San Diego City College
Proposed Course Outline

NURSING – Community Health Nursing

1. Course Number  Course Title  Semester Units  Hours
   NURS  Community Health Nursing  5 units  45 lecture
       135 clinical

2. Course Prerequisites

   For RN to BSN students only.

3. Catalog Description

   During this theory and clinical course, students will be guided to think critically about the role and core competencies of community health nursing in promoting health, preventing disease and restoring health. The nursing process is applied to individuals, families, groups and communities within the context of diverse populations. Emphasis is placed on the synthesis of concepts, theories, knowledge and practice from nursing and public health sciences to determine the health status, needs and assets of communities and their members. Students assess physical, social and cultural environments, identify populations at risk, and implement and evaluate appropriate nursing interventions. During clinical practice they apply the nursing process in delivering community health nursing services in partnership with health agencies and communities. Strategies for health care delivery, application of health-related technologies and databases, and multidisciplinary collaboration are emphasized.

4. Course Objectives

   a. Utilize theoretical and empirical knowledge from previous nursing courses, and public health science to gain an understanding of individuals, families, groups and communities.
   b. Develop an understanding of epidemiologic principles, which have implications for the health of a community.
   c. Apply the nursing process in delivering community health nursing services in partnership with health agencies and communities.
   d. Analyze and utilize appropriate communication processes in coordination with other care providers in the health care of clients in the community.
   e. Incorporate into nursing care those nursing practices which demonstrate respect for ethnic identity and socio-cultural practices of clients in the community.
   f. Provide and evaluate nursing care given to clients in the community according to legal, ethical and professional standards of quality care.
   g. Assume responsibility and accountability for providing quality care with indirect supervision in a community setting.
   h. Examine the health care delivery system in the U.S. and its impact on community health nursing and identify appropriate nursing actions, reflective of legal, political, geographic, economic, ethical and social influence.
   i. Examine the needs of a rural health care delivery system and discuss factors influencing the health of persons in developed and developing countries.
j. Recognize the socio-political and economic issues in the community, which affect the client's health and health care and serve as an advocate when appropriate.

k. Adapt, initiate, and evaluate teaching strategies, which are appropriate for peers and individual clients and groups in the community.

l. Utilize leadership behaviors in collaborating with health team members in the community to identify a need for planned change, facilitate this change with a selected group of clients and analyze its effectiveness.

m. Apply research findings to community health nursing practice.

n. Collaborate with other health care providers and clients to plan, provide and evaluate nursing and health care.

o. Identify through self-evaluation an area in which further learning is needed and select appropriate learning activities in the community to meet identified learning needs.

p. Function autonomously seeking appropriate consultation while providing care to clients in the community.

q. Identify the actual and potential commitments and contributions of the community health nurse in society.

5. **Instructional Facilities**

   Standard classroom.
   A variety of Community Health Agencies will be used.

6. **Special Materials Required of Student**

   Stethoscope.
   Computer and internet access.

7. **Course Content**

   a. History of Community Health Nursing/Public Health Nursing Principles
   b. Roles of the nurse in the community
   c. Health People and Communities
   d. Orientation to Nursing in the Community
   e. Home Visiting Principles/Personal Safety/Infection Control
   f. Health Care Services in the Home
   g. Case Management
   h. Documentation
   i. Community Assessment
   j. Cultural awareness
   k. Rural Health Care
   l. US Health Care Policy
   m. Epidemiological Applications, Sources of Health Data
   n. Communicable Diseases
   o. Occupational Health
   p. Environmental Health
   q. Vulnerable groups
   r. Community Emergency Preparedness
   s. Global health
8. Method of Instruction
   a. Lecture
   b. Case Studies
   c. Group presentations.
   d. Internet links.

9. Methods of Evaluating Student Performance
   a. Written quizzes.
   b. Written midterm and final exam.
   c. Oral Presentations
   d. Competency testing.

10. Outside Class Assignments
    a. Assigned readings.
    b. Case studies
    c. Community Assessment.

11. Texts
    a. Required Text(s): TBD
    b. Supplementary texts and workbooks: TBD

12. Student Learning Outcomes:

Patient Centered Care:
Describe and explain concepts of patient centered nursing care in the provision of holistic, quality care to diverse clients of all ages by:

Knowledge and skills:
I. Collecting and interpreting data related to the health of individuals, families, aggregates and communities.
II. Conducting a community assessment for the purpose of analyzing the health and health services of the individuals, families and aggregates in a community.
III. Providing patient centered care with sensitivity and respect for the diversity of the human experience.

