**Reedley College**

**Proposed Course Modification**

|  |  |
| --- | --- |
| Course # / Title | RN 79 Nursing Concepts Simulation |

## CHECK OFF SHEET

**PRELIMINARY STEPS.** Do before completing Course Modification Form.

**(EACH BOX SHOULD BE CHECKED AS COMPLETED BEFORE SUBMISSION.)**

✓ 1. Communicate with the Curriculum Chair regarding intent to modify an existing course outline (recommended, not required).

✓ 2. List term for implementation of modifications:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| ✓ | Fall | 2009 | 🞎 | Spring |  | 🞎 | Summer |  |

✓ 3. Check one:

Do not complete Fresno City College course alignment page if:

|  |  |
| --- | --- |
| X | No similar course or program at FCC. |
|  | Course currently in common with FCC course or accepted in lieu of and changes will not affect status. |
|  |

Complete Fresno City College course alignment page if:

|  |  |
| --- | --- |
|  | Course currently in common with FCC course or accepted in lieu of. Changes may affect status. Consult with counterparts at FCC and complete alignment page |
|  | Course not in common or accepted in lieu of but may be with proposed changes consult with FCC counterparts |

✓ 4. Changes sought in the following:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CSU General Education Code | Yes |  | No | X |
| Transfer Baccalaureate List | Yes |  | No | X |

If yes to either, schedule an appointment with the Articulation Officer

✓ 5. Changes sought in number of repeats for credit:

|  |  |
| --- | --- |
|  | Yes |
| X | No |

If yes, secure a **Course Repetition** form from the Curriculum Office.

**PROPOSED** **COURSE MODIFICATION FORM**

✓Appropriate sections of Course Outline of Record completed.

**FINAL** steps (Do after completing Course Outline of Record)

✓ 1. Signature Form. Secure signatures of the Department Chair and the Associate Dean before submitting the completed course proposal to the Curriculum Office.

✓ 2. Program Description. Course modification will change an existing program which is or will be described in the college catalogue.

|  |  |  |  |
| --- | --- | --- | --- |
| X | Yes |  | No |

If yes, complete **Program Description Form** before submitting modification.

✓ 3. Final Check. All items above have been completed and checked off before modification is submitted.

**Reedley College**

**PROPOSED COURSE MODIFICATION**

All changes and modifications in the official course outline must come to the Curriculum Committee. Though minor changes may seem obvious, even these need to come to committee for information and to update the official curriculum. Changes in programs or in several department offerings should be submitted together if possible so that the whole picture is clear.

**OUTLINE. Please fill in current existing course number, title, and units for course to be modified.**

|  |  |  |  |
| --- | --- | --- | --- |
| Department | RN | Course No. | 79 |
| Course Title | Nursing Concepts Simulation | Units | 1 |
|  | Effective Date | Fall 2009 | |

**A.** **PROPOSED CHANGES.**

**(Indicate below all proposed changes to be made in the course outline.)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| I. Cover Page | |  |  |  |
|  | 1. Course ID |  |  | 8. Classification (Degree applicable, Non-degree applicable, or |
| X | 2. Course Title |  | Pre-collegiate Basic skills) |
| X | 3. Units |  | X | 9. General Education Pattern, Graduation Requirement, and |
| X | 4. Lecture/Lab Hours |  | Major Category |
|  | 5. Grading Basis |  |  | 10. General Education Pattern/Baccalaureate (CSU) |
|  | 6. Entrance Skills: Basic Skills Prerequisites/Advisories |  | 11. Repeatability |
| X | 7. Subject Prerequisites/Corequisites/Advisories |  | X | 12. Catalog Description |

Other pages

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | II. Course Outcomes |  |  | VI. Methods of Grading |
|  | III. Course Objectives |  |  | VII. Levels of Educational Materials |
|  | IV. Course Content Outline |  | **Additional Pages (optional depending on course)** | |
|  | V. Approved Readings |  |  | Request for Repeatability/Limitation on Enrollment |

**B. DESCRIPTION OF CHANGES AND MODIFICATIONS.**

|  |  |  |  |
| --- | --- | --- | --- |
| **ITEM NO.** | **CHANGED FROM** | **CHANGED TO** | **REASON** |
| I.2 | Nursing Concepts Simulation | Nursing Skills Lab I | This course name is more descriptive of the focus and purpose of the course. The term simulation in the course title implies that the course centers around high fidelity simulation. Although clinical conditions are simulated in a skills lab, the term simulation in nursing education is currently being used to refer to the use of high fidelity simulation (i.e. SimMan mannequins) to simulate real life clinical scenarios. While high fidelity simulation will be a component of this course, will not be the sole method of teaching. |
| I.3 | 1 unit | 0.5 units | The previously approved curriculum pattern for the proposed LVN to RN program did not have a skills lab component in the second semester. The skills lab is an important component of a nursing program. It is where students are introduced to new skills and it is where the student must demonstrate proficiency. The skills lab is a valuable adjunct to the nursing courses as it allows students the time and place to practice and master skills while studying the theoretical concepts that accompany them. In order to have a skills component in the second semester, without additional units, this course is being reduced to 0.5 units. Adding a second 1 unit skills course is not feasible because this course is also required for the 30 unit option LVN. The additional unit would have resulted in more than 30 units being required for completion of the nursing program. The 30 unit option is a BRN requirement that must be provided for in every LVN to RN curriculum pattern. |

**Reedley College**

**PROPOSED COURSE MODIFICATION**

All changes and modifications in the official course outline must come to the Curriculum Committee. Though minor changes may seem obvious, even these need to come to committee for information and to update the official curriculum. Changes in programs or in several department offerings should be submitted together if possible so that the whole picture is clear.

