

# NURS 166: HEALTH CAREERS AT CALIFORNIA CORRECTIONAL FACILITIES

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## In Workflow

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## Approval Path

1. Tue, 26 Mar 2024 21:34:39 GMT  
Tanya Altmann (kristi): Approved for NURS Chair
2. Tue, 02 Apr 2024 22:55:31 GMT  
Heather Thompson (heather.thompson): Approved for HHS College Committee Chair
3. Wed, 03 Apr 2024 16:02:02 GMT  
Robert Pieretti (sac19804): Approved for HHS Dean

## New Course Proposal

Date Submitted: Tue, 26 Mar 2024 21:22:15 GMT

**Viewing: NURS 166 : Health Careers at California Correctional Facilities**

**Last edit: Tue, 26 Mar 2024 21:22:14 GMT**

Changes proposed by: Tanya Altmann (101067274)

**Contact(s):**

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|-------------------|-------------------------|--------------------|
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**Catalog Title:**

Health Careers at California Correctional Facilities

**Class Schedule Title:**

Health Careers in Corrections

**Academic Group: (College)**

HHS - Health & Human Services

**Academic Organization: (Department)**

Nursing

**Will this course be offered through the College of Continuing Education (CCE)?**

No

**Catalog Year Effective:**

Spring 2025 (2025/2026 Catalog)

**Subject Area: (prefix)**

NURS - Nursing

**Catalog Number: (course number)**

166

**Course ID: (For administrative use only.)**

TBD

**Units:**

3

**Is the only purpose of this change to update the term typically offered or the enforcement of existing requisites at registration?**

No

**In what term(s) will this course typically be offered?**

Fall, Spring

**Does this course require a room for its final exam?**

No, final exam does not require a room

**Does this course replace an existing experimental course?**

No

**This course complies with the credit hour policy:**

Yes

**Justification for course proposal:**

Providing information about medical career options in general and specifically for corrections facilities & prisons. Meets the needs of the Health Science majors for an upper division Area C GE. Target audience is those students whose aspiration is nursing but who may need to consider alternatives for making a difference in the healthcare field.

**Course Description: (Not to exceed 80 words and language should conform to catalog copy.)**

This course is an introduction to healthcare careers, especially those that are available at California Correctional Facilities. These career options extend to many other healthcare facilities. This course provides an overview of 18 different healthcare careers, the daily routine one may encounter in this occupation, and the pathway necessary to obtain this goal. It also provides an overview of healthcare and its history and some current and future challenges in the healthcare industry.

**Are one or more field trips required with this course?**

No

**Fee Course?**

No

**Is this course designated as Service Learning?**

No

**Is this course designated as Curricular Community Engaged Learning?**

No

**Does this course require safety training?**

No

**Does this course require personal protective equipment (PPE)?**

No

**Does this course have prerequisites?**

No

**Does this course have corequisites?**

No

**Graded:**

Letter

**Approval required for enrollment?**

No Approval Required

**Course Component(s) and Classification(s):**

Lecture

**Lecture Classification**

CS#02 - Lecture/Discussion (K-factor=1 WTU per unit)

**Lecture Units**

3

**Is this a paired course?**

No

**Is this course crosslisted?**

No

**Can this course be repeated for credit?**

Yes

**How many times can the course be taken (including first time passed)?**

2

**Total credits allowed (including first time passed)**

6

**Can the course be taken for credit more than once during the same term?**

No

**Description of the Expected Learning Outcomes and Assessment Strategies:**

List the Expected Learning Outcomes and their accompanying Assessment Strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers). Click the plus sign to add a new row.

|   | Expected Learning Outcome  | Assessment Strategies   |
|---|--|---|
| 1 | <p>1. Demonstrate knowledge of career choices available in the medical field and specifically within California Correctional Facilities.</p> <p>2. Investigate, describe, and analyze the roles and careers available, the function of health care facilities, and the culture implications for special patient populations including incarcerated patients.</p> <p>3. Analyze personal characteristics and traits that are important for working in healthcare and at a Correctional Medical Facility.</p> <p>4. Demonstrate knowledge and understanding of the medical system including at California Correctional Facilities, how it fits with society today, and current and future trends that will influence care.</p> <p>5. Explain the differing roles in healthcare and how the interdisciplinary team benefits patients in many settings including the California Correctional facilities.</p> <p>6. Create a comprehensive, well-developed educational pathway based on the student’s interest and strengths that could lead to a career in healthcare especially at California Correctional Facilities.</p> <p>GE Area C Objectives:</p> <p>1. Demonstrate knowledge of the conventions and methods of the study of the humanities.</p> <p>2. Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.</p> <p>3. Compare and analyze various conceptions of humankind.</p> <p>4. Demonstrate knowledge and understanding of the historical development of cultures</p> | <p>1. Discussion board, quiz 1, strengths assessment, pathways paper.</p> <p>2. Discussion board, strengths assessment, contract paper, &amp; pathway paper.</p> <p>3. Discussion board, quiz 2, contrast paper, &amp; pathways paper.</p> <p>4. Contrast paper.</p> <p>5. Discussion board, quiz 3, strengths assessment, contrast paper, &amp; pathways assignment.</p> <p>6. Discussion board, strengths assessment, contrast paper, &amp; pathways assignment.</p> <p>GE Area C Objective assessment:</p> <p>1. Discussion board, quiz 1, &amp; strengths assessment.</p> <p>2. Discussion boards, contrast paper, &amp; pathways assignment.</p> <p>3. Quiz 2 &amp; strengths assessment.</p> <p>4. Discussion boards, quiz 3, &amp; pathways assignment</p> |

