1. **Course ID and Number:** NURS 60A  
   **C-ID Descriptor (if applicable):**

2. **Course Title:** LVN/Paramedic-to-RN Transition Concepts Part I

3. Check one of the following:
   - [x] Updated/Revised Course  
     *If curriculum has been offered under a different discipline and/or name, identify the former course:*
     - Should another course be inactivated? No [x] Yes [ ]  
     - Inactivation date: [ ]
     - Title of course to be inactivated: [ ]
     - *(If yes, complete a Course Inactivation Form found on the Curriculum Website.)*

4. If this is an update/revision of an existing course, provide explanation of and justification for changes to this course.
   *Be sure to explain the reasons for any changes to class size, unit value, and prerequisites/corequisites.*
   **This course is being updated to reflect necessary realignment with the Paramedic/LVN-RN Career Mobility degree and program that were approved by the California Board of Registered Nursing and the Chancellor’s Office.**
   
   Changes in this course have been made to better reflect the needs of the students. The course cap has been reduced from 20 to 15 to better manage students in NURS 60 L, a clinical course requiring direct faculty supervision and to more realistically manage the number of available seats for these students in NURS 23. Ten seats are specifically set aside for LVN/Paramedic-to-RN career mobility students, however; we are able to admit additional students based on attrition from N21 and N22. In additional, like all nursing programs, this is a waitlist program. Students apply to the program and are waitlisted until a seat opens in N23. Students do not take N60A until a seat is available in N23.

5. List the faculty with which you consulted in the development and/or revision of this course outline.
   **Faculty Member Name(s) and Discipline(s):**
   - Melody Pope (Nursing)
   - Connie Wolfsen (Nursing)
   - Kady Dunleavy (Nursing)

6. If any of the features listed below have been modified in the new proposal, indicate the “old” (current) information and “new” (proposed) changes. If a feature is not changing, leave both the “old” and “new” fields blank.

<table>
<thead>
<tr>
<th>FEATURES</th>
<th>OLD</th>
<th>NEW</th>
</tr>
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<tbody>
<tr>
<td>[x] Course Title</td>
<td>LVN/Paramedic-to-RN Transition Concepts Part I</td>
<td>LVN/Paramedic-to-RN Transition Concepts Part I</td>
</tr>
<tr>
<td>[ ] TOPS/CIPS Code</td>
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</tbody>
</table>
| [x] Catalog Description  
  *(Please include complete text of old and new catalog descriptions.)* | The first segment of a course exploring practice concepts related to the role transition for the Licensed Vocational Nurse or Paramedic seeking to upgrade to Registered Nurse licensure. Topics include but are not limited to: role theory, distinction between LVN/Paramedic/RN roles, licensure process for the RN, nursing process, nursing care plan development, clinical reasoning, therapeutic communication, and client teaching. Students will be introduced to the AND curriculum model, student’s role and responsibilities and program policies. | This course explores practice concepts related to role transition for the Licensed Vocational Nurse or Paramedic seeking Registered Nurse licensure. Topics include but are not limited to role theory, distinction between LVN/Paramedic/RN roles, nursing process, clinical reasoning, therapeutic communication, client teaching, and nursing skills related to nursing fundamentals and pharmacology. Students will be introduced to the RN Associate Degree curriculum model, and the roles and responsibilities of the Registered Nurse. |
1. DATE: September 14, 2014
2. DIVISION: Health, Physical Education and Athletics
3. [CB04] COURSE CREDIT STATUS: D  Credit-Degree Applicable
4. [CB01] COURSE ID AND NUMBER: NURS 60A
5. [CB02] COURSE TITLE: LVN/Paramedic-to-RN Transition Concepts Part I
   (Course title appears in Catalog and schedule of classes.)
6. SHORT TITLE: LVN/Paramed RN Trans I
   (Short title appears on student transcripts and is limited to 30 characters, including spaces.)
7. [CB03] LOCAL ID (TOPs code): 1230.10  Taxonomy of Program Codes
8. NATIONAL ID (CIP code): 51.3801  Classification of Instructional Program Codes
9. DISCIPLINE(S): Nursing  Select from Minimum Qualifications for Faculty
    Course may fit more than one discipline; identify all that apply:
10. FIRST TERM NEW OR REVISED COURSE MAY BE OFFERED: Spring 2015
11. COURSE UNITS (Note: 1 lecture unit requires 18 hours in-class/36 hours out-of-class; 1 lab unit requires 54 in-class hours)
    | TOTAL UNITS: | [CB07] | [CB06] | Lecture Units: | Lab Units: |
    |             | 1.0    | 1.0    | 1.0           | 0         |
    | min. units  | min. units | max. units | max. units |
    | TOTAL HOURS: | 18     | 18     | 18           | 0         |
    | min. hours  | min. hours | min. hours | min. hours |
11. MAXIMUM CLASS SIZE: 15
12. WILL THIS COURSE HAVE AN INSTRUCTIONAL MATERIALS FEE? No ☒ Yes ☐ Fee: $
    If yes, attach a completed Instructional Materials Fee Request Form found on the Curriculum Website.
Is this course a repeatable lab course? No ☒ Yes ☐ If yes, how many total enrollments? Select

