



PROGRAM REVIEW REPORT

Nursing (ADN) RN Program AS

General

Completion Status

In Progress

Submitter

Dorothy-Lou Duenas

I. Program Description

Catalog Program Description

The mission of the Nursing and Allied Health Department is to generate locally educated and licensed nurses to work in the various health care provider agencies on Guam and the Pacific region. The Guam Community College Nursing Program is committed to providing career guidance and education in nursing to those students from Guam and the Pacific region who desire to become Practical Nurses. Upon completion of program requirements, students will earn an Associate's Degree in Nursing (ADN) and will be eligible to apply and take the National Council Licensure Examination for Registered Nurses (NCLEXRN). Licensure is granted through the Guam Board of Nurse Examiners.

Related GCC Institutional Strategic Master Plan Goals

GOAL 1: Advancing Workforce Development and Training

II. Program Effectiveness

Course Data and Analysis

Program Data and Analysis

Demographics

It is anticipated that the first ADN cohort will be comprised of licensed GCC LPN graduates. The Guam Board of Nursing has conditionally approved for the program to begin with 15 students. Therefore, based on the data from the last three graduated cohorts from 2020 - 2023 there was a grand total of 49 Associate of Science LPN graduates.

Breakdown of the LPN graduates interested in pursuing their degree for the ADN:

Gender: 40 females, 9 males

Age : 26 graduates are between the ages of 21-25 years

13 who are between the ages of 26 - 31 years

8 who are between the ages of 32 - 41 years

2 who are between the ages of 42 - 54 years old

Ethnicity: 8 CHamoru

36 Filipino

2 Korean

1 Other

2 White

Applicants for the ADN NU cohort will follow the application process which includes a GPA of 2.5 or higher, completion of general education requirements, the National League of Nursing Nursing Entrance Exam (NEX), and essay entitled "Why I want to be a nurse," and participation in the interview process with the ADN Interview Panel.

Persistence Rates

It is anticipated that the students will continuously enroll from term to term because the program runs as a cohort and the students enrolled must take the courses in sequence.

Stop-outs

NA

CTE Data: Advisory Committee Meeting Dates

March 14, 2024

10/1/2024

Nursing (ADN) RN Program AS: Program Review

CTE Data: Advisory Committee Meeting Agendas & Minutes

[ADN Advisory Minutes Program Proposal \(3\).pdf](#)

Overall Observation of Data on Program

The US Bureau of Labor Statistics projects more than 275,000 nurses will be needed from 2020 to 2030. In contrast, the National Council of State Boards of Nursing reported that 100,000 registered nurses have left the profession since 2020 due to the pandemic, and one-fifth of the workforce intends to leave by 2027. Locally, the Health Professional Licensing Office reported on August 9, 2023 that a loss of 148 registered nurses was documented (See Appendix A: "CNL Meeting for Governor"). This number was derived from nurses who did not renew their licenses for that year. Additionally, in the same report various healthcare agencies expressed a need for more than 140 nurses and it is anticipated that this number will continue to rise. Many countries are reporting an experienced loss of many "baby boomer" nurses settling into the age of retirement and choosing not to pick up a second job in the healthcare industry. Unfortunately, this is also the reality seen on Guam as evidenced by the August 9, 2023 report by the Guam Commission of Nurse Leaders. Therefore, the growing demand for nurses reported locally and nationwide has generated an increased motivation by the College to develop an Associate Degree in Nursing RN Program (ADN). GCC's Associates Degree Program builds upon the foundation of the Associate of Science in Practical Nursing Program and will serve as a bridge to allow our LPN graduates and other interested students to enhance their degree and qualify for licensure equivalent for a registered nurse (RN). The curriculum will prepare students with the knowledge, values, and skills that upon graduation will provide them with the necessary proficiency sets required for entry level nursing practice as a RN. Furthermore, the nature of this work requires a curriculum built upon a strong foundation of science courses incorporated into its technical requirements, an increased focus on assessment, communication, delegation, ethics, and the nursing process. Overall, the implementation of the program will provide students with a degree recognizing the amount of work, educational hours, and clinical experience that is expected of an Associate Degree registered nurse today. The expected impact of this proposal for the Associates Degree in Nursing Program at Guam Community College is intended to enhance workforce development, address workforce needs, and provide future opportunities for program growth.

Faculty/Program Staff Data and Analysis

Faculty Professional Development (Lite Rich Text)

Currently, the ADN program has one full time masters prepared faculty member, Barbara Mafnas and TPS Associate Dean, Dorothy-Lou M. Duenas will also serve a faculty member for the program. She currently possesses a Masters in Nursing which is a requirement of the Guam Board of Nurse Examiners for faculty of the ADN program.

SWOT Analysis

III. Program Goals

GOAL 1

Goal 1

Successfully recruit additional masters prepared faculty to teach and meet program outcomes and needs.

Goal 1 Alignment to GCC Strategic Plan

GOAL 1: Advancing Workforce Development and Training, GOAL 3: Leveraging Transformational Engagement and Governance

Goal 1 Actions & Tasks

Network with healthcare agencies and nurses who may be interested in teaching. Advertise for faculty. Reach out to the Commission of Nurse Leaders and Guam Nurses Association for recruitment support.

GOAL 2

Goal 2

Recruit and retain students in the ADN program.

Goal 2 Alignment to GCC Strategic Plan

GOAL 2: Fostering 100% Student-Centered Success

Nursing (ADN) RN Program AS: Program Review

Goal 2 Actions & Tasks

Provide frequent advisement, ensure students are linked with resources educational success ie: tutors, online resources, faculty advisement, and monitor for student weakness regarding achievement of learning outcomes.

GOAL 3

Goal 3

The first cohort of completers will pass the NCLEX-RN on their first try.

Goal 3 Alignment to GCC Strategic Plan

GOAL 2: Fostering 100% Student-Centered Success, GOAL 1: Advancing Workforce Development and Training

Goal 3 Actions & Tasks

Frequent advisement throughout the program will be conducted, an integration of online resources to enhance NCLEX-RN preparations and success, and collaborate with stakeholders for clinical and resource support.

Supporting Documents

Supporting Documents

[New Program Proposal_Associate of Science in Nursing_RN.pdf](#)

NEW PROGRAM PROPOSAL

**Associate of Science in Nursing
Registered Nurse**

**GUAM COMMUNITY COLLEGE
PO Box 23069
GMF, Guam 96921**

May 09, 2024

**Prepared By:
Dorothy-Lou Duenas, MSN, RN
Nursing & Allied Health Administrator
Associate Dean, Trades & Professional Services**

Guam Community College Associate of Science in Nursing (ADN) RN Program

A. Evidence that the program will meet the professional nursing needs and has community support.

The US Bureau of Labor Statistics projects more than 275,000 nurses will be needed from 2020 to 2030. In contrast, the National Council of State Boards of Nursing reported that 100,000 registered nurses have left the profession since 2020 due to the pandemic, and one-fifth of the workforce intends to leave by 2027. Locally, the Health Professional Licensing Office reported on August 9, 2023 that a loss of 148 registered nurses was documented (See Appendix A: "CNL Meeting for Governor"). This number was derived from nurses who did not renew their licenses for that year. Additionally, in the same report various healthcare agencies expressed a need for more than 140 nurses and it is anticipated that this number will continue to rise. Many countries are reporting an experienced loss of many "baby boomer" nurses settling into the age of retirement and choosing not to pick up a second job in the healthcare industry. Unfortunately, this is also the reality seen on Guam as evidenced by the August 9, 2023 report by the Guam Commission of Nurse Leaders. Therefore, the growing demand for nurses reported locally and nationwide has generated an increased motivation by the College to develop an Associate Degree in Nursing RN Program (ADN).

