# 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 <em>X</em> Change <em>X</em> Deletion <em>X</em></td>
<td>Carolyynn 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>
</thead>
<tbody>
<tr>
<td>Yes <em>X</em> No <em>X</em></td>
<td>Yes <em>X</em> No <em>X</em></td>
<td>Summer 2011 Fall</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CCE (Extension):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes <em>X</em> No <em>X</em></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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.</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes <em>X</em> No <em>X</em></td>
<td></td>
</tr>
</tbody>
</table>

## 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 121</td>
<td>Nursing Families in Complex Illness Theory</td>
<td>3</td>
</tr>
</tbody>
</table>

## Change to:

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

## JUSTIFICATION:

The current approved NURS 123 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 121) and one clinical (NURS 122).

## 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)

Provides students with the opportunity to apply the nursing process through planning, implementing, and evaluating care of individuals and families experiencing complex illness. The focus is on synthesizing data from multiple sources and formulating nursing actions based on physiological and psychological alterations for the purpose of improving the individual and family's level of health. Graded/3 Units/Lecture//3 hours

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

Corequisite: NURS 122

Note:

Prerequisite: NURS 101, NURS 102, NURS 117, NURS 18, or instructor permission

Enforced at Registration: Yes _X_ No _X_

Corequisite: NURS 122

Enforced at Registration: Yes _No X_

Graded: Letter _X_ Credit/No Credit _X_

Instructor Approval Required? Yes _X_ No _X_

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

Title for CMS (not more than 30 characters)

NursFamComplexIllnessTheory

Cross Listed?

Yes _No X_ 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 _No X_
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 respiratory, cardiovascular, renal, neurological, endocrine, gastrointestinal, immune, and multisystem disorders and integrates these into clinical nursing practice (Essential I; SO I Level II; QSEN Competency: Safety).

2. Utilize the nursing process and clinical reasoning to diagnose and formulate solutions to health problems across increasingly unpredictable and complex health care settings including acute care units, Intensive care units, the Emergency Department, and Post Anesthesia Care Unit (Essential 9; SO II Level II; QSEN Competency: Patient Centered Care, Safety, EBP).

3. Implement safe, efficient health care for multiple patients, families, and groups in increasingly complex and unpredictable situations and organizational structures (Essential 2; SO III Level II; QSEN Competency: Safety).

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 (Essential 6; SO IV Level I; QSEN Competency: Teamwork and Collaboration; Patient Centered Care).

5. Identify and 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 (Essential 8; SO V Level I; QSEN Competency: Patient Centered Care, Teamwork and Collaboration, Safety, QI, EBP, Informatics).

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

7. Apply the basic elements of research in order to critique and appraise acute care policies/procedures/protocols as they relate to evidence based practice and improved patient outcomes (Essential 3; SO III Level II; QSEN Competency: EBP, Informatics).

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, and Ventilator Associated Pneumonia prevention (Essential 5; SO VIII Level I; QSEN Competency: Patient Centered Care, EPB, QI, Safety).

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

10. Appropriately accesses and 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 II; QSEN Competency: Patient Centered Care, EPB, Teamwork and Collaboration, Safety, QI, Informatics).

**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.

<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>24%</td>
<td>24</td>
</tr>
<tr>
<td>Mid Term 2</td>
<td>75 items/100 points</td>
<td>24%</td>
<td>24</td>
</tr>
<tr>
<td>Cumulative Final</td>
<td>100 items/100 points</td>
<td>48%</td>
<td>48</td>
</tr>
<tr>
<td>Online Quizzes/ Case Studies</td>
<td>1 point</td>
<td>2%</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>
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): 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>3/14/11</td>
</tr>
<tr>
<td>College Dean or Associate Dean:</td>
<td>2/16/11</td>
</tr>
<tr>
<td>CPSP (for school personnel courses ONLY)</td>
<td></td>
</tr>
<tr>
<td>Associate Vice President</td>
<td></td>
</tr>
<tr>
<td>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
NURS 121 Nursing Families in Complex Illness Theory

Instructors:
Dr. Katherine Kelly DNP RN NP-C (Faculty of Record)
Dr. Debra Brady DNP RN CNS
Professor Nassrine Nouredine RN MSN

Office & Hours:
Dr. Kelly: Office 2007 Folsom Hall
   Monday 1-4 pm
Dr. Brady: Office 2018 Folsom Hall
   Monday: 6:30 – 7:30 am
   Monday: 9:00 - 10:00 pm online or phone
Professor Nassrine Nouredine: Office 2019 Folsom Hall
   Monday 1 – 4 pm

Class Time & Location: This is a three (3) unit theory course that must be taken concurrently with NURS 122 clinical.

