

**WEST HILLS COLLEGE LEMOORE**  
**COURSE OUTLINE OF RECORD (COR)**

FACULTY ORIGINATOR: Marleen Smart

DATE: 4/20/2012

NEW COURSE PROPOSAL       COURSE REVISION

CHECKLIST: (check all that apply)

- Course Revision Form
- New Course Proposal
- Course Outline
- Learning Resources Statement
- Distance Education (DE) Addendum
- Adopted Textbook Form
- Form A Prerequisite
- Form B Prerequisite
- Form C Limitations on Enrollment

MIS DATA: (Administrative Use Only)

TOP Code: [Click here to enter text.](#)  
Credit Status: [Choose an item.](#)  
Basic Skills Status: [Choose an item.](#)  
SAM Code: [Choose an item.](#)  
Prior to College Level: [Choose an item.](#)  
Noncredit Category:  
Funding Agency Category:

ROUTING: (must be filled out prior to agenda submission)

Originating faculty: Marleen Smart      Date: 4/20/2012

Comments: [Click here to enter text.](#)

Curriculum Representative: Leslie Catron      Date: 4/23/2012

Comments: [Click here to enter text.](#)

Technical Review: Committee      Date: 4/18/2012

Comments: [Click here to enter text.](#)

Chief Instructional Officer: [Click here to enter text.](#)      Date: [Click here to enter a date.](#)

Comments: [Click here to enter text.](#)

**COURSE REVISION (use for existing courses only)**

RULE OF SEVEN – There are seven course characteristics which require approval of the West Hills College Lemoore Curriculum Committee if the course is common to both colleges. Check any of the following characteristics that are being changed:

- Course Number
- Course Title
- Course Prefix
- Units
- Transferability
- Prerequisite(s)
- Course Objectives

OTHER CHANGES – check all that apply

- |                                                            |                                                        |
|------------------------------------------------------------|--------------------------------------------------------|
| <input checked="" type="checkbox"/> Five Year Review       | <input type="checkbox"/> Instructional Methodologies   |
| <input type="checkbox"/> Grading Option                    | <input type="checkbox"/> Cultural Pluralism            |
| <input type="checkbox"/> Advisory/Prerequisite/Corequisite | <input type="checkbox"/> Textbook                      |
| <input type="checkbox"/> Catalog Description               | <input type="checkbox"/> Distance Education Addendum   |
| <input type="checkbox"/> Course Objectives                 | <input type="checkbox"/> Critical Thinking Assignments |
| <input type="checkbox"/> Course Content                    | <input type="checkbox"/> Methods of Assessment         |

LEARNING AREA APPROVAL

- Changes or revisions to the curriculum have been discussed with learning area faculty.
- Supporting evidence attached at the end of the document (i.e., emails with header information, learning area minutes with attendees, etc.)

**NEW COURSE PROPOSAL (use for new courses only)**

<b>Total Units:</b>	Semester Lecture Hrs:	Semester Lab Hrs:
<b>Transferability (attach evidence):</b>	<input type="checkbox"/> CSU	<input type="checkbox"/> UC
<b>New Major?</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If yes, state the new major:</i>	<i>Click here to enter text.</i>	
<b>Intended for Transfer?</b>	<input type="checkbox"/> Yes (complete next row)	<input type="checkbox"/> No
<input type="checkbox"/> Transfer Elective	<input type="checkbox"/> Transfer General Education	<input type="checkbox"/> Transfer Major Requirement
<b>Associate Degree?</b>	<input type="checkbox"/> Yes (complete next row)	<input type="checkbox"/> No
<input type="checkbox"/> AA/AS Elective	<input type="checkbox"/> AA/AS General Education	<input type="checkbox"/> AA/AS Major Requirement
<b>Certificate Program?</b>	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<i>If yes, state the certificate:</i>	<i>Click here to enter text.</i>	

**COURSE PREFIX and NUMBER: NURS 6**  
**COURSE TITLE: Advanced Pharmacology**  
**INSTRUCTIONAL AREA: HEALTH AND WELLNESS**

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**Room Space Requirements:** standard classroom  
**Staff Requirements:** BRN approved Master's prepared Registered Nurse  
**Equipment Requirements:** laptop, projector, white board, intravenous supplies

**COURSE OUTLINE (use for all courses)**

UNITS: 2.5 Semester Lecture Hrs: 45 Semester Lab Hrs: N/A  
Grading (check all that apply):  Standard  Minimum 77% Pass  
Repeatable for Credit?  Yes *Maximum number of times taken for credit:*  No  
Materials Fee: \$ *Material Description:*

1. Course/Catalog Description

Advanced Pharmacology is the development of the theoretical and technical knowledge base necessary in meeting advanced pharmacological needs of the client in a variety of settings. Professional issues and concepts for nursing practice related to intravenous therapy are presented including techniques of intravenous therapy and intravenous drug administration. The student will put the theory of Advanced Pharmacology into practice in the clinical setting in all clinical nursing courses.

