Course Change Proposal
Form A

Academic Group (College):
Health & Human Services

Academic Organization (Department):
Division of Nursing

Date:
February 21, 2011

Submitted by:
Ann Stoltz

Type of Course Proposal:
New X Change X Deletion

Department Chair:
Carolynn Goetze

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

CCE (Extension): Yes X No

Semester Effective: Summer 2011

Fall X Spring , 2011

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):
NA

If changing an existing course, should new version be considered a repeat of the original version? If yes, 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 X No

Subject Area (prefix) & Catalog Nbr (course no.):
NURS 101

Title:
Nursing Care of Adults Theory

Units: 3

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

Title:

Units:

JUSTIFICATION:
The current approved NURS 12 Nursing Care of Adults course includes both theory and clinical components. To accommodate the new Accelerated Second Baccalaureate Nursing Program Collaborative, it is necessary to split the one course into two courses: one being theory (NURS 101) and one clinical (NURS 102).

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/umanual/acad.htm - Guidelines for Catalog Course Description)
Nursing Care of Adult focuses on the introduction and application of the nursing process in meeting the health needs of adult individuals who are experiencing mild to moderate stress as a result of acute and/or chronic health problems. The role of the nurse in assessment, planning outcome/goals, implementing, and evaluating response to treatment will be applied in the clinical setting. Graded/3 Units/Lecture/3 hours
Prerequisites: NURS 11, NURS 14, NURS 15, NURS 16
Corequisite: NURS 102

Note: This course does not replace NURS 12 in the catalog

Prerequisite:
Enforced at Registration: Yes X No NURS 11, NURS 14, NURS 15, NURS 16

Corequisite: NURS 102
Enforced at Registration: Yes X No

Graded: Letter X Credit/No Credit

Instructor Approval Required? Yes X No

Course Classification (e.g., lecture, lab, seminar, discussion):
Lecture C-02

Title for CMS (not more than 30 characters)
NursCareAdultsTheory

Cross Listed? Yes X No

If yes, do they meet together and fulfill the same requirement, and what is the other course. NA

How Many Times Can This Course be Taken for Credit? 1

Can the course be taken for Credit more than once during the same term? Yes X No
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. Analyze theories and concepts from the nursing science related to illness prevention, health education needs, and disorders in body system functions (immune, respiratory, cardiovascular, renal, neurological, endocrine, musculoskeletal, genitourinary, and gastrointestinal) and integrate these into clinical nursing practice.
2. Apply the nursing process and clinical reasoning to diagnose, formulate solutions, and manage health problems for patients with a predictable chronic disease or moderate acute illness.
3. Implement safe, efficient health care for a minimum of 1 patient in predictable situations and organizational structures.
4. Demonstrate effective interprofessional communication (SBAR, handoff report, conflict resolution) to foster positive working relationships and patient-centered care with a multidisciplinary team in a complex environment.
5. Demonstrate professional and academic attitudes and behaviors consistent with the American Nurses’ Association (ANA) Code of Ethics, professional nursing practice, and Division of Nursing and University policy.
6. Exhibit competency in responsibly accessing, using, and evaluating patient care technologies (Lab data banks, medication administration systems, respiratory/cardiac monitors, assessment equipment) and information management systems to improve health outcomes across diverse conditions.
8. Demonstrate basic knowledge of concepts related to healthcare policy finance, and regulation supported and promoted by NIH, CDC, IOM related to patient safety (double patient identification, fall prevention, pressure ulcer prevention), core measures (Acute MI, CHF, Pneumonia), early goal directed therapy for Sepsis.
9. Verify and respect cultural, psychological, and spiritual influences on the health of individuals and families.
10. Synthesize information from multiple sources to formulate an effective plan of care that includes relevant disease pathophysiology, pharmacological, medical, and nursing management of primary and secondary disease processes specific to the individual patient.

**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.**

**Assessment 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:

There are two midterms and one cumulative final, quizzes, and a professional development experience.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage %</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid Term 1</td>
<td>75 items/100 points</td>
<td>20%</td>
<td>20</td>
</tr>
<tr>
<td>Mid Term 2</td>
<td>75 items/100 points</td>
<td>26%</td>
<td>26</td>
</tr>
<tr>
<td>Cumulative Final</td>
<td>100 items/100 points</td>
<td>37%</td>
<td>37</td>
</tr>
<tr>
<td>Online Quizzes/ Case Studies/Simlab</td>
<td>160 point</td>
<td>16%</td>
<td>16</td>
</tr>
<tr>
<td>PDP</td>
<td>10 Point</td>
<td>1%</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

To achieve a passing grade, students must pass the ATI with a level II and achieve a minimum 73% on all exams.
For whom is this course being developed?
Majors in the Dept ___  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): Accelerated Second Bachelor of Science in Nursing

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 ___

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.