Is this course to be offered as part of the Honors Program? No ☒ Yes ☐ If yes, explain how honors sections of the course are different from standard sections.

### CATALOG DESCRIPTION -

The catalog description should clearly describe for students the scope of the course, its level, and what kinds of student goals the course is designed to fulfill. The catalog description should begin with a sentence fragment.

This course explores practice concepts related to role transition for the Licensed Vocational Nurse or Paramedic seeking Registered Nurse licensure. Topics include but are not limited to role theory, distinction between LVN/Paramedic/RN roles, nursing process, clinical reasoning, therapeutic communication, client teaching, and nursing skills related to nursing fundamentals and pharmacology. Students will be introduced to the RN Associate Degree curriculum model, and the roles and responsibilities of the Registered Nurse.

Special Notes or Advisories (e.g. Field Trips Required, Prior Admission to Special Program Required, etc.):

Students must have waitlist number for the LVN/Paramedic-RN Career Mobility Program and current licensure as an LVN or Paramedic in order to enroll. Didactic and clinical competency will be assessed through standardized exams and skills testing.

### PREREQUISITE COURSE(S)

No ☒ Yes ☐ Course(s):

Rationale for Prerequisite:

Describe representative skills without which the student would be highly unlikely to succeed.

### COREQUISITE COURSE(S)

No ☒ Yes ☐ Course(s):

Rationale for Corequisite:

### RECOMMENDED PREPARATION

No ☒ Yes ☐ Course(s):

Rationale for Recommended Preparation:

### COURSE LEARNING OUTCOMES –

This section answers the question “what will students be able to do as a result of taking this course?” State some of the outcomes in terms of specific, measurable student actions (e.g. discuss, identify, describe, analyze, construct, compare, compose, display, report, select, etc.). For a more complete list of outcome verbs please see Public Folders>Curriculum>Help Folder>SLO Language Chart. Each outcome should be numbered.

1. Demonstrate understanding of the nursing process and conceptual differences between the LVN/Paramedic and the RN scope of practice.
2. Demonstrate knowledge and skills of fundamental nursing concepts equivalent to students completing NURS 21 (first year, first semester fundamental RN concepts).

### COURSE OBJECTIVES –

This section describes the objectives the course addresses through the course content. Objectives can include specific disciplinary questions or goals that are central to the course subject matter and are meant to address what the various intents of the course are. Each objective should be numbered.

1. Achieve a level 2 competency on ATI standardized exams for Nursing Fundamentals and Pharmacology.
2. Communicate a clear understanding of the role and scope of practice differences between the LVN, the Paramedic and the RN.
3. Demonstrate the knowledge and skills related to fundamental and pharmacologic nursing concepts equivalent to students completing the first semester of the RN program.

