

2017-2018 Academic Program Review

In section I, provide a brief description of the program for someone who may not have direct interactions with the program. A more detailed explanation of the program will be included throughout the review document.

I. Overview

a. Narrative

Flagstaff Arizona is home to Coconino Community College where the community has a population of 71,455. Coconino College provides quality trained nursing graduates to the rural area that surrounds Flagstaff and Northern Arizona.

The nursing program began in 2004 and has graduated approximately 408 students. The majority of the graduates are working as registered nurses in Flagstaff and surrounding areas of Northern Arizona.

The Coconino College Nursing Program is designed to prepare students for direct employment into the nursing profession and have the ability to transfer to a BSN program at any accredited university nationwide.

The Associate Degree Program is designed to prepare students to successfully pass the required National Council Licensure Examination (NCLEX-RN) in order to acquire state licensure.

Coconino College collaborates closely with the community through an advisory council twice yearly and ongoing throughout the year as each student progresses through the program.

The last program review was in 2016 and the program received a four year approval from the Arizona State Board of Nursing.

b. Program Goals

The student will be able to:

- Demonstrate safe performance of nursing skills of a registered nurse
- Exhibit legal and ethical behaviors of a registered nurse
- Manage client care using the nursing process
- Effectively communicate nursing knowledge with patients and other healthcare professionals
- Incorporate evidence based practice
- Be prepared to take nursing licensure testing

The nursing program has aligned the program goals with the college mission by ensuring that our students receive the knowledge and skills to be a quality nursing graduate.

c. Decision Making

Decisions within the program are discussed with the faculty, provost, dean, and student representatives. Faculty meet twice a month and student representatives meet with the director of nursing once a month.

The nursing department consists of 3 full-time faculty, administrative assistant, and director. These individuals talk daily about the program. Major program changes are discussed with the Dean of Learning and the Provost.

The nursing program works closely with all healthcare agencies in the community. These agencies are involved in the decision making process as it applies to clinical rotations and

requirements for hiring the new graduate. The State Board of Nursing is not involved in the decision making process, they are involved in insuring the program meets standards of practice.

d. A statement of the program's accomplishments in support of the College's current strategic plan

The nursing program has contributed to the strategic plan by increasing the number of students accepted each fall into the program from 20 to 30 students. This provides more students the opportunity to reach their goal of becoming a registered nurse.

The program has added high tech simulation to its skills lab. There has been an addition of a simulation lab to be included in skills lab for fall 2018. The simulation lab will have two trauma Hal, one juvenile Hal, one birthing simulator Noelle, and multiple lower tech simulation adults, child, juvenile, and baby. This will provide the student multiple learning opportunities as it relates to direct patient care.

The program offers students a wide variety of clinical experiences in order to expose them to various opportunities for employment once the student has completed and obtained a license as a registered nurse.

Program strategic goals include keeping the cost of tuition and supplies down so more students can afford to apply to the nursing program and keeping the NCLEX pass rate high so each graduating student will be able to obtain a nursing license and obtain employment.

In the following sections II-IV, provide a detailed description and provide evidence and data to support the claims.

I. Teaching and Learning

a. Program requirements and course offerings

i. Degrees and Certificates

In 2017 the nursing program made changes to the AAS Degree. The nursing assistant course (5 credits) was taken out of the pre-requisite requirements as the student was required to have a licensed nursing assistant prior to applying to the program. A student could obtain this license outside of the college. The nursing assistant course is now a pathway for the Pre-Health Careers Degree for students seeking to apply to the nursing program.

The Associate in Applied Science Degree in Nursing was increased by two credits. One credit was added to Introduction to Pharmacology and one credit was added to Management & Leadership in Nursing. This increased the nursing courses from 37 credits to 39.

The required pre-requisite credits were 43 and are now 38. The AAS degree credits were 80 and have been decreased to 77.

The impact the changes have had on the nursing program have not been evaluated as they will be in effect for fall 2018. The expectation the changes will have are students will not be taking the nursing assistant courses if they do not plan on applying for the nursing program and students accepted into the nursing program will obtain extra opportunity for learning in the area of pharmacology and leadership.

ii. Course Offerings

The nursing program consists of four semesters that build on one another. Semesters are not taken out of sequence. Upon completion of the four semesters the student is eligible to take the National Council Licensure Examination (NCLEX-RN). Currently students attend class in person. Online classes are not offered for the nursing program as the Arizona State Board of Nursing have no current guidelines.

Semester one is the introductory course that focuses on the core components of nursing. Emphasis will be placed on professional roles of the nurse, the nursing process, critical judgment, basic assessment, communication skills, medication administration, and basic nursing skills. Also included in Semester one is the Introduction to Nursing Pharmacology. Emphasis will be placed on understanding drug classifications and basic foundations of pharmacology.

Semester two focuses on the medical surgical patient. The focus will be placed on Endocrinology, Gastrointestinal, Respiratory, Cardiac, Hematological systems, and Cancer across the life span. Emphasis will be placed on the nursing process which includes nursing interventions, clinical judgment, and assessment as it relates to each system. Included in each focus area is Pharmacology as it relates across the life span. Emphasis will be on the dosage calculation, nursing interventions, patient teaching, therapeutic indications and the nursing process.

Semester three focuses on the remaining medical surgical systems, Neurological, Musculoskeletal, Genitourinary, and Reproductive as it relates to the adult and pediatric patient. Emphasis will be placed on the nursing process which includes nursing interventions, critical judgment, and assessment as it relates to each system.

This course will also focus on the care of the childbearing and the childbearing family, reproductive system, and the care of the newborn. Emphasis is placed on health promotion, health maintenance, and health restoration in families during pregnancy, nursing care of the newborn, sexuality transmitted disease, reproduction, and growth and development of the pediatric patient. This course will also focus on the utilization of the nursing process and critical judgment in the care of the client and family with alterations in mental health and illness. Emphasis will be placed on psychiatric/mental health and emotional problems in hospitalized patients as well as in the community settings. Included in each focus area is Pharmacology as it relates across the life span. Emphasis will be on the dosage calculation, nursing interventions, patient teaching, therapeutic indications and the nursing process.