Theory:
Lecture is Monday 8am-1050 ARC 1010. The lecture is also streamed and available in real time from SacCT.
N121 site. Archived lectures are posted under the archive lecture icon on the N121 SacCT site within 24 hours for additional review. All students have access to streaming.

Phone/Fax:
Dr. Kelly (916) 849 1056 (cell)
Dr. Brady (916) 217-2579 (cell)
Prof Nouredine (916) 501 4958

Email:
Use the N121 Sac CT email for the course. This site is checked daily and on weekends during the semester.
Dr. Kelly Sac State email: kkelly@csus.edu
Dr. Brady Sac State email: bradyd@csus.edu
Prof Nouredine Sac State email: noureddinen@csus.edu

Website:
SacCT: NURS 121 SacCT site. This site will appear on your SacCT course list once you are registered in the course.
Prerequisites: NURS 101, NURS 102, NURS 117, NURS 18, or instructor permission

Corequisite: NURS 122

Required Texts: N121 Theory Syllabus (available online at N121 SacCT site).

ATI Materials for RN Adult Medical Surgical Nursing (available for order from ATI. See staff in Nursing Resource Center for ordering information and dates)

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


Lab and Drug Guide reference are mandatory. You may use the same texts you purchased for NURS 101. Additional options are listed under recommended textbooks below. Excellent PDA sources are available on the internet for purchase. A PDA is highly recommended for this course.


Course Syllabus


Required Texts & Readings

Required texts are the same ones used in NURS 101 and NURS 18. Readings are assigned weekly from the ATI material and from the Black/Hawks Text. The weekly assigned reading list is available on the lecture schedule found on the website. Material from the assigned readings will be included in all N121 exams.

Course Pre-requisites

The Division of Nursing requires successful completion of all prerequisite courses listed above with a minimum of a C or credit grade and a passing of the Fundamental ATI within three attempts at a minimum of a Level II in order to enroll in N121.

Course Description

Nursing Families in Complex Illness provides students with the opportunity to apply the nursing process through planning, implementing, and evaluating care of individuals and families experiencing complex illness. The focus is on synthesizing data from multiple sources and formulating nursing actions based on physiological and psychological alterations for the purpose of improving the individual and family's level of health. Graded/3 units lecture

Course Objectives

Each objective is designed to facilitate achievement of the CSUS Division of Nursing’s Summative Outcomes (SO1-10), measured at graduation. Passing N121 means the student is functioning at Level I or Level II (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 are cross referenced with the Quality and Safety Education for Nurses (QSEN) Competencies. (Appendix A).

1. Analyzes theories and concepts from the nursing science related to respiratory, cardiovascular, renal, neurological, endocrine, gastrointestinal, immune, and multisystem disorders and integrates these into clinical nursing practice (Essential 1; SO I Level II; QSEN Competency: Safety).
2. Utilizes the nursing process and clinical reasoning to diagnose and formulate solutions to health problems across increasingly unpredictable and complex health care settings including acute care units, Intensive care units, the Emergency Department, and Post Anesthesia Care Unit. (Essential 9; SO II Level II; QSEN Competency: Patient Centered Care, Safety, EBP).

3. Implements safe, efficient health care for multiple patients, families, and groups in increasingly complex and unpredictable situations and organizational structures (Essential 2; SO III Level II; 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. 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. (Essential 8; SO V Level I; QSEN Competency: Patient Centered Care, Teamwork and Collaboration, Safety, QI, EBP, Informatics).

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

7. Applies the basic elements of research in order to critique and appraise acute care policies/procedures/protocols as they relate to evidence based practice and improved patient outcomes. (Essential 3; SO III Level II; 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, and Ventilator Associated Pneumonia prevention. (Essential 5; SO VIII Level I; QSEN Competency: Patient Centered Care, EPB, QI, Safety).

9. Identifies protective and predictive factors including cultural, psychological, and spiritual influences on the health of individuals and families. (Essential 7; SO IX Level I; QSEN Competency: Patient Centered Care).
10. Appropriately accesses and 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 II; QSEN Competency: Patient Centered Care, EPB, Teamwork and Collaboration, Safety, QI, Informatics).

**Method of Instruction**

This course is a three unit theory course that is taken concurrently with NURS 122 clinical course and employs a variety of modalities to facilitate student learning including case study-based lectures, online skills videos and learning modules, weekly online quizzes, human patient simulation, and clinical experiences in the hospital and community. The following is detailed description of the theory component.