### METHODS OF INSTRUCTION –

Clear methods by which instructor will facilitate acquisition of objectives. Include here descriptions, NOT lists. Course outline must clearly articulate how these methods of instruction are related to, and help student work towards, achieving the objectives and student learning outcomes. Instructional methodologies will be consistent with, but will not be limited to, the following types or examples.

1. ATI practice exams are administered to evaluate the current level of competency and focus remediation activities on areas of opportunity to assist the student in achieving level 2 competency on nationally standardized exams.
2. Participate in online and in-class discussion, reflection and application of content which enables the student to
clearly communicate understanding of the role and scope of practice differences between the LVN or Paramedic, and the RN.

3. Skills demonstration and practice in open skills/SIM lab ensures students have knowledge and hands on experience related to fundamental and pharmacological nursing concepts equivalent to students completing the first semester of the RN program.

4. Lecture and in-class group work provides an environment for the LVN or Paramedic with the opportunity to practice clinical constructs in a theoretical setting through case studies and presentation of concepts at the level of competence expected of the first year RN student.

COURSE CONTENT—This section describes what the course is “about”—i.e. what it covers and what knowledge students will acquire.

Concepts: What terms and ideas will students need to understand and be conversant with as they demonstrate course outcomes? Each concept should be numbered.

1. Role theory and transition.
2. Nursing process.
3. Communication and patient teaching.

Issues: What primary tensions or problems inherent in the subject matter of the course will students engage? Each issue should be numbered.

1. Role transition conflict between current and desired scope of practice.
2. Patient safety.

Themes: What motifs, if any, are threaded throughout the course? Each theme should be numbered.

1. Application of the nursing process.
2. Internalizing the nurse role as different from the Paramedic or LVN.
3. Self-reflection in the form of accountability and responsibility to the public and patient/client.
4. Differentiation between the paramedic, licnesed vocational nurse and registered nurse scope of practice.

Skills: What abilities must students have in order to demonstrate course outcomes? (E.g. write clearly, use a scientific calculator, read college-level texts, create a field notebook, safely use power tools, etc). Each skill should be numbered.

1. Therapeutic communication.
2. Clinical reasoning.
3. Patient education.
4. First-semester RN skills including: wound care, sterile dressing changes, urinary drainage catheter insertion, and nasogastric tube insertion.
5. Complex drug calculations.

REPRESENTATIVE LEARNING ACTIVITIES—This section provides examples of things students may do to engage the course content (e.g., listening to lectures, participating in discussions and/or group activities, attending a field trip). These activities should relate directly to the Course Learning Outcomes. Each activity should be numbered.

1. Participating in nursing theory classes.
2. Testing as learning—practice and remediation.
3. Practicing nursing skills in skills and/or SIM lab.
4. Participating in active group learning activities.

ASSESSMENT TASKS—This section describes assessments instructors may use to allow students opportunities to provide evidence of achieving the Course Learning Outcomes. Each assessment should be numbered.

Representative Assessment Tasks (These are examples of assessments instructors could use.):

1. Concept mapping.
2. Written homework assignments.
5. Practice ATI assessment testing.

Required Assessments for All Sections (These are assessments that are required of all instructors of all sections at all campuses/sites. Not all courses will have required assessments. Do not list here assessments that are listed as representative assessments above.):

3. Demonstration of selected nursing skills.
4. Quizzes and final exam on course content.

EXAMPLES OF APPROPRIATE TEXTS OR OTHER READINGS –This section lists example texts, not required texts.

Author, Title, and Date Fields are required

Author Ackley and Ladwig Title Nursing Diagnosis Handbook Date 2012
Author ATI Title 1. Fundamentals 2. Pharmacology Date 2013
Author ATI Title Practice and Proctored Testing Date 2013
Author ___ Title ___ Date
Other Appropriate Readings:

COURSE TYPES

1. Is the course part of a Chancellor’s Office approved CR Associate Degree? ☐ No ☑ Yes
   If yes, specify all program codes that apply. (Codes can be found in Outlook/Public Folders/All Public Folders/Curriculum/Degree and Certificate Programs/choose appropriate catalog year):
   ☑ Required course for degree(s) NURS.AS.PMED.LVN.RN
   ☐ Restricted elective for degree(s)
   Restricted electives are courses specifically listed (i.e. by name and number) as optional courses from which students may choose to complete a specific number of units required for an approved degree.

