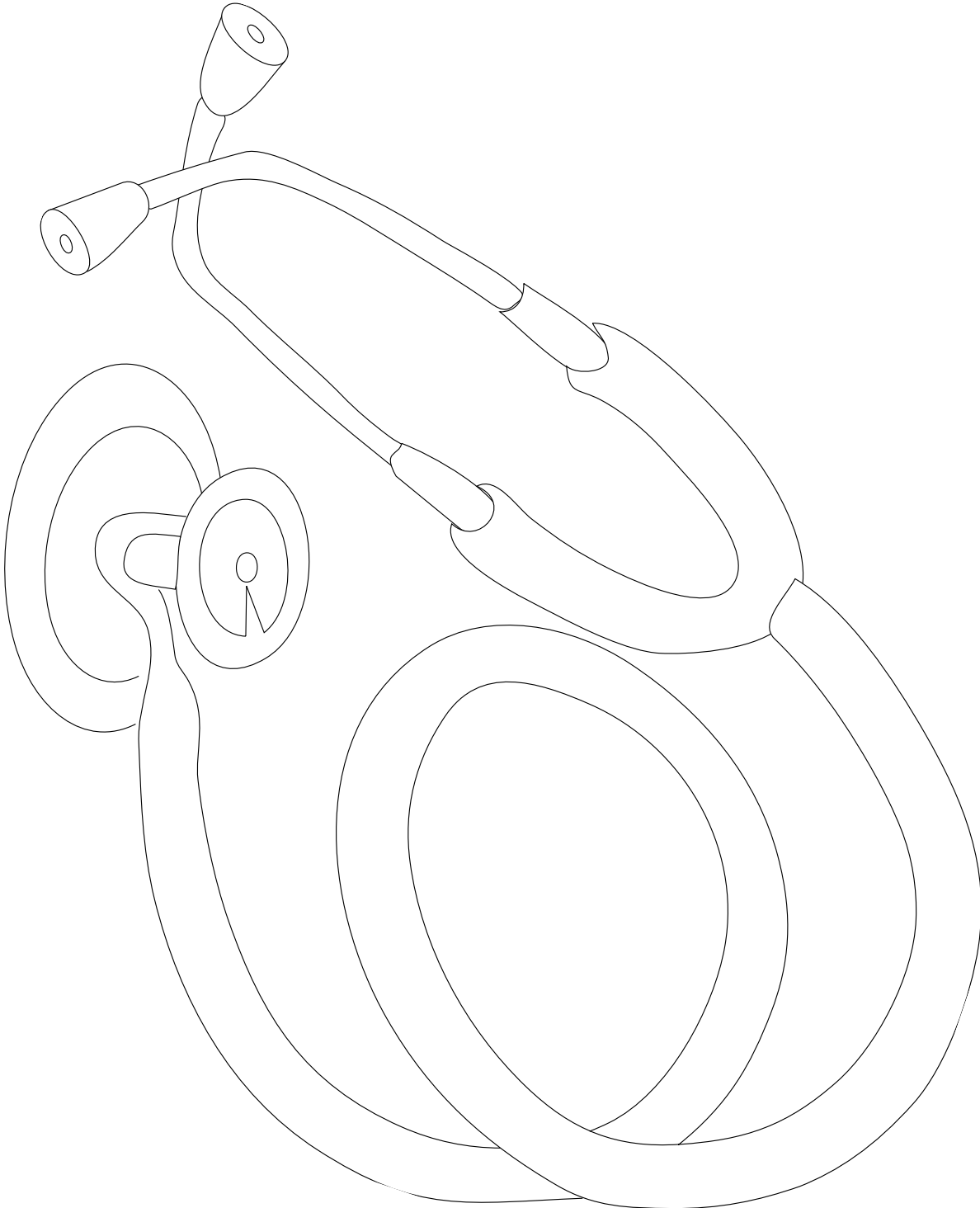


CLUSTER II

Science Nursing

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Summary of Identified Issues

During 2002-2003, the discipline of Nursing discussed five key issues at every meeting:

1. The proposed legislation and newly adopted AB 2314 identifying that recommendations of IMPAC will be implemented by CSU and community colleges by 2004.
2. The effort of the Community College Associate Degree in Nursing (ADN) Programs to develop and standardize prerequisites and the ADN Community College Alignment Committee recommendations.
3. The ADN Nursing Model Prerequisites Validation Study and the Community College Chancellor's Advisory transmitting the recommendations from the study.
4. The possible standardization of community college nursing admission criteria.
5. The implementation of an Integrated Chemistry course on community college and CSU campuses.