GCC's Associates Degree Program builds upon the foundation of the Associate of Science in Practical Nursing Program and will serve as a bridge to allow our LPN graduates and other interested students to enhance their degree and qualify for licensure equivalent for a registered nurse (RN). The curriculum will prepare students with the knowledge, values, and skills that upon graduation will provide them with the necessary proficiency sets required for entry level nursing practice as a RN. Furthermore, the nature of this work requires a curriculum built upon a strong foundation of science courses incorporated into its technical requirements, an increased focus on assessment, communication, delegation, ethics, and the nursing process. Overall, the implementation of the program will provide students with a degree recognizing the amount of work, educational hours, and clinical experience that is expected of an Associate Degree registered nurse today.

The expected impact of this proposal for the Associates Degree in Nursing Program at Guam Community College is intended to enhance workforce development, address workforce needs, and provide future opportunities for program growth.

Enhancing & Addressing Workforce Development

Over the past year, the college has been working collaboratively with industry partners and nurse leaders discussing ways to enhance healthcare services on the island and fill the gap of an ever growing shortage of registered nurses. With the aging population, advances in technology, and demands on healthcare, nurses are needing to increase their understanding of and strengthen their clinical skills to provide higher levels of care, case management, and thorough follow-up care for clients. Additionally, the demand for

RNs in all healthcare environments necessitates an increased expectation for nurses who are well educated and clinically prepared to work at the bedside in all levels of care. The GCC LPN graduates have filled a gap by providing services for all age groups and populations on the island. Providing these services has alleviated the demanding workload of registered nurses in hospitals, public health agencies, and clinics. However, with the number of LPNs licensed this still does not meet the demand for the number of RNs needed at the bedside. Therefore, with the development of the ADN, LPN graduates and other licensed LPNs on island will have the ability to enroll in the program and apply their LPN credits toward a portion of the program through an LPN Bridge. This will further create a segment of GCC graduates who will complete with a higher level of understanding and experience for many critical healthcare areas as a result of their prior licensure as an LPN. (See Appendix A: “Letters of Support”)

Additional curriculum hours and an emphasis on mental health, communication, leadership, critical thinking, the nursing process, and enhanced clinical practice for GCC students will allow for greater opportunities in healthcare. Feedback from industry partners indicated the need to increase clinical opportunities for nursing students (See Appendix A: “Nurse Staffing Survey”). Establishing agreements with clinical agencies for students to conduct clinical internships will enhance their confidence with practice and conversely allow for a connection with future employers.

Future Opportunities for Program Growth

The implementation of this ADN program will provide future opportunities for program growth through articulation agreements and partnerships with the University of Guam (UOG). The result of this change will lead to the articulation of general education and a portion of nursing courses for our nursing students to the University of Guam (UOG) as well as an ability to apply for acceptance into the second year of the BSN program. GCC has maintained a partnership with the faculty and administration of the Margaret Perez Hattori-Uchima School of Health. The Interim Dean, Dr. Yvette Paulino, Dr. Annamma Varghese, Assistant Professor, and Dr. Anna Joy Mendez, Associate Professor, has also served as members of the Nursing & Allied Health advisory and has assisted the college with recommendations to guide the development of the Associates program. The college expects to enhance their relationship to provide further opportunities for articulation through additional courses and educational collaborations in the future. An articulation agreement between GCC and UOG will provide opportunities for GCC students to pursue a higher degree and refrain from repeating courses related to the nursing program should they pursue their education at the University of Guam.

B. Philosophy and Objectives of the Program

One of the goals of the college is to recognize its role in the economic prosperity of the community, seeking to be a proactive force in the commercial vigor of the region. This role is accomplished by maintaining communication with employers and by staying abreast of business trends so that its goals correspond with the predominant training

needs of the region. The college develops new and innovative educational programs as they are needed. The development of an Associate's Degree in Nursing will provide the students with the curriculum hours necessary to meet the challenges of the increasing expectation for more registered nurses on Guam and in the region. Therefore, this supports the college's mission statement, "Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia." (See Appendix B: Board of Trustees Policy 100 Mission Statement).

The ADN program description expresses that the mission of the Nursing and Allied Health Department is to generate locally educated and licensed nurses to work in the various health care provider agencies on Guam and the Pacific region. The Guam Community College Nursing Program is committed to providing career guidance and education in nursing to those students from Guam and the Pacific region who desire to become nurses. Upon completion of program requirements, students will earn an Associate of Science in Nursing (ADN) and will be eligible to apply and take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Licensure is granted through the Guam Board of Nurse Examiners.

Upon successful completion of this program, graduates will be able to:

1. Communicate therapeutically with clients and the interdisciplinary team in the practice of nursing.
2. Integrate culture and diversity in the provision of holistic care across the lifespan.
3. Demonstrate clinical diversity in the provision of safe and competent care utilizing the nursing process in a variety of clinical situations.

C. The governing institution's charter or articles of incorporation authorizing the institution to conduct the nursing program.

Public Law Chapter 32 describes the scope of instruction and authorized programs incorporated into Guam Community College (See Appendix B & C: "Guam Code Annotated Title 17 Education, Chap 32", "Policy 100 Mission Statement", "GCC Board of Trustees Policy 125 Professional Associations") Additionally, the Guam Community received reaffirmation of its accreditation status by the Accrediting Commission for Community and Junior Colleges (ACCJC), and Western Association of Schools and Colleges (WASC) has been approved for a full seven years up until 2025. (See Appendix C: "ACCJC Institutional Letter of Accreditation, ACCJC Accreditation Letter of AS Nursing-RN").

D. A description and organizational chart of the governing institution and the nursing program

Organizationally, the proposed ADN Program will fall under GCC's School of Trades and Professional Services (TPS). Within the TPS, the ADN Program will be housed in the Nursing & Allied Health Department. (See Appendix D: "GCC Board of Trustees Policy 140 Organizational Chart of GCC"). The Nursing & Allied Health faculty members will collaborate on many service learning projects, course development initiatives, and student led activities. Given the professional background of faculty and potential adjuncts, students will benefit from the clinical and professional experience of the faculty toward their learning. The ADN Program Team will consist of the Dean of Trades and Professional Services, the Vice President of Academic Affairs, an associate dean who will oversee the program, two full-time faculty members, and one program coordinator. The department intends to recruit at least two more masters-prepared full-time faculty members and adjunct faculty to supplement program support and growth in the near future.

E. *Corporate balance sheets, financial statements, documents describing funding sources.*

The proposed ADN program will utilize existing college facilities and resources. Other instructional departments support general education courses required for the Associate Degree in Nursing. The courses in the new program will be taught in the initial year by the two full-time faculty and adjunct faculty, as needed. Regular salary scales will apply. Office support staff normally provided to the faculty will include a Program Coordinator II and the potential hire of an Administrative Assistant.

Similar to the process that all instructional programs undergo each year, the budgetary requirements for this new program will be included as part of the annual budget request of the department to the TPS Dean. The program will have a financial impact on the college and will require an increase in the Nursing & Allied Health Department budget.