Accessibility: Following course approval, and prior to the start of the semester in which the new or revised course will be taught for the first time, an accessibility checklist [available at http://www.csus.edu/accessibility/checklist.html] shall be completed and submitted to the appropriate Dean's office. An accessible syllabus shall also be made available online, preferably prior to the start of that semester's open registration period.

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:</td>
<td>3/10/10</td>
</tr>
<tr>
<td>College Dean or Associate Dean:</td>
<td></td>
</tr>
<tr>
<td>CPSP (for school personnel courses ONLY)</td>
<td>3-16-11</td>
</tr>
<tr>
<td>Associate Vice President and Dean for Academic Programs</td>
<td></td>
</tr>
</tbody>
</table>

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.

5/20/2010
California State University Sacramento
College of Health and Human Services
Division of Nursing

N101
Nursing Care of Adults

Nurses Make a Difference

Summer 2011 THEORY SYLLABUS
California State University, Sacramento
College of Health and Human Services
Division of Nursing

**N101 Nursing Care of Adults**

**Instructors:**
Dr. Debra Brady DNP RN CNS (Faculty of Record)
Dr. Katherine Kelly DNP RN NP-C (Theory Lecturer)
Professor Nassrine Noureddine RN MSN (Clinical Coordinator)

**Office & Hours:**
Dr. Brady: Office Folsom Hall 2018
   Monday AM: 6:30-7:30 Folsom Hall Office 2018 or course classroom
   Monday PM: 1300-1400 Folsom Hall office 2018
   2100-2200 phone (916-217-2579)
   iMeet TBA on weekly basis

Dr. Kelly: Office: FH 2020
   Mondays 1-3 pm
   iMeet to TBA on weekly basis.

Dr. Noureddine: Office FH 2019
   Mondays 1-3 pm
   iMeet to TBA on weekly basis.

**Class Time & Location:**

*Units: 3*

**Theory:**
Class meets for lecture discussion
There are three simulation lab days in the semester that are scheduled by N102 clinical group in 2-3 hour blocks between 7:30-1130.
Online case study assignments will be given in place of class meeting times immediately following Midterm (MT) 1 and MT 2.

**Phone/Fax:**
Dr. Brady (916) 217-2579 (cell)
Dr. Kelly (916) 278 - 7258 (ofc) 849 1056 (cell)
Prof Nassrine: (916) 278-7258 (ofc) (916) 501-4958 (cell)

**Email:**
Use the N101 Sac CT email for communicating with your theory faculty for the course. This site is checked daily and on weekends during the semester and emails will be answered within 24 hours.

**Website:**
SacCT: The N101 site will appear on your SacCT course list once you are registered in the course. There is an introductory/orientation video which will provide
information on navigating the website and course content.
NURS 11, NURS 14, NURS 15, NURS 16.

Corequisite:
NURS 102

Required Texts:
N101 Theory Syllabus available online on N101 SacCT site.

ATI Materials for Fundamentals (available for order from ATI. See staff in Nursing Resource Center for ordering information and dates)

MicroSim in Hospital by Laerdal (purchased for N18 first semester, access code good for 12 months). Cases will be assigned as preparation for theory and simulation experiences.


Recommended Texts: *Electronic Resource such as a PDA or iPhone with nursing apps is STRONGLY recommended.*
Mosby’s Comprehensive Review of Nursing (most recent edition) (needs to have cd-rom with questions to prepare you for NCLEX-RN boards


Required Texts & Readings

Required texts for N101 are the same ones used the next semester in the advanced medical surgical course N121. Readings are assigned weekly from the ATI material and from the Black/Hawks Text. The weekly assigned reading list is available at the end of the Syllabus. Material from the assigned readings will be included in all N101 exams.

Course Pre-requisites

The Division of Nursing requires successful completion of all prerequisite courses, entry screening tests, and acceptance into the nursing program. Pre-requisite courses include N11, N14, N15, N16 and N18.

Course Description

Nursing Care of Adult focuses on the introduction and application of the nursing process in meeting the health needs of adult individuals who are experiencing mild to moderate stress as a result of acute and/or chronic health problems. The role of the nurse in assessment, planning outcome/goals, implementing, and evaluating response to treatment is applied in the clinical setting.

Course Objectives

Each objective is designed to facilitate achievement of the CSUS Division of Nursing’s Summative Outcomes (SO1-10), measured at graduation. Passing N101 means the student is functioning at a minimum of a Level I (indicated with each Course Objective) of the Summative Outcomes. The objectives further facilitate achievement of the “Essentials of Baccalaureate Education for Professional Nursing Practice” developed by the American Association of Colleges of Nursing. In addition the Objectives and assignments are designed to meet the Quality and Safety Education for Nurses (QSEN) Competencies. The following are the course objectives. Objectives for weekly module content is found on the SacCT N101 site under the “Weekly Lectures, Case Studies, Quizzes” icon.