**OUTLINE. Please fill in current existing course number, title, and units for course to be modified.**

|  |  |  |  |
| --- | --- | --- | --- |
| Department | RN | Course No. | 79 |
| Course Title | Nursing Concepts Simulation | Units | 1 |
|  | Effective Date | Fall 2009 | |

**A.** **PROPOSED CHANGES.**

**(Indicate below all proposed changes to be made in the course outline.)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| I. Cover Page | |  |  |  |
|  | 1. Course ID |  |  | 8. Classification (Degree applicable, Non-degree applicable, or |
| X | 2. Course Title |  | Pre-collegiate Basic skills) |
| X | 3. Units |  | X | 9. General Education Pattern, Graduation Requirement, and |
| X | 4. Lecture/Lab Hours |  | Major Category |
|  | 5. Grading Basis |  |  | 10. General Education Pattern/Baccalaureate (CSU) |
|  | 6. Entrance Skills: Basic Skills Prerequisites/Advisories |  | 11. Repeatability |
| X | 7. Subject Prerequisites/Corequisites/Advisories |  | X | 12. Catalog Description |

Other pages

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | II. Course Outcomes |  |  | VI. Methods of Grading |
|  | III. Course Objectives |  |  | VII. Levels of Educational Materials |
|  | IV. Course Content Outline |  | **Additional Pages (optional depending on course)** | |
|  | V. Approved Readings |  |  | Request for Repeatability/Limitation on Enrollment |

**B. DESCRIPTION OF CHANGES AND MODIFICATIONS.**

|  |  |  |  |
| --- | --- | --- | --- |
| **ITEM NO.** | **CHANGED FROM** | **CHANGED TO** | **REASON** |
| I.4 | 3 hrs per week  54 hrs per semester | 1.5 hrs per week  27 hrs per semester | The reduction in units from 1 to 0.5 resulted in a corresponding reduction in lab hours per week. |
| I.7 | **Prerequisites:**  RN 200 and Admission into the LVN to RN nursing program | **Prerequisites:**  RN 160 and Admission into the LVN to RN nursing program | The course number for the LVN to RN Role Transition course is being changed to RN 160. This change reflects that proposed change. |
| I.9 | The previous application had nothing indicated or checked  (see attached pages) | Fulfills the AA/AS degree requirement for the nursing major  (see attached pages) | This course is part of the sequence of nursing courses that are required for the nursing major for the LVN student pursuing the AA/AS degree in nursing. |
| I.12 | See attached cover page | See new cover page | This course description more clearly describes to the student what they can expect to study in this course. |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

***(Additional sheets may be attached if necessary.)***

**C.** **EXPLANATIONS.** If course modification results in changes in the program which will require use of the program description form, please give rationale.

The BRN does not permit the teaching of skills to be part of the clinical courses. Hence, with no skills lab course in the second semester, all of the advanced level skills would have to be taught in the 1st semester. Given the proposed changes to this program, this would mean that the students would have to be checked off on all of the medical-surgical nursing skills, and all of the corresponding skills for both the newly proposed obstetrical nursing course and the pediatrics course.

Without a skills lab course in the second semester, there would be no opportunity for the instructor to validate their continued

proficiency in these skills outside of the clinical setting. Validation of continued proficiency is essential for student success

in the clinical portion of the course. Therefore, having a skills lab course in both semesters of the proposed LVN to RN

program would increase the potential for student success in the second and final semester.

The change in the course title and catalog description have been done in an effort to provide additional information for both the student and the counselors regarding the content of this course. This will aid in counseling efforts and in transfer evaluations of courses from other colleges.

**Please attach the complete outline before modifications to this form. If only the first page of the outline is being modified, also attach the new first page. If other pages of the outline are being modified, please attach the complete new outline.**

**Reedley College**

**SIGNATURE FORM**

*Submission/Recommendation/Action*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Course Department and Number:* | | RN 79 | | |
| *Course Title:* | Nursing Skills Lab I | | | |
|  |  |  | *Effective Date:* | Fall 2009 |

|  |  |  |  |
| --- | --- | --- | --- |
| **1. Submitted By:** | Nicola Visveshwara | **Date:** | 3/27/09 |

|  |  |  |  |
| --- | --- | --- | --- |
| **2. Reviewed by Department:** |  | **Date:** |  |
|  | **Department Chair’s Signature** |  |  |

**Attach department recommendation. (optional)**

|  |  |  |  |
| --- | --- | --- | --- |
| **3. Received/Reviewed by Dean of Instruction:** |  | **Date:** |  |
|  | **Dean’s Signature** |  |  |

|  |  |
| --- | --- |
| **4. Approved by Curriculum Committee on:** |  |
|  | **Date** |