Semester four focuses on the utilization of the nursing process and critical judgment in the care of pediatric, adult and geriatric clients with acute health care needs. Emphasis is placed on acute disease processes in hospitalized patients. Includes basic concepts of critical care and emergency/disaster nursing. This course will have online assignments during the three weeks (108 hour) preceptorship; additionally there is a three day NCLEX-RN review course at the end of the semester. (See addendum A)

iii. Enrollment and student success information for the previous five years

The program has a low attrition rate. May 2016 graduating cohort began with 20 students and 17 completed. Two students failed courses and one student took a job outside of nursing. May 2017 graduating cohort began with 20 students and 17 completed. Three students left the program for personal reasons, two students failed, and two students were added during the program, one was a transfer from Grand Canyon University, and one was from the May 2016 cohort. May 2018 graduating cohort began with 20 students and 19 completed. Two students failed, and one student was added from the 2017 cohort.

The May 2019 cohort began with 30 students and currently has 28 students. One student transferred out of state and one student failed the academic portion of the second semester. The May 2020 cohort will begin in fall 2018 with 30 accepted students.

The NCLEX-RN pass rates for the past five years:

2013 (76.74)
2014 (73.53)
2015 (80.0)
2016 (84.21)
2017 (88.24)

The director and faculty in the fall of 2015 redesigned the program curriculum and how instruction was assigned. The program also now includes a web based program that prepares the student for the NCLEX-RN throughout the four semesters. These program changes most likely have contributed to the increase in pass rates.

b. Licensure/certifications of students

Upon completion of the nursing program the student will have earned an Associate in Applied Science in Nursing Degree. The student must complete the required pre-requisites prior to applying to the nursing program. Once the student has been accepted to the nursing program they will complete four semesters of required nursing courses. Upon completion of the four semesters the student is eligible to take the NCLEX (National Council Licensing Exam). The student must pass the NCLEX with an 80% or higher in order to obtain their registered nurse license with the Arizona State Board of Nursing.

The nursing program provides the student with knowledge and preparation to take the NCLEX and obtain a registered nurse license. The student will take theory courses and obtain an 80% or higher and participate in clinical rotations and obtain a passing grade of 80% or higher.

Students may find the theory portion of the program difficult. In addition to eight hours of class per week the student will have twenty hours or more per week in home study. Students are given several quizzes during the semester in preparation for a midterm and final exam. Students may find it difficult to study the extra hours and obtain the passing scores required. In addition to the theory portion of the program the student is required to attend all clinical rotations. Students must take what is learned in the theory portion and apply at the bedside in the clinical rotation. Students are observed for the ability to apply information and safety when taking care of the sick person. Students may find clinical rotations difficult and are unable to apply what has been learned. Upon completion of the program students taking the NCLEX may experience a variety of reasons that may inhibit them from passing on their first attempt such as test anxiety.

Curriculum

i. Course outline reviews and updates

Nursing program course outlines are evaluated each semester by all faculty and the director. The changes made to the course outcomes were made to be more concise for the student. Faculty have made changes so the student understands exactly the expectation of the course by placing expectations in Canvas, increasing communication through Canvas, and placing all expectations in the syllabus and course outlines.

The changes have helped with the student understanding what is expected from them and what the student can expect to learn from the course. Faculty have found that when outcomes are clear and concise the students are more focused and are more able to concentrate on learning.

ii. Other curriculum changes

The nursing program outcomes were reevaluated in the last year 2016-2017 and simplified for understanding and to fit the learning outcome format. The original fourth and seventh outcomes were removed as the program felt these were encompassed in the new outcomes. The sixth outcome was altered to better reflect the current coursework. The last outcome was revised to reflect the practice of preparing the student for testing, but not for the actual outcomes of the licensure exams.

The faculty have made text book changes to meet changing curriculum needs, to enhance learning needs of “active” learners, and to more closely resemble best clinical practices. Content and ease of use both by faculty and the student are evaluated prior to a change.

The faculty have adjusted their delivery method to include student feedback. Students are more involved in the learning by use of groups, presentations, and community interaction. The students theory times changed as the faculty were concerned with the students ability to fit in work schedules and study hours. The time change was from two four- hour days to one eight- hour day. The faculty found that the eight hour day did not improve the students focus to study and instead the student worked more hours. The students found it difficult to focus all day and found the day to be more tiring. For fall 2018 faculty and students have requested the program return to the four hour day twice per week. The faculty have also found that increasing the class size to thirty students in a classroom is more challenging due to space. For fall 2018 the nursing students will be in a larger room to facilitate learning.

In 2017 the faculty introduced simulation into the skills lab. This has increased the students’ ability to practice case studies and patient scenarios that may be difficult to observe in the clinical rotation. With the addition of the simulation lab the student has become more confident in their decision making process.

All of the above have had a positive effect on student learning in the nursing program. Students describe (and are noted by faculty) to be more focused on learning.

The nursing program at this time has no impending course changes; however, program goals may be revisited.

c. Articulation

The nursing director participates in the ATF meetings. The NUR courses transfer to universities as “elective courses” and not as transfer courses because each nursing semester would need to be evaluated by the university to adhere to their nursing courses. ASU does have a nursing program, however, their nursing courses may not align with other colleges. (See addendum B)

d. Is the program accredited by a programmatic accrediting agency? If so, name the agency and include the status of the most recent accreditation.

On March 25, 2016 the nursing program received approval from the Arizona State Board of Nursing for a period of four years with no conditions.

Currently the nursing program is seeking “Candidacy” from the ACEN (Accreditation Commission For Education in Nursing). This is in the very early stages of consideration by the program and the goal would be to apply for “Candidacy” in the summer of 2019.

Initial cost to the college would be as follows (does not include additional fees)

Annual Accreditation Fees	\$2,875.00
Candidacy Fee	\$2,200.00
Accreditation Review Fee	\$1,000.00
Site Visit Fee (per evaluator)	\$915.00

Focused Visit Fee (Plus expenses related to visit) \$2,350.00

The process does include faculty participation.

e. Teaching loads

The full time faculty members are responsible for teaching courses and assessing learning outcomes in the assigned discipline. He/she is also responsible for providing assistance and academic advising to students outside of regularly scheduled class time. In addition, there are requirements to oversee clinical rotations within the Northern Arizona region. Teaching assignments may include alternative delivery methods including web, laboratory, day, evening, and weekend clinical rotations, and maybe at multiple sites. This is a full-time, benefits eligible position.