2. Prerequisites (List course prefix, number, and title)  Not applicable

Successful completion of the following:  
NURS 1 Foundations of Nursing  
NURS 1L Foundations of Nursing Lab  
NURS 2 Introduction to Medical-Surgical Nursing I  
NURS 2L Introduction to Medical-Surgical Nursing I Lab  
NURS 3 Basic Pharmacology

3. Corequisites (List course prefix, number, and title)  Not applicable

NURS 14B Pharmacology and Obstetrical Learning Lab

4. Advisories (List course prefix, number, and title)  Not applicable

5. Enrollment Limitations (Describe health/safety, audition, tryout, or cohort limitation)  Not applicable

Twenty four students will be accepted. Enrollment is controlled by the Board of Registered Nursing based on availability of clinical sites to support learning objectives.

6. Course Objectives (Number each objective; objectives must define the exit skills required of students; use measurable objectives only; courses that allow repeatability must specify objectives for each time the course can be repeated)

*Upon completion of the course the student will be able to meet the following objectives:*  
A. Provide intravenous pharmacological care utilizing the nursing process in caring for clients requiring intravenous therapy to promote and maintain optimal health.

- B. Maintain avenues of communication regarding pharmacological needs with clients with complex health needs.
- C. Employ the nursing process and teaching-learning principles in pharmacological health promotion and self care to assess and administer medications to the client with advanced pharmacological needs.
- D. Use management principles to plan, set goals, and implement care to meet the pharmacological needs of the client.
- E. Assume responsibilities and accountability as a member of the nursing profession in terms of the legal aspects of medication administration.

7. Course Content Lecture(Use outline format with letters for differentiating major topics and numbers for subtopics ; list major topics or lesson units; differentiate content of each level, when levels are assigned)

- A. Equipment and skills necessary to provide intravenous, pharmacological, and transfusion therapy
- B. Utilize the nursing process to care for clients requiring intravenous therapy to promote and maintain optimal health
- C. Procedures to perform safe and effective intravenous access
- D. Procedures to perform care for all access devices including central lines
- E. Procedures to perform safe and effective phlebotomy
- F. Procedures to perform safe transfusion procedures per accepted guidelines
- G. Communication regarding pharmacological needs with clients with complex health needs
- H. Nursing process and teaching-learning principles in pharmacological health promotion and self care to assess and administer medications to the client with advanced pharmacological needs
- I. Management principles to plan, set goals, and implement care to meet the pharmacological needs of the client
- J. Responsibilities and accountability as a member of the nursing profession in terms of the legal aspects of medication administration

8. Course Content Lab (Use outline format with letters for differentiating major topics and numbers for subtopics ; for courses with lab hours only)  Not applicable

9. Methods of Instruction (Use outline format with letters for differentiating methods ; list instructor initiated teaching and learning strategies)

- A. Lecture
- B. Demonstrations
- C. Videos
- D. Simulation
- E. Handouts
- F. Math Practice
- G. Reading Assignments

10. Out-of- Class Assignments (Use outline format with letters for differentiating assignments; examples include, but are not limited to, mandatory field trips, applied field work, etc.)  Not applicable

11. Methods of Assessment (Use outline format with letters for differentiating major topics and numbers for subtopics ; list measurements of student achievement, writing assignment, and/or proficiency demonstration)

- A. Written content exams
  - B. Quizzes
  - C. Math Exam
  - D. Skills test for IV start
  - E. Skills test for IV drug administration
  - F. Homework assignments
  - G. Math practice
  - H. IV skills check off

12. Cultural Pluralism Assignments and Methodology (Describe specific instructor initiated examples examining aspects of culture, contributions and social experiences of underrepresented ethnic or racial groups in the U.S. or in the history and multicultural traditions of non-western societies; examples should be comparative among multiple social groups, and include analysis of concepts of ethnicity, ethnocentrism and racism, and how they shape and explain ethnic experience)

Cultural diversity is a thread that runs throughout this program. Students will be assigned various patients based on diagnosis which will include a variety of cultural, ethnic, and socioeconomic backgrounds.

13. Critical Thinking Assignments (Use detail and state in cognitive terms reasonable, reflective thinking that focuses on observational skills, self-awareness, reasoning skills, questioning skills, problem-solving skills, and presenting one’s position on an issue or solution)

Interventions will be required for selection of appropriate catheters, IV fluids, and appropriate technique for piggyback meds, IV drips, compatabilties, and dosage calculation. Students will have to learn to organize, delegate, and prioritize when performing their patient care.