The attached budget shows a two-year projection of anticipated revenue and expenses for the proposed program (See Appendix E: "Budget & Financial Statements"). For a projected enrollment of 20 students for the first program year, total revenue of \$216,400.00 is expected, inclusive of college fees, tuition, and course fees. Total personnel services for this same period would amount to \$245,890.28. This would include the cost for three full-time faculty and one adjunct to support enrollment of 20 students per GBNE rules and regulations, 25 GAR Chapter 6 Article 4 page 39. Equipment, maintenance, and supplies will amount to about \$30,000.00. Overall, the total expenditures will amount to about \$275,890.28. The difference of value between revenue over expenditures by a "-" symbol on the balance sheet) amounts to - \$59,490.28. The College has received grant funding from the Guam Economic Development Agency (GEDA) - Qualifying Certificate Community Contribution Healthcare

Programs funds in the amount of \$100, 000.00 to offset the expenses for supplies, equipment, and other needs to enhance program success.

F. Positions, qualifications and duties of the nursing faculty

Dorothy-Lou M. Duenas, Associate Dean, is a registered nurse who holds a Masters' Degree in Nursing from the University of Arizona (See Appendix F: "Resumes"). She has been working with Guam Community College for 16 years. On August 8, 2008, she was hired on a limited term appointment as a PN Instructor and was placed on permanent status as a PN instructor on May 7, 2010. On August 1, 2012, Dorothy was placed on a 'reclassification, limited term appointment' to the role of Nursing and Allied Health Administrator/Department Chairperson. On May 5, 2017, she became the permanent Academic Administrator for the Nursing & Allied Health Department, approved by the Board of Trustees (BOT). On October 5, 2023, she became one of three associate deans under the School of Trades and Professional Services at GCC. Her work experience includes time as a Neurological/Neurosurgery Nurse with Providence Portland Medical Center and United States Air Force recruitment training officer second lieutenant AFROTC.

The lead program faculty is Assistant Professor Barbara Mafnas (See Appendix F: "Resume"). Assistant Professor Mafnas is a registered nurse who holds a Master's Degree in Nursing from Chamberlain University of Nursing. She has been employed with the Guam Community College for 26 years. She has served as faculty for the Certified Nurse Assistant program for theory and laboratory courses and clinical/practicum faculty for Medical Assisting students. She has over 30 years of experience in family practice, pediatrics and obstetrics as a clinical nurse. She is currently working on her Doctorate of Nursing Practice Degree with Chamberlain University. She will take the lead to teach Pathophysiology, Fundamentals of Nursing Concepts & Clinical Skills (lecture and laboratory), Advanced Maternal Newborn Concepts & Clinical Skills (lecture, laboratory, and clinical), Advanced Pediatrics Concepts Concepts & Clinical Skills (lecture and laboratory), NU252 Mental Health Concepts & Clinical Skills, and NU295 Professional Nursing Practicum .

Loressa Melegrito, RN, BSN is the second full-time faculty member for the program and will assist with courses for the ADN program (See Appendix F: "Resume"). Loressa has extensive knowledge and experience as a Medical Surgical nurse, former nursing administrator with the Guam Memorial Hospital Authority (GMHA) and full time faculty member for the Practical Nursing Program. She has been with GCC as full-time faculty from August 2011 – May 2015, January 2020 – May 2020, and August 2020 to the present. She has also served as an adjunct clinical faculty member since May 2015. We are confident with her ability to be a faculty member for the program due to her extensive experience as an instructor and nurse. She has taught all courses listed under the Practical Nursing, Certified Nurse Assistant, and Emergency Medical Technician programs. She will teach NU210 Pharmacology lecture, NU225 Adult Medical Surgical Nursing II & Clinical Skills, NU252 Mental Health Concepts & Clinical Skills, and NU295

Professional Nursing Practicum. The Department intends on recruiting additional full time and adjunct faculty to teach the ADN courses applicable to the faculty member's experience.

G. Proposed Curriculum

Discussions with advisory committee members, industry leaders, faculty, counselors and students have initiated the work to develop an ADN program. The proposed program indicates a requirement for a 4 credit total SI102 General Chemistry and General Chemistry Lab course to be included in the general education curriculum requirements. The major program courses include an increased emphasis on assessments, communication, delegation and leadership. NU215 Pathophysiology, NU235 Advanced Maternal Newborn Concepts & Skills, NU252 Mental Health Concepts & Communications, and NU295 Professional Nursing Practicum are courses that have an increase in lecture objectives and clinical outcomes focused on the skills pertinent to the role of a registered nurse. Therefore, it is recommended that LPN graduates who seek entry into the ADN program would need to complete the above mentioned courses in order to qualify for licensure.

Research comparisons were conducted of other ADN programs accredited by the Accreditation Commission for Education in Nursing (ACEN) and the Accrediting Commission for Community and Junior Colleges (ACCJC) to help the department develop the curriculum breakdown and courses for this proposal. Additionally, the department would work to attempt to achieve programmatic accreditation within two years of successful completion of its first cohort graduates.

Program Requirements- Students declaring in the Nursing (ADN) Program must seek advisement from the Nursing & Allied Health Department and must meet certain requirements to be accepted into the nursing cohort. A qualifying rubric will guide the selection process for all applicants based on the following criteria:

- Completion of all General Education and Related Technical Requirements, with "C" grades or better and a cumulative GPA of 2.5 or higher, specifically for the nursing program.
- Students will be ranked based on their test scores for the National League for Nursing (NLN) pre-admission entrance exam for registered nurses. The highest composite scores of all applicants for the current program cohort year will be considered during the selection process.
- Proof of LPN licensure and transcripts from a Nursing Board Approved Educational program, and a letter of recommendation from a current or most recent employer (if claiming LPN graduate credits).
- Submission of a letter of recommendation from a current or most recent employer for LPN graduates and licensed LPNs. This letter must be addressed, sealed, and submitted to the Nursing and Allied Health Department on the agency's letterhead on or before the scheduled nursing entrance exam.

Preference points will be added for current, unencumbered licensed LPNs/GCC LPN graduates.

- Students may be selected for, and interviewed by, the nursing administrator and program selection panel members during the selection process.

Students selected for each cohort will be notified in writing and must acknowledge acceptance by the deadline identified by the Nursing and Allied Health Department. If the student does not respond by the deadline set forth, he/she will forfeit their place in the program, and the student will have to reapply for the next nursing cycle. Once a student has been selected for the cohort, the student will be required to:

- Submit police, court, and drug clearances (no more than 30 days prior to start of NU 205).
- Proof of a current American Heart Association (AHA) Basic Life Support for Healthcare Providers Certification card. This certification must remain current throughout the duration of the student's attendance in the program.
- Proof of current immunization records that meet clinical site requirements.
- Physical exam, current within 12 months from a licensed physician or certified nurse practitioner.

Program/Description: Associate Degree in Nursing

The mission of the Nursing and Allied Health Department is to generate locally educated and licensed nurses to work in the various health care provider agencies on Guam and the Pacific region. The Guam Community College Nursing Program is committed to providing career guidance and education in nursing to those students from Guam and the Pacific region who desire to become nurses. Upon completion of program requirements, students will earn an Associate of Science in Nursing (ADN) and will be eligible to apply and take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Licensure is granted through the Guam Board of Nurse Examiners.

Program Learning Outcomes

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

1. Communicate therapeutically with clients and the interdisciplinary team in the practice of nursing.
2. Integrate culture and diversity in the provision of holistic care across the lifespan.
3. Demonstrate clinical diversity in the provision of safe and competent care utilizing the nursing process in a variety of clinical situations.

