Course Change Proposal
Form A

Academic Group (College):
Health & Human Services

Academic Organization (Department):
Nursing

Date:
April 13, 2010

Type of Course Proposal:
New _X_ Change ___ Deletion ___

Department Chair:
Ann Stoltz

Submitted by:
Ann Stoltz

Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No X ___

For Catalog Copy: Yes X ___ No ___

CCE (Extension): Yes ____ No ___

Semester Effective:
Fall ____ Spring ___, 2010 ___

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number): N/A

If changing an existing course, should new version be considered a repeat of the original version? If so, the same Course ID will be maintained. If not, a new Course ID will be assigned. Note: In PeopleSoft terminology, the Course ID is the unique system identifier, not the Catalog Nbr.

Yes ___ No _X_ ___

New Course

Subject Area (prefix) & Catalog Nbr (course no.):
NURS 232

Title:
Advanced Physical Assessment across the Lifespan

Units: 3

Change to:

Subject Area (prefix) & Catalog Nbr (course no.):
N/A

Title:

Units:

JUSTIFICATION:
The Division of Nursing has requested a collapsing of the specialty tracks (NURS 213A/B) into one course (NURS 213) with individual existing clinical courses (NURS 293A/B). The enrollment in the individual tracks was decreasing with the potential for even lower enrollment as graduate admissions have been decreased for fall 2010. The individual specialty tracks were tied to NURS 232A/B Advanced Physical Assessment: Adult/Pediatrics which will also be affected by decreasing the graduate numbers and therefore experience low enrolled courses. To alleviate this and align the curriculum with the new NURS 213 course, NURS 232A/B will be combined into NURS 232 Advanced Physical Assessment Across the Lifespan.

*This changes will result in larger class sizes, no change in FTES and therefore a positive impact on the budget.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/ummanual/acad.htm - Guidelines for Catalog Course Description)

Advanced concepts and skills in health and physical assessment are essential to the clinical decision making and caring process for the nurse in advanced practice and leadership roles. The emphasis is on eliciting an accurate and thorough history considering the client's multiple dimensions, development of advanced physical examination skills and development of documentation skills to provide a database for continuous improvement of nursing practice. Availability of a stethoscope is required. Individual practice outside of class is required. 3 units.

Note:

Prerequisite: NURS 209, NURS 210

Enforced at Registration: Yes X ___ No ___

Corequisite:

Enforced at Registration: Yes ___ No X ___

Graded: Letter _X_ Credit/No Credit ___

Instructor Approval Required? Yes X ___ No ___

Course Classification (e.g., lecture, lab, seminar, discussion):
Lecture/lab

Title for CMS (not more than 30 characters)
Adv Phys Assess Lifespan

Cross Listed?
Yes ___ No _X_ ___

If yes, do they meet together and fulfill the same requirement, and what is the other course.
For New Course Proposals or Substantive Changes Only:

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: “Students will be able to: 1), 2), etc.” See the example at http://www.csus.edu/acaf/example.htm

Students will be able to:

1. Integrate knowledge of biopsychosocial theories, evidenced based practice, current research on cultural competency, current research on genetics, and practice guidelines to plan, implement and interpret an individualized history and physical exam.
2. Relate key assessment findings to individual plan of care.
3. Demonstrate a comprehensive physical examination appropriate to the setting of care and client population.
4. Demonstrate skill and accuracy in recording the subjective and objective findings of the history and physical examination.
5. Demonstrate knowledge of key assessment parameters based on current evidence of aggregate health concerns in patient population.
6. Relate physical exam findings to client education.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean’s office, not Academic Affairs.

**Assignment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Due Date</th>
<th>Submission method</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: History Write up (including genetic/cultural components)</td>
<td>200</td>
<td></td>
<td>SacCT assignment folder</td>
</tr>
<tr>
<td>Assignment 2: Physical exam write up</td>
<td>200</td>
<td></td>
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</tr>
<tr>
<td>Assignment 3: Integration of data to form individualized plan of care</td>
<td>300</td>
<td></td>
<td>SacCT assignment folder</td>
</tr>
<tr>
<td>Assignment 4: Content Quizzes – 4 at 25 points each</td>
<td>100</td>
<td></td>
<td>SacCT assessment</td>
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<tr>
<td>Assignment 5: Final</td>
<td>200</td>
<td></td>
<td>SacCT assessment</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
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**For whom is this course being developed?**

- Majors in the Dept _X_  - Majors of other Depts __  - Minors in the Dept __  - General Education ____  - Other __

- Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes ____  No __

- If yes, identify program(s):

- Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ____  No _X_

- If yes, attach a description of resources needed and verify that resources are available.