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Curriculum Committee Chair** |  | **Date** |

|  |  |  |
| --- | --- | --- |
|  |  |  |
| **Vice President of Instruction** |  | **Date** |

|  |  |  |  |
| --- | --- | --- | --- |
| **5. Reviewed by Articulation Officer:** |  |  |  |
|  |  |  | **Date:** |

|  |  |
| --- | --- |
| **CSU GE Code submitted for articulation:** |  |

# COURSE ALIGNMENT

**REEDLEY COLLEGE**

**Complete only if YES was checked on New Course Proposal Packet check off sheet for a similar department or course at FCC**.

|  |  |
| --- | --- |
| FCC Course |  |

|  |  |  |  |
| --- | --- | --- | --- |
| RC Course ID |  | Course Title |  |

The RC and FCC faculty members of the Department have communicated regarding the attached course. The following determination has been made:

Check the appropriate boxes:

🞎 The course department is the same 🞎\* Prerequisites/Corequisites are the same.

🞎 The course number is the same 🞎\* The catalog descriptions are the same.

🞎 The course title is the same. 🞎\* The number of repeats are the same.

🞎 The units are the same

🞎 The lecture/lab hours are the same. (rationale if not the same)

|  |
| --- |
|  |

🞎 The grading basis is the same. (CR-NC/A-F)

🞎 It was determined that this course is a match.

*(\*Items with asterisk do not need to be an exact match.)*

🞎 The course does not match but should be evaluated for acceptance in lieu of FCC’s

|  |
| --- |
|  |

🞎 This course is not a match.

Please provide an explanation of the differences:

|  |  |  |
| --- | --- | --- |
|  |  |  |
| RC Instructor |  | Date |
|  |  |  |
| Department Chair |  | Date |
|  |  |  |
| Dean |  | Date |



**CREDIT COURSE OUTLINE**

##### I. COVER PAGE

| (1)  Course ID: RN 79 |  | (2)  Course Title: Nursing Skills Lab I |  | (3)  Units: 0.5 |
| --- | --- | --- | --- | --- |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| (4) Lecture / Lab Hours: | | |  | |  | (8)Classification: | | | | | | | | |
| Total Course Hours | | | Total Lec hours: | | 0 |  | | | | | | | | |
|  | | | Total Lab hours: | | 27 |  | | | | Degree applicable: | | | | X |
| Lec will generate |  | | | hour(s) outside work | |  | | | | Non-degree applicable: | | | |  |
| Lab will generate |  | | | hour(s) outside work. | |  | | | | Pre-collegiate basic skills: | | | |  |
|  | | | | | |  | | | |  | | | |  |
| (9)RC | | Fulfills AS/AA degree requirement: (area) | | | | | | X |
| (5)Grading Basis: | | Grading scale only | | | X |  | | General education category: | | | | | |  |
|  | | Pass/No Pass option | | |  |  | | Major: | | | Nursing | | | |
|  | | Pass/No Pass only | | |  |  | |  | | |  | | | |
| (6)Basic Skills Prerequisites: | | | | | | (10)CSU: | | | | Baccalaureate: | | | | X |
| (11) Repeatable: (A course may be repeated  three times) | | | | | | | |  |
| Basic Skills Advisories: | | | | | | For Office Use Only | | | | | | | | |
| New |  | | Mod | | |  | Effective Date: | |
| (7)Subject Prerequisites (requires C grade or better):  RN 160  Admission into the LVN to RN nursing program | | | | | | SAM Priority: | | | | | | | DATATEL ID: | |
| Unit Code: | | | | | | | TOPS Code: | |
| Reporting ID: | | | | | | | Date Reporting ID Assigned | |
| Subject Corequisites:  RN 75 and RN 77 | | | | | | Program Status: | | | | | | | Course LHE: | |
| Subject Advisories: | | | | | | Replaced by:  Date: | | | | | | | | |
| (12)Catalog Description:    This course provides technological knowledge and assessment skills related to both adult and obstetrical patients. It prepares the student to progressively advance in nursing practice to care for patients with acute and chronic health care problems. Under direct supervision, students will have an opportunity to update previously learned skills, practice complex patient care assignments on simulators, and remediate math and dosage calculations for medication administration. This course also aids in the development of nursing skills related to communication, care planning and documentation. Students will be able to apply knowledge and skills learned from this course in diverse settings. | | | | | | | | | | | | | | |

|  |  |  |
| --- | --- | --- |
| Course ID: RN 79 |  | Course Title: Nursing Skills Lab I |

**II. COURSE OUTCOMES:**

***(Specify the learning skills the student demonstrates through completing the course and link critical thinking skills to specific course content and objectives.)***

Upon completion of this course, students will be able to:

## Perform assigned technical skills to designated level of proficiency.

## Relate theory and rationale to skills performed.

* 1. Demonstrate Head to Toe Assessment Techniques for patients across the lifespan.
  2. Demonstrate knowledge of patient safety relating to skills performed.