Degree Requirements: *SEE COURSE DESCRIPTIONS UNDER APPENDIX G: "COURSE DESCRIPTIONS"

General Education:	19-20
Technical:	53
Total Number of Credits:	72-73

General Education Requirements: (19 Credits)

Course #	Title	Credits
EN110	Freshman Composition	3 OR
EN110A	Freshman Composition w/ Lab	4
MA151	Introductory Statistics(MA151 or higher)	3
Literacy for Life Skills		3
CO110	Critical Thinking for Civic Engagement	
CS151	Windows Application	
CS152	Macintosh Applications	
General Education Requirements Continued		
CO125	Intro to Human Communication & Speech	3
PY120	General Psychology	3
SI131	Human Anatomy & Physiology I	3 AND
SI131L	Anatomy & Physiology Lab	1

Total General Education Requirements: 19-20

Major Technical Requirements:

Course #	Title	Credits
ED220	Human Growth & Development	3
SI102	General Chemistry	3 &
SI102L	General Chemistry Lab	1
SI132	Anatomy & Physiology II: Theory	3 &
SI132L	Anatomy & Physiology II: Lab	1
SI150	Intro to Microbiology: Theory	3 &
SI150L	Intro to Microbiology: Lab	1
SI106	Dosage Calculations for Nursing	1
HL202	Nutrition	3
NU205	Fundamentals of Nursing Concepts & Clinical Skills	6
NU210	Pharmacology	2
NU215	Pathophysiology	3
NU225	Adult Medical Surgical Nursing & Clinical Skills	8
NU235	Advanced Maternal Newborn Concepts & Skills	3
NU245	Advanced Maternal Newborn Concepts & Skills	3
NU252	Mental Health Concepts & Communications	3
NU295	Professional Nursing Practicum	6

Total Technical Requirements: 53 credits

Total Credits Required: 72-73 credits

Dismissal from the Nursing Program- RN

The Nursing & Allied Administrator, with the recommendation of the nursing faculty may dismiss a student declared in the Associate in Nursing RN program for the following reasons:

1. The student is unable to complete any NU level courses with a grade of 75% or higher.
2. The student does not demonstrate satisfactory performance in the classroom and/or clinical sites, or does not meet the required competency percentages in any of the NU level courses, as outlined in the syllabus or course guide.
3. A student demonstrates academic dishonesty, such as cheating, plagiarism of assignments, and/or care plans.
4. The student violates any rules, regulations, or code of conduct outlined in the GCC Student Handbook, the Nursing Program Handbook, or any of the rules set forth at any of the clinical sites.
5. If a student has been counseled by the nursing faculty and/or the Nursing Administrator for academic or disciplinary reasons and does not demonstrate improvement.
6. If a student demonstrates unsafe practices in any of the NU level courses, at any clinical site that may cause harm to patients, employees, other students, instructors, or themselves.
7. Excessive unexcused absences and/or tardiness in any of the NU level courses as stated in syllabi.

The Nursing Administrator and the nursing faculty will determine if a student is unable to demonstrate knowledge and skills at a clinical setting based on patient care, documentation, care plans, medication records, patient/staff interactions, and the administration of medications. If the student is deemed unable to carry out the tasks of a healthcare professional, appropriate for their program level, the student may be dismissed and advised to consider another course of study.

(See Appendix G: "Proposed Curriculum")

H. Proposed number of faculty and students

As indicated in section F, the Nursing and Allied Health Department currently has an Associate Dean, two FTE faculty, and one program coordinator II to manage the nursing program. The Department intends to recruit at least one additional FTE and adjunct faculty to supplement program support and growth. The program intends on beginning its first cohort with twenty students. Due to limited resources regarding faculty, the department seeks the GBNE's approval to begin its first ADN cohort with GCC's LPN graduates, who possess a current unencumbered LPN license. Students accepted into the program would be expected to take SI102 General Chemistry/Lab, NU215 Pathophysiology, NU235 Advanced Maternal Newborn Concepts & Skills, NU252 Mental Health Concepts & Communications, and NU295 Professional Nursing Practicum. This would take approximately two semesters to complete.

I. Description of clinical facilities to be used by the students

Nursing & Allied Health courses are conducted in the Anthony A. Leon Guerrero Allied Health Center (AHC). This two-story structure provided an additional 22,000 square feet of space to GCC's campus. While Medical Assisting, Emergency Medical Technician, Practical Nursing, and Certified Nurse Assistant classes are offered in the classrooms and labs (e.g., computer, microbiology, nursing, and medical labs) the Lourdes Leon Guerrero Lecture Hall (seats 60 persons) and the Shigeru & Dorothy Okada Lecture Hall (seats 50 persons) provides a venue for larger presentations, etc. Both Halls are equipped with a high-definition multimedia system (See Appendix H: "Facility & Maintenance," "GCC Campus Map").

The College intends on utilizing existing agreements made between the previous clinical agencies established for the nursing programs. Currently, the Nursing & Allied Health Department has established agreements with the Guam Memorial Hospital Authority (GMHA), Guam Regional Medical City (GRMC), Guam Behavioral Health & Wellness Center (GBHWC), the Department of Public Health & Social Services, and various clinics such as Dr. Shieh's, American Medical Center, FHP Medical Clinic, and Fresenius Dialysis.

J. Scholastic standards to be met by the students

Students will be expected to complete any NU level course with a grade of 75% or higher. NCLEX-RN diagnostic mid-term and end of course exams will be used to assess comprehension of course content, critical thinking regarding course concepts and NCLEX-readiness throughout the program and most importantly during the NU295 Professional Nursing Practicum course. Specific course requirements and learning outcomes can be found in Appendix G: "Post-Secondary Course Curriculum."

K. Provisions for Student Welfare & Health

The college's Health Services Center supports the college's mission statement through the provision of optimal health services to its clientele as they seek training and education to meet their career-oriented and employment-related goals (See Appendix I: "Student Health Services Center MyGCC"). A full-time nurse and administrative aide are available on campus and are located on the first floor of the Student Center at Building 5000. Students and employees of the college may utilize the Health Center's services. The GCC Health Center ensures that all students adhere to the health requirements of the educational institution. The center provides a provision of first aid interventions in time of illness and injuries and health promotion measures, which include Tuberculosis and Immunization Programs geared towards the prevention of communicable diseases. The Nursing & Allied Health Programs Medical Director Dr. Luis Cruz provides clinical oversight and guidance to support the health requirements and health care programs at the college.

The college provides a wide range of services to assist students with achieving their educational goals. In addition to assigned program faculty for each student declared in

the program, the Assessment and Counseling Department may provide additional advisement, support, and counseling services to assist students with their educational career goals. The department also supports students in their educational experiences by addressing their career-related needs and by promoting healthy and positive behaviors, views, relationships, and personal growth in a safe, confidential, and supportive environment (See Appendix I: "Office of Assessment & Counseling Department"). Free tutoring services are available for students through the Reach for College Department located on the second floor of the Student Center. Additionally, the Center for Student Involvement facilitates and supports the development of student organizations, orientation, leadership development, governance, and athletics. All of these programs are provided to enhance the health and welfare of all students of the college.