- Indicate which department or programs will be affected by the proposed course (if any). None __________

*The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.*
**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

<table>
<thead>
<tr>
<th>Signatures:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department Chair: Ann O. Scott</td>
<td>4-20-2010</td>
</tr>
<tr>
<td>College Dean or Associate Dean:</td>
<td>4/21/2010</td>
</tr>
<tr>
<td>CPSP (for school personnel courses ONLY)</td>
<td></td>
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<td>Associate Vice President</td>
<td></td>
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<td>and Dean for Academic Programs</td>
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Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

9/10/2008
California State University, Sacramento  
Division of Nursing  
N232 Advanced Physical Assessment Across the Lifespan

Instructor: XXX
Office & Hours: XXX
Class Time & Location: TBA

Phone/Fax: XXX
Email: XXX
Website: SacCT (required)  
Health Assessment Online: Evolve, also by Elsevier (optional)

Prerequisites: NURS 209 and NURS 210
Required Texts: Jarvis, Carolyn Physical Examination and Health Assessment 4th or 5th Edition, Elsevier Sciences; St. Louis

(Health Assessment Online: Evolve, also by Elsevier recommended, but not required)

Required Texts & Readings

Jarvis, Carolyn Physical Examination and Health Assessment 4th or 5th Edition, Elsevier Sciences; St. Louis

Readings are assigned on SacCT per chapter on the content to be covered during assigned weeks.

Course Description

Advanced concepts and skills in health and physical assessment are essential to the clinical decision making and caring process for the nurse in advanced practice and leadership roles. The emphasis is on eliciting an accurate and thorough history considering the client's multiple dimensions, development of advanced physical examination skills and development of documentation skills to provide a database for
continuous improvement of nursing practice. Availability of a stethoscope is required. Individual practice outside of class is required. 3 units.

Course Objectives

By the end of the course the student will:

1. Integrate knowledge of biopsychosocial theories, evidenced based practice, current research on cultural competency, current research on genetics, and practice guidelines to plan, implement and interpret an individualized history and physical exam.
2. Relate key assessment findings to individual plan of care.
3. Demonstrate a comprehensive physical examination appropriate to the setting of care and client population.
4. Demonstrate skill and accuracy in recording the subjective and objective findings of the history and physical examination.
5. Demonstrate knowledge of key assessment parameters based on current evidence of aggregate health concerns in patient population.
6. Relate physical exam findings to client education.

Method of Instruction

This course is taught in lecture, online, and demonstration format with practice time and assignments required covering the material taught in class and from reading the textbook.

Online Component

The online component for this class is listed on SacCT.

Course Assignments and Projects

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N232 Course Syllabus

| Assignment 3: Integration of data to form individualized plan of care | 300 | SacCT assignment folder |
| Assignment 4: Content Quizzes – 4 at 25 points each | 100 | SacCT assessment |
| Assignment 5: Final | 200 | SacCT assessment |
| **Total** | 1000 |

**Grading Criteria**

A minimum grade of a B is expected of all graduate students, MS and post-masters.

<table>
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<tbody>
<tr>
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<td>80 - 82.99</td>
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<td>77 - 79.99</td>
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**University and Division of Nursing Policies**

All policies in the student handbook for graduate students in the Division of Nursing will be adhered to in this course. Students are advised to review the manual each semester.

**Academic Honesty**

Students are expected to be familiar with the University's Academic Honesty, Policy & Procedures. The policy on Academic Honesty and other information regarding student conduct can be accessed from the University Policy Manual (http://www.csus.edu/umanual/index.htm).

You should include information about the policy relevant to your course; for example, define what plagiarism is based on the University Policy Manual and the consequences for engaging in this particular behavior. For plagiarism specifically, you may want to include a link to the Library's Plagiarism Website (http://library.csus.edu/content2.asp?pageID=353).
**Reasonable Accommodation Policy**

If you have a disability and require accommodations, you need to provide disability documentation to Services for Students with Disabilities (SSWD). For more information please visit the SSWD website (http://www.csus.edu/sswd/). They are located in Lassen Hall 1008 and can be contacted by phone at (916) 278-6955 (Voice) (916) 278-7239 (TDD only) or via email at sswd@csus.edu.

Please discuss your accommodation needs with me after class or during my office hours early in the semester.

**University Resources**

Refer students to any campus resources or online resources that you feel will be helpful for them in completing your course successfully.

**Sac State Library**

As a Sac State student you have access to the various resources offered by the library such as book checkout, study areas, computer labs, online tutorials, research databases, etc. To learn more about available resources visit the Sac State Library website (http://library.csus.edu/).

**Student Computing Labs**

Provide description and link to website. For example:

Students can use any of the IRT managed student computer labs on campus. Visit the University Labs website (http://www.csus.edu/uccs/labs/generalinfo/about.stm) for information about locations, hours, and resources available.

**Writing Center**

Support with Writing Assignments

The College of Health and Human Services Writing Center, located in Solano Hall 5000, is a program designed to assist students with all stages of writing from pre-writing through editing a text utilizing a peer-tutoring environment. The Center is staffed by graduate students from the English Department. If you have questions about the Center, please call 916.278.7255.

**Standards for Written Work**
Written work should adhere to APA format for citations, references, use of a title page as a silent page one, line spacing (double spaced), and pagination (numbered in the upper right corner).