Attitudes:
I. Value the community, aggregate, family or client experience with health care.
II. Recognize and acknowledge personally held attitudes about working with clients from different ethnic, cultural and social backgrounds.
III. Appreciate shared decision making with empowered clients, families, aggregates and communities even when conflicts occur.
Critical Thinking
Knowledge and Skills:
Assess, apply, and analyze new research, knowledge, and healthcare policies to solve nursing problems, initiate changes, and improve nursing practice by:
I. Identifying health status and resources of a community based on community assessment data.
II. Analyzing and interpreting data gathered during the community assessment.

Attitudes:
I. Value data and its effect on community-centered care.
II. Recognize that community expectations influence outcomes in managing a community healthcare.

Evidence Based Practice
Knowledge and Skills:
I. Explain the role of evidence in determining best clinical practice in the community.
II. Describe how the strength and relevance of available evidence influences the choice of interventions in the provision of community centered-care.
III. Discriminate between valid and invalid reasons for modifying evidence-based clinical practice based on clinical expertise or community preferences.

Attitudes:
I. Appreciate the strengths and weaknesses of scientific basis for practice.
II. Value the need for ethical conduct of research and quality improvement.
III. Value the need for continuous improvement in clinical practice based on new knowledge.

Informatics
Knowledge and Skills:
I. Identify the essential information that must be available in a common database to support client care in the community setting.
II. Explain why information and technology skills are essential for safe client care in the community.
III. Apply technology and information management tools to support safe care in the community health setting.
IV. Navigate the electronic health record.

Attitudes:
I. Appreciate the necessity for all health professionals to seek lifelong learning of information technology skills.
II. Protect confidentiality of protected health information in electronic health records.
NURSING – Advanced Health Assessment

1. **Course Number**  | **Course Title**  | **Semester Units** | **Hours**  
NURS | Advanced Health Assessment | 3 | 2 lect  
2 | 2 lab  

2. **Course Prerequisites**

For RN to BSN students only.

**Recommended Preparation**

None.

3. **Catalog Description**

This course will build upon health assessment skills developed in the professional nurse’s basic educational program. The course is designed for students to acquire knowledge of advanced physical assessment in or to provide safe, competent, and patient centered care to clients across the lifespan. Students will identify common pathological health deviations, at-risk behaviors, and altered physical findings. Instruction in health history taking, physical examinations skills, health promotion techniques, and clinical assessment tools are included in the course content. Students will use information technology systems to research evidence-based practice. They will use case studies to apply critical thinking, as they examine socio-cultural diversity and caring practices in health assessment.

4. **Course Objectives**

The student will:

a. Collect and interpret data related to the health history, chief complaint, and history of the present illness.
b. Analyze communication methods for obtaining the health history.
c. Differentiate between variations of normal and abnormal assessment data.
d. Document assessment findings in a concise, accurate, and logical manner.
e. Determine health status based on assessment data.
f. Analyze and interpret data gathered during physical assessment.
g. Demonstrate advanced knowledge in the nursing care of patient and their families throughout their lifespan.
h. Recognize, analyze, and evaluate ethical challenges and the way in which these challenges impact patient-centered care and healthcare.
i. Describe examples of how technology and information management are related to the quality and safety of patient care.

5. **Instructional Facilities**

Standard classroom.
Simulation laboratory.

6. **Special Materials Required of Student**

Stethoscope.
Computer and internet access.
7. **Course Content**

a. Health history  
b. Cultural awareness.  
c. Examination techniques and equipment  
d. Mental status  
e. Growth and measurement  
f. Pediatric Assessment  
   I. Newborn  
   II. Infant  
   III. Child  
   IV. Adolescent  
g. Nutrition  
h. Assessment of pain  
i. Skin, hair, nails  
j. Lymphatic system  
k. Head and neck  
l. Eyes  
m. Ear, nose, and throat  
n. Heart  
o. Blood vessels  
p. Breast and axillae  
q. Abdomen  
r. Female genitalia  
s. Male genitalia  
t. Musculoskeletal system  
u. Neurologic system  
v. Putting it all together  
w. Clinical judgment  
x. Recording information  
M. Geriatric Assessment.  
N. Emergent Assessment.  
O. Developmental Assessment.

8. **Method of Instruction**

a. Lecture  
b. Case Studies  
c. Group presentations.  
d. Internet links.  
e. Writing SOAP notes.  
f. Comprehensive pediatric health assessment write up  
g. Comprehensive adult/geriatric health assessment (video performance)

9. **Methods of Evaluating Student Performance**

a. Written quizzes.  
b. Written midterm and final exam.  
c. Competency testing.

