# Course Change Proposal

## Form A

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Academic Organization (Department):</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Health and Human Services</td>
<td>Division of Nursing</td>
<td>February 22, 2011</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Course Proposal:</th>
<th>Department Chair:</th>
<th>Submitted by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>New X Change Deletion</td>
<td>Carolynn Goetze</td>
<td>Ann Stoltz</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does this course fulfill a requirement for single-subject or multiple subject credential students?</th>
<th>For Catalog Copy:</th>
<th>Semester Effective:</th>
</tr>
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<tbody>
<tr>
<td>Yes No X</td>
<td>Yes X No</td>
<td>Summer 2011</td>
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<table>
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<tr>
<th>CCE (Extension):</th>
<th></th>
<th>Fall Spring, 2011</th>
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<tbody>
<tr>
<td>Yes X</td>
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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 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.

### Change from: New Course

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
<th>Title:</th>
<th>Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 106</td>
<td>Nursing Care of the Childrearing Family Theory</td>
<td>3</td>
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### Change to:

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog Nbr (course no.):</th>
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<table>
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<tr>
<th>Units:</th>
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### JUSTIFICATION:

The current approved NURS 138 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 106) and one clinical (NURS 107).

### 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)

Study of the child from birth through adolescence and the family in the community and acute care settings. Adaptations of the family and appropriate nursing interventions are studied within the context of the well, acutely ill, and chronically ill child. Graded/3 units/lecture/3 hours

Prerequisites: NURS 101, NURS 102, NURS 117, NURS 18, NURS 150, or instructor permission

### Note:

#### Prerequisite:

Enforced at Registration: Yes X No NURS 101, NURS 102, NURS 117, NURS 18, NURS 150, or instructor permission

### Corequisite:

NURS 107, NURS 108

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):

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Title for CMS (not more than 30 characters)</th>
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<tbody>
<tr>
<td>C-02</td>
<td>NursCareChildrearingFamTheory</td>
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Cross Listed? Yes X No If yes, do they meet together and fulfill the same requirement, and what is the other course.

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. Integrate knowledge, skills, and aptitudes gained during pre-requisite coursework with current research in pediatric nursing to plan, deliver and evaluate nursing care with children and families.
2. Integrate the health-illness values, beliefs, experiences, and goals of the child and family in planning, implementing, and evaluating pediatric nursing care.
3. Demonstrate ability to provide safe and effective nursing care to children and families in predictable situations.
4. Adhere to standards of academic integrity and professional nursing practice.
5. Demonstrate leadership in the coordination of health care for children and families.
6. Demonstrate effective inter- and intraprofessional communication, in all forms

**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.

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<tr>
<td>Final exam</td>
<td>120</td>
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**Total Possible Points** 360

For whom is this course being developed?

<table>
<thead>
<tr>
<th>Majors in the Dept</th>
<th>Majors of other Depts</th>
<th>Minors in the Dept</th>
<th>General Education</th>
<th>Other</th>
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<tr>
<td>X</td>
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Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes X No __

If yes, identify program(s): 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 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.

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.htm] 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.

Signatures:

<table>
<thead>
<tr>
<th>Department Chair:</th>
<th>Date</th>
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<tr>
<td></td>
<td>3/16/11</td>
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<table>
<thead>
<tr>
<th>College Dean or Associate Dean:</th>
<th>Date</th>
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<tr>
<td></td>
<td>3/16/11</td>
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CPSP (for school personnel courses ONLY)

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<tr>
<th>Associate Vice President and Dean for Academic Programs</th>
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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.

5/20/2010
California State University, Sacramento  
Division of Nursing  
NURS 106: NURSING THE CHILDRearing FAMILY THEORY  
Syllabus

Faculty of Record:  
Bridget Parsh, RN, CNS, EdD  
Email: parshb@csus.edu  
Phone: (916) 278-1512  
Office: Folsom Hall 2029  
Office Hours: TBA

Course Faculty:  
Denise Wall Parilo, RN, MSN, PhDc  
Email: walld@csus.edu  
Phone: (916) 278-7258  
Office: Folsom Hall 2008  
Office Hours: TBA