Conclusion

In conclusion, the proposal for the Associate of Science in Nursing (ADN) RN Program was developed utilizing research of approximately thirteen Associate Degree RN programs that are currently accredited through the Accrediting Commission for Community and Junior Colleges (ACCJC) and/or Accreditation Commission for Education in Nursing (ACEN). The Guam Board of Nursing Rules and Regulations for Nursing Education provides the overall framework for the program. If approved the program intends on seeking programmatic accreditation within two years from inception. The ADN program was developed to meet the needs of the island community for more registered nurses. More importantly, the program will provide a critical opportunity and bridge for the college's LPN graduates whose goals are to enhance their education and careers to that of a registered nurse.

Evidence

Appendix A

- **Commission of Nurse Leaders Meeting with Governor Lou Leon Guerrero, Aug 9, 2023**
- **Letters of Support**
- **Nurse Staffing Survey**

Appendix B

- **GCC Board of Trustees Policy 100 Mission Statement**

Appendix C

- **Guam Code Annotated Title 17 Education, Chapter 32 Scope of Instruction**
- **GCC Board of Trustees Policy 125 Professional Associations**
- **ACCJC Institutional Letter of Accreditation**
- **ACCJC Letter for AS Nursing-RN**

Appendix D

- **GCC Board of Trustees Policy 140 Organizational Chart of GCC**
- **Organizational Structure**

Appendix E

- **Budget & Financial Statements**

Appendix F

- **Resumes**

Appendix G

- **Proposed Curriculum & Program Breakdown w/ Course Descriptions**

Appendix H

- **Building Structure- Building 3000 Emergency Evacuation Plan**

Appendix I

- **Student Health Services Center**
- **Office of Assessment & Counseling**

APPENDIX A

- **Commission of Nurse Leaders Meeting with Governor Lou Leon Guerrero, Aug 9, 2023**
- **Letters of Support**
- **Nurse Staffing Survey**

August 9, 2023

Overview: (Zennia Pecina)

Nurses are burned out, tired, and looking to leave their jobs. This is what the COVID-19 pandemic has exposed about the nation's worsening nursing shortage. The nation is in need of care, but so do the nurses that serve in the healthcare facilities. We are seeing a similar situation here on Island. What can we do as a community to address these concerns?

The US Bureau of Labor Statistics projects more than 275,000 nurses will be needed from 2020 to 2030.¹ In contrast, the National Council of State Boards of Nursing recently reported that 100,000 registered nurses have left the profession since 2020 due to the pandemic, and one-fifth of the workforce intends to leave by 2027. Furthermore, 31% of nurses working in direct patient care and 40% of inpatient RNs intend to leave their jobs next year.

With hospitals starting to overflow with patients, nurses are faced with growing workloads and staffing shortages are now becoming more apparent. The shortage could also be attributed to a mixture of stress, burnout, and retirement seeing as over 600,000 more nurses are planning to leave their jobs by 2027.

Mental Health Concerns

Since the pandemic, 62 percent of nurses cited an increase in their workload. This could understandably result in unmanageable workloads for the nurses, which may lead to stress and burnout.

In fact, about 50.8 percent of registered, vocational, and licensed practical nurses surveyed by the National Council of State Boards of Nursing said they felt emotionally drained. The survey also discovered that nearly half were also burned out or fatigued "a few times a week" or even "everyday".²

Decreased Satisfaction in Younger Nurses

Higher job satisfaction was found in nurses with at least five years of experience compared to those who just started working as nurses. 8 out of 10 Baby Boomers were satisfied with their job, but only 6 out of 10 Gen Z nurses were.

When it comes to job recommendations, younger nurses were less likely to recommend nursing as a career path. This is concerning as younger nurses will be the ones to replace retiring nurses soon.

Federal Government Visa Cap

The visa cap has limited the help US facilities can get from international nurses. In May, the State Department said that there were no available slots for green card-seeking nurses and they may not be able to work in the United States. This might cause hospitals and nursing homes that need help from overseas nurses to look for healthcare employees elsewhere.

Because of the nursing scarcity, it is also worth noting that some hospitals nationwide are starting to choose which of their units may be best closed.

According to the National Council of State Boards of Nursing survey, from the start of the pandemic up until 2027, nearly 900,000 nurses will leave their jobs. That's nearly 1 out of 5 of America's 4.5 million registered nurses.³

These numbers are quite alarming as they predict that the shortage will only get worse. If the shortage isn't resolved, there will be fewer qualified nurses that can focus on caring for patients in need, especially those in critical conditions.

1. Current Number of Nurses

a. *National Data*

The total number of nurses in the U.S.A is 5,355,450. This number does not just include registered nurses, although they make up a significant portion of nurses at almost 56%. It also has many other types of nurses; CNAs, LPN/LVNs, NE, CNM, NP, and CRNAs. The two specialties with the smallest number of nurses in the U.S. are nurse-midwives and CRNAs—and this is not surprising since they are both highly specialized; therefore, fewer are needed to ensure their patient's needs are met.

Type of Nurse	Employment
Certified Nursing Assistant (CNA)	1,371,050
Licensed Practical/ Licensed Vocational Nurse (LPN/LVN)	676,440
Registered Nurse (RN)	2,986,500
Nurse Educator (NE)	61,100
Nurse Midwife (CNM)	7,120
Nurse Practitioner (NP)	211,280
Certified Registered Nurse Anesthetist (CRNA)	41,960
Total Number of Nurses	5,355,450

(Source: U.S. Bureau of Labor Statistics)

b. Local Data

Type of Nurse	Employment	2021	2022	2023
Certified Nursing Assistant (CNA)		367	347	475
Licensed Practical/ Licensed Vocational Nurse (LPN/LVN)		216	216	200
Registered Nurse (RN)		1468	1468	1320 (-148)
Nurse with Multistate license		N/A	N/A	71
Total Number of Nurses		2,051	2,031	1,995

Source: Health Professional Licensing Office

2. Survey of Guam Nurse Leaders (Dorothy Duenas) – 12 responses

)

a. What type of Agency do you work for?

- i. Clinic – 50%
- ii. Hospital – 20%
- iii. Education – 10%
- iv. Behavioral Health – 10%
- v. Public Health – 10%

b. How many nurses do you currently have? (RN, LPN, CNA, etc.)

- i. RN – 644
- ii. LPN – 66
- iii. CNA – 150

c. Please indicate staffing needs for RN's/Justification?

i. 139 Total

- 1. None
- 2. Patient care for primary care needs
- 3. On-call nurse for after hours and on weekends – no direct patient care, just care phone ad triage
- 4. Our BSN program has needs beyond the current faculty numbers. We utilize many part-time faculty to augment clinical needs for the program. Through Covid, our nurse to student ratio was very low 1:5. We have now resumed our usual numbers which are limited to no more than 10 students/faculty as per the GBNE Rules and Regulations.
- 5. N/A
- 6. To maximize hospital services in all areas. To open more beds with the growing demand of our community. To maintain safe, quality, and compassionate care throughout our services. This includes safe nurse to patient ratios.
- 7. Per GBNE ratio of 10 students to 1 RN

8. 3 units for 24 hours/7 operations, 1 unit for 12 hours/7 operations, and 1 unit for 8 hours/5 operation. 2 units currently 1 nurse to an average of 15 patients.
9. Replacement
10. RNs needed for case management

d. Please indicate staffing needs for LPN's/Justification?

i. 86 Total

1. N/A
2. Family practice clinic with 17 providers
3. 5 – 6 patients/LPN
4. Same as above
5. Patient care primary care needs
6. To maximize hospital services in all areas. To open more beds with the growing demand of our community. To maintain safe, quality, and compassionate care throughout our services. This includes safe nurse to patient ratios.
7. N/A
8. To take RN tasks that can be delegated to LPNs with an RN remaining as accountable
9. Replacement and patient volumes
10. We don't have LPN's

e. Please indicate staffing needs for CNA's/Justification?

i. Starting to level out as a result of the many classes offered

1. None
2. N/A
3. None
4. 10
5. N/A
6. Based on hours: 30 hours/week of direct patient care
7. To maximize hospital services in all areas. To open more beds with the growing demand of our community. To maintain safe, quality, and compassionate care

throughout our services. This includes safe nurse to patient ratios.