**LEARNING RESOURCES STATEMENT (use for all courses)**

The Learning Resources collection has been reviewed by the faculty originator and the librarian.

*The following resources are ADA compliant and currently available for course support:*

- Books
- Reference Materials
- Media
- Electronic Resources

*The following resources are recommended for purchase to further support the course:*

- Books
- Reference Materials
- Media
- Electronic Resources

Include an itemized list of materials requested including source, title, ISBN, and/or other purchase information:

[Click here to enter text.](#)

## **TEXTBOOK FORM (use for all courses)**

*All transfer-level courses are required 1) to have a primary text with a 12<sup>th</sup> grade or higher readability and 2) be no more than five years old. Exceptions will be subject to Curriculum Committee approval. Secondary textbooks and other instructional materials are not restricted to specific readability levels or publication dates. All textbooks must have readability statistics attached.*

### REQUIRED PRIMARY STUDENT TEXTBOOK(S) / MATERIAL(S)

Title: *Plumer's Principles & Practice of Intravenous Therapy*

Edition, Publication Year: **8<sup>th</sup>, 2007**

ISBN/Website: 0-7817-5944-7

Author(s) Last Name, First Name: Weinstein, Sharon

Publisher: Lippincott Williams & Wilkins

Readability Level: 13.5

Title: 2012 Intravenous Medications

Edition, Publication Year: 2011

ISBN/Website: 978-0-323-057998

Author(s) Last Name, First Name: Gehart, B.L., Nazareno, A. R.

Publisher: Lippincott

Readability Level: 14.9

### SECONDARY STUDENT TEXTBOOK / MATERIAL

Title: [Click here to enter text.](#)

Edition, Publication Year: [Click here to enter text.](#)

ISBN/Website: [Click here to enter text.](#)

Author(s) Last Name, First Name: [Click here to enter text.](#)

Publisher: [Click here to enter text.](#)

Readability Level: [Click here to enter text.](#)

### OPTIONAL INSTRUCTOR RESOURCE MATERIAL

Title: [Click here to enter text.](#)

Edition, Publication Year: [Click here to enter text.](#)

ISBN/Website: [Click here to enter text.](#)

Author(s) Last Name, First Name: [Click here to enter text.](#)

Publisher: [Click here to enter text.](#)

Readability Level: [Click here to enter text.](#)

**Health and Wellness Learning Area Meeting**

**West Hills College Lemoore**

**September 6, 2011**

**Room 238**

**12:00 p.m. – 1:00 p.m.**

**10) Curriculum Committee Report**

L. Catron reported that RN & LVN curriculum is up for review and that new curriculum forms will be available in October. L. Catron also informed the learning area that she is working on the grid for the 5 year review. R. Ragsdale reported that the state has been evaluating various courses in the PE areas and he is working with M. Hendrickson to adjust the pre-requisites for basketball and bad mitten curriculum. He is also trying to finish volleyball curriculum so that the course can be offered in the spring.

**Health and Wellness Learning Area Meeting**

**West Hills College Lemoore**

**September 27, 2011**

**Room 238**

**12:00 p.m. – 1:00 p.m.**

**7) Curriculum Committee Report – Leslie**

L. Catron reported Curriculum had their first meeting and that the committee underwent training. Training is necessary if you are in need of a substitute to fill in for a curriculum meeting. She reported that the training is located on the curriculum portal.

L. Catron also reported that all new forms should be ready in two weeks. J. Preston encouraged the learning area if the deadline has passed you can still submit forms.

**Health and Wellness Learning Area Meeting**

**West Hills College Lemoore**

**November 8, 2011**

**Room 239**

**12:00 p.m. – 1:00 p.m.**

**8) Curriculum Committee Report – Leslie:**

L. Catron reported that the curriculum forms went through the second reading and should be up later in the week to use. She noted that the curriculum packet forms will have a few changes and that the short form will no longer be used. If writing or revising curriculum; use the new forms.

**10.1- Course Deactivations/Deletions- Rodney:**

R. Ragsdale asked the faculty to check their e-mails regarding information he sent of deactivating courses such as PE 6 & PE 52 while keeping courses PE 46 & PE 48 active.

**10.2- TMC Kinesiology:**



### Course Outline of Record Approval

<b>Title</b>	<b>Signature</b>	<b>Date</b>
Originating Faculty	_____	_____
Learning Area Curriculum Representative	_____	_____
WHCL Articulation Officer (transfer courses only)	_____	_____
WHCL Chief Instructional Officer	_____	_____
WHCL Curriculum Chair	_____	_____
WHCCD Administrative Representative	_____	_____
WHCCD Board of Trustees Approval (no signature required)		_____
WHCL Approval Verification:		
_____	_____	_____
Print Name	Signature	Date