Jan Sampson, RN, MSN  
Email: sampsonj@csus.edu  
Phone: (916) 278-1510  
Office: Folsom Hall 2022  
Office Hours: TBA

Class Time & Location:  
TBA

Prerequisites:  
NURS 101, NURS 102, NURS 117, NURS 18, NURS 150, or instructor permission

Corequisites:  
NURS 107, NURS 108

Required Texts:  
ISBN: 0 3230 5353 X


ATI (Assessment Technologies Institute) Nursing Study Packet *(available online; includes Pediatrics, OB, and Pharmacology texts/DVDs)*

S09 NURS 106
Recommended Texts:
Washington, DC: American Psychological Association
ISBN: 1 5579 8810 2

New York: Farrar, Straus and Giroux. ISBN: 0 3745 2564 1


Course Description

Study of the child from birth through adolescence and the family in the community and acute care settings. Adaptations of the family and appropriate nursing interventions are studied within the context of the well, acutely ill, and chronically ill child. Lecture three hours. **Units:** 3.0.

NURS 106 uses theories from the physical sciences, behavioral sciences, and humanities and relates them to the family, child and community during the child development years. The focus is on the adaptive responses of children and families in normal and altered environments during health and illness. Alternative solutions to problems are analyzed using the nursing process.

Concepts related to the promotion and maintenance of health of children, illness in children, and needs of children who deviate from normal are presented in the context of effects on parents, caregivers and other family members as well as community groups. The focus of content is on the contribution the professional nurse can make as a member of the health team in maintaining the integrity of the family, in offering anticipatory guidance, in preventing illness, and in providing appropriate nursing intervention when children are well and when they are ill.
Course Objectives and Performance Indicators

The following are the course objectives for NURS 106. Students must meet all course objectives in order to pass NURS 106 theory.

1. Integrate knowledge, skills, and aptitudes gained during pre-requisite coursework with current research in pediatric nursing to plan, deliver and evaluate nursing care with children and families.

2. Integrate the health-illness values, beliefs, experiences, and goals of the child and family in planning, implementing, and evaluating pediatric nursing care.

3. Demonstrate ability to provide safe and effective nursing care to children and families in predictable situations.

4. Adhere to standards of academic integrity and professional nursing practice.

5. Demonstrate leadership in the coordination of health care for children and families.

6. Demonstrate effective inter- and intraprofessional communication, in all forms.

Method of Instruction

Class meets weekly for 3 hours, unless otherwise stated. Acquiring content presented in each of the theory classes, including announcements (verbal and written), is the responsibility of the student. Students should generally plan to read and study 3 hours per week for every unit of theory (a total of 9 hours/week).

Lecture study guides provide learner objectives and reading assignments. In preparation for lecture, it is expected that students will review and utilize the objectives to direct their pre-class reading. In the event that all content is not discussed in class, the student is responsible for meeting the objectives through assigned reading, and online modules.

Outline of areas to be covered throughout the course:

I. Assessment of Growth and Development: The Child and Family
   A. Physical and psychosocial assessment
   B. Developmental assessment process
   C. Use of developmental assessment tools
   D. Parenting
   E. Managing common developmental concerns
II. The Child and Family’s Experience of Acute and Chronic Illness and Hospitalization
   A. Mortality and morbidity in childhood
   B. Stress, crisis, and adaptation of children and families
      1. Stressors related to hospitalization and illness
      2. Adaptive responses of children and families
      3. Death in childhood
   C. Nursing process in care of child and family during hospitalization and illness
      1. Elements of nursing care
      2. Physiologic needs of hospitalized children
      3. Therapeutic play
      4. Parent-child teaching
      5. Pediatric adaptations of procedures
   D. Research and its applications to the care of children
      1. Research critique
      2. Synthesis of research

III. Health Maintenance: Child and Family Assessment
   A. The role of the nurse in health promotion and health maintenance
   B. Effective communication with children and parents
   C. Physical Assessment of the infant and child. Adaptations for the child based on age
      1. Physical examination
      2. History taking
   D. Health promotion and illness prevention
      1. Screening for vision, hearing, and speech problems
      2. Maintaining good dental health
      3. Immunizations
   E. Prevention and treatment of injury and poisoning
   F. Nutritional assessment in infancy, childhood, and adolescence
      1. Process of nutritional assessment
      2. Maintenance of optimal nutrition
      3. Prevention of common childhood nutritional problems such as failure to thrive, anemia, obesity
   G. Community resources