Essential Duties and Responsibilities:

With students:

- a. Teaches 30 load hours per year.
- b. Oversees clinical rotations approximately 520 hours per year.
- c. Formally evaluates student performance.
- d. Required office hours of five hours per week.
- e. Required to participate in one committee per academic year unless schedule prohibits.

Part-time faculty is utilized for clinical rotations to assist the full-time faculty. Part-time faculty are paid hourly. Part-time faculty are responsible for communicating with the full-time faculty as it relates to student performance.

Faculty credentials

The credentials of the full-time nursing are in accordance with the Arizona State Board of Nursing requirements.

- a. At least two years of experience as a registered nurse providing direct patient care; and
- b. A graduate degree with a major in nursing

Currently the nursing program has three full-time faculty. Each faculty member meets the requirements of the Arizona State Board of Nursing. One faculty member is a Nurse Practitioner with a Master's Degree in Nursing, One faculty member has a Master's Degree in Nursing and a Doctorate, One faculty member has a Master's Degree in Nursing. (See addendum C)

f. Student Learning Assessment

Each semester the student will be able to:

- 1. Demonstrate safe performance of nursing skills of a registered nurse.
- 2. Exhibit legal and ethical behaviors of a registered nurse
- 3. Manage client care using the nursing process
- 4. Effectively communicate nursing knowledge with patients and other healthcare professionals.
- 5. Incorporate evidence based practice.

The above is assessed with testing and evaluation tools each semester.

The end of program assessment tool used is the ATI Comprehensive Predictor. The questions on the predictor are reviewed to determine which questions contribute to the learning outcomes. In addition the program uses a set instrument for clinical observation to assess the students' hands-on skills. The results of this observation will be used to determine how the students are performing on the program's learning outcomes.

The ATI Comprehensive Predictor was the assessment tool utilized to assess learning as well as predicting how the student would perform on the licensure exam for the students in the graduating class 2017. Three students performed at an 82% predictability and two failed the licensure. The 82% score was an indicator that these students required remediation. Remediation was offered to the students and all three participated in a "Live Review" course with further remediation. The two students that failed the licensure the first time did repeat the exam and passed.

II. Facilities and Resources

a. **Specify any designated space that is primarily for the program's use since the last program review.**

The nursing program is located at 3000 N. Fourth St. in Flagstaff, AZ. The campus provides the nursing program with one large skills lab, one simulation lab, and several classrooms. The skills and simulation labs provide students with the opportunity to practice those skills necessary to be safe and competent before taking care of live patients.

The community facilities provide their facilities, staff, and patients, giving the nursing students the opportunity to master the skills required for a new graduate nurse.

b. **Specify any designated equipment purchased primarily for the program's use since the last program review.**

The nursing program has been awarded grant money and were able to purchase two trauma Hal, one juvenile Hal, and one birthing simulation manikin for the simulation lab.

These simulation manikins provide the student with the ability to practice using the manikin simulating real life scenarios under the supervision of the instructor. The simulation lab provides the student the opportunity to make mistakes and learn without harming a live person. Students become more confident and there is a higher retention of the information learned.

c. **Specify any designated budget and differential tuition that is primarily for the program's use. (A program budget will be provided by the assessment team.)**

In addition to the tuition and differential tuition the program receives grant monies for the specialized equipment for learning. A concern for the future budget would be the loss of any grant monies allotted for the nursing program.

Each student pays an additional \$80.00 per credit above tuition. This differential tuition is used for lab supplies needed each semester for skills lab. Most lab supplies are disposable and must be replaced after each use.

The grant money the program receives is a onetime offering. The program must apply each year and request the money and what the money would be used for in order to be eligible to receive.

See addendum for budget.

III. Analysis and Reflection

a. Strengths, Weakness, and Challenges Analysis

- **What do you see as internal strengths of the program?**

The internal strengths of the program are the faculty. The current faculty are strong in their knowledge and experience in nursing. The addition of the third full-time faculty member has been a positive addition. Equipment utilized in the skills and simulation lab have been updated.

- **What do you see as internal weaknesses of the program?**

Fall of 2017 the program increased the admission of students from twenty to thirty each fall semester. With this increase adjusting the budget, classroom access, clinical facilities, and assuring student success may be a challenge.

The campus has one classroom that can easily accommodate the increased number of students, however, it is stadium seating and creates a challenge for students to interact with one another. The Arizona State Board of Nursing requires one instructor per ten students in the clinical facility. With the increase number of students this requires more clinical rotation days and more qualified part-time faculty members. With the increase in part-time faculty members this increases the risk of the non-didactic experience being compromised.

- **What do you see as opportunities for the program?**

Opportunities for the program would include increasing the SIM Lab capabilities which would be to possibly hire a SIM Lab coordinator to work with instructors and students building scenarios and operating the computers during the SIM experience. Another opportunity would be to obtain nursing program accreditation.

- **What do you see as challenges of the program?**

With the increase in students the number of part-time faculty will increase. In addition more clinical days and sites will be needed.

In addition, with the increase in students the classroom availability to provide students a comfortable environment for learning is a challenge.

Maintaining the high quality of education with the increase of students from twenty to thirty in the clinical rotations.

The challenge for students is the workload necessary for the nursing program and keeping up when they may have outside challenges. There are many hours of learning required of the student in order to complete the nursing program and many struggle with the rigor.

a. Previous Recommendations and Results

- i. List recommendations that were received at the last program review.**

b. Previous Recommendations and Results

Our Advisory Committees/Councils are very happy with our graduates. The medical center has asked us to review our "preceptorship" rotation in the fourth semester due to the high volume of students during that time of the year. They have also asked us to increase our EKG didactic to include the more serious heart rhythms.

We have met with the medical center education department and we will be changing our preceptorship rotation in the spring of 2019. This will enable to students to have a more intensive SIM Lab rotation and complete a more modified preceptorship rotation. The faculty have modified the curriculum to include the more complex heart rhythms in an EKG strip. We see the changes as being positive for the student and enhancing their experience.

IV. Recommendations

a. Action Plan/Recommendations (To be completed in the next five years). List action items in order of priority of completion.