2. Is the course part of a Chancellor’s Office approved CR Certificate of Achievement? ☐ No ☑ Yes
   If yes, specify all program codes that apply. (Codes can be found in Outlook/Public Folders/All Public Folders/Curriculum/Degree and Certificate Programs/choose appropriate catalog year):
   ☑ Required course for certificate(s) NURS.CA.UPGRADE
   ☐ Restricted elective for certificate(s)
   Restricted electives are courses specifically listed (i.e. by name and number) as optional courses from which students may choose to complete a specific number of units required for an approved certificate.

3. [CB24] Is the course Stand Alone? ☑ No ☐ Yes (If “No” is checked for BOTH #1 & #2 above, the course is stand alone.)

4. [CB08] Basic Skills: NBS Not Basic Skills

5. [CB10] Work Experience: NWE Not Coop Work Experience

6. [CB22] Noncredit Category: Credit course, not applicable

7. Course eligible Career Technical Education funding (applies to vocational and tech-prep courses only): ☐ No ☑ Yes

8. [CB23] Course developed using a Chancellor’s Office Economic Development Grant: ☐ No ☑ Yes

9. [CB11] Purpose: Y Credit Course Course Classification Status

10. Accounting Method: D Daily Census

11. [CB13] Disability Status: N Not a Special Class

12. [CB09] Course SAM Priority Code: C Clearly Occupational Definitions of SAM Priority Codes

COURSE TRANSFERABILITY

1. [CB05] Current Transferability Status: B Transferable to CSU only

2. [CB21] Course Prior to Transfer Level: Y Not Applicable Definitions of Course Prior to Transfer Levels
### CURRENT TRANSFERABILITY STATUS (Check at least one box below):

- [x] Neither CSU nor UC
- [ ] CSU as general elective credit
- [ ] CSU as a specific course equivalent (see below)

If the course transfers as a specific course equivalent give course number(s)/title(s) of one or more currently-active, equivalent lower division courses from CSU.

1. Course , Campus
2. Course , Campus

- [ ] UC as general elective credit
- [ ] UC as specific course equivalent

If the course transfers as a specific course equivalent give course number(s)/title(s) of one or more currently-active, equivalent lower division courses from UC.

1. Course , Campus
2. Course , Campus

### PROPOSED CSU TRANSFERABILITY (Check at least one of the boxes below):

- [x] No Proposal
- [ ] Remove as General Education
- [ ] Propose as General Elective Credit
- [ ] Propose as a Specific Course Equivalent (see below)

If specific course equivalent credit is proposed, give course number(s)/title(s) of one or more currently-active, equivalent lower division courses from CSU.

1. Course , Campus
2. Course , Campus

### PROPOSED UC TRANSFERABILITY (Check one of the boxes below):

- [x] No Proposal
- [ ] Remove as General Education
- [ ] Propose as General Elective Credit OR Specific Course Equivalent (fill in information below)

If “General Elective Credit OR Specific Course Equivalent” box above is checked, give course number(s)/title(s) of one or more currently-active, equivalent lower division courses from UC.

1. Course , Campus
2. Course , Campus

### CURRENTLY APPROVED GENERAL EDUCATION (Check at least one box below):

- [x] Not currently approved

CR CR GE Category(-ies): Select GE Category, Secondary GE Category (if applicable)

CSU CSU GE Category:

IGETC IGETC Category:

### PROPOSED CR GENERAL EDUCATION (Check at least one box below):

- [x] No Proposal
- [ ] Remove as General Education
- [ ] Review to maintain CR GE Status
- [ ] New GE Proposal

CR GE Outcomes

**GE learning outcomes in Effective Communication, Critical Thinking, and Global Awareness must be addressed in all general education courses.**

- Effective Communications: *Explain how the proposed GE course fulfills at least one of the CR GE outcomes in this category.*

- Critical Thinking: *Explain how the proposed GE course fulfills at least one of the CR GE outcomes in this category.*
Global Awareness: Explain how the proposed GE course fulfills at least one of the CR GE outcomes in this category.