Identified Trends/Future Directions

In this past year, the California Legislature has taken an active role in trying to “assist” the nursing profession by writing legislation affecting such areas as curriculum, enrollment, and student financial support. While such efforts are often well meaning, proposed legislation has not always been helpful to nursing programs and may be misdirected. Nursing faculty across the state have had the opportunity through IMPAC to discuss common issues including how to generate a problem-solving process without legislation. This legislative interest is likely to continue given the nationwide nursing shortage. Nursing faculty and the IMPAC project must communicate to legislators, public and others what is being done to help with the nursing shortage. It will be critical to work with other groups such as nursing unions and the California Postsecondary Education Council (CPEC) to continue to educate and work with our legislators.

In the first two years of IMPAC, the CSUs decided on a group of core prerequisites for admission to their nursing programs to be implemented in the year 2004 for their Bachelor of Science in Nursing (BRN) program. The new core prerequisites being discussed by the ADN Community Colleges program directors contain four of the prerequisites for the CSU BRN programs: Anatomy 4 units, Physiology 4 units or a minimum 8 unit A & P, Microbiology 4 – 5 units, and English transfer level 3 units. This overlap demonstrates our efforts to ease articulation between CC and CSU. As IMPAC continues the discussion of content in nursing programs and the possible CANNing of some nursing courses, this discussion of easing articulation will evolve.

In the next few years, IMPAC will continue discussion on the possibility of common admission/enrollment criteria for ADN nursing programs and review GE patterns common to CCs and CSUs nursing degree programs. To aid in the discussion, a clear definition of prerequisite and co-requisite must be established, as definitions used in nursing programs are not similar to those used under the regulations governing community college matriculation, and thus some confusion emerges.

- ▶ Prerequisite is a course or assessment that must be completed to be eligible for acceptance into a nursing program.
- ▶ Co-requisites are additional courses or assessments that must be completed by a certain date once students are in the nursing program. A co-requisite may be a course, such

as anthropology, that students can take earlier in their course work. The co-requisites discussed in IMPAC are courses that are not part of the nursing program itself but courses usually required by an accrediting agency and may or may not be part of the final GE course work needed for the degree. These are usually courses outside the field of nursing, such as psychology, sociology, and speech. Nursing co-requisites that are part of the nursing program, such as the hospital clinical rotation, must be taken with a designated portion of the nursing program.

- ▶ Admission/enrollment criteria have been used interchangeably so far, but can be two different items depending on the program. To be eligible for admission to a nursing program a student may have to have certain criteria met (usually having prerequisites completed). The Community College ADN nursing programs, by law, have used certain prerequisites with a grade of a “C” or higher, math and English levels, and perhaps CNA (Certified Nurses Aide) completion. The CSU BSN programs have been able to set eligibility for admission to a BSN nursing program using other criteria such as: financial, cultural, and a higher grade point average. By law the Community College ADN programs cannot use some of the criteria used by the CSU nursing programs. Once a list of eligible candidates has been formed some programs use a lottery system to decide on the final group to be accepted into the program.

The CCs, by law, mission, and advisories such as the most recent one from the CC Chancellor’s Office, are limited in what they can impose as admission criteria. Each community college expresses its local concerns in a slightly different version of a GE patterns/package, as do many of the CSUs. Community colleges adjust their local GE requirements to meet local community needs as dictated by mission and external requirements. In furthering this discussion, a grid may need to be developed to examine the GE patterns of the community colleges. IMPAC nursing faculty will want to follow-up on recommendations from the CSU Nursing Alignment Task Force sent to CSU Chancellor Reed in August of 2002 on this matter.

Comments from Statewide Meetings and the General Field

Status of Previous Recommendations: At the first and last meeting of the year, participants reviewed the nursing discipline report from year 2001-2002. At the statewide meeting, each item from that report was addressed and its progress noted. All but a few of the recommendations had been completed. At each meeting participants were given an update from the previous meeting, copies of notes, AB 2314 legislation, grids on prerequisites/co-requisites/enrollment criteria, and content from the last Community College ADN Alignment meeting. When the draft advisory from the State Chancellor’s Office came out on the ADN study, it too was shared and discussed with participants.