**III. COURSE OBJECTIVES:**

***(Specify major objectives in terms of the observable knowledge and/or skills to be attained.)***

In the process of completing this course, students will:

1. Practice assigned skills for proficiency.
2. Identify patient safety issues for each technical skill.
3. Review head to toe assessment techniques.
4. Review how theory relates to nursing skills performed.

|  |  |  |
| --- | --- | --- |
| Course ID: RN 79 |  | Course Title: Nursing Skills Lab I |

**IV. COURSE CONTENT OUTLINE**:

I. Perform assigned technical skills to designated level of proficiency

A. Relate theory and rational to skills performance

B. Demonstrate Head to Toe Assessment Techniques

1. Intravenous Infusions:
   1. IV insertion
   2. Central Line Dressings
   3. Central Line Irrigation
2. Special Intravenous Infusions:
   1. Blood Transfusions
   2. Administration of TPN/PPN
   3. Administration of Pediatric Fluids
3. Medication Administration:
   1. Calculate drip rate for IV fluids and IV medications
   2. Be able to perform pediatric IV fluid calculations and pediatric medications
   3. Administration of IV pain medication and PCA usage
   4. Administration of Medications across the life span
   5. Administration of Heparin
   6. Administration of Aminophylline
4. Patient Care Planning
   1. Charting
5. Chest Tube Management
6. Ventilator & Tracheostomy Management
7. Advanced Physical Assessment:
   1. Cardiac Assessment (Abnormal)
   2. Respiratory Assessment (Abnormal)
   3. Abdominal Assessment (Abnormal)
   4. Neurological Assessment (Abnormal)

|  |  |  |
| --- | --- | --- |
| Course ID: RN 79 |  | Course Title: Nursing Skills Lab I |

**V*.* APPROPRIATE READINGS**

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

A. Sample Text Title:

Lewis, S. et al (2007). *Medical Surgical Nursing; Assessment and Management of Clinical Problems,* 7th. Mosby.

O’Brien, P. et al (2007). *Study Guide to accompany Medical Surgical Nursing: Assessment and Management of Clinical Problems,* 7th. Mosby

Dirksen, S. et al (2007). *Clinical companion to Medical Surgical Nursing: Assessment and Management of Clinical Problems,* 7th. Mosby

McCance, L.L., & Huether, S.E. (2006). *Pathophysiology: The biologic basis for disease in adults and children,* 5th, Mosby.

Deglin, J. & Vallerand, A. (2005). *Davis’s Drug Guide for Nurses,* 9th, FA Davis.

Hockenberry, M.J., & Wilson, D., & Winkelstein, M.L. (2005). *Wong’s Essentials of Pediatric Nursing,* 7th, Mosby.

deWit, S. (2005). *Fundamental Concepts and Skills for Nursing, 2nd, Elsiever*

B. Other Readings:

|  |  |
| --- | --- |
|  | Global or international materials or concepts are appropriately included in this course |
|  | Multicultural materials and concepts are appropriately included in this course. |

If either line is checked, write a paragraph indicating specifically how global/international and/or multicultural materials and concepts relate to content outline and/or readings.

|  |  |  |
| --- | --- | --- |
| Course ID: RN 79 |  | Course Title: Nursing Skills Lab I |

**VI. METHODS TO MEASURE STUDENT ACHIEVEMENT AND DETERMINE GRADES:**

Students in this course will be graded in at least one of the following four categories. Please check those appropriate. A degree applicable course must have a minimum of one response in category A, B or C.

|  |  |  |  |
| --- | --- | --- | --- |
| **A. Writing**  ***Check either 1 or 2 below*** | | | |
| X | ***1. Substantial writing assignments are required. Check the appropriate boxes below and provide a written description in the space provided.*** | | |
|  | ***2. Substantial writing assignments are NOT required. If this box is checked leave this section blank. For degree applicable courses you must complete category B and/or C.*** | | |
|  | a. essay exam(s) |  | d. written homework |
|  | b. term or other papers(s) |  | e. reading reports |
| X | c. laboratory reports | X | f. other (specify) care planning, charting |

***Required assignments may include but are not limited to the following:***

When care is not documented, it creates a legal inference that it was not done. This puts the nurse in the precarious position of having to prove the care was provided despite the lack of documentation.

Document client status and findings of physical assessment in a narrative form.

|  |  |  |  |
| --- | --- | --- | --- |
| **B. Problem Solving**  1. Computational or non-computational problem-solving demonstrations, including: | | | |
| X | a. exam(s) |  | d. laboratory reports |
| X | b. quizzes |  | e. field work |
| X | c. homework problems | X | f. other (specify) care planning |

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

Mr. Jefferson is taking IV aminophylline for a severe exacerbation of COPD. Which of the following would you expect when evaluating for a therapeutic response to the medication?

a. Drowsiness

b. Increased heart rate

c. Increased respiratory rate

d. Increased ease of breathing

*answer-d*

|  |  |  |
| --- | --- | --- |
| Course ID: RN 79 |  | Course Title: Nursing Skills Lab I |

|  |  |  |  |
| --- | --- | --- | --- |
| **C. Skill** demonstrations, including: | | | |
| X | a. class performance(s) | X | c. performance exam(s) |
|  | b. field work | X | d. other (specify) assessment demonstrations |

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

1-Demonstrate a complete head to toe physical assessment.