IV. Social, Cultural, and Religious Influences on Child Health Promotion
   A. Social roles and sub-cultural influences
   B. Cultural influences on health

V. The Child and Family at Psychosocial Risk
   A. Adaptation of the child and family to developmental disability, mental retardation, and sensory impairment
B. Maladaptive family functioning
   1. Inorganic failure to thrive
   2. Child abuse and neglect
C. Children of poverty

VI. Medical-Ethical Issues in Pediatrics: Nursing Responsibilities

VII. Nursing Care of the Ill Child
A. Balance and distribution of fluid and electrolytes
B. Respiratory dysfunction
C. Cardiovascular dysfunction
D. Hematologic and immunologic dysfunction
E. Gastrointestinal dysfunction
F. Genitourinary dysfunction related to structural abnormalities, inflammation and obstruction
G. Endocrine dysfunction and implications for development
H. Musculoskeletal dysfunction, orthopedic infection, and skeletal/articular dysfunction
I. Cerebral and neurologic dysfunction
J. Common infectious and communicable diseases in children.
K. Oncology
L. Traumatic injury

Written Assignments:

Written assignments for NURS 106 are the Nursing Advocacy Assignment,

Written Examinations:

General Theory Exams
There will be three general theory exams during the semester. The exams are multiple choice, and may include some short answer, essay-type questions. Calculators are required for these exams; however, calculators with the ability to store text (e.g. graphics calculators, personal digital assistants, cell phones) are not permitted.

Content of exams includes information from both NURS 106 and NURS 108 class lectures and discussions, from the syllabus, and from assigned readings in the textbook. You will certainly be tested on reading content that has NOT been discussed in class.

Per Division of Nursing policy, students must achieve a cumulative minimum of 73% on all exams in order to pass NURS 106 (72.9% is not sufficient).
Missed Exams
Exams may not be taken in advance. If you are unable to take an exam at the scheduled time due to emergency or illness, you must contact the Faculty of Record, Professor Bridget Parsh (parshb@csus.edu) to be excused from the exam prior to the scheduled test time. Taking an exam late may result in deduction of points. Make-up exams may be quite different from the scheduled exams, and no point adjustment will be given. Missed exams must be made up at the testing center as soon as possible within one week, unless there are compelling reasons why this cannot be done. Failure to comply with the above policies regarding exams will result in 5 points taken off the test score each day until the test is made up. The testing center requires students to pre-schedule exam times; times are typically available Monday through Thursday, in the evening only. Exam make-ups must be discussed with the Faculty of Record. Please note: The testing center charges a fee, payable only by check.

ATI: Pediatric Nursing Exam
This semester you will also be required to purchase the ATI (Assessment Technologies Institute) packet (available according to Division instruction). This packet contains both study materials and self-assessment materials for pediatric nursing. ATI materials are geared toward mastery of NCLEX-type questions that you may encounter on the examination for state RN licensure. It is recommended that you use ATI materials to supplement your reading during the semester in order to maximize your study hours.

Per Division of Nursing policy, students must achieve the Level 2 standard on the ATI comprehensive pediatric examination in order to pass NURS 106. The score required for the Level 2 standard depends on the exam version to be administered. ATI examinations are nationally-normed and are taken as closed-book, timed, proctored computer examinations. All students will take their exams concurrently in a computer lab, near the end of the semester.

First-attempt passage of the pediatric ATI examination will result in 10 bonus points being added to a student’s total points for NURS 106. If the examination is not passed on the first attempt, there are individualized remediation guides and non-proctored computer exams available in the ATI study package, which should be utilized for practice before repeating the exam.

Students who fail to achieve the Level 2 standard on the first ATI attempt are required to take another proctored computer version of the examination, as scheduled. A third and final attempt will be available if needed. Note that each attempt may be a different version of the ATI exam. If the pediatric ATI examination is not passed on the third attempt, NURS 106 course failure will result and the entire course must be repeated, pending student petition to repeat and approval of the Division of Nursing.