GE Criteria for Breadth and Generality

GE courses should be broad and general in scope. Typically such courses are introductory—not advanced or specialized—and the content encompasses a broad spectrum of knowledge within a given field of study.

Explain how the proposed GE course fulfills GE criteria for breadth and generality.

CR GE Area Designation

Course Learning Outcomes and Course Content should provide evidence of appropriate GE Area Designation.

Additional rationale for GE Area Designation (optional):

☐ Area A: Natural Science
☐ Area B: Social Science
☐ Area C: Humanities
☐ Area D: Language and Rationality
  ☐ D1: Writing
  ☐ D2: Oral Communications
  ☐ D3: Analytical Thinking
☐ Area E: Multicultural Understanding*

*To be considered part of CR GE Area E, all courses must meet the following two conditions: 1. The course must also be (or be proposed) in one other CR GE area AND 2. The course must be articulated with HSU as meeting their lower-division Diversity and Common Ground GE requirement.

PROPOSED CSU GENERAL EDUCATION BREADTH (CSU GE) (Check at least one box below):

☒ NO PROPOSAL

A. Communications and Critical Thinking
  ☐ A1 – Oral Communication
  ☐ A2 – Written Communication
  ☐ A3 – Critical Thinking

B. Science and Math
  ☐ B1 – Physical Science
  ☐ B2 – Life Science
  ☐ B3 – Laboratory Activity
  ☐ B4 – Mathematics/Quantitative Reasoning

C. Arts, Literature, Philosophy, and Foreign Language
  ☐ C1 – Arts (Art, Dance, Music, Theater)
  ☐ C2 – Humanities (Literature, Philosophy, Foreign Language)

D. Social, Political, and Economic Institutions
  ☐ D0 – Sociology and Criminology
  ☐ D1 – Anthropology and Archeology
  ☐ D2 – Economics
  ☐ D3 – Ethnic Studies
  ☐ D5 – Geography
  ☐ D6 – History
  ☐ D7 – Interdisciplinary Social or Behavioral Science
  ☐ D8 – Political Science, Government and Legal Institutions
  ☐ D9 – Psychology

E. Lifelong Understanding and Self-Development
  ☐ E1 – Lifelong Understanding
  ☐ E2 – Self-Development

Rationale for inclusion in this General Education category: Same as above

Proposed Intersegmental General Education Transfer Curriculum (IGETC) (Check at least one box below):

☒ NO PROPOSAL

☐ 1A – English Composition
☐ 1B – Critical Thinking:English Composition
☐ 1C – Oral Communication (CSU requirement only)
☐ 2A – Math
☐ 3A – Arts
☐ 3B – Humanities
☐ 4A – Anthropology and Archaeology
☐ 4B – Economics
☐ 4E – Geography
☐ 4F – History
☐ 4G – Interdisciplinary, Social & Behavioral Sciences
☐ 4H – Political Science, Government & Legal Institutions
☐ 4I – Psychology
☐ 4J – Sociology & Criminology
☐ 5A – Physical Science
☐ 5B – Biological Science
☐ 6A – Languages Other Than English

Rationale for inclusion in this General Education category: Same as Above ☐

Submitted By: Jessica Howard  Tel. Ext.: 4248  Date: September 14, 2014
Dean/Director: Joe Hash  Review Date: 

For Dean/Director only: Does this course change require a substantial or nonsubstantial change to a degree? Yes ☐  No ☒

<table>
<thead>
<tr>
<th>CURRICULUM COMMITTEE USE ONLY</th>
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<tbody>
<tr>
<td>Approved by Curriculum Committee: No ☐  Yes ☒  Date: 09.26.14</td>
</tr>
<tr>
<td>Academic Senate Approval Date: 10.03.14  Board of Trustees Approval Date: 11.04.14</td>
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