8. Increase provider – need for provider staff support
9. Pilot program with home-based primary care for CNA to provide patient care in the home.
- 10.N/A

- f. What is your annual recruitment rate?
 - i. 50% responded – Less than or equal to 5%
 - ii. 30% responded – 10-15%
 - iii. 0% responded – 15-20%
 - iv. 0% responded – 20-25%
 - v. 20% responded – greater than or equal to 50%
- g. Describe any challenges regarding recruitment and retention?
 - i. Hard to recruit nurses to academia as they can make more money in direct patient care
 - ii. Salary
 - iii. Standard limited supply of clinicians to demand
 - iv. Salary
 - v. Not enough nursing pools on Island
 - vi. Salary, limited local nurse graduates per year, competitive job market both locally and nationally, foreign recruitment, working environment (for retention)
 - vii. Challenge is related to pay for full time nursing faculty
 - viii. Government of Gua systemic issues, RN applicants take no sooner than 6 months to hire for a classified position. No sooner than 2 months for an LTA position.
 - ix. Limited pool of candidates, competing to higher rates of GovGuam and hospital (GRMC)
 - x. Difficult finding RN candidates with home care and case management experience
- h. Please indicate strategies used to address recruitment and retention challenges?

- i. For years, UOG has designated nursing faculty as “hard to hire”, which allows us to add a couple of steps to their salary.
- ii. Benefits and Incentives
- iii. Creating a work environment that is spread through word of mouth.
- iv. Increase salary or add incentives
- v. Competitive pay
- vi. Salary adjustments, improvements to working teams/working environments, striving for foreign recruitment, offering contracts.
- vii. Networking with other nurses for adjuncts
- viii. Cannot overcome the challenges
 - ix. Creating a positive working environment, more employee engagement and career advancement, adjustment of salaries, praise and recognitions
 - x. VA has increased salaries for RNs

i. What is your turnover rate for the year 2020?

i. 14.5%

j. What is your turnover rate for the year 2021?

i. 20.9%

k. What is your turnover rate for the year 2022?

i. 23.2%

l. Please indicate the top 3 reasons why nurses in your agency left?

Local:

- i. Retirement, relocation off-island (military related), death
- ii. Salary, work load, hospital experience wanted
- iii. Relocation off-island, want hospital experience, personal/family demands
- iv. Better pay at GRMC
- v. Nurse burn out, moved to telehealth opportunities
- vi. Salary, location (to work in the mainland) federal job benefits
- vii. Relocation due to family need

- viii. Better opportunities elsewhere, retirement
- ix. Military/family relocation and promotion or higher positions
- x. Moved on to other clinical specialties

National:

- xi. Reasons Nurses Leave
 - xii. Work Environment
 - xiii. Feeling Undervalued
 - xiv. Compensation Based on Nurse's Responsibilities
 - xv. Unmanageable Workloads (Nurse to Patient Workload)
- m. Retention of Nurses 2023
- i. Leadership and creating a positive work environment
 - ii. Open communication
 - iii. Providing professional development opportunities
 - iv. Providing resources and support to succeed

3. Strategies: (All)

- a. Partner with the Nursing Workforce
- b. UOG (Bridge Program)
 - i. ADN to BSN program
 - ii. DNP/PHD program
 - iii. Certificate programs
 - iv. Continue CNA program
 - v. Continue "hard to hire" incentive to adjust salaries
- c. GCC (Bridge program)
 - i. Continue LPN to Associate program
 - ii. LPN to RN (ADN) program
 - iii. Continue CNA program
 - iv. Implement PL 24-325
 - v. Include Incentive pay for nurses
- d. Hospitals:
 - i. Provide Better Benefit Packages
 - ii. Partner with stateside Schools of Nursing
 - iii. Incorporate incentive pays in base pay (retirement benefit)
 - iv. Weekend pay for CNA's
 - v. Flexible Schedules

- e. DPHSS:
 - i. Implement PL 24-325 immediately (would be able to hire and recruit quicker based on the *PL, section 6228.14 Recruitment Process*)
 - ii. Incorporate incentive pays in base pay
 - iii. Apply Hazardous Pay
 - iv. Weekend pay for CNA's
 - v. Flexible Schedules
 - vi. Increase 15% incentive pay to 25% (general pay plan received 22%)
- f. GNA/CNL:
 - i. Work with DOA annually to review and adjust nursing pay
 - ii. Survey nursing workforce
 - iii. Survey nursing leaders
 - iv. Review immigration law (foreign nurses)
- g. GBHWC:
 - i. Provide Mental Health Support Annually to Island nurses
 - ii. Incorporate incentive pays to base pay
- h. HPLO/GBNE:
 - i. Military Law
 - ii. Fully implement multistate license
 - iii. Amend R/R to allow Telehealth
 - iv. Continue to work with NCSBN in addressing the need to review and elevate the scope of LPN and CNA duties
 - v. Continue to work with NCSBN as they create other healthcare services support to augment the duties of the nurse
- i. Private Sector (Hospital/Clinics):
 - i. Private and Public partnership in workforce development
 - ii. Clinical preceptor and mentoring program
 - iii. Provide better compensation and benefit packages

4. Nursing Workforce Center (Rose & Liz)

- National Nursing Workforce Center Act - bipartisan legislation would create a 2 year pilot program enabling existing state nursing

workforce centers (24 states) to boost local nursing workforces and better evaluate the recruitment and retention of nurses

- States without nursing workforce centers will be able to establish one to respond to both nursing workforce and community needs
- Federally supported institution
- Creation of Nursing Workforce Center is a effective approach to collaboratively address our nursing workforce shortage

MEMBERS

GMHA – Lillian Posadas

GRMC – JENNIFER CRUZ

RENAL – CHARLENE HAUN

UOG – KATHY WOOD

FHP – ROSE GRINO

FHP HOMECARE – MENCHU ATALIG

HSP – RUTH GURUSAMY

AMC – RHODORA CRUZ

SDA – ATSUSHI YAMAMURO

GBHWC – LENNY URBANO

VA – Kevin Hitosis

NAVAL HOSPITAL –

ANDERSON AFB -

GVN – GIA RAMOS

GNA – ELIZABETH SANTOS

GBNE – Greg Woodard

GDOE – JULIETTA QUINENE

DPHSS – MARGARET GAY

HPLO – ZENNIA PECINA

SURGICENTER – MELISSA WEIBLE

APNLC – TEO CRUZ

GCC – DOROTHY MANGLONA

FRESENIUS KIDNEY CARE – CHARLYN HAUN



January 19, 2024

Dr. Mary Okada
President, Guam Community College
P.O. Box 23069 GMF
Barrigada, Guam 96921

Subject: Associate Degree in Nursing Program (ADN Program)

Dear President Okada:

Hafa Adai!