2-Select the best answer



The RN sees Mr. P in the physicians’ office. He lifts his shirt ( see picture), you suspect he has:

a. herpes zoster

b. ringworm

c. contact dermatitis

d. psoriasis

***answer-d***

|  |  |  |  |
| --- | --- | --- | --- |
| **D. Objective** examinations, including: | | | |
| X | a. multiple choice | X | d. completion |
|  | b. true/false | X | e. other (specify) demonstrations |
|  | c. matching items |  | |

**COURSE GRADE DETERMINATION:**

Description/Explanation: Based on the categories checked in A-D, it is the recommendation of the department that the instructor’s grading methods fall within the following departmental guidelines; however, the final method of grading is still at the discretion of the individual instructor.The instructor’s syllabus must reflect the criteria by which the student’s grade has been determined. (A minimum of five (5) grades must be recorded on the final roster.)

If several methods to measure student achievement are used, indicate here the approximate weight or percentage each has in determining student final grades.

1. Math and skills lab exams.
2. Satisfactory return demonstration of identified skills by specified dates.
3. Facilitator role as measured by instructor observation, first year student evaluation, and worksheet.
4. Contributions by the student to the group learning experience.

90-100% A

80-89% B

75-79% C

65-74% D

64% below F

**FOR DEGREE APPLICABLE COURSES**

|  |  |  |
| --- | --- | --- |
| Course ID: RN 79 |  | Course Title: Nursing Concepts Simulation |

# VII. EDUCATIONAL MATERIALS

For degree applicable courses, the adopted texts, as listed in the college bookstore, or instructor-prepared materials have been certified to contain college-level materials.

|  |  |  |
| --- | --- | --- |
| Validation Language Level (check where applicable): | College-Level  Criteria Met | |
|  | Yes | No |
| Textbook | X |  |
| Reference materials | X |  |
| Instructor-prepared materials | X |  |
| Audio-visual materials | X |  |

|  |  |
| --- | --- |
| Indicate method of evaluation: | |
| Used readability formulae (grade level 10 or higher) |  |
| Text is used in a college-level course | X |
| Used grading provided by publisher |  |
| Other: (please explain; relate to Skills Levels) |  |

|  |  |  |  |
| --- | --- | --- | --- |
| ***Computation Level*** (Eligible for MATH 101 level or higher where applicable) | |  |  |
| Content | | | |
| Breadth of ideas covered clearly meets college-level learning objectives of this course | | X |  |
| Presentation of content and/or exercises/projects: | | | |
| Requires a variety of problem-solving strategies including inductive and deductive reasoning. | | X |  |
| Requires independent thought and study | | X |  |
| Applies transferring knowledge and skills appropriately and efficiently to new situations or  problems. | | X |  |
| **List of Reading/Educational Materials**  Lewis, S. et al (2007). *Medical Surgical Nursing; Assessment and Management of Clinical Problems,* 7th. Mosby.  O’Brien, P. et al (2007). *Study Guide to accompany Medical Surgical Nursing: Assessment and Management of Clinical Problems,* 7th. Mosby  Dirksen, S. et al (2007). *Clinical companion to Medical Surgical Nursing: Assessment and Management of Clinical Problems,* 7th. Mosby  McCance, L.L., & Huether, S.E. (2006). *Pathophysiology: The biologic basis for disease in adults and children,* 5th, Mosby.  Deglin, J. & Vallerand, A. (2005). *Davis’s Drug Guide for Nurses,* 9th, FA Davis.  Hockenberry, M.J., & Wilson, D., & Winkelstein, M.L. (2005). *Wong’s Essentials of Pediatric Nursing,* 7th, Mosby.  deWit, S. (2005). *Fundamental Concepts and Skills for Nursing, 2nd, Elsiever* | | | |
| **Comments:** | | | |
|  | This course requires special or additional library materials (list attached). | | |
| X | This course requires special facilities: nursing skills lab | | |

**FORM A**

|  |  |  |  |
| --- | --- | --- | --- |
| **TARGET COURSE** | **RN 79** |  | **Nursing Skills Lab I** |
|  | Number |  | Title |

BASIC SKILLS ADVISORIES PAGE The skills listed are those needed for eligibility for English 125, 126, and Math 101. These skills are listed as the outcomes from English 252, 262, and Math 250. In the right hand column, list at least three major basic skills needed at the beginning of the target course and check off the corresponding basic skills listed at the left.

|  |  |
| --- | --- |
| Math Skills (eligibility for Math 101)  (as outcomes for Math 250)  Performing the four arithmetic operations on whole numbers, arithmetic fractions, and decimal fractions.  Making the conversions from arithmetic fractions to decimal fractions, from decimal fractions to percents, and then reversing the process.  Applying the concepts listed above to proportions, percents, simple interest, markup and discount.  Applying the operations of integers in solving simple equations.  Converting between the metric and English measurement systems |  |
| Reading Skills (eligibility for English 126)  (as outcomes for English 262)  Using phonetic, structural, contextual, and dictionary skills to attack and understand words.  Applying word analysis skills to reading in context.  Using adequate basic functional vocabulary skills.  Using textbook study skills and outlining skills.  Using a full range of literal comprehension skills and basic analytical skills such as predicting, inferring, concluding, and evaluating. |  |
| Writing Skills (eligibility for English 125)  (as outcomes for English 252)  Writing complete English sentences and avoiding errors most of the time.  Using the conventions of English writing: capitalization, punctuation, spelling, etc.  Using verbs correctly in present, past, future, and present perfect tenses, and using the correct forms of common irregular verbs.  Expanding and developing basic sentence structure with appropriate modification.  ­ Combining sentences using coordination, subordination, and phrases.  Expressing the writer's ideas in short personal papers utilizing the writing process in their development. |  |

Check the appropriate spaces.