**Attach a list of the required/recommended course readings and activities:**

NURS 166 Required & Recommended readings & activities.docx

**For whom is this course being developed?**

Majors of other Depts

**Is this course required in a degree program (major, minor, graduate degree, certificate?)**

No

**Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer)?**

No

**Will there be any departments affected by this proposed course?**

No

**I/we as the author(s) of this course proposal agree to provide a new or updated accessibility checklist to the Dean's office prior to the semester when this course is taught utilizing the changes proposed here.**

I/we agree

## **University Learning Goals**

**Undergraduate Learning Goals:**

Knowledge of human cultures and the physical and natural world

**Is this course required as part of a teaching credential program, a single subject, or multiple subject waiver program (e.g., Liberal Studies, Biology) or other school personnel preparation program (e.g., School of Nursing)?**

No

## **GE Course and GE Goal(s)**

**Is this a General Education (GE) course or is it being considered for GE?**

Yes

**In which GE area(s) does this apply?**

C2. Humanities

**Which GE objective(s) does this course satisfy?**

Develop an acquaintance and understanding of cultures and major dynamic social institutions which affect one's life.  
Possess a significant and useful understanding of peoples from a diversity of cultures and backgrounds, including women and ethnic and other minority groups who have been the objects of prejudice and adverse discrimination within our society.

**Attach Course Syllabus with Detailed Outline of Weekly Topics:**

Health Care Careers at California Correctional Facilities SoN Syllabus.docx

Syllabi must include: GE area outcomes listed verbatim; catalog description of the course; prerequisites, if any; student learning objectives; assignments; texts; reading lists; materials; grading system; exams and other methods of evaluation.

**Will more than one section of this course be offered?**

No

## **General Education Details - Area C2: Humanities**

Section 1.

**Indicate in written statements how the course meets the following criteria for Area C2. Relate the statements to the course syllabus and outline. Be as succinct as possible.**

**Is broad in scope or survey in nature.**

Covers many health occupations emphasizing those less known options. Opens up avenues of employment (i.e., corrections) seldom considered by health major students. Aspects of Health and interdisciplinary care (wk 3)

**Develops an understanding of and appreciation for the diversity of the human community.**

By presenting health careers in corrections students will understand the diversity of those incarcerated and understated and their health care needs. Starting with introspection in the strengths assessment (wk 4) and then utilizing that knowledge to develop career pathways.

**Develops a comprehensive understanding and appreciation of the heritage being studied and transmits a knowledge of the Western and Non-Western cultural heritage in the humanities. Students should be able to:**

**Demonstrate knowledge of the conventions and methods of the study of the humanities.**

Students will consider the development of health care and analyze how that has affected health delivery in the correctional system. Aspects of Health and interdisciplinary care (wk 3)

**Investigate, describe, and analyze the roles and effects of human culture and understanding in the development of human societies.**

Students will be exposed to the history of the medical field as it was developed for the society within the correctional system. Health Care Roles and Regulatory Agencies, History of Healthcare in the US (wk 2) & Issues in Health Care (wk 14)

**Compare and analyze various conceptions of humankind.**

Evaluating different aspects of health care as it is provide (or kept from) a subsection of society. Special Populations in Health Care: Incarcerated patients, older adults, patients with disabilities (wk 13)

**Demonstrate knowledge and understanding of the historical development of cultures and civilizations, including their animating ideas and values.**

Health Care Roles and Regulatory Agencies, History of Healthcare in the US (wk 1). Discussion of the development of various health care roles such as the nurse practitioner that came directly from the need for specialized providers.

**In presenting the contribution and perspectives of people, the coursework addresses at least two of the following:**

- Women
- Ethnicity
- Socio-economic status
- Religious affiliation
- Disabilities
- Gays & lesbians

Address socio-economic status, disabilities, and specialized populations (wk 13). Also addresses the future of health care evolving roles (wk 15).

**Includes a writing component described on course syllabus**

1) If course is lower division, formal and/or informal writing assignments encouraging students to think through course concepts using at least one of the following: periodic lab reports, exams which include essay questions, periodic formal writing assignments, periodic journals, reading logs, other. Writing in lower division courses need not be graded, but must, at a minimum, be evaluated for clarity and proper handling of terms, phrases, and concepts related to the course.

2) If course is upper division, a minimum of 1500 words of formal, graded writing. [Preferably there should be more than one formal writing assignment and each writing assignment (e.g. periodic lab reports, exams which include essay questions, a research/term paper etc.) should be due in stages throughout the semester to allow the writer to revise after receiving feedback from the instructor. Include an indication of how writing is to be evaluated and entered into course grade determination.]

Course includes 6 discussion boards for 100-150 words plus 3 papers of a minimum length of 3-pages. This is scaffold to allow the students to collect information and revise for a final product.

Section 2.

**If you would like, you may provide further information that might help the G.E. Course Review Committee understand how this course meets these criteria and/or the G.E. Program Objectives found in the CSUS Policy Manual, General Education Program, Section I.B.**

Expanded look at medicine, how it has evolved, and continues to evolve, and how it affects specialized populations.

**Please attach any additional files not requested above:**

Health Science consultation re Corrections course.pdf

Key: 15115