Legislation and IMPAC: Discussion revolved around the positives of legislation: legislators are supportive and want to help, and their proposals provide us with an opportunity to educate them and the community about our programs. Concerns with legislation were also articulated: faculty should drive curriculum and are the experts; legislation usually lacked the funding necessary; and not all legislation helped bolster student success, access, and retention. The importance of communicating with legislators became very clear.

Common Prerequisites for ADN programs. A review of the core prerequisites for admission into CSU nursing programs was provided. These core prerequisites were agreed upon in the previous IMPAC year and were listed in the final report for 2001-2002. It was noted at

the 2003 statewide IMPAC meeting that some of these core prerequisites have had minor changes and a new list will be provided to IMPAC participants in Fall 2004. Lists of common prerequisites for CCs were shared, as was a general list of common enrollment criteria and courses for ADN graduation. The web link to the study that prompted discussion on uniform criteria was shared (<http://www.healthoccupations.org/resources/nursing>), followed by general discussion of common admission/enrollment criteria, the viewpoint of the CC Chancellor Tom Nussbaum (www.cccco.edu/divisions/esed/esed.htm), and the position of the Academic Senate for California Community Colleges. The discussion of GE requirements lead to further discussion on why colleges differ in their GE requirements, and how regulation (Title 5), discipline preferences (BRN requirements), and accreditation agencies may vary in their demands for specific GE courses and units. These external determiners need to be made clear to legislators and our local communities.

Other barriers and issues related to instituting core common prerequisites, enrollment criteria, and GE patterns were amplified. Some of these barriers include the following:

- ▶ Faculty “buy-in” from other disciplines (e.g., chemistry, biology, math, physics) is often needed to implement change or innovation (e.g., the integrated chemistry course)
- ▶ Each of the 108 CCs have differences that may reflect their geographical need and pressures, diverse populations, and fiscal limitations that affect the kinds of offerings and the physical facilities available to them.
- ▶ BRN programs and accreditation agencies impose their own limitations on the total units that can be transferred and thus, imposed as prerequisites
- ▶ Prerequisites at the CC level, by law, can be imposed only after rigorous validation procedures that may take a college 1-2 years to complete.

These issues will continue to be addressed in this next year as we go forward with the discussion of common enrollment criteria.

The nursing discipline met with the Chemistry discipline to try to resolve miscommunication about the Integrated Chemistry class and to agree upon a letter to be sent to the field. At the statewide meeting, it was decided that the letter should stress that the Integrated Chemistry class is just one of the options for a campus and that the important thing was to have discipline faculty on each campus discuss their needs and the needs of their students. The agreed-upon letter on this matter will be sent out Summer 2003 to all chemistry, nursing and biology chairs.

Recommendations from the Discipline

The Nursing discipline for the year 2002-2003 completed the following:

1. Resolve recommendations for uniform prerequisites to be eligible for admission to an ADN or Licensed Vocational Nurses (LVN) to ADN Programs in four major areas:
2. Physiology (4 units); Anatomy (4 units or 8 units min. in A & P); Microbiology (4 units min. with lab); and English (CAN Engl 2). Many nursing faculty had expressed their concerns over courses that had been prerequisites for eligibility for admission to a nursing program that were now not on the “list”. It was decided that each CC ADN program could decide whether these courses would now be needed before a A.S. degree was awarded or if the courses would become co-requisites or courses to be completed by a certain stage of their nursing program.

The ADN Prerequisite Alignment Steering Committee is sending out a letter stating that all ADN nursing programs require only the four core prerequisites listed above. They will be requesting a deadline, asking each program for a response to the use of the four core prerequisites discussed above and soliciting a commitment to make the change from their current prerequisites.

3. Demonstrate to legislators that IMPAC is working on common prerequisites and enrollment criteria. This effort will continue.