Action Item #1 ACEN Accreditation

Anticipated date for completion: Obtain "Candidacy" by 2020

List the potential benefits to student success

- a) Facilitates transfer of credits
- b) Is required by many nursing programs for admission to the graduate level, as well as by some state regulatory agencies for licensure, and many employers.
- c) Enables student eligibility for funding support from federal and state agencies, and foundations

Action Item #2 NCLEX (Student performance at test)

Anticipated date for completion: Ongoing

List the potential benefits to student success

- a) Evaluate each student each semester to determine barriers to success.
- b) Students showing signs of test anxiety provide tutoring and skills to decrease anxiety. Refer the student to "Disability Resources" for evaluation and resources. Faculty will provide student resources with the proper referrals and documentation for student follow-up.
- c) Students will pass NCLEX the first time and obtain licensure.

Action Item #4 Assess clinical sites for availability

Anticipated date for completion: Ongoing

List potential benefits to student success

- a) Assessing clinical sites assures that the student will obtain the best experience for learning.
- b) Maintaining relationships with facilities provides the student with various sites, learning opportunities, and potential future job opportunities.

Action Item #5 Recruitment and maintaining part-time and full-time faculty

Anticipated date for completion: Ongoing

List potential benefits to student success

- a) Maintain the best part and full time faculty that have experience, knowledge, and integrity to ensure student success.
- b) Maintaining faculty creates stability and consistency within the program.

Action Item #6 Faculty Burnout

Anticipated date for completion: Ongoing

List the potential benefits to student success

- a) Provide faculty with resources that provide assistance to students.
- b) Encourage faculty participation in developing standards that directly affect the classroom and student outcomes.
- c) Offer learning opportunities for faculty to maintain level of knowledge, therefore providing students with the best learning opportunities.
- d) Provide faculty with a stress free and fun like environment to relieve stress.

ii. Status update (Only update at Annual Review Meeting)
No updates currently

iii. Last reviewed date
None

Appendix

- *Documents mentioned throughout program review above*
- *Other documents as needed to support program review*

Appendix A

AAS in Pre-Health Careers: 60 credits

The pre health careers program is designed to prepare students for application to the CCC nursing program and/or to seek employment in a variety of health professions.

General Education Requirements: 25 credit hours

All General Education coursework must be selected from approved Arizona General Education Curriculum (AGEC).

Composition	ENG 101 College Composition I	3
	ENG 102 College Composition II	3
Mathematics	MAT 140 College Mathematics or higher	3
Arts and Humanities	Two courses, including Options.	6
Social and Behavioral Sciences	PSY 101 Intro to Psychology	3
	PSY 240 Developmental Psychology	3
Physical and Biological Sciences	BIO 181 Unity of Life I: Life of the Cell	4

Degree Core Requirements: 26 credit hours

AHS 131	Medical Terminology	3
BIO 201	Human Anatomy & Physiology I	4
BIO 202	Human Anatomy & Physiology II	4
BIO 205	Microbiology	4
BIO 218	Human Pathophysiology	4
CHM 130	Fundamentals of Chemistry	4
NTR 135	Human Nutrition	3

Degree Electives:

Any 9 credit hours of transferable college-level coursework to complete 60 credit hours. The following are recommended:

AHS 110	Health Care Ethics and Law	3
AHS 145/148/149	Medical Assistant	16
AHS 160/161	Phlebotomy Procedures/Phlebotomy Practicum	4
EMS 131	Emergency Medical Technician	8
NUR 110/111	Nursing Assistant I/Nursing Assistant Clinical	5
PSY 230	Introduction to Statistics	4

Appendix A

AAS in Nursing: 77 credits

The nursing program is designed to prepare graduates for entry level nursing positions.

Program Requirements: 77 credit hours in:

*All program admission requirements must be completed prior to applying to the Nursing program. All requirements, except LNA licensure, can be applied towards the AAS Nursing degree program requirements.

Program Admission Requirements:

BIO 201	Human Anatomy and Physiology I
BIO 202	Human Anatomy and Physiology II
BIO 205	Microbiology
BIO 218	Pathophysiology
CHM 130	Fundamentals of Chemistry or higher
ENG 101	College Composition I
MAT 140	College Mathematics (5) or higher AGEC math course
NTR 135	Human Nutrition
LNA License	

General Education Requirements: 27 credit hours

All general education coursework must be selected from the appropriate AGEC category.

Composition	ENG 101	College Composition I	3
	ENG 102	College Composition II	3
Mathematics	MAT 140	College Mathematics (5) or higher	3
Arts & Humanities	One course.	A course from Options may be selected.	3
Social & Behavioral Sciences	PSY 240	Developmental Psychology	3
Physical & Biological Sciences	BIO 202	Human Anatomy and Physiology II	4
	BIO 205	Microbiology	4
	BIO 218	Pathophysiology	4

Degree Core Requirements: 50 credit hours

BIO 201	Human Anatomy and Physiology	4
CHM 130	Fundamentals of Chemistry or higher	4
NTR 135	Human Nutrition	3
NUR 114	Nursing Pharmacology	3
NUR 116	Nursing Concepts I	7
NUR 124	Nursing Concepts II	9
NUR 215	Nursing Concepts III	9
NUR 220	Nursing Concepts IV	9
NUR 222	Management & Leadership in Nursing	2

COCONINO COMMUNITY COLLEGE
COURSE OUTLINE

Revised by: Lori Edwards
Status: Permanent
Effective: Fall 2018

February 26, 2018

A. Identification:

1. Subject Area: Nursing (NUR)
2. Course Number: 114
3. Course Title: Introduction to Nursing Pharmacology
4. Credit Hours: 3
5. Course Description: This introductory pharmacology Nursing course is an overview of pharmacological concepts and the nursing process. Emphasis will be placed on understanding drug classifications and basic foundations of pharmacology. Prerequisite: Admission to the nursing program. Pre/Co-requisite: BIO 202, ENG 102. Co-requisites: NUR 116. Two lecture.

B. Course Goals: Basic understanding of the nursing process in the foundations of pharmacology and drug classifications.

C. Course Outcomes:

Upon successful completion of this course, students will be able to:

1. identify accountability, ethical and legal responsibility of the professional nurse related to safe drug administration;
2. utilize clinical reasoning principles while discussing drug classifications, their actions;
3. use, therapeutic effects, dosage, route, side effects, adverse effects, and safe medication administration;
4. demonstrate: the concepts and attributes of caring related to nursing care of adult clients receiving drug therapy; the ability to safely prepare, administer, and document drug therapy; and
5. meet the guidelines for nursing practice.