On behalf of American Medical Center, (AMC) we strongly support the Guam Community College's (GCC) efforts to offer an Associate Degree in Nursing (ADN) LPN to RN bridge program. The development of an Associate's Degree for Registered Nurse Bridge program provides its licensed practical nurse graduates with an ability to enhance their degree toward the level of a registered nurse. It is important to recognize that the ADN-RN program will provide a career ladder in nursing for students who wish to continue their education for a higher degree to the University of Guam or other institutions of higher learning.

The additional courses for the Associate Degree enhances the knowledge and technical skill base required for registered nurses. The ADN program will build upon the levels of nursing care and critical thinking of an LPN to what is expected of a registered nurse. The knowledge and skill development earned through the ADN program will increase the confidence and abilities of the island's entry level nurses and will provide them with a greater scope of practice.

Furthermore, the development of the ADN program will help to address the critical shortage of nurses from all levels that is currently being experienced among many healthcare agencies on island, within the region, and nation. GCC's LPN to RN bridge program will also provide more opportunities to enhance healthcare services and amplify the healthcare infrastructure for our island.

AMC continues to work closely with GCC in programs promoting workforce development for the education of nurses within our community. I extend my best wishes to the GCC in the process toward obtaining approval by the Accrediting Commission for Community and Junior Colleges for the ADN program.

Sincerely,

A handwritten signature in black ink, appearing to read "Hoa Van Nguyen", is written over a horizontal line.

Hoa Van Nguyen, M.D.
President



P.O. Box 6578 Tamuning, Guam 96931
Telephone: (671) 646-5825 Fax: (671) 647-3532

January 18, 2024

Dr. Mary Okada
President, Guam Community College
P.O. Box 23069 GMF
Barrigada, Guam 96921

Subject: Associate Degree in Nursing Program (ADN Program)

Dear President Okada:

As a longstanding partner in providing clinical learning site for GCC LPN students, FHP Health Center strongly supports the Guam Community College's (GCC) efforts to offer an Associate Degree in Nursing (ADN) LPN to RN bridge program. The development of an Associate's Degree for Registered Nurse Bridge program provides its licensed practical nurse graduates with the ability to enhance their degree toward the level of a registered nurse. It is important to recognize that the ADN-RN program will provide a career ladder in nursing for students who wish to continue their education for a higher degree to the University of Guam or other institutions of higher learning.

The additional courses for the Associate Degree enhances the knowledge and technical skill base required for registered nurses. The ADN program will build upon the levels of nursing care and critical thinking of an LPN to what is expected of a registered nurse. The knowledge and skill development earned through the ADN program will increase the confidence and abilities of the island's entry level nurses and will provide them with a greater scope of practice.

Furthermore, the development of the ADN program will help to address the critical shortage of nurses from all levels that is currently being experienced among many healthcare agencies on island, within the region, and nation. GCC's LPN to RN bridge program will also provide more opportunities to enhance healthcare services and amplify the healthcare infrastructure for our island.

FHP Health Center management and team continues to work closely with GCC in programs promoting workforce development for the education of nurses within our community. We extend our best wishes to the GCC in the process toward obtaining approval of the Accrediting Commission for Community and Junior Colleges for the ADN program.

Sincerely,

A handwritten signature in blue ink, appearing to read "Rose Grino".

Rose Grino RN, BSN
HCD Administrator
FHP Health Center
PO Box 6578 Tamuning, Guam 96931
Tel: 671-300-8719 Fax: 671-647-3552
Email: rose.grino@fhphealth.com
www.fhphealth.com
"Our Island, Your Clinic"



**GUAM BEHAVIORAL
HEALTH AND WELLNESS
CENTER**

790 Gov. Carlos G. Camacho Rd.
Tamuning, Guam 96913
TEL: (671) 647-1901
FAX: (671) 649-6948

LOURDES A. LEON GUERRERO
Ma'gahāga
JOSHUA F. TENORIO
Sigundon Ma'galāhi

THERESA C. ARRIOLA
Direktot
CARISSA E. PANGELINAN
Sigundon Direktot

February 12, 2024

Dr. Mary Okada
President, Guam Community College
P.O. Box 23069 GMF
Barrigada, Guam 96921

Subject: Associate Degree in Nursing Program (ADN Program)

Buenas yan Hafa Adai President Okada!

Guam Behavioral Health & Wellness Center (GBHWC) strongly supports the Guam Community College's (GCC) efforts to offer an Associate Degree in Nursing (ADN) Licensed Practical Nurse (LPN) to Registered Nurse (RN) bridge program. This program will provide LPN graduates with an ability to enhance their degree toward the level of a registered nurse. It is important to recognize that the ADN-RN program will provide a career ladder in nursing for students who wish to continue their education for a higher degree at the University of Guam or other institutions of higher learning.

The additional courses for the Associate Degree will focus on the clinical nursing aspect and lay the foundation for nursing theory and leadership covered in BSN Programs. The knowledge and skill development earned through the ADN program will increase the confidence and abilities of the island's entry level nurses and will provide them with a greater scope of practice.

Furthermore, this program is an accelerated mitigation to the nursing shortage experienced among many healthcare agencies on island, within the region, and nation. GCC's LPN to RN bridge program will also provide more opportunities to enhance healthcare services and amplify the healthcare infrastructure for our island.

The realities of the world-shortage of healthcare professionals, including nurses, is experienced daily by our agency. GBHWC looks forward to this promising program for Guam's people and will continue to work closely with GCC in promoting workforce development of nurses within our community. I extend my best wishes to GCC as they navigate the process toward obtaining approval by the Accrediting Commission for Community and Junior Colleges for the ADN program.

Un Dangkolo Na Si Yu'os Ma'ase ,

THERESA C. ARRIOLA
Director



GUAM MEMORIAL HOSPITAL AUTHORITY

ATURIDĀT ESPETĀT MIMURIĀT GUĀHĀN

850 Governor Carlos Camacho Road, Tamuning, Guam 96913
Operator: (671) 647-2330 or 2552 | Fax: (671) 649-5508



January 22, 2024

Dr. Mary Okada
President, Guam Community College
PO Box 23069 GMF
Barrigada, Guam 96921

Subject: Associate Degree in Nursing Program (ADN Program)

Dear President Okada:

Hafa Adai!

On behalf of the Guam Memorial Hospital Authority (GMHA), we strongly support the Guam Community College's (GCC) efforts to offer an Associate Degree in Nursing (ADN) LPN to RN bridge program. The development of the Associate's Degree for Registered Nurse Bridge program provides its licensed practical nurse graduates with the ability to enhance their degree toward the registered nurse level. It is vital to recognize that the ADN-RN program will provide a career ladder in nursing for students who wish to continue their education for a higher degree at the Guam Community College or other institutions of higher learning.

The additional courses for the Associate Degree enhance the knowledge and technical skill base required for registered nurses. The ADN program will build upon the levels of nursing care and critical thinking of an LPN to the expectations of a registered nurse. The knowledge and skill development earned through the ADN program will increase the confidence and abilities of the island's entry-level nurses and provide them with a greater scope of practice.

Furthermore, developing the ADN program will help address the critical shortage of nurses from all levels currently experienced among many healthcare organizations in Guam, within the region, and the nation. GCC's LPN to RN bridge program will also provide more opportunities to enhance healthcare services and amplify the healthcare infrastructure for our island.