Eligibility for Math 101 is **advisory** for the target course.

Eligibility for English 126 is **advisory** for the target course.

Eligibility for English 125 is **advisory** for the target course.

*If the reviewers determine that an advisory or advisories in Basic Skills are all that are necessary for success in the target course, stop here, provide the required signatures, and forward this form to the department chair, the appropriate associate dean, and the curriculum committee.*

|  |  |  |  |
| --- | --- | --- | --- |
| Content review completed by |  | Date |  |

**FORM B**

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| **TARGET COURSE** | **RN 79** |  | **Nursing Skills Lab I** |
|  | Number |  | Title |

**CONTENT REVIEW FOR ALL COURSES IN ADDITION TO BASIC SKILLS COURSES**

List in Column 1 at least **three specific major concepts, skills, or kinds of knowledge that a student will learn in the pre- or corequisite or advisory course that are essential to the successful completion in the target course.** In Column 2, state why the skill in Column 1 is essential in relation to the content listed in the course outline of the target course.

|  |  |
| --- | --- |
| **COLUMN 1**: Concepts, Skills, Kinds of Knowledge | **COLUMN 2**: Specifically how this is necessary in the target course |
| (List each prerequisite or advisory separately here. If you need more space, attach a second page B. Be sure to explain each course in Column 2.)  **Name of prerequisite or advisory course:**  RN 160 LVN to RN Role Transition  Concepts, skills, etc. (List these.) |  |
| 1. Design comprehensive nursing care plans for the assigned case studies and simulation scenarios using Orem’s Self-Care Theory and the nursing process as a framework. 2. Write in an organized and grammatically correct fashion utilizing principles of health care documentation. | 1. In order to formulate a plan of care students must be able to use the nursing process. In the skills lab, students will be making clinical decisions in a simulated clinical environment. The decisions they make will guide how the simulation progresses. The ability to apply the nursing process and self-care theory will enable the student to critically think how to proceed from one step to the next. 2. The debriefing portion of the simulation calls for the student to chart their assessment and the care they gave during the scenario. Charting must be accurate, clear and concise as the patient’s chart is a legal document. |
| 1. Compare and contrast the scope of practice and competencies for LVN and RN roles. | 3. In order to make the transition from LVN to RN,  the student must understand the differences in the  scope of practice. These differences determine  what steps they take to care for their patient.  Having a thorough understanding of these  differences is essential for them to problem solve  the case studies and simulations they will be  practicing in the skills lab. |
|  |  |

***If the courses listed in Column 1 are advisory, complete the information below and do not go on to the next page.***

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| Advisory course(s): |  |

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| Content review completed by |  |  |  |
|  | Signature(s) |  | Date |

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| Vice President of Instruction’s Signature |  |  |  |
|  |  |  | Date |

***Please forward this completed form to the Curriculum Committee.***

**FORM C**

ESTABLISHING PREREQUISITES OR COREQUISITES

Every prerequisite or corequisite requires content review plus justification of ***at least one*** of the **seven** kinds below. Prerequisite courses in communication and math outside of their disciplines require justification through statistical evidence. **Kinds of justification that may establish a prerequisite are listed below.**

|  |  |  |  |
| --- | --- | --- | --- |
| The target course | **RN 79** |  | **Nursing Skills Lab I** |
|  | Number |  | Title |

|  |  |  |  |
| --- | --- | --- | --- |
| The ***proposed*** requisite course | **RN 160** |  | **LVN to RN Role Transition** |
|  | Number |  | Title |

Check one of the following that apply. Documentation may be attached.

1. The prerequisite/corequisite is required by law or government regulations.

*Explain or cite regulation numbers*:

2. The health or safety of the students in this course requires the prerequisite.

*Justification: Indicate how this is so*.

3. The safety or equipment operation skills learned in the prerequisite course are required for the successful or safe completion of this course.

*Justification: Indicate how this is so.*

4. The prerequisite is required in order for the course to be accepted for transfer to the UC or CSU systems.

*Justification: Indicate how this is so.*

5. Significant statistical evidence indicates that the absence of the prerequisite course is related to unsatisfactory performance in the target course.

*Justification: Cite the statistical evidence from the research.*

6. X The prerequisite course is part of a sequence of courses within or across a discipline.

7. Three CSU/UC campuses require an equivalent prerequisite or corequisite for a course equivalent to the target course:

|  |  |  |
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| CSU/UC CAMPUS | COURSE DEPT/NO. | PRE/COREQUISITE NO. |
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Explanation or justification: (Attach information if necessary.)