D. Course Assessment will include assignments, examinations, and verification of basic medication administration skills competency.

E. Course Content:

1. Introduction to pharmacology, including: the nursing process and pharmacology; pharmacological principles; accountability, professional, legal, ethical responsibilities; life span and cultural considerations; and safe medication administration.
2. Introductions of major drug classifications including: drug action; therapeutic indications; dosage; adverse reactions; contraindications; and nursing process.
3. Core components of nursing practice including: professional behaviors; communication; assessment; clinical decision-making; caring interventions; teaching and learning collaboration; and managing care.

COCONINO COMMUNITY COLLEGE
COURSE OUTLINE

Prepared by: Jacqueline Waggoner
Revised by: Don Johnson
Revised by: Nina Webb
Status: Permanent
Effective: Fall 2014

November 12, 200
May 21, 2008
January 30, 2014

A. Identification:

1. Subject Area: Nursing (NUR)
2. Course Number: 116
3. Course Title: Nursing Concepts I
4. Credit Hours: 7
5. Catalog Description: This introductory nursing course focuses on the core components of nursing practice and caring as the essence of nursing. Emphasis will be placed on professional roles of the nurse, the nursing process, critical thinking, basic assessment, communication skills, medication administration and basic nursing skills. Pre-requisites: Admission to the nursing program. Pre/Co-requisites: BIO 202, ENG 102. Co-requisite: NUR 114. Five lecture. Six lab.

B. Course Goals: Prepare students to utilize the nursing process and critical thinking to provide care to clients. Assist students to develop beginning competence in the role of the professional provider of care.

C. Course Outcomes: Students will:

1. discuss: behaviors associated with the professional nurse, and identify basic clinical reasoning principles to formulate a plan of care, the concepts of caring interventions, and the components of patient care management.

D. Course Assessment:

Assignments, quizzes, examinations and verification of basic nursing skills competency.

E. Course Content:

1. Introduction to professional nursing, including Nursing program philosophy, historical evolution of nursing, nursing as a profession, nursing theories, nursing educational preparation, nursing practice settings, community-based nursing practice, roles of the nurse, professional nursing organizations, societal influences on nursing.
2. Caring throughout the life span.
3. Utilizing the nursing process to meet basic human needs, including activity and exercise, oxygenation, sleep, comfort, nutrition, elimination, fluid and electrolytes and acid-base, skin integrity and wound care, self-concept, loss, death, and grieving, stress and adaptation, spirituality.
4. Core components of nursing practice, including professional behaviors, communication, assessment, clinical decision-making, caring interventions, teaching and learning, collaboration, and managing care.

COCONINO COMMUNITY COLLEGE
COURSE OUTLINE

Prepared by: Jacqueline Waggoner
Revised by: Don Johnson
Revised by: Don Johnson
Revised by: Debra Storey
Revised by: Lori Edwards
Status: Permanent
Effective: Spring 2016

November 12, 2002
February 7, 2005
May 21, 2008
January 29, 2014
December 1, 2015

A. Identification:

1. Subject Area: Nursing (NUR)
2. Course Number: 124
3. Course Title: Nursing Concepts II
4. Credit Hours: 9
5. Course Description: This course is the beginning of medical surgical nursing across the life span. The focus is on Endocrinology, Gastrointestinal, Respiratory, Cardiac, Hematological systems, and Cancer across the life span. Emphasis will be placed on the nursing process which includes nursing interventions, critical thinking, as it relates to each system. Content will include the care of the pediatric patient as it relates to each system. Each system will include pharmacology, dosage calculation, and pediatric dosage. Prerequisites: NUR 114 and NUR 116. Pre/Co-requisite: BIO 218 and PSY 240. Seven lecture. Six lab. Fall, Spring.

B. Course Goals: Prepare students to utilize the nursing process and critical thinking in the care of the medical surgical patient across the life span. Continued knowledge in drug classification, medication preparation, dosage calculation, nursing interventions as related to the medical surgical systems across the life span.

C. Course Outcomes: Students will:

1. care map each system and include nursing interventions, nursing diagnosis, medications, and patient teaching as it relates to the adult and pediatric patient;
2. list medications for each system and their nursing interventions, patient teaching, and dosage;
3. demonstrate ability to calculate dosages in the adult and pediatric patient;
4. and list system diagnosis that are specific to the pediatric population.

D. Course Assessment will include:

1. course grades determined by the instructor as outlined in the course syllabus;
2. and assignments, quizzes and exams.

E. Course Content will include:

1. the Endocrine system: diagnosis, assessment, symptoms, tests, treatments, nursing interventions, medication administration in the adult and pediatric patient;
2. the Gastrointestinal system: diagnosis, assessment, symptoms, tests, treatments, nursing interventions, medication administration in the adult and pediatric patient;
3. the Respiratory system: diagnosis, assessment, symptoms, test, treatments, nursing interventions, medication administration in the adult and pediatric patient;
4. the Cardiac system: diagnosis, assessment, symptoms, tests, treatments, nursing interventions, medication administration in the adult and pediatric patient;
5. the Hematological system: diagnosis, assessment, symptoms, tests treatments, nursing interventions, medication administration in the adult and pediatric patient;
6. pharmacology;
7. and the nursing process as it relates to drug classifications, drug actions, therapeutic indications, adverse reactions, contraindications.

COCONINO COMMUNITY COLLEGE
COURSE OUTLINE

Prepared by: Jacqueline Waggoner
Revised by: Don Johnson
Revised by: Janis McMillan
Revised by: Lori Edwards
Status: Permanent
Effective: Fall 2016

November 12, 2002
May 21, 2008
January 22, 2014
December 1, 2015

A. Identification:

1. Subject Area: Nursing (NUR)
2. Course Number: 215
3. Course Title: Nursing Concepts III
4. Credit Hours: 9
5. Course Description: This course focuses on the medical surgical systems, Neurological, Musculoskeletal, Genitourinary, and Reproductive as it relates to the adult and pediatric patient. Emphasis will be placed on the nursing process which includes nursing interventions, critical thinking, and assessment as it relates to each system. This course will also focus on the care of the childbearing and the childbearing family, reproductive system, and the care of the newborn. Emphasis is placed on health promotion, health maintenance, and health restoration in families during pregnancy, nursing care of the newborn, sexuality transmitted disease, reproduction, and growth and development of the pediatric patient. This course will also focus on the utilization of the nursing process and critical thinking in the care of the client and family with alterations in mental health and illness. Emphasis will be placed on psychiatric/mental health and emotional problems in hospitalized patients as well as in the community settings. Included in each focus area is Pharmacology as it relates across the life span. Emphasis will be on the dosage calculation, nursing interventions, patient teaching, therapeutic indications and the nursing process.
Prerequisites: NUR 124. Pre /Co-requisite: BIO 205 and NTR 135. Seven lecture. Six lab. Fall, Spring.