Makeup exams are scheduled by the Division of Nursing. It is the student’s responsibility to contact Amanda Sargent in the Learning Resource Center (LRC) and check the Nursing Student Sourcepage on SacCT to obtain information regarding makeup exam dates and
times as these vary from semester to semester. ANY missed ATI exam will be regarded as a failed attempt per Division of Nursing policy.

Grading:

A letter grade for NURS 106 will be given based on the total percentage score of all general theory exams and graded assignments; an overall grade of “C” is the minimal level of competency to complete the course successfully. However, students must achieve a cumulative minimum of 73% on all general theory exams in order to pass the course and students are also required to achieve the Level 2 standard on the pediatric ATI exam in order to successfully pass NURS 106. Note: Grades of C- and below are NOT awarded in nursing courses with a clinical component per Division of Nursing policy regardless of whether the failure results from clinical or theory deficiencies.

The grade for NURS 106 is computed as follows:

<table>
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**Total Possible Points**

360

Grade Scale (based on percentage):

93 - 100 = A
90 - 92.9 = A-
87 - 89.9 = B+
83 - 86.9 = B
80 - 82.9 = B-
77 - 79.9 = C+
73 - 76.9 = C
72.9 and below = F

Extra Credit

**Gellert Assignment**

A student may receive 5 extra credit points for turning in a Gellert Assignment. Instructions for performing a Gellert and the forms to do so are obtained through the Clinical Professor. The Gellert is turned in to the Clinical Professor and 5 points are added to the overall course grade for successful completion on the student’s hospitalized patient.

**ATI**

First-attempt passage of the pediatric ATI examination will result in 10 bonus points being added to a student’s total points for NURS 106.
Course Policies:

Attendance:
Attendance is strongly recommended. However, there is one class during the semester which is MANDATORY. It is mandated by law that you attend the Child Abuse lecture (you cannot graduate without it). It has been found that students who regularly attend class have better scores on the written exams and perform better in the clinical area. A student who misses a mandatory lecture session will have a make-up experience to be determined by the faculty. For exam absences, please see the exam procedures found later in the syllabus.

University Policies:

Academic Honesty:
Academic honesty is ensured when a student completes academic work on his/her own merit. This concept is violated when a student gains an unfair advantage over other students such as is the case when copying others’ assignments, attempting to gain knowledge of exam items or related content, or plagiarizing published works. If any part of your written or verbal work is suspected of academic dishonesty (whether you benefited from or provided an unfair advantage), the BSN Student Handbook requires notification of the University’s Student Affairs office. Once academic dishonesty is determined to have taken place, the assignment will not be accepted, will receive a score of zero, and the student(s) will be subject to disciplinary action including, but not limited to, course failure or program dismissal. It is your responsibility to review the university policy and student handbook regarding academic honesty and plagiarism, to understand their definitions, and to consult with faculty if you need assistance. See also academic honesty link(s) on SacCT and the Sacramento State Policy Manual (http://www.csus.edu/umanual/student/UMA00150.htm).

Student Conduct:

Participation in NURS 106 obligates students to demonstrate professional behavior at all times, adhering to the Student Code of Conduct found in the Student Handbook (see also the statements in the Division of Nursing Philosophy). Additionally, students are expected to follow the University Student Code of Conduct (http://www.csus.edu/umanual/student/UMS16150.HTM) and to adhere to all policies found within the Division of Nursing BSN Student Handbook.

Proper student conduct will be enforced by the faculty and the Division of Nursing. Violation of any of these principles, whether during class times or course-related activities, may result in one or more of the following: letter of reprimand placed in the student file; notice of jeopardy of failing a course; failure of a course; referral to University Student Affairs; and/or dismissal from the nursing program and/or University.

Reasonable Accommodation Policy
Students with special learning needs (extended exam time, special seating, use of assistive devices, etc.) will communicate these during the first week of class according to University policy, with written substantiation, to the Faculty of Record in NURS 106. For more information, contact the Services for Students with Disabilities (SSWD) using one of the following: website - www.csus.edu/sswd; in person - Room 1008, Lassen Hall; phone - (916) 278-6955; email - sswd@csus.edu.