1. Analyzes theories and concepts from the nursing science related to illness prevention, health education needs, and disorders in body system functions (immune, respiratory, cardiovascular, renal, neurological, endocrine, musculoskeletal, genitourinary, and
gastrointestinal) and integrate these into clinical nursing practice (Essential 1; SO I Level I; QSEN Competency: Safety).

2. Applies the nursing process and clinical reasoning to diagnose, formulate solutions, and manage health problems for patients with a predictable chronic disease or moderate acute illness (Essential 9; SO II Level II; QSEN Competency: Patient Centered Care, Safety, and EBP).

3. Implements safe, efficient health care for a minimum of 1 patient in predictable situations and organizational structures (Essential 2; SO III Level I; QSEN Competency: Safety).

4. Demonstrates effective interprofessional communication (SBAR, handoff report, conflict resolution) to foster positive working relationships and patient-centered care with a multidisciplinary team in a complex environment (Essential 6; SO IV Level I; QSEN Competency: Teamwork and Collaboration; Patient Centered Care).

5. Demonstrates professional and academic attitudes and behaviors consistent with the American Nurses’ Association (ANA) Code of Ethics, professional nursing practice, and Division of Nursing and University policy (Essential 8; SO V Level I; QSEN Competency: Patient Centered Care, Teamwork and Collaboration, Safety, QI, EBP, Informatics).

6. Exhibits competency in responsibly accessing, using, and evaluating patient care technologies (Lab data banks, medication administration systems, respiratory/cardiac monitors, assessment equipment) and information management systems to improve health outcomes across diverse conditions (Essential 4; SO VI Level II; QSEN Competency: Informatics, QI, Safety).

7. Access credible evidence based practice sources for patient education and implementation of nursing care to improved patient outcomes (Essential 3; SO III Level I; QSEN Competency: EBP, Informatics).

8. Demonstrates basic knowledge of concepts related to healthcare policy, finance, and regulation supported and promoted by NIH, CDC, IOM related to patient safety (double patient identification, fall prevention, pressure ulcer prevention), core measures (Acute MI, CHF, Pneumonia), early goal directed therapy for Sepsis. (Essential 5; SO VIII Level I; QSEN Competency: Patient Centered Care, EPB, QI, Safety).

9. Verifies and respects cultural, psychological, and spiritual influences on the health of individuals and families (Essential 7; SO IX Level I; QSEN Competency: Patient Centered Care).

10. Synthesizes information from multiple sources to formulate an effective plan of care that includes relevant disease pathophysiology, pharmacological, medical, and
nursing management of primary and secondary disease processes specific to the individual patient (Essential IV; SO X Level I; QSEN Competency: Patient Centered Care, EPB, Teamwork and Collaboration, Safety, QI, Informatics).

Method of Instruction

This course is a five unit combined theory and clinical course that employs a variety of modalities to facilitate student learning including case study based lectures, learning modules, weekly online quizzes/case studies, online self-learning modules, human patient simulation, and clinical experiences in the hospital and community. The following is detailed description of the theory and clinical components.

Theory Component

The Theory section meets weekly for 3 hours during the semester for theory lecture/discussion or simulation experiences. This course builds on the physiological and psychological theories of health and disease from preceding coursework. Current clinical practices and evidenced based outcomes research is incorporated into the lecture discussion, case studies, and clinical content of the course. Clinical case studies and simulation experiences of individuals with preventative healthcare education needs, chronic disease process, and acute stable illnesses are presented so the student can use the nursing process in assessing the patient needs, selecting appropriate nursing diagnosis, planning care for individual, providing interventions, and in evaluating the outcomes of care. The role of the nurse as “healthcare educator” is explored and applied in multiple assignments.

Online Component

This course will be delivered in a hybrid (blended) learning online environment through the SacCT course management system. Course material is accessed through the icons on the “Course Content” page. Students should access the “Course Introduction and Orientation” icon for information on course structure and pe-course/week1 assignments. The course ”Theory Syllabus” is located under specific icons. Course content is arranged in weekly learning modules that are accessed through the “Weekly Lectures, Case Studies, and Quizzes” icon. Each module includes a weekly overview of reading, objectives, PPT. lecture presentations, case studies and quizzes. Communication with course faculty will occur via the N101 SacCT site email, discussion board, and through the “iMeet” icon for online office hours.