10. **Outside Class Assignments**

a. Assigned readings.  
b. Case studies.
c. Comprehensive assessment reports.

11. Texts
   a. Required Text(s):
      TBD
   b. Supplementary texts and workbooks:
      TBD

12. Student Learning Outcomes:

**Patient Centered Care:**
   a. Describe and explain concepts of patient centered nursing care in the provision of holistic, quality care to diverse clients of all ages by:
      Knowledge and skills:
      I. Collecting and interpreting data related to the health history, chief complaint, and history of the present illness utilizing interviewing skills that are appropriate to the developmental, education, and cultural characteristics of the client.
      II. Conducting comprehensive assessment on an individual for the purpose of health promotion, physical diagnosis, and treatment utilizing advanced health assessment techniques.
      III. Providing patient centered care with sensitivity and respect for the diversity of the human experience.
      Attitudes:
      I. Value the patient's experience with their own health symptoms.
      II. Recognize and acknowledge personally held attitudes about working with patients from different ethnic, cultural and social backgrounds.
      III. Appreciate shared decision making with empowered patients and families, even when conflicts occur.

**Critical Thinking**
Knowledge and Skills:
   a. Assess, apply, and analyze new research, knowledge, and healthcare policies to solve nursing problems, initiate changes, and improve nursing practice by:
      I. Determining health status based on assessment data.
      II. Analyzing and interpreting data gathered during the health assessment.
   Attitudes:
      I. Value data and its effect on patient-centered care.
      II. Recognize that patient expectations influence outcomes in managing a patient healthcare.

**Evidence Based Practice**
Knowledge and Skills:
   a. Explain the role of evidence in determining best clinical practice.
   b. Describe how the strength and relevance of available evidence influences the choice of interventions in the provision of patient centered-care.
   c. Discriminate between valid and invalid reasons for modifying evidence-based clinical practice based on clinical expertise or patient/family preferences.
   Attitudes:
   a. Appreciate the strengths and weaknesses of scientific basis for practice.
   b. Value the need for ethical conduct of research and quality improvement.
   c. Value the need for continuous improvement in clinical practice based on new knowledge.

**Informatics**
Knowledge and Skills:
   a. Identify the essential information that must be available in a common database to support patient care.
   b. Explain why information and technology skills are essential for safe patient care.
   c. Apply technology and information management tools to support safe processes of care.
   d. Navigate the electronic health record.
Attitudes:
a. Appreciate the necessity for all health professionals to seek lifelong learning of information technology skills. Protect confidentiality of protected health information in electronic health records.
GROSSMONT COLLEGE

Proposed Course Outline

NURSING – LEADERSHIP AND MANAGEMENT OF HEALTHCARE

1. Course Number  Course Title  Semester Units  Hours
   NURS       Leadership & Management of Healthcare   3       3 hour lecture

2. Course Prerequisites

   A “C” grade or higher in all first semester courses.

   Recommended Preparation

   None.

3. Catalog Description

   This hybrid course is designed to assist the student to synthesize the intersection of nursing care with leading people and managing organizations and systems. The course incorporates the application of management principles and leadership, change, and administration theories in nursing practice and health care delivery. Content discussion include delegation, working in large groups, communication and collaboration, cultural diversity, legal and ethical dilemmas, budget management, staff development, resource management, quality improvement and risk management, evidence based practice, and the healthcare consumer.

4. Course Objectives

   The student will:
   a. Differentiate between management and leadership, discuss the aspects of leadership, identify common leadership theories, and describe the continuum of leadership behavior.
   b. Identify common barriers to effective communication and discuss strategies to improve personal and organizational and risk communication.
   c. Describe the roles of motivation and power that may be used by the nurse leader.
   d. Define evidence-based practice and describe various strategies used to search literature, evaluate data, and implement evidence-based practice on a nursing unit.
   e. Describe the delegation process and differentiate between responsibility and accountability.
   f. Describe antecedent conditions for conflict, discuss negative and positive outcomes associated with conflict, and differentiate between conflict management and conflict resolution.
   g. Discuss change theory and its relationship to managing organizations.
   h. Discuss the evaluation policy and procedures for the disciplinary processes in the organization.
   i. Discuss strategies available to the nurse leader for survival in that role.

5. Instructional Facilities

   Standard classroom.
   Computer lab.

6. Special Materials Required of Student

   Computer with internet access.
7. **Course Content**

   a. Differences between management and leadership.
   b. Concepts of intra and inter-personal communication and teamwork, collaboration and conflict resolution, delegation and supervision, workforce motivation, organizational strengths and change processes.
   c. Examine evidence-based practices for promoting nursing professionalism, self-care for the nurse manager, work-life balance, healthy work environments, and resource identification to assist in building a nursing career in nursing leadership roles.