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| The | X | prerequisite |  | corequisite | RN 160 |  | LVN to RN Role Transition |
|  |  |  |  |  | Number |  | Title |

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| --- | --- | --- | --- |
| has been justified for | RN 79 |  | Nursing Skills Lab I |
|  | Target course Number |  | Title |

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| Discipline faculty members: |  |

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| --- | --- | --- | --- |
| Department Chair: |  | Dean of Instruction: |  |

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| --- | --- | --- | --- |
| Approved by Curriculum Committee: |  |  |  |
|  | Curriculum Chair |  | Date |
|  |  |  |  |
|  | Vice President of Instruction |  | Date |

**FORM B**

|  |  |  |  |
| --- | --- | --- | --- |
| **TARGET COURSE** | RN 79 |  | Nursing Concepts Simulation |
|  | Number |  | Title |

**CONTENT REVIEW FOR ALL COURSES IN ADDITION TO BASIC SKILLS COURSES**

List in Column 1 at least **three specific major concepts, skills, or kinds of knowledge that a student will learn in the pre- or corequisite or advisory course that are essential to the successful completion in the target course.** In Column 2, state why the skill in Column 1 is essential in relation to the content listed in the course outline of the target course.

|  |  |
| --- | --- |
| **COLUMN 1**: Concepts, Skills, Kinds of Knowledge | **COLUMN 2**: Specifically how this is necessary in the target course |
| (List each prerequisite or advisory separately here. If you need more space, attach a second page B. Be sure to explain each course in Column 2.)  **Name of prerequisite or advisory course:**  RN 75 Nursing in Health & Illness I-Intermediate Med/Surg  Concepts, skills, etc. (List these.) |  |
|  |  |
| 1-Evaluate and demonstrate systematic assessment with increasing depth related to pathophysiology  2-Apply therapeutic communication and problem solving skills with patients & families in crisis situations  3-Demonstrate clinical competency in clinical objectives relating to nursing process and professional practice | 1-Perform systematic assessment of patients and relate in depth pathophysiology in nursing practice  2-Problem solve situations with both patients and families in crisis situations  3-Perform clinical skills competently, professionally and safely using the nursing process |
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***If the courses listed in Column 1 are advisory, complete the information below and do not go on to the next page.***

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| Advisory course(s): |  |

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| Content review completed by |  |  |  |
|  | Signature(s) |  | Date |

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| Vice President of Instruction’s Signature |  |  |  |
|  |  |  | Date |

***Please forward this completed form to the Curriculum Committee.***

**FORM C**

ESTABLISHING PREREQUISITES OR COREQUISITES

Every prerequisite or corequisite requires content review plus justification of ***at least one*** of the **seven** kinds below. Prerequisite courses in communication and math outside of their disciplines require justification through statistical evidence. **Kinds of justification that may establish a prerequisite are listed below.**

|  |  |  |  |
| --- | --- | --- | --- |
| The target course | RN 79 |  | Nursing Concepts Simulation |
|  | Number |  | Title |

|  |  |  |  |
| --- | --- | --- | --- |
| The ***proposed*** requisite course | RN 75 |  | Nursing in Health and Illness I-Intermediate Med/Surg |
|  | Number |  | Title |

Check one of the following that apply. Documentation may be attached.

1. The prerequisite/corequisite is required by law or government regulations.

*Explain or cite regulation numbers*:

2. The health or safety of the students in this course requires the prerequisite.

*Justification: Indicate how this is so*.

3. X The safety or equipment operation skills learned in the prerequisite course are required for the successful or safe completion of this course.

*Justification: Indicate how this is so.*

*Performing nursing skills including physical assessment is essential in practicing safe nursing care.*

4. The prerequisite is required in order for the course to be accepted for transfer to the UC or CSU systems.

*Justification: Indicate how this is so.*

5. Significant statistical evidence indicates that the absence of the prerequisite course is related to unsatisfactory performance in the target course.

*Justification: Cite the statistical evidence from the research.*

6. X The ~~prerequisite~~ **corequisite** course is part of a sequence of courses within or across a discipline.

7. Three CSU/UC campuses require an equivalent prerequisite or corequisite for a course equivalent to the target course:

|  |  |  |
| --- | --- | --- |
| CSU/UC CAMPUS | COURSE DEPT/NO. | PRE/COREQUISITE NO. |
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Explanation or justification: (Attach information if necessary.)

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| The |  | prerequisite | | X | corequisite | RN 75 | | |  | Nursing in Health and Illness I-Intermediate Med/Surg | |
|  |  |  | |  |  | Number | | |  | Title | |
| has been justified for | | | RN 79 | | | |  | Nursing Concepts Simulation | | |
|  | | | Target course Number | | | |  | Title | | |

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| Discipline faculty members: |  |

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| Department Chair: |  | Dean of Instruction: |  |

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| Approved by Curriculum Committee: |  |  |  |
|  | Curriculum Chair |  | Date |
|  |  |  |  |
|  | Vice President of Instruction |  | Date |

**FORM B**

|  |  |  |  |
| --- | --- | --- | --- |
| **TARGET COURSE** | **RN 79** |  | **Nursing Skills Lab I** |
|  | Number |  | Title |

**CONTENT REVIEW FOR ALL COURSES IN ADDITION TO BASIC SKILLS COURSES**

List in Column 1 at least **three specific major concepts, skills, or kinds of knowledge that a student will learn in the pre- or corequisite or advisory course that are essential to the successful completion in the target course.** In Column 2, state why the skill in Column 1 is essential in relation to the content listed in the course outline of the target course.