Access to the Course

To access the course students will use their Saclink account to log into the course from the SacCT Login page (https://online.csus.edu).
Course Syllabus

If you do not have a Saclink account yet, please refer to the Setting Up a Saclink Account webpage (http://www.csus.edu/saclink/settingUp.stm) to create a Saclink account online.

To get started using a SacCT course please visit the Student Resources webpage (http://www.csus.edu/SacCT/student/) where you can access Online Tutorials, Frequently Asked Questions, and other help resources.

**Technical Requirements**

To access a course on SacCT you will need access to the Internet and an Internet browser (Internet Explorer, Firefox, Safari, GoogleCrom). To ensure that you are using a supported browser and have required plug-ins please run the Check Browser from your SacCT course. Refer to the SacCT Browser Tune-up page for instructions.

For help or to report a problem with SacCT you can access technical help through the “Course Resources” icon on the N101 Course Content page or:

- Visit the Student SacCT FAQ’s webpage
- Submit a SacCT Problem Form
- Contact the University Help Desk at (916) 278-7337

**Course Tests and Assignments**

The following are the required assignments and projects that provide you the opportunity to meet the course objectives.

1. Theory Exams:
   - There are three NCLEX style in-class, closed-book, proctored computer examinations. All students will be schedule to take their exams on the same specified date and time. A practice test will be given prior to mid-term #1 so that students are familiar with the testing format. The final exam is cumulative with 40% of questions being material covered from mid-term #1 and mid-term #2, and 60% being material covered between mid-term #2 and the final.

2. Math Exams

   A total of 4 math exams are given in the first semester. A 90% on each math test is required to pass. If you do not pass a math test by the 3rd attempt you will not be allowed to continue in N101. Failure to take the math test on the testing date will result in forfeiting one of the three testing options, unless prior arrangements have been made with the Faculty of Record.
Successful completion (minimum of 90%) on the first N101 Math test is required prior to attending clinical experiences. A math self study module and a practice math test are available on the SacCT site under the "Student Resources" icon. Group math review will also be schedule by the N101 faculty prior to the exam. Exam dates are listed on the course schedule for N101. The first Math test is 50 questions and is a computer exam. The subsequent 3 math tests are 10 questions and will be given during the semester.

3. ATI Material
The ATI (Assessment Technologies Institute) materials are geared toward mastery of NCLEX-type questions that you may encounter on the examination for state RN licensure. The ATI packet contains both study materials and self-assessment materials, which you will use throughout the semester. There are 2 non-proctored computer exams available in the ATI study package, and these should be utilized for practice. (Your score and level will print in your report when you do a practice exam.) The ATI Fundamentals exam is taken as closed-book, proctored computer test. All students will take their first exam on the same specified date/time in a computer lab sometime during the last 2 weeks of the semester. Passage of the ATI "Fundamentals" examination with a score in Level 2 or 3 is required for passage of N101.

4. Simulation Lab Experiences.
Note: clinical uniforms, name tags, and stethoscopes are required attire.

There are three mandatory simulation experiences in N101. These provide opportunities to integrate theory content and practice assessment, implementation of nursing skills and collaborative communication/problem solving in a safe learning environment where a mistake in judgment will not adversely affect a patient.

You will be assigned specific simulation times based on your N101 Clinical Sections. You will receive orientation to the Simulation Lab week 3. Specific case studies from the MicroSim program will be assigned to prepare you for the simulation experiences.

5. SacCT Weekly Case Studies/ Quizzes/ MicroSim Case Studies:

For each section of content, there are assigned case studies and/or MicroSim cases and a quiz that applies the case study, reading, and lecture information. These are found under specific headings in the weekly learning module. Weekly quizzes are open for 7 days and may be done at home individually or in GROUPS. Quizzes are open book. Each weekly quiz may be taken three times. Previous students have found group test taking to be helpful for learning the material for at least one of the attempts. (For example, plan a weekly meeting of your study group. Before the meeting, everyone does the quiz once. Then as a group go through each person's
2nd chance. Follow by doing the third attempt as a group or individually). There are NO MAKEUPS/EXTENSIONS. The grade calculator will automatically record the highest score in the Grade book.

MicroSim Cases will be assigned as part of the preparation for simulation lab and for some lecture discussion days. Students will be expected to complete the assigned case studies with a minimum of 80% score and bring a print out of your score to the lecture or simulation experience. Group work on these cases is STRONGLY encouraged. Some test questions for the mid-term #1, mid-term #2, and the final will be drawn from this material.