**Theory Component**

The Theory section meets weekly for 3 hours during the semester for theory lecture/discussion. Theory lectures are also streamed in real time and can be accessed via SacCT or viewed in archived files from the N121 SacCT site within 24 hours. 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 clinical and lecture content of the course. Clinical case studies of individuals with complex illnesses are discussed so the student can use the nursing process in determining patient needs, planning care for individuals with unpredictable adaptive responses, and in evaluating the outcomes of care. Concepts important in the development of the leadership role are strengthened and applied to patients and families with complex needs. Students will increase their knowledge relative to role theory, change theory, communication, collaboration, coordination, decision theory, delegation, and apply this knowledge with groups of patients, their families, as well as with other health care professionals.

**Online Component**

This course will be delivered in a hybrid (blended) learning online environment through the SacCT course management system. The course syllabus, lecture objectives and outlines, skills videos, weekly quizzes, learning modules, clinical information/forms, discussion boards and exams can be accessed via the N121 SacCT site. Communication with course faculty will occur via the N121 SacCT site email and discussion board.

**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).
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.htm) 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). 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:

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

**Course Assignments and Projects**

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

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

   There are several mandatory simulation experiences in N121. These provide opportunities to integrate theory content and practice assessment, implementation of nursing skills and collaborative communication and problem solving in a safe learning environment where a mistake in judgment will not adversely affect a patient.

   You will be assigned specific simulation days/times week 2 and week 7 of the semester (See the Orientation Schedule posted on the N121SacCt website.) In addition you will be responsible for selecting and sign up for 2 additional cardiac simulation experiences sometime during week 4 to week 10 of the semester. You will also be responsible for sign up for an IV start simulation week 8 of the semester. Sign up information will be posted via the N121 SacCT email. These simulations labs are part of your clinical hours and are mandatory.
2. **Tubes/Lines/Drains Self Study Module:**
   This is a self study module consisting of a powerpoint presentation of some lines and tubes that you may encounter in your patients. You will find this under Lecture Objectives and Outlines: Drains and Tubes icon.

3. **Endocrine Self Study Modules:**
   This is a set of 5 self study modules with endocrinology content. You will find these under the Lecture Objectives and Outlines: Endocrine Modules. Also under the Quizzes and Case Studies portion of SacCT is a set of study guide questions that will aid you in studying for the exam and ATI. This module will open immediately after the first midterm. Material from these modules will be on Midterm II and the Final exam.

4. **EKG Self Study Modules**
   This is a set of 10 modules designed to help you with basic ECG interpretation. Each module should take you approximately 30 – 45 minutes to complete. Self study questions are at the end of the module and answer keys are posted alongside the modules. The modules are found under Lecture Objectives and Outlines. The modules are designed to be completed one per week after the second week. Testing of this content will occur as Midterm I: modules 1,2,3, Midterm II: modules 4,5,6, Final exam: modules 7,8,9. Module 10 is a comprehensive review for the final exam as well.

5. **SacCT Weekly Case Studies and Quizzes**
   For each section of content, the faculty have developed a case study that applies the information. These are found under Case Studies and Quizzes icon and labeled individually. These case studies each have a point value and will improve your performance on exams when completed. The well-organized student will complete these case studies during the week of the lecture pertaining to the case study, then review the case study for the upcoming exam. You can take these case studies three times and the grade calculator will automatically record the highest score. All case studies will close the night before the final exam, so do not put this off.

6. **MicroSim Case Studies**
   Cases will be assigned as part of the preparation for some theory components as well as your simulation experiences. You 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. Some test questions for the MT1, MT2, and the final will be drawn from this material.

7. **ATI Materials**
In keeping with the policy of the Division of Nursing there will be one ATI exam in this course. Prior to this semester you were required to purchase the ATI (Assessment Technologies Institute) packet (available through the Division of Nursing Resource Center). This packet contains both study materials and self-assessment materials, which you will use throughout the semester. This material and case studies are integrated into your weekly reading assignment. ATI materials are geared toward mastery of NCLEX-type questions that you will encounter on the examination for the national RN licensure exam. Students will have three opportunities to successfully pass the ATI exam by achieving a Level II. The ATI will be given for the first attempt the 14th week of the semester. Students must pass the ATI exam by the third attempt in order to pass N121.

Resources for Written Work: Guidelines and Resources

Research Journals

For the group research presentation you must select a nursing research article. The following are journal suggestions which may help start your search. The library and search sources will also identify others based on your topic of interest.

American Journal of Critical Care
Journal of Nursing Scholarship
Critical Care Nurse
American Journal of Nursing
Journal of Emergency Nursing
Dimensions in Oncology Nursing
Journal of Perianesthesia Nursing
RN
Nursing Clinics of North America

All of these journals are available on-line through the Sacramento State library along with many more. For information on how to access these journals, students can attend short workshops through the library. To find out about these classes go to http://library.csus.edu/ instructional services-library workshops. The library specialist for nursing is Eileen Heaser, eheaser@csus.edu Phone 278 6797

Citation Examples

The following are examples of how to site references a website in APA format for your clinical prep papers and for your poster presentation.