|  |  |
| --- | --- |
| **COLUMN 1**: Concepts, Skills, Kinds of Knowledge | **COLUMN 2**: Specifically how this is necessary in the target course |
| (List each prerequisite or advisory separately here. If you need more space, attach a second page B. Be sure to explain each course in Column 2.)  **Name of prerequisite or advisory course:**  RN 77 Psychiatric/Mental Health Nursing  Concepts, skills, etc. (List these.) |  |
| 1. Describe the therapeutic communication skills necessary for interacting with clients with psychiatric disorders and their families. 2. Discuss the use of the nursing process in the psychiatric setting including assessment, outcome identification, nursing diagnoses, intervention and evaluation. 3. Apply group process theory in the clinical setting by conducting at least three group sessions. | 1. The student must be knowledgeable about the communication skills necessary in order to interact with clients in the mental health setting. Under the supervision of their instructor, the student will practice using these techniques in role play activities with their fellow students. 2. The student will be given a simulated clinical situation in which they must develop a plan of care and implement it. In order to make care decisions regarding a mental health patient, they must have an understanding of how to use the nursing process in the mental health setting. 3. The nursing skills lab course gives the student an opportunity to practice the required skills for each clinical rotation they will have. One of the requirements for the mental health clinical rotation is to conduct a group therapy session. The students will be given a scenario and they will be able to practice leading a group therapy session using their fellow students. This will give them an opportunity to practice both their leadership skills and their therapeutic communication skills. |
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***If the courses listed in Column 1 are advisory, complete the information below and do not go on to the next page.***

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| Advisory course(s): |  |

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| Content review completed by |  |  |  |
|  | Signature(s) |  | Date |

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| --- | --- | --- | --- |
| Vice President of Instruction’s Signature |  |  |  |
|  |  |  | Date |

***Please forward this completed form to the Curriculum Committee.***

**FORM C**

ESTABLISHING PREREQUISITES OR COREQUISITES

Every prerequisite or corequisite requires content review plus justification of ***at least one*** of the **seven** kinds below. Prerequisite courses in communication and math outside of their disciplines require justification through statistical evidence. **Kinds of justification that may establish a prerequisite are listed below.**

|  |  |  |  |
| --- | --- | --- | --- |
| The target course | **RN 79** |  | **Nursing Skills Lab I** |
|  | Number |  | Title |

|  |  |  |  |
| --- | --- | --- | --- |
| The ***proposed*** requisite course | **RN 77** |  | **Psychiatric/Mental Health Nursing** |
|  | Number |  | Title |

Check one of the following that apply. Documentation may be attached.

1. The prerequisite/corequisite is required by law or government regulations.

*Explain or cite regulation numbers*:

2. The health or safety of the students in this course requires the prerequisite.

*Justification: Indicate how this is so*.

3. The safety or equipment operation skills learned in the prerequisite course are required for the successful or safe completion of this course.

*Justification: Indicate how this is so.*

4. The prerequisite is required in order for the course to be accepted for transfer to the UC or CSU systems.

*Justification: Indicate how this is so.*

5. Significant statistical evidence indicates that the absence of the prerequisite course is related to unsatisfactory performance in the target course.

*Justification: Cite the statistical evidence from the research.*

6. X The ~~prerequisite~~ **corequisite** course is part of a sequence of courses within or across a discipline.

7. Three CSU/UC campuses require an equivalent prerequisite or corequisite for a course equivalent to the target course:

|  |  |  |
| --- | --- | --- |
| CSU/UC CAMPUS | COURSE DEPT/NO. | PRE/COREQUISITE NO. |
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Explanation or justification: (Attach information if necessary.)

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| The |  | prerequisite | X | corequisite | RN 77 |  | Psychiatric/Mental Health Nursing |
|  |  |  |  |  | Number |  | Title |

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| has been justified for | RN 77 |  | Nursing Skills Lab I |
|  | Target course Number |  | Title |

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| Discipline faculty members: |  |

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| Department Chair: |  | Dean of Instruction: |  |

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| Approved by Curriculum Committee: |  |  |  |
|  | Curriculum Chair |  | Date |
|  |  |  |  |
|  | Vice President of Instruction |  | Date |

**Reedley College**

# REQUEST FOR COURSE REPEATABILITY

**(For reasons other than alleviating substandard work)**

|  |  |  |  |
| --- | --- | --- | --- |
| Course ID: | | Course Title: | Date: |
| Number of times course may be repeated, excluding initial enrollment (1, 2, or 3): | | |  |
| **or** | | | |
| Maximum units to which course may be repeated, including initial enrollment: | | |  |
| The following information is required under Title V, Part VI, Section 58161 | | | |
| 1. Explain how the course content differs each time it is offered: | | | |
| 2. Using reasons “A” or “B” listed below, explain how the student, by repeating this course will gain an expanded educational experience (A or B): | | | |
|  | A. Skills or proficiencies are enhanced by supervised repetition and practice within class periods. Explanation: | | |
|  | | | |
|  | B. Active Participatory experience in individual study or group assignments is the basic means by which learning objectives are attained. Explanation: | | |
|  | | | |