6. Professional Development Experience (Appendix B)

The purpose of this experience is to increase the student’s understanding of the broad opportunities in the community to provide service to specific groups and/or learn how professional nursing organizations impact nursing practice. The goal is to provide students with the opportunity to interact in a nursing role in the community and/or network with nurses in professional organizations. The following are the experience objectives:

On completion of this professional development experience, the student will be able to:

1. Describe the mission and purpose of the organization or meeting

2. Describe the activities of the professional organization that impact nursing practice and the community.

Assignment

Participate in a minimum of 2 hours of a community service opportunity, mentoring, or professional nursing organization meeting. The following meet the criteria:

Professional Organizations:
- CNSA
- American Association of Critical Care Nurses (AACN)
- Sigma Theta Tau
- Conference/Educational meeting related to MedSurg/Critical Care
- Nursing related Community Service (must be approved by faculty)
- Immunization Clinic
- Blood Pressure Clinic
- Health Fairs
- Cancer group walks/runs

Complete the "N101 Professional Development Assignment Form" (Appendix B or cross referenced under the “Clinical Information” icon → General Clinical Syllabus folder) after attending the experience. Submit this to the Faculty of Record by the Friday of the 15th week of the semester via Division mail slot or scan and send via N 12 WebCT/SacCT email to the Faculty of Record.
Grading

A letter grade will be assigned for the three (3) units based on test scores. You must attain a C grade to pass the course and progress in the nursing program. Per Division of Nursing Policy, in order to attain a passing grade of C in a nursing course you must achieve a cumulative average of $\geq 73\%$ on the three theory exams AND pass the ATI at a Level 2 or higher within 3 attempts.

GRADING CRITERIA
Theory:
A cumulative score of $\geq 73\%$ is required. Division Policy does NOT allow rounding up of the final exam point total score to attain a passing grade (example: cumulative score of 72.7 would NOT be rounded to 73% and this would not be a passing grade.)

Theory Failure: A student who does not attain an accumulated 73% average on exams may petition the Division of Nursing Student Affairs Committee to repeat the course. Petition forms are obtained from your faculty advisor.

ATI Fundamentals Exam:
If the test is passed on the first attempt the student will be given two extra credit percentage points toward his/her grade. If the examination is not passed on the first attempt, no extra credit points will be included in the grade calculation. If the exam is not passed on the first attempt, another proctored computer version of the test is required to be taken within 1-3 weeks. A third and final test will be available during the respective semester break. In keeping with Division of Nursing Policy: If the examination is not passed on the third attempt, course failure will result, and the course must be repeated.

Grade Distribution

Grade Policy and Calculation
The grades you earn in N101 are figured on a weighted average 100 point scale. The breakdown of specific tests and assignments are as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Percentage %</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid Term 1</td>
<td>75 items/100 points</td>
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<td>1%</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>100%</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Calculating Sac CT points: There are Case Studies with Quizzes = 16% of grade. These will be automatically graded and added to your total by SacCT. Each case study integrates information from the reading and theory lectures and provides information pertinent to clinical, as well as information needed to be successful on the mid terms and final.

Calculating ATI Points: First Time pass = 2 % points added to your final grade; 2\textsuperscript{nd} or 3\textsuperscript{rd} time pass = 0 points

Example of Calculating Your Grade:
Take the % and convert it to a decimal, then multiply it by the total points possible:

<table>
<thead>
<tr>
<th>Test 1 score</th>
<th>Test 2 score</th>
<th>Final score</th>
<th>Clinical score</th>
<th>Case Studies</th>
<th>PDP</th>
</tr>
</thead>
<tbody>
<tr>
<td>83%</td>
<td>89%</td>
<td>85%</td>
<td>85%</td>
<td>90%</td>
<td>100%</td>
</tr>
<tr>
<td>.83 x 15 = 12.45</td>
<td>.89 x 21 = 18.69</td>
<td>.85 x 37 = 31.45</td>
<td>.85 x 10 = 8.5</td>
<td>.90 x 16 = 14.4</td>
<td>.10 x 1 = 1</td>
</tr>
</tbody>
</table>

\_TOTAL POINTS = \_ 86.49 (convert to grade on table below = B)

ATI pass on first test = 2% 2 (requirement Level 2 met)

FINAL GRADE: 88.49 (= B+)

NOTE: Final scores earned will NOT be rounded up
Grading Criteria

The following is the grading scheme for the course.

<table>
<thead>
<tr>
<th>Scaled Score</th>
<th>Letter Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>93 and above</td>
<td>A</td>
</tr>
<tr>
<td>90 - 92.99</td>
<td>A-</td>
</tr>
<tr>
<td>87 - 89.99</td>
<td>B+</td>
</tr>
<tr>
<td>83 - 86.99</td>
<td>B</td>
</tr>
<tr>
<td>80 - 82.99</td>
<td>B-</td>
</tr>
<tr>
<td>77 - 79.99</td>
<td>C+</td>
</tr>
<tr>
<td>73 – 76.99</td>
<td>C</td>
</tr>
<tr>
<td>72.99 and below</td>
<td>F</td>
</tr>
<tr>
<td>ATI less then Level 2 on 3 attempts</td>
<td>F</td>
</tr>
</tbody>
</table>

Access Grades

Grades for this course are posted online. You can access these via the MyGrades tool in the SacCT course.

