

# College of San Mateo Course Outline

- New Course  
 Update/No change  
 Course Revision (Minor)  
 Course Revision (Major)

Date: Dec. 6, 2006

**Department:** Nursing                      **Number:** 620  
**Course Title:** Bridge Course for Advanced Entry Students                      **Units:** 1.5  
**Hours/Week:** Lecture: 24 hrs/week    **Lab:**                      **By Arrangement:**

**Length of Course**

- Semester-long  
 Short course (Number of weeks 1)  
 Open entry/Open exit

**Grading**

- Letter  
 Credit/No Credit  
 Grade Option (letter or Credit/No Credit)

1. **Prerequisite** (Attach Enrollment Limitation Validation Form.)

None

2. **Corequisite** (Attach Enrollment Limitation Validation Form.)

None

3. **Recommended Preparation** (Attach Enrollment Validation Form.)

None

4. **Catalog Description** (Include prerequisites/corequisites/recommended preparation.)

(Credit/No Credit grading)

This bridge course is designed for students who have been accepted into the CSM Nursing Program at an advanced entry point. Students for whom this course is appropriate include returning students, transfer students, LVN's, and international RN's. This course will help students adjust to CSM's RN program, develop a learning profile, meet other student, and build a support network. The course will also provide an opportunity for students to demonstrate competency in adult physical assessment, in a timed Medication Dosage Calculation Test and in Oral Medication Administration. (CSU)

5. **Class Schedule Description** (Include prerequisites/corequisites/recommended preparation.)

This bridge course is designed for students who have been accepted into the CSM Nursing Program at an advanced entry point. This course will help students adjust to CSM's RN program, develop a learning profile, meet other student, and build a support network. The course will also provide an opportunity for students to demonstrate competency in adult physical assessment, in a timed Medication Dosage Calculation Test and in Oral Medication Administration. (CSU)

6. **Student Learning Outcomes** (Identify 1-6 expected learner outcomes using active verbs.)

Upon successful completion of the course, the student will be able to:

1. Identify and assess the healthcare needs of patients/clients using the tools and framework appropriate to the clinical setting.

Adult Physical Assessment: The students will be able to answer verbal case studies and written case studies for primary and secondary surveys. In simulation, the students will complete an adult multisystem physical assessment under timed conditions and in proper sequence meeting the course criteria.

2. Apply nursing methods, protocols and procedures to appropriate care situations.

Oral Medication Administration: In simulation, using the 6 Rights of Medication Administration, the students will be able to complete the oral medication process from beginning to end using the Oral Medication Administration Checklist criteria under timed conditions.

7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).*

- 1) Describe the current RN student role and responsibilities at CSM.
- 2) Assess own status as a learner based on their learning profile.
- 3) Using an actual nursing classroom experience, evaluate own reading skills, lecture notes, study skills, concept mapping skills, critical thinking skills, and test taking skills.
- 4) Evaluate current knowledge and application of the Nursing Process to simulated clinical situations.
- 5) Using the nursing process, assemble a CSM clinical worksheet on a specific patient scenario.
- 6) Demonstrate video competency in oral Medication Administration under testing conditions.
- 7) Achieve competency on a Medication Dosage Calculation Test under testing conditions.
- 8) Using the competency criteria, complete an adult physical assessment under testing conditions.
- 9) Design a specific "bridging" learning plan for implementation prior to new coursework

8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

- 1) RN Student Role Transition: Use of Role Theory
  - Bringing a repertoire of skills as you begin a new leg of your journey
  - Strengths
  - Areas to strengthen
  - Role issues
  - Be mindful of Building Bridges
- 2) Preparing for Nursing at CSM
  - Things you will need to get
  - Things you will need to do
  - Evaluating your existing educational skills in preparation for mastering nursing knowledge at the point you're entering the program. (reading skills, lecture skills, study skills, test-taking skills, concept-mapping skills, critical-thinking skills).
  - Describing where you are entering into the nursing program.
- 3) Nursing: Aspects of the CSM Student Role

- Clarification of where you are entering into the program
  - Student Handbook
    - Expectations
  - Core Competencies of Care
  - Competency-Assessment Status of Nursing Program
  - Evaluating knowledge of Nursing Process.
    - CSM Worksheet, clinical preparation and application
  - Performing under pressure
- 4) Adult Physical Assessment
- Rapid Physical Assessment
  - Expanded Multisystem Physical Assessment
  - Primary and Secondary Surveys
  - Role of the RN
- 5) Competency Assessment Experience
- Adult Physical Assessment
  - Medication Calculation Test
  - Oral Medication Administration
- 6) Developing Bridges for Self
- What specifically can you do to insure your success?
  - Available on-campus resources.
9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.)
- lecture
  - case study
  - question-driven learning
  - group discussion
  - multimedia instruction
  - cooperative learning
  - simulations
10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)
- Medication Dosage Calculation Test achievement of 90%
  - Written papers (concept mapping and simulated patient care worksheets using nursing process and critical thinking)
  - Group assessments (case studies using different primary and secondary surveys)
  - Multiple-choice tests
  - Competency-assessment performance of Adult Physical Assessment must be achieved using performance skills checklist, in proper sequence, using correct technique and within time constraints in a simulated patient care situation. Formative sessions with feedback will be given prior to the Competency Assessments.
  - Competency performance of oral Medication Administration video under testing conditions. Each student will have 5 check-offs from memory and in proper sequence before the video competence session.
  - Video simulations with prescriptives and correctives
11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

Dewit. (2006). Student Nurse Planner. 3<sup>rd</sup> ed. Philadelphia, PA: Saunders. ISBN: 0-7216-9878-6.

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