- B. Course Goals: To prepare students to utilize the nursing process and critical thinking to provide nursing care to the medical surgical patient, childbearing families, newborn, growth and development of the pediatric patient, and the care of the client and family with alterations in mental health and illness. Continued knowledge in drug classification, medication preparation, dosage calculation, nursing interventions as related to the focus content.

C. Course Outcomes: Student will:

1. care map each system and include nursing interventions, nursing diagnosis, medications, and patient teaching as it relates to the Neurological, Musculoskeletal, Urinary, and Reproductive system across the life span;
2. list medications for each focus area and their nursing interventions, patient teaching, and therapeutic indication;
3. demonstrate ability to calculate dosages in the adult and pediatric patient;
4. list system diagnosis that are specific to the pediatric population;
5. list the stages of growth and development;
6. explain the reproductive system and STD's;
7. care map the Antepartal, Intrapartal, and the Postpartal patient: include nursing interventions and patient/family teaching;
8. discuss the care of the hospitalized child;
9. demonstrate the care of the newborn;
10. list the professional, ethical, and legal responsibilities of the nurse related to psychiatric/mental health client;
11. discuss the concepts of caring interventions that respect the cultural, religious, and spiritual influences on the client's mental health status;
12. and care map the nursing process and critical thinking in clinical decision making to ensure safe nursing practice in the behavioral health setting.

D. Course Assessment will include:

1. course grades determined by the instructor as outlined in the course syllabus;
2. and assignments, quizzes and exams.

E. Course Content will include:

1. diagnosis, assessment, symptoms, tests, treatments, nursing interventions, medication administration in the adult and pediatric patient as it relates to the Neurological, Musculoskeletal, and Genitourinary systems;
2. pharmacology: The nursing process as it relates to drug classifications, drug actions, therapeutic indications, adverse reactions, contraindications;
3. foundations of mental health;
4. care of the client and family with alterations in mental health: Stress and anxiety, personality, mood, thought, cognitive, behavioral disorders, and addiction disorders;
5. reproductive system and STD's;
6. conception and fetal development, maternal and fetal nutrition;
7. labor and the birth process, high risk postpartum;
8. care of the newborn, nutrition, high risk;
9. pediatric: Growth and development of the infant, toddler, preschooler, school age, and adolescent. Alterations in basic human needs, nutrition, health promotion, immunizations;
10. and care of the hospitalized child.

COCONINO COMMUNITY COLLEGE
COURSE OUTLINE

Revised by: Curriculum Committee
Status: Permanent
Effective: Fall 2016

December 1, 2015

A. Identification:

1. Subject Area: Nursing (NUR)
2. Course Number: 220
3. Course Title: Nursing Concepts IV
4. Credit Hours: 9
5. Catalog Description: This course focuses on the utilization of the nursing process and critical thinking in the care of pediatric, adult and geriatric clients with acute health care needs. Emphasis is placed on acute disease processes in hospitalized patients. Includes basic concepts of critical care and emergency/disaster nursing. This course will have online assignments during the four weeks of NUR 220 capstone; additionally, there is a 3 day NCLEX prep course at the end of the semester. Prerequisites: NUR 215. Pre/Co-requisite: Humanities Elective. Co-requisite: NUR 222. Five lecture. Eleven lab. Fall, Spring

B. Course Goals: Prepare students to utilize clinical decision-making in providing care to clients experiencing complex, multi-system alterations in basic needs.

C. Course Outcomes: Students will:

1. exhibit behaviors associated with the professional nurse in caring for multiple complex clients;
2. utilize clinical reasoning principles to formulate a plan of care for multiple complex clients;
3. demonstrate caring interventions with multiple complex clients;
4. exhibit management of nursing care for clients with complex conditions, appropriately delegating, supervising and directing client care;
5. and demonstrate knowledge and testing skills at the expected level of performance of the NCLEX-RN.

D. Course Assessment: Assignments, quizzes, exams

E. Course Content:

1. The nursing process in critical care environments.
2. The nursing process in the care of clients with complex, multi-system alterations: Alterations in oxygenation: Respiratory function; Alterations in oxygenation: Cardiovascular function; Alterations in elimination; Alterations in mobility; Alterations in fluid and electrolytes; Alterations in immunologic function; Alterations in multiple systems.
3. Core components of nursing practice: Professional behaviors; Communication; Assessment; Clinical decision-making; Caring interventions; Teaching and learning; Collaboration; Managing care.

Coconino Community College
Course Outline

Revised by: Lori Edwards
Status: Permanent
Effective: Fall 2018

February 26, 2018

A. Identification:

1. Subject Area: Nursing (NUR)
2. Course Number: 222
3. Course Title: Management and Leadership in Nursing
4. Credit Hours: 2

B. Catalog Description: This course focuses on transitioning from the role of student nurse to entry-level nurse and the continued development of knowledge and skills essential for client care. Emphasis will be placed on collaborative clinical decision-making, nursing leadership skills and client management, professionalism and professional development, lifelong learning, trends in nursing and health care, and applicable career management and development. Prerequisites: NUR 215. Pre or Co-requisite: Humanities or General Education Options elective, Co-requisite: NUR 220. Meets for two hours a week the first eight weeks of the semester. Two lecture.

C. Course Goals: This course will prepare students for nursing licensure and transitioning from the role of student nurse to entry-level nurse.