Course Policies

Students must meet all objectives for the theoretical. If a student fails to meet objectives for, N101, both N101 and N102 must be repeated. It is important for students to be kept well advised of their progress in the course. To that end, students who are exhibiting low test scores in theory will be notified with a “letter of theoretical jeopardy” after the second midterm. The student who receives such a letter should contact the Faculty of Record for the course and their Faculty Advisor for further guidance and study materials.

Attendance

Students are accountable for attending theory lecture discussion/simulation experiences, and for 90 clinical hours.

Make-Up Exams

You must take the exams at the scheduled times unless there is an emergency or other extenuating situation. Should such an event occur, the student must contact the Theory Faculty administering the exam PRIOR to the scheduled test time to be excused and make arrangements for makeup. Failure to comply with the above policies regarding tests and the arrangements that have been approved by the Faculty will result in 5 points taken off the test score each day until the test is made up.
Late Work

Late work will not be accepted in N101 unless prior arrangements have been made with the Faculty regarding the assignment. Assignments submitted late will receive 0 points.

Extra Credit

If you attain a Level 2 score on the first ATI attempt you will be given two extra credit percentage points toward your grade.

Student Code of Conduct

Students are held accountable for the standards described in the Student Code of Conduct and the Code of Ethics for the Division of Nursing that can be found in the Sacramento State Division of Nursing Student Handbook.

University Policies

The following are University policies the student is held accountable to:

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).

Plagiarism is a violation of University policy and academic ethical standards. Plagiarism includes but is not limited to cheating on a test, copying another student’s written work, or using published written work or Internet sources without appropriate quotes or references. Please refer to the Library’s Plagiarism Website (http://library.csus.edu/content2.asp?pageID=353) for a full description. A plagiarism offense will result in a failure of N101, and will be reported to the University Academic Affairs office for inclusion on your academic record. For additional information on potential consequences consult California Administrative Code Sections 41301-41304 of Title 5 Article 1.1.

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 the faculty of record after class or during faculty office hours early in the semester so that we can assure your needs are addressed.

**University Resources**

The following are university resources that you may find helpful in successfully meeting learning objectives for N101.

**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/).

**Internet Resources**

There are several excellent government and research healthcare related sites on the internet that you may find helpful in completing your clinical prep papers. These can be found under the "Student Resources" icon. An example of these resources include:
- The Center for Disease Control (www.cdc.gov)
- The National Institute for Health (www.nih.gov)
- The Mayo Clinic (www.mayoclinic.org)

In the clinical setting your Electronic Medical Record password will give you access to multiple resources available on clinical agency servers. To view these you must log on to a computer in the hospital setting and link through the desktop icon. These include multiple drug references such as Lexicomp and clinical treatment references such as UptoDate. These resources are located on the hospital Intranet and are NOT available to access from home.

**Student Computer Labs**

Students can use any of the IRT managed student computer labs on campus to view skills lab videos and quizzes, watch streamed lectures, complete weekly quizzes, or check course email and discussion board. Please remember to **bring your own headphones** if you choose to watch a course video or lecture in the computer lab. Visit the [University Labs website](http://www.csus.edu/uccs/labs/generalinfo/about.stm) for information about locations, hours, and resources available.

**SacCT**

SacCT is the course management system used on the Sac State campus for online courses or for courses that have some component online. To access a course on SacCT, you must login from the [SacCT Login Page](https://online.csus.edu).
To learn more about SacCT visit the Student Resources webpage (http://www.csus.edu/webct/student/) where you can view online Tutorials, FAQ's and other help resources.

**IRT Service Desk (Helpdesk)**

The helpdesk provides assistance to students, faculty and staff in their use of campus technologies. Help is available via walk-in service, telephone service, email, or chat. Use the hyperlink above, or access this from the N101 SacCT Student Resources icon.

**Writing Center:** There is a writing center on campus for students who would like assistance with writing skills. This is a very important skill for the baccalaureate nurse; refining these skills will be instrumental to advancement in the profession. To contact the writing center at CSUS: go to [www.csus.edu/writingcenter](http://www.csus.edu/writingcenter) or e mail writingcenter@csus.edu for specific questions. Students can also reach the writing center by phone: 278-6356.

**Reasonable Accommodation**

**Services to Students with Disabilities**

Services to Students with Disabilities (SSWD) offers a wide range of support services and accommodations to students in order to ensure equal access and opportunity to pursue their educational goals.