Recommendations/Goals for 2003-2004

1. Continue to work with the ADN Prerequisite Alignment Committee.
2. Update the list of CSU core prerequisites and send new list out to IMPAC attendees and chairs.
3. Send out a letter to all Chemistry, Biology, and Nursing chairs with information about the Integrated Chemistry class. Follow up will be needed to see which colleges have had these discussions and share this information at subsequent IMPAC meetings.
4. Discuss the possibility of Community Colleges ADN programs having common enrollment/admissions criteria.
5. Discuss the Community College GE patterns for ADN programs including researching CSUs proposed GE pattern and understanding Title 5 requirements (e.g., placement/assessment, matriculation and articulation). (Follow-up on recommendations from the CSU Nursing Alignment Task Force sent to Chancellor Reed in August of 2002 on common admission criteria and GE patterns.)
6. Continue discussion and stress importance of career ladder concept.
7. Develop a statement of support discussing the impact of the budget and the federal Perkins Act on nursing programs and the available prerequisites/GE classes and share this with other organizations and legislators.
8. Continue the discussion on the prerequisites to prerequisites such as chemistry to biology and determine if these are validated prerequisites within CC matriculation standards.
9. Continue to meet with other IMPAC disciplines: follow-up with psychology and anthropology and meet with the new disciplines of speech, English and ESL (English as a Second Language) to discuss course content. These disciplines teach courses that are required by nursing accrediting agencies for an ADN and BSN degree. ESL faculty have insights for nursing faculty as we receive many of their students in our nursing programs.
10. Discuss common practices that programs and colleges may have for remediation, retention and repeatability of courses in nursing programs and prerequisites.
11. Begin discussion of potentially CANning some of our nursing courses. The descriptors provide broad descriptions for courses. It was the feeling of the group that this may help articulation to BSN programs.
12. Inform legislators about nursing issues and statistics. Discuss the possibility of developing a fact sheet to share with them.

Recommendations for Support Courses (if discussed)

Nursing had the opportunity to meet with the psychology and anthropology faculty this year. There were also two meetings with the Chemistry faculty to try to resolve communication of agreements and further discussion on the Integrated Chemistry class.

Recommendations

1. In the meeting with psychology it was shared what nursing thought was covered in the two lower division psychology classes PSY 2 and PSY 4. In our discussion it became apparent that some of the items, such as life span, could not be covered in the two lower division classes as the material was considered upper division content. As the year progressed nursing reviewed the CAN descriptions revised by psychology. It provided an opportunity to review what was covered in the classes, but some content wanted by the nursing faculty will not be covered in the lower division psychology classes. Recommend that nursing meet one more time with psychology to discuss CAN descriptions.
2. When nursing met with anthropology they were having their first meeting and just starting their discussion. Nursing and anthropology shared what was usually content in a cultural and medical anthropology. At the statewide meeting in April nursing requested a rough draft of the descriptors that anthropology had been working on and reviewed them. Recommend that nursing meet with anthropology one time next year to review final drafts of CAN descriptors and continue their discussion of content in anthropology offerings.
3. Nursing meet with the chemistry faculty twice this year in an attempt to clear up miscommunication, agree on the content of a letter to be sent out to all chemistry, nursing and biology chairs, and to clarify what the two groups had agreed upon in 2002. Recommendation: Lead Faculty for Nursing will rewrite the letter and send out in summer 2003 to all chairs of chemistry, biology and nursing. It was agreed that the integrated chemistry class is just one option that a college may chose to assist nursing students through the chemistry requirements. Chemistry is having discussions about ways students can “test-out” of some of the chemistry classes.
4. Recommendation: That Nursing meet with English, ESL, child development and speech faculty next year as the new clusters join IMPAC. This will allow for discussion about nursing students content needs with these groups that have close contact with our students and offer courses required for our students.

Topics for Further Discussion

In our recommendation of next year/goals we addressed a few of the “hot topics” that will need further discussion next year. Here are a few of the items that will need follow-up and further discussion.

1. Can Nursing develop CAN descriptors for any of the nursing core courses such as Pharmacology, Obstetrics, or Pediatrics?
2. Discuss the recommendation/advisory from the CC Chancellor’s Office regarding the ADN study and the possible change to admission requirements. Should nursing programs raise the GPA requirement for the core sciences? What impact would this have on students entering nursing and will it have adverse impact?

3. ADN programs developing common admissions/enrollment criteria. Can so many different programs come to agreement and if so what should the criteria be?

Recommendations Forwarded/to be forwarded to:

CAN

ASSIST

CIAC

None at this time but will continue discussions with other disciplines as they develop their CAN descriptions.

Outreach presentations made by members of this group

Organization	Date/Place	Presenter's Name	Number Present
Community College Nursing Alignment Committee	November 15, 2002, February 12, 2003, and April 24, 2003 in Sacramento.	Presented by Shaaron Vogel.	About 11-14 persons present
California Community College State Academic Senate Executive Meetings in Fall and Spring.		Presented Shaaron Vogel.	About 15-20 present