D. Course Outcomes:

Upon successful completion of this course, students will be able to:

1. apply behaviors associated with the professional nurse, including career management and individualized lifelong learning;
2. demonstrate understanding of clinical reasoning related to the legal and ethical behavior required in the professional nurse;
3. demonstrate understanding of caring and collaboration in the transitioning role of student nurse to professional nurse; and
4. discuss management of nursing care for clients within a health care organization, including nursing leadership and appropriately delegating, supervising and directing client care.

E. Course Outcomes Assessment will include assignments and quizzes.

F. Course Content:

1. Nursing Licensure
2. Transitional roles of student to novice nursing.
3. Career management and development.
4. Delegation and prioritization in clinical practice.
5. Current issues and trends in nursing and health care.
6. Nursing as a developing profession.
7. Leadership and management in nursing practice.
8. Core components of nursing practice: Professional behaviors; Communication; Assessment; Clinical decision-making; Caring interventions; Teaching and Learning; Collaboration; Managing care.

Appendix B



NUR Course Arizona Transferability

Coconino Course	ASU	NAU	UA
NUR 110 (4) <i>Nursing Assistant I</i>	Non Transferable	CTE Departmental Elective	NURS Dept Elective
NUR 111 (1) <i>Nursing Assistant Clinical</i>	Non Transferable	Elective Credit	Non Transferable
NUR 114 (2) <i>intro to Nursing Pharmacology</i>	Elective Credit	NUR Departmental Elective	NURS Dept Elective
NUR 116 (7) <i>Nursing Concepts I</i>	Elective Credit	NUR Departmental Elective	NURS Dept Elective
NUR 124 (7) <i>Nursing Concepts II</i>	Elective Credit	NUR Departmental Elective	Elective Credit
NUR 215 (8) <i>Nursing Concepts III</i>	Elective Credit	NUR Departmental Elective	Elective Credit
NUR 220 (9) <i>Nursing Concepts IV</i>	Elective Credit	NUR Departmental Elective	NURS Dept Elective
NUR 222 (2) <i>Mngt & Leadership in Nursing</i>	Elective Credit	NUR Departmental Elective	NURS Dept Elective
NUR 298 <i>Special Topics</i>	Elective Credit	Elective Credit	Elective Credit

Eligible for High School Dual Enrollment

Appendix C

NUR/NTR Instructor Credentialing List 2012-2017

DISCIPLINE	INSTRUCTOR	FT/PT	DEGREE	CERTIFICATIONS AND OTHER QUALIFICATIONS	NOTES
NUR	Costa, Katherine	FT	MS Nursing	BS Nursing	
NUR	Green, Stefanie	PT			No longer teaching for CCC
NUR	Gutt-Ohly, Jennifer	FT	BS Nursing (BSN)	RN	Clinical Instructor
NUR	Hagerman, Nancy	FT	MSN	BSN, Paramedic	
NUR	Hute, Loria	FT			No longer teaching for CCC
NUR	Jones, Sandra	PT	MSN	BSN	No longer teaching for CCC
NUR	Kissick, Leila	PT			No longer teaching for CCC
NUR	Marques, Sandra	FT	MS Nursing	BS Nursing	
NUR	Martinet, Brenda	PT	AAS Nursing	Registered Nurse	No longer teaching for CCC
NUR	McMillan, Janis	FT			No longer teaching for CCC
NUR	Merolla, Michelle	PT			No longer teaching for CCC
NUR	Nelson, Kathleen	PT	RN		
NUR	Schafer, Lynette	PT			
NUR	Searles, Sharman	PT			No longer teaching for CCC
NUR	Storey, Debra	PT			No longer teaching for CCC
NUR	Webb, Nina	FT			No longer teaching for CCC
NUR	Woods, Tammy	FT	MS Nursing	RN	No longer teaching for CCC
NTR	Bevirt, McKenzie	PT	BS Nursing (BSN)	RN, CAN	
NTR	Nelson, Kathleen	PT	RN		No longer teaching for CCC
NTR	Papke Anderson, Karen	PT			No longer teaching for CCC
NTR	Thomas, Sandra	FT			No longer teaching for CCC
NTR	Tomasi, Cathy	PT			No longer teaching for CCC
NTR	Webb, Nina	PT	BS Nursing (BSN)	RN	

Teaching and Learning

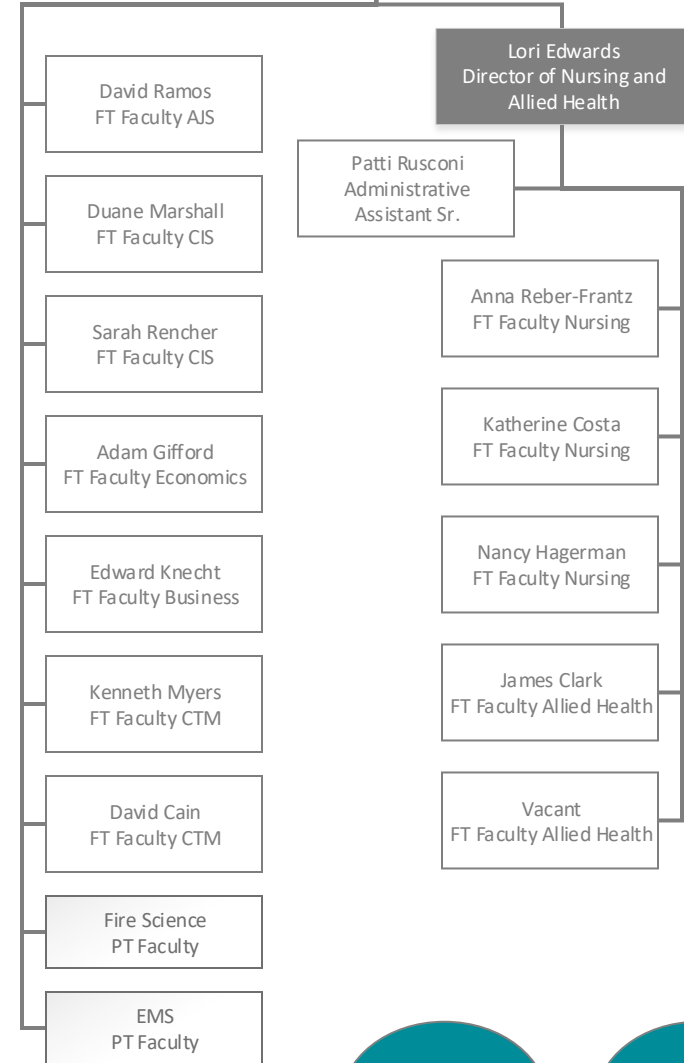
Kimberly Batty-Herbert
Dean of Learning
Arts and Sciences

Magi VanCleave
Administrative
Assistant Sr.