Occasionally, students realize during the course of the nursing program that they have difficulty with testing. Sometimes this is nerves, but sometimes it has to do with the student’s ability to process information. The N101 faculty believes that a student who has difficulty taking exams is still capable of completing the nursing program successfully. Therefore, we sometimes suggest to students that they go to the Office of Services for Students with Disabilities in Lassen Hall 1008 for an evaluation and possible accommodation. All of the testing and accommodations are completely confidential and an accommodation does not affect the student’s grade.

To contact the Office of Students with Disabilities, go to [www.csus.edu/sswd](http://www.csus.edu/sswd) or call 278 6955 or go to Lassen Hall 1008.

**University Resources:**

Sac State has many programs and resources available to assist you during your academic studies. Links to the following resources are provided below and also available on the N101SacCT under the “Student Resources” icon.
Academic Advising

- The Academic Advising Center offers new student orientation, mandatory freshman advising, and advising on General Education and graduation requirements for all students.

Student Affairs

- If you need help discerning who to see to get a question answered, advice on which classes to take, or information about how to obtain financial aid, Student Affairs may be able to assist you.

Student Health Center

- Student Health Services promotes the health and wellness of Sac State students.
Division of Nursing Program Standards

Summative and Level Outcomes: Baccalaureate Curriculum

American Association of Colleges of Nursing

SO I: SYNTHESES THEORIES AND CONCEPTS FROM THE SCIENCES, THE ARTS, AND NURSING AND INTEGRATES THESE INTO NURSING PRACTICE.

Level I Applies theories and concepts from the sciences, the arts, and nursing and integrates these into nursing practice.

Level II Analyzes theories and concepts from the sciences, the arts, and nursing and integrates these into nursing practice.

SO II: UTILIZES THE NURSING PROCESS TO FACILITATE OPTIMAL HEALTH, INTEGRATING KNOWLEDGE AND SKILLS WITH INDIVIDUALS AND GROUPS ACROSS THE LIFESPAN AND IN A VARIETY OF SETTINGS.

Level I Utilizes the nursing process to formulate a plan of care and implements the critical elements of basic nursing skills in predictable situations.

Level II Utilizes the nursing process and clinical reasoning to diagnose and formulate alternative solutions to health problems across increasingly unpredictable and complex health care settings.

SO III: SYNTHESES LEADERSHIP AND MANAGEMENT THEORIES AND PRINCIPLES OF QUALITY IMPROVEMENT IN THE DELIVERY OF SAFE AND EFFICIENT HEALTH CARE TO INDIVIDUALS, FAMILIES, GROUPS, AND COMMUNITIES.

Level I Describes the unique role of the nurse working within the organizational structure of the health care environment.

Level II Coordinates safe, efficient health care for individuals, families, and groups in increasingly complex situations and organizational structures.

SO IV: EMPLOYE EFFECTIVE INTER- AND INTRAPROFESSIONAL COMMUNICATION AND COLLABORATIVE STRATEGIES TO FOSTER AN OPTIMAL LEVEL OF HEALTH.

Level I Demonstrates effective interprofessional communication to foster positive working relationships and patient-centered care.

Level II Demonstrates effective inter- and intraprofessional communication techniques with individuals, families, and groups as a collaborative member of the healthcare team to strengthen positive working relationships and patient-centered care.

SO V: EXEMPLIFIES THE VALUES AND BELIEFS OF PROFESSIONAL NURSING AND ARTICULATES THE IMPORTANCE OF LIFELONG LEARNING.
Level I Identifies and demonstrates professional and academic attitudes and behaviors consistent with the American Nurses' Association (ANA) Code of Ethics, professional nursing practice, and Division of Nursing and University policy.

Level II Exhibits and promotes professional and academic attitudes and behaviors consistent with the ANA Code of Ethics, professional nursing practice, and Division of Nursing and University policy.

SO VI: SYNTHESIZES KNOWLEDGE AND SKILLS IN THE UTILIZATION OF PATIENT CARE TECHNOLOGIES AND INFORMATION MANAGEMENT SYSTEMS TO SUPPORT ETHICAL NURSING PRACTICE AND PROMOTE SAFE, QUALITY CARE DELIVERY.

Level I Demonstrates the ability to responsibly access, utilize, and evaluate patient care technologies and information management systems in the delivery of safe, quality care.

Level II Exhibits competency in responsibly accessing, utilizing, and evaluating patient care technologies and information management systems to improve health outcomes across diverse conditions.

SO VII: INTEGRATES AND DISSEMINATES THEORY AND RESEARCH TO INFORM AND IMPROVE PATIENT OUTCOMES THROUGH EVIDENCE-BASED PRACTICE.