8. **Method of Instruction**

   a. On-line
   b. In class computerized examinations.

9. **Methods of Evaluating Student Performance**

   a. Written assignments.
   b. Computer midterm and final exam.

10. **Outside Class Assignments**

    a. Read required text.
    b. Change project.
    c. Mentorship.

11. **Texts**

    a. Required Text(s):
        (1) TBA
    b. Supplementary texts and workbooks:
        (1) TBA

12. **Student Learning Outcomes**

    a. Compare and contrast nursing leadership and nursing management.
    b. Explore the organizational context within which nursing leaders and managers function.
    c. Discuss the skill required by nurse mangers and leaders to create an effective work environment.
    d. Describe the human resource procedures and processes utilized by nurse leaders and managers.
    e. Practice selected management and leadership skills through a preceptorship (could be virtual)
NURSING – NURSING RESEARCH

1. **Course Number**  
   NURS

2. **Course Title**  
   Nursing Research

3. **Semester Units**  
   3

4. **Hours**  
   3 hour lecture

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2. **Course Prerequisites**

   Admission to the ADN-BSN program.

   **Recommended Preparation**

   None.

3. **Catalog Description**

   This on line course provides a comprehensive overview of the essentials of research in nursing and other health-related fields. The course describes and explains the steps of the research process and pays particular attention to the critique and evaluation of research studies for appropriate utilization of research finding in practice. Although emphasis is given to quantitative approaches to conducting research, a number of qualitative research methods are also discussed. The overall purpose of the course is to provide the student with the necessary beginning skills to identify researchable nursing and health-related problems, to be knowledgeable, informed and critical readers of the research literature, and to appropriately utilize research-generated knowledge so that your clinical practice is evidence based.

4. **Course Objectives**

   The student will:
   a. Discuss the importance of nursing research and how research expands knowledge in nursing and health.
   b. Define the variety of roles nurses may assume in the research process.
   c. Discuss the elements of ethical nursing research.
   d. Examine the concepts relevant to nursing research methods.
   e. Compare and contrast the major purposes and approaches used in quantitative and qualitative research in nursing.
   f. Examine the steps of the qualitative research process.
   g. Examine data analysis techniques in research reports.
   h. Demonstrate an ability to critique both quantitative and qualitative nursing research studies at each step of the research process.
   i. Appraise nursing research studies for their utility in nursing practice.

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5. **Instructional Facilities**

   On-line course.

6. **Special Materials Required of Student**

   Computer with high speed internet access.
7. **Course Content**

a. Discovering nursing research.
b. Understanding quantitative research.
c. Examine ethics in research.
d. Reading and summarizing research literature.
e. Examining research problems, purposes, and hypotheses.
f. Understanding theory and research frameworks.
g. Clarifying quantitative research designs.
h. Introduction to qualitative research design and analysis.
i. Populations and samples.
j. Measurement and data collection in quantitative research.
k. Understanding statistics in research.
l. Critiquing research studies.

8. **Method of Instruction**

a. Internet activities.
b. On-line discussion.
c. On-line submission of research critique.

9. **Methods of Evaluating Student Performance**

a. On-line assignments.

10. **Outside Class Assignments**

a. Read required text.
b. Critique research assignments.
c. Research project.

11. **Texts**

a. Required Text(s):
   (1) TBA
b. Supplementary texts and workbooks:
   (1) TBA

12. **Student Learning Outcomes**

a. Demonstrate knowledge of health research methods and processes.
b. Identify efficient and effective search strategies to locate reliable sources of evidence.
c. Identify principles that comprise the critical appraisal of research evidence.
d. Explicate the relevance of evidence-based research findings for nursing practice in an environment of continuous quality improvement.
e. Use appropriate technology to identify important sets of empirical literature and synthesize these findings to determine their relevance for enhancing the scientific basis of nursing practice.
f. Demonstrate the ability for critical evaluation of elements of the research process.
g. Demonstrate the ability to plan for implementation of research-based nursing practice.
GROSSMONT COLLEGE

Proposed Course Outline

NURSING – NURSING THEORY

1. **Course Number**  
   NURS  
   **Course Title**  
   Nursing Theory  
   **Semester Units**  
   3  
   **Hours**  
   3 hour lecture

2. **Course Prerequisites**
   A "C" grade or higher in all first semester courses.