Jeff Jones
Dean of Learning
CTE and Director of Fourth
Street Innovation Center

Shawn Montoya
Perkins/Programs of
Study Specialist II



NUR Tuition and Fees 2011-2016 by Course

SUBJ	CRSE	Tuition					Differential Tuition			Course Fees	
		2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
NUR	110	\$ 40,392	\$ 38,016	\$ 37,600	\$ 50,416	\$ 46,800	\$ 11,880	\$ 11,520	\$ 12,000	\$ 4,521	\$ 4,290
NUR	111	\$ 9,996	\$ 9,504	\$ 9,400	\$ 12,604	\$ 11,610	\$ 2,940	\$ 2,880	\$ 3,000	\$ 15,070	\$ 14,190
NUR	114	\$ 4,080	\$ 3,960	\$ 3,760	\$ 7,360	\$ 7,200	\$ 3,200	\$ 3,200	\$ 3,200	\$ 3,800	\$ 3,800
NUR	116	\$ 14,280	\$ 13,860	\$ 13,160	\$ 25,760	\$ 25,200	\$ 11,200	\$ 11,200	\$ 11,200	\$ 11,640	\$ 11,640
NUR	120	\$ -	\$ -	\$ 7,332	\$ 7,360	\$ 7,200	\$ -	\$ -	\$ 6,240	\$ 4,800	\$ 4,800
NUR	124	\$ 18,360	\$ 16,929	\$ 18,800	\$ 26,404	\$ 25,200	\$ 14,400	\$ 13,680	\$ 16,000	\$ 8,323	\$ 8,120
NUR	126	\$ -	\$ -	\$ 3,760	\$ -	\$ -	\$ -	\$ -	\$ 3,200	\$ -	\$ -
NUR	215	\$ 16,524	\$ 16,929	\$ 32,712	\$ 27,232	\$ 28,080	\$ 12,960	\$ 13,680	\$ 27,840	\$ 11,877	\$ 13,299
NUR	217	\$ -	\$ 1,881	\$ 3,854	\$ -	\$ -	\$ -	\$ 1,520	\$ 3,280	\$ -	\$ -
NUR	220	\$ 15,606	\$ 33,858	\$ 32,994	\$ 31,464	\$ 31,590	\$ 12,240	\$ 27,360	\$ 28,080	\$ 12,008	\$ 15,249
NUR	222	\$ 1,734	\$ 3,762	\$ 7,332	\$ 6,992	\$ 7,020	\$ 1,360	\$ 3,040	\$ 6,240	\$ 2,280	\$ 2,340

NUR Tuition and Fees 2011-2016 Overall

	Tuition					Differential Tuition			Course Fees	
	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
NUR	\$ 120,972	\$ 138,699	\$ 170,704	\$ 195,592	\$ 189,900	\$ 70,180	\$ 88,080	\$ 120,280	\$ 74,319	\$ 77,728

PROGRAM OUTCOMES & ASSESSMENT MEETING REPORT

Program Name	Nursing	Date	06/05/17
ORIGINAL Program Outcomes		NEW Program Outcomes	
<ul style="list-style-type: none"> • demonstrate safe performance of nursing skills within regulatory frameworks of the registered nurse, • exhibit professional behaviors for the role of the registered nurse including adhering to legal and ethical standards of practice, • manage client care by utilizing the nursing process across the lifespan, family and community, • demonstrate therapeutic relationships and communication skills with clients, family and the health care team, • incorporates teaching and learning to promote, attain and maintain optimal client health, • displays accepted best practices in nursing including lifelong learning to maintain best practices as supported by current evidence, • utilize critical thinking skills to practice nursing within an ethical and legal framework, • and, the nursing program will prepare students for success in the NCLEX-RN® (National Council Licensure Examination-Registered Nurse) exam. 		<p>The student will be able to:</p> <ul style="list-style-type: none"> • demonstrate safe performance of nursing skills of a registered nurse. • exhibit legal and ethical behaviors of a registered nurse. • manage client care using the nursing process. • effectively communicate nursing knowledge with patients and other healthcare professionals. • incorporate evidence based practice. • And be prepared to take nursing licensure testing. 	
Identified Program Assessment Courses and Assessment Tools		<u>Nursing (AAS)</u> NUR 220 ATI Comprehensive Predictor and Skills Checklist NUR 222 ATI Comprehensive Predictor and Skills Checklist	
Action Items:			
<ol style="list-style-type: none"> 1. The program will submit the curriculum changes to remove NTR 135 as part of the required coursework. 2. The program will submit the curriculum changes to update the program outcomes. 3. The Assessment Coordinator and the Director of Nursing will collaborate to review the ATI Comprehensive Predictor and the clinical observation tool to serve multiple purposes. The questions will be reviewed and each question will be identified for contributing to a program learning outcome. 4. The Assessment Coordinator will work with the program to use the final ATI Comprehensive Predictor results and those of the previous clinical observations from the prior year to 			

determine if these two assessment tools will provide the program the information necessary to make changes or continue the growth of the program.

Notes of Interest:

The Nursing AAS has 19 credit hours of pre-requisite coursework that can be accomplished by the student by finishing the Pre-Health Certification or the Pre-Health AAS. When the student finishes NUR 110 and 111 of either Pre-Health certification or degree, they are ready to take their CNA licensure. This heavy pre-requisite coursework lays the foundation for the Nursing program as the students have large clinical coursework with patients at the Flagstaff Medical Center.

The students apply for entrance to the program which is due in the prior month of May. There is an application for admission available through the college's website. In order to apply the students must have a CNA license and a HESI Preadmission Test result among other requirements. Upon acceptance, the student can begin to complete the Nursing AAS coursework.

The curriculum taught in the NUR courses are aligned with industry standards outlined by the Arizona State Board of Nursing. The program is accredited every four years through the state of Arizona.

There are two avenues for the students of the Nursing Program: They can transfer to a university to continue their nursing education or graduates should leave the degree with enough knowledge and skills to pass nurse licensure and certification examinations such as the NCLEX.