**Grading**

A letter grade will be assigned for the three (3) units based on test scores and assignments. In order to attain a passing grade of “C” in N121 you must achieve a cumulative average of $\geq 73\%$ on all exams, cumulative score of $\geq 75\%$ on assignments, and pass the ATI at a Level 2 or higher.

**GRADING CRITERIA**

**Theory:**

There are three NCLEX style in-class, closed-book, proctored computer examinations. All students will be scheduled to take their exams on the same specified date and time. Students must achieve a cumulative 73% on these three exams.

**ATI:**

The ATI RN Adult Medical Surgical examination passage at *level 2* is required for passage of N121. The ATI 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. There are 2 remediation non-proctored computer exams available in the ATI study package, and these should be utilized for practice.

If the test is passed on the first attempt the student will be given one extra credit percentage point toward his/her grade. If the examination is not passed on the first attempt, no 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 two to three weeks later. 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 entire course must be repeated.**

**Grade Distribution**

**Grade Policy and Calculation**

The grades you earn in N121 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>
<td>24%</td>
<td>24</td>
</tr>
<tr>
<td>Mid Term 2</td>
<td>75 items/100 points</td>
<td>24%</td>
<td>24</td>
</tr>
<tr>
<td>Cumulative Final</td>
<td>100 items/100 points</td>
<td>48%</td>
<td>48</td>
</tr>
<tr>
<td>Online Quizzes/</td>
<td>1 point</td>
<td>2%</td>
<td>2</td>
</tr>
<tr>
<td>Case Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Calculating SacCT points:** There are Case Studies with Quizzes = 2% of grade. These will be automatically graded and added to your total by SacCT. Each exercise provides information pertinent to clinical, as well as information needed to be successful on the mid terms and final. This calculation does not include the ECG SacCT modules.

**Calculating ATI Points:** First Time pass = 1 % points added to your final grade; 2nd or 3rd 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:

- Test 1 = 83% \[.83 \times 24 = 19.92\]
- Test 2 = 89% \[.89 \times 24 = 21.36\]
- Final = 85% \[.85 \times 48 = 40.8\]
- Case Studies = 90% \[.90 \times 2 = 1.8\]

**TOTAL POINTS =** 83.88 (convert to grade on table below = B)
ATI pass on first test = 1% \[1\] (requirement Level 2 met)
FINAL GRADE: 84.88 (B = Final scores earned will NOT be rounded up)

Students must earn a 73% or greater for total points on tests 1,2 and final exam. Failure to receive a 73% or better results in failure of the course. No clinical points, ATI points or professional points are added in if a student fails to achieve the 73% on exams and the student receives an F in the course.
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>Clinical Failure</td>
<td>F</td>
</tr>
<tr>
<td>ATI less than Level 2 on 3 attempts</td>
<td>F</td>
</tr>
</tbody>
</table>
for makeup. Failure to comply with the above policies regarding tests and the arrangements that have been approved by the instructor 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 NURS 121 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 one extra credit percentage point 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 N121, 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 me after class or during faculty office hours early in the semester.

**University Resources**

The following are university resources that you may find helpful in successfully meeting learning objectives for N121.

**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 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.

**Student Computing 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/sacct/student/) where you can view online Tutorials, FAQ's and other help resources.

Writing Center: There is a writing center on campus for students struggling 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 or e mail writingcenter@csus.edu for specific questions. Students can also reach the writing center by phone: 278 6356.

Testing Center: 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 Nurs121 faculty believe 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. Here a student can be tested for learning disabilities and receive an accommodation that will allow them the opportunity to be successful when taking exams. 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 or call 278 6955 or go to Lassen Hall 1008.
Appendix A

CALIFORNIAN STATE UNIVERSITY SACRAMENTO DIVISION OF NURSING

BASED ON AMERICAN ASSOCIATION OF COLLEGES OF NURSES

SUMMATIVE AND LEVEL OUTCOMES (SO): BACCALAUREATE CURRICULUM

SO I: SYNTHESIZES 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: SYNTHESIZES 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: EMPLOYS 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 intra-professional 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.
American Association of Colleges of Nursing

Essentials of Baccalaureate Education for Professional Nursing Practice

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
American Nurses Association
STANDARDS OF CARE AND PROFESSIONAL PERFORMANCE

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 health care 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.
American Association of Colleges of Nursing
QUALITY AND SAFETY EDUCATION FOR NURSES

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.