   **Recommended Preparation**
   None.

3. **Catalog Description**
   This on-line course examines the theoretical and conceptual basis of nursing to encourage the student to critique, evaluate and utilize appropriate theory within their own practice. The focus will be on a variety of nursing theory and will include change theory. Application of these theories to provide quality patient-centered care will be exploited.

4. **Course Objectives**
   The student will:
   a. Analyze the historical evolution and philosophical tenets of theory and science development in nursing.
   b. Synthesize terminology related to theory development.
   c. Analyze the role of inductive and deductive thinking in theory development.
   d. Evaluate the appropriateness and unique perspectives of nursing theories in the description, explanation, prediction and control of clinical phenomena.
   e. Evaluate selected nursing theories for their potential utilization in nursing practice, education and research.

5. **Instructional Facilities**
   On-line course.

6. **Special Materials Required of Student**
   Computer with internet access.

7. **Course Content**
   a. Knowledge of the historical evolution of nursing theory.
   b. Utilize permanent terminology as it relates to nursing theory.
   c. Utilize deductive and inductive reasoning when critically thinking.
   d. Demonstrate knowledge of nursing theory through submission of a research paper and on-line discussions.
8. Method of Instruction
   a. On-line

9. Methods of Evaluating Student Performance
   a. On-line assignments.

10. Outside Class Assignments
    a. Read required text.
    b. Research paper.

11. Texts
    a. Required Text(s):
       (1) TBA
    b. Supplementary texts and workbooks:
       (1) TBA

12. Student Learning Outcomes
    a. Demonstrate the knowledge and relevance of nursing theory in nursing practice.
    b. Describe the relationship between nursing philosophy, nursing theory, and nursing practice.
NURSING – Ethical/Legal and Contemporary Issues in Professional Nursing

1. **Course Number** | **Course Title** | **Semester Units** | **Hours**
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NURS | Ethical/Legal and Contemporary Issues in Professional Nursing | 3 units | 54 hrs

2. **Course Prerequisites**

   For RN to BSN students only.

3. **Catalog Description**

   This course focuses on contemporary professional issues in nursing practice. Perspectives to be explored include social, political, organizational and legal/ethical trends and issues in professional practice. There is emphasis on legal and ethical decision-making in the professional nursing role. The politics of health is discussed within the context of the current health care system. Current issues are critically analyzed in relation to their influence on the nursing profession and nursing practice.

4. **Course Objectives**

   a. Articulate the relationship between one’s personal values, beliefs and assumptions and one’s professional nursing practice
   b. Analyze and develop an understanding of current nursing and health care trends and issues
   c. Articulate and analyze societal change and resulting challenges for nursing practice.
   d. Discuss appropriate resolution strategies for selected issues.
   e. Demonstrate an understanding of ethical and legal issues in nursing practice.
   f. Demonstrate an understanding of the major nursing organizations and their interrelated roles in regulating nursing practice.
   g. Discuss the relationship between the changing health care delivery system in the U.S. and the role of the registered nurse.
   h. Examine the health care delivery system in the U.S. and its impact on the nursing profession and identify appropriate nursing actions, reflective of legal, political, geographic, economic, ethical and social influence.
   i. Analyze nursing workplace environments for current trends and issues.

5. **Instructional Facilities**

   Standard classroom
6. Special Materials Required of Student

Computer and internet access.

7. Course Content

a. Identifying Personal Values, Beliefs and Attitudes
b. Articulating and Analyzing Current Nursing and Health Care System Trends and Issues
c. Identifying Appropriate Issue Resolution Strategies
d. Nurse Leadership and the Health Care System
e. Ethical and Legal Issues in Nursing Practice
f. Nursing Education
g. Professional Nursing Organizations
h. Nursing Workplace Environments
i. Cultural awareness
j. US Health Care Policy

8. Method of Instruction

a. Lecture
b. Case Studies
c. Group presentations.
d. Internet links.

9. Methods of Evaluating Student Performance

a. Written quizzes.
b. Written midterm and final exam.
c. Oral Presentations
d. Written Assignments.

10. Outside Class Assignments

a. Assigned readings.
b. Case studies
c. Position paper.

11. Texts

a. Required Text(s): TBD
b. Supplementary texts and workbooks: TBD
12. Student Learning Outcomes

Upon completion of the course the student will be able to:
   a. Make sound ethical legal decisions in his or her professional nursing practice.
   b. Use appropriate resolution strategies for issues impacting his or her professional nursing practice.
   c. Demonstrate an understanding of the health care delivery system in the U.S. and its impact on the nursing profession.
   d. Practice within the ethical, legal and regulatory frameworks of professional nursing practice.