Level I Identifies and retrieves credible sources of evidence relating to clinical practice.

Level II Applies the basic elements of research in order to critique and appraise evidence related to practice outcomes.

SO VIII: INTEGRATES KNOWLEDGE OF HEALTHCARE POLICY, FINANCE, AND REGULATION TO INFORM AND INFLUENCE PROFESSIONAL NURSING PRACTICE AS AN ADVOCATE AND LEADER PROMOTING EQUITY AND QUALITY IN HEALTHCARE DELIVERY.

Level I Demonstrates basic knowledge of concepts related to healthcare policy, finance, and regulation.

Level II Analyzes, evaluates, and examines the impact of healthcare policy, finance, and regulation on the professional nursing advocacy role.

SO IX: UTILIZES PRINCIPLES OF HEALTH PROMOTION AND DISEASE PREVENTION TO IMPROVE POPULATION HEALTH ACROSS THE LIFESPAN IN INDIVIDUALS, FAMILIES, GROUPS, AND COMMUNITIES.

Level I Identifies protective and predictive factors including cultural, psychological, and spiritual influences on the health of individuals and families.

Level II Integrates knowledge of health promotion and disease prevention with an understanding of the beliefs, values, and attitudes influencing health outcomes of individuals, families, and groups across the lifespan.

SO X: DEMONSTRATES INFORMATION COMPETENCE RELEVANT TO NURSING PRACTICE.

Level I Recognizes when information is needed and demonstrates responsible acquisition and ethical application of information relevant to nursing practice.

Level II Determines the extent of information needed and appropriately accesses, critically evaluates, and efficiently utilizes and communicates information relevant to nursing practice.
Essentials of Baccalaureate Education for Professional Nursing Practice
American Association of Colleges of Nursing

Professional Values (PV)
1. Altruism
2. Autonomy
3. Human dignity
4. Integrity
5. Social justice

Core Competencies (CC)
1. Critical thinking
2. Communication
3. Assessment
4. Technical skills

Core Knowledge (CK)
1. Health promotion, risk reduction, disease prevention
2. Illness and disease management
3. Information and health care technologies
4. Ethics
5. Human diversity
6. Global health care
7. Health care systems and policy

Role Development (RD)
1. Provider of care
2. Designer, manager, coordinator of care
3. Member of a profession
QUALITY AND SAFETY EDUCATION FOR NURSES
American Association of Colleges of Nursing

COMPETENCIES

Patient Centered Care (PCC)
Definition: Recognize the patient or designee as the source of control and full partner in providing compassionate and coordinated care based on respect for patient's preferences, values, and needs.

Teamwork and Collaboration (TWC)
Definition: Function effectively within nursing and inter-professional teams, fostering open communication, mutual respect, and shared decision-making to achieve quality patient care.

Evidence Based Practice (EBP)
Definition: Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care.

Quality Improvement (QI)
Definition: Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of healthcare systems.

Safety
Definition: Minimize risk of harm to patients and providers through both system effectiveness and individual performance.

Informatics (INF)
Definition: Use information and technology to communicate, manage knowledge, mitigate error, and support decision-making.
American Nurses Association

Standards of Care

Assessment

Diagnosis

Outcome Identification

Planning

Implementation

Evaluation

Standards of Professional Performance

Quality of Care: The nurse systematically evaluates the quality and effectiveness of nursing practice.

Performance Appraisal: The nurse evaluates one’s own nursing practice in relation to professional practice standards and relevant statutes and regulations.

Education: The nurse acquires and maintains current knowledge and competency in nursing practice.

Collegiality: The nurse interacts with, and contributes to, the professional development of peers and other healthcare providers as colleagues.

Ethics: The nurse’s decisions and actions on behalf of patients are determined in an ethical manner.

Collaboration: The nurse collaborates with the patient, family, and other health care providers in providing patient care.

Research: The nurse uses research findings in practice.

Resource Utilization: The nurse considers factors related to safety, effectiveness, and cost in planning and delivering patient care.
APPENDIX B

CALIFORNIA STATE UNIVERSITY SACRAMENTO
N101 NURSING CARE OF THE ADULT CLIENT

PROFESSIONAL DEVELOPMENT EXPERIENCE

Name: ______________________________________________

**N101 Professional Development Assignment Form**

Complete the information below and submit the form to the FACULTY OF RECORD by the 8\(^{th}\) week of the semester. YOU MUST HAVE A SIGNATURE TO OBTAIN CREDIT

Professional association OR healthcare related community service:
________________________________________________________________________

Number of Hours: _________

**Signature of Organization Member:**
________________________________________________________________________

Describe the activities of the professional organization or healthcare related community service:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

One thing I learned that will impact my nursing practice:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________