric profile
    2. Interview
    3. Elder abuse and mandated reporter responsibilities
6. Medication skill set
    1. Preparation
    2. Routes
    3. Administration
7. Dressing skill set
    1. Sterile technique and dressings
8. Urinary catheter skill set
    1. Urinary catheterization insertion, care and removal
9. Clinical Rotation in an Acute Care Facility
10. Preparation forms
11. Nursing care plan
12. Blood pressure, weight and injection clinics on campus

Recommended Course Content

Recommended Course Content

No Value

Recommended Lab Content

No Value

Distance Education (DE) Addendum

Is this course being proposed for Distance Education? If so, select Yes below from the list in the dropdown and complete the questions. If no, select No and skip all questions.

- Yes

Modality Type:

- Teleclass
- Hybrid (ECO)

Methods of Instruction:

- Asynchronous Discussion
- Viewing and Listening to Videos
- Online Activities
- Written Assignments
- Reading Course Materials
- Collaborative Peer/Group Activities
- Group Meetings/Review Sessions (hybrid only)
- Interactive Activities
- Synchronous Discussion
- Listening to Audio Materials
- Facilitated Discussions
- Community Activities
- Quizzes, Exams, and Surveys
- Multimedia Presentations
- On-campus Orientation Sessions (hybrid only)
- Guest Speakers
- Other-Describe in box below

If Other is selected for Methods of Instruction, please describe:

Canvas and Zoom sessions may be used to promote introductions, feedback to assignments and opinions.

Describe how the methods of instruction selected above will allow students to meet the course's learning outcomes:

The various methods of instruction will address the different student learning styles, preparing the students to achieve the course learning outcomes as a first semester nursing student. Presentation, faculty guided discussions and assignments are designed to meet course CLOs.

Describe how the methods selected will be presented in an accessible way (Title 5 §55206). For information about accessibility standards in online classes, see the OEI Rubric, Section D (Copy this link and paste in a separate browser to visit OEI Rubric: https://onlinenetworkofeducators.org/course-design-academy/online-course-rubric/)

The above selected methods will be available via Canvas and Zoom. The course is uniformly designed within each module utilizing headings and links. Closed-captioning is utilized for audio formats.

Regular and Effective Contact (REC) Methods and Examples: Select the methods below that ensure regular effective contact (REC) will take place among students and among students and faculty (Title 5 §55204) by being initiated by the instructor, regular and frequent, and meaningful or of an academic nature. Select the methods of REC that may be used:

No Value

REC Among students: How will students interact with each other in the course? What methods will be used? Check all that apply.

- Discussion Boards
- Third-Party Tools (e.g. FlipGrid, VoiceThread, etc...)

REC Among students and faculty: How will faculty interact with students in the course? What methods will be used? Check all that apply

- Announcements
- Discussion Boards
- Q & A Discussion Boards
- Assignment Feedback
- Office Hours
- Third-Party Tools (e.g. FlipGrid, VoiceThread, etc...)
- The Online Course Syllabus
- Email

Other Methods of REC among students and among students and faculty. Please describe and provide example(s).

Students receive weekly announcements as well as communication on assignments and discussions. Students can access faculty using canvas and zoom. Students will receive course content and participate in weekly faculty guided discussion in a face to face format. Students will participate in clinical at local healthcare facilities.

In hybrid or teleclass courses, describe what parts of the course are done face-to-face and what parts are done online.

Students will complete online assignments, activities, discussions and quizzes. The students at the Columbia satellite site connect to the MJC site via video conference in real time.

Checkoff List

Does this proposal meet the five development criteria as stated in the CCCCO Program and Course Approval Handbook (PCAH)?

Yes

Are library resources needed for this course?

No library resources are needed for this course.

Do you have any special concerns/needs or comments? If yes, describe.

No Value

Have you included documentation, if necessary, by uploading file(s) in the Cover Info tab? For example, advisory committee meeting minutes, C-ID descriptor, etc.)

No documentation is necessary

If this is a new course, have you attached the completed class capacity form, with required approvals, and uploaded the file in the Cover

Info tab?

No, this is not a new course

If you are requesting Distance Education, did you complete the DE addendum tab?

Yes

If requesting transferability, have you completed the comparable courses field?

Yes

Add any additional comments you want reviewers to read.

No Value