The GMHA continues to work closely with GCC in programs promoting workforce development for educating nurses within our community. I extend my best wishes to the GCC in obtaining approval from the Accrediting Commission for Community and Junior Colleges for the ADN program.

Sincerely,

Lillian Perez-Posadas, MN, RN
Hospital Administrator/CEO



February 5, 2024

Dr. Mary Okada
President, Guam Community College
P.O. Box 23069 GMF
Barrigada, Guam 96921

Subject: Associate Degree in Nursing Program (ADN Program)

Dear President Okada:

Hafa Adai! On behalf of the Guam Regional Medical City (GRMC), we support the Guam Community College's (GCC) efforts to offer an Associate Degree in Nursing (ADN) LPN to RN bridge program. The development of an Associate's Degree for Registered Nurse Bridge program provides its licensed practical nurse graduates with an ability to enhance their degree toward the level of a registered nurse. It is important to recognize that the ADN-RN program will provide a career ladder in nursing for students who wish to continue their education for a higher degree to the University of Guam or other institutions of higher learning.

The additional courses for the Associate Degree enhances the knowledge and technical skill base required for registered nurses. The ADN program will build upon the levels of nursing care and critical thinking of an LPN to what is expected of a registered nurse. The knowledge and skill development earned through the ADN program will increase the confidence and abilities of the island's entry level nurses and will provide them with a greater scope of practice.

Furthermore, the development of the ADN program will help to address the critical shortage of nurses from all levels that is currently being experienced by GRMC as well as all other healthcare agencies on the island, within the region, and nation. GCC's LPN to RN bridge program will also provide more opportunities to enhance healthcare services and amplify the healthcare infrastructure for our island.

GRMC continues to work closely with GCC in programs promoting workforce development for the education of nurses within our community. I extend my best wishes to the GCC in the process toward obtaining approval by the Accrediting Commission for Community and Junior Colleges for the ADN program.

Sincerely,

Jennifer R. Cruz
Chief Nursing & Ancillary Officer

Charlotte D. Huntsman
Chief Human Resources Officer



HEALTH SERVICES OF THE PACIFIC

809 Chalan Pasaheru Unit 2, Tamuning, GU 96913
P.O. Box 8838 Tamuning, GU 96931
Tel: 671.647.5355 Fax: 671.647.5358

Circular No. 24-010

February 7, 2024

Dr. Mary Okada
President, Guam Community College
P.O. Box 23069 GMF
Barrigada, Guam 96921

Subject: Associate Degree in Nursing Program (ADN Program)

Dear President Okada:

This letter is in support of Guam Community College, Nursing programs intent of setting up an Associate Degree in Nursing (ADN) program. Health Services of the Pacific (HSP) has been providing health care services on the island for the past 20 years. At present the college offers the Licensed Practical Nurse (LPN) program and many of the graduates work at HSP. The college's plan to create and bridge program with the intention of an articulation program from LPN to ADN supports health care workforce and sustains ability for businesses in the community to continue with the delivery of healthcare.

Today the community needs at least 20-30 LPNs and 40-50 RNs to ensure basic delivery of healthcare. At present only options of nursing education on Guam are the LPN and Baccalaureate of Science Degree in Nursing (BSN). The creation of the ADN program could help with the severe, chronic workforce shortage in Guam. Many students need an articulation process through the nursing career for personal and professional growth. Many businesses need a hybrid of nursing professionals to ensure care is provided to required standards of care.

I commend you and the nursing faculty in the plan to develop the ADN program. This is vital need in the community and a step forward in addressing this severe nursing shortage. I hope the program is approved and I look forward that in the very near future GCC is meeting the community needs of LPNs and RNs into the workforce.

We wish GCC success,

Ruth Gurusamy, RN, MN, MBA
President/Owner
Health Services of the Pacific



sagua
mañagu | **mpg**
marianas physicians group

PeMar Place
472 Chalan San Antonio,
Tamuning, Guam 96913
(t) 671-647-1830
(f) 671-647-1919
www.SaguaMPG.com

January 31, 2024

Dr. Mary Okada
President, Guam Community College
P.O. Box 23069 GMF
Barrigada, Guam 96921

Re: Associate Degree in Nursing Program (ADN Program)

Hafa Adai President Okada!

I am pleased to offer Marianas Physicians Group and Sagua Mañagu's (SaguaMPG), strong support for the Guam Community College's (GCC) efforts to offer an Associate Degree in Nursing (ADN) LPN to RN bridge program. The development of an Associate's Degree for Registered Nurse Bridge program provides its licensed practical nurse graduates with an ability to enhance their degree toward the level of a registered nurse. It is important to recognize that the ADN-RN program will provide a career ladder in nursing for students who wish to continue their education for a higher degree to the University of Guam or other institutions of higher learning.

The additional courses for the Associate's Degree enhance the knowledge and technical skill base required for registered nurses. The ADN program will build upon the levels of nursing care and critical thinking of an LPN to what is expected of a registered nurse. The knowledge and skill development earned through the ADN program will increase the confidence and abilities of the island's entry level nurses and will provide them with a greater scope of practice.

Furthermore, the development of the ADN program will help to address the critical shortage of nurses that is currently affecting many healthcare agencies on island, within the region, and in our nation. GCC's LPN to RN bridge program will also provide more opportunities to enhance healthcare services and strengthen the healthcare infrastructure for our island.

SaguaMPG will continue to work with and support GCC in programs promoting workforce development for the education of nurses within our community. I extend my best wishes to the Guam Community College in the process toward obtaining approval by the Accrediting Commission for Community and Junior Colleges for the ADN program.

Sincerely,

LINA S. LEON GUERRERO
General Manager

Guam Seventh-day
Adventist Clinic

OFFICE 1.671.646.8881
FAX 1.671.648.2547
WEBSITE www.adventistclinic.com
ADDRESS 388 Ypao Rd | Tamuning, GU, 96913



January 19, 2024

Subject: Associate Degree in Nursing Program (ADN Program)

Dear President Okada:

Hafa Adai!

On behalf of the Guam Seventh-day Adventist Clinic Nursing Department, (GSDAC ND) we strongly support the Guam Community College's (GCC) efforts to offer an Associate Degree in Nursing (ADN) LPN to RN bridge program. The development of an Associate's Degree for Registered Nurse Bridge program provides its licensed practical nurse graduates with an ability to enhance their degree toward the level of a registered nurse. It is important to recognize that the ADN-RN program will provide a career ladder in nursing for students who wish to continue their education for a higher degree to the University of Guam or other institutions of higher learning.

The additional courses for the Associate Degree enhances the knowledge and technical skill base required for registered nurses. The ADN program will build upon the levels of nursing care and critical thinking of an LPN to what is expected of a registered nurse. The knowledge and skill development earned through the ADN program will increase the confidence and abilities of the island's entry level nurses and will provide them with a greater scope of practice.

Furthermore, the development of the ADN program will help to address the critical shortage of nurses from all levels that is currently being experienced among many healthcare agencies on island, within the region, and nation. GCC's LPN to RN bridge program will also provide more opportunities to enhance healthcare services and amplify the healthcare infrastructure for our island.

The GSDA ND continues to work closely with GCC in programs promoting workforce development for the education of nurses within our community. I extend my best wishes to the GCC in the process toward obtaining approval by the Accrediting Commission for Community and Junior Colleges for the ADN program.

Sincerely,

Atsushi Yamamuro

Director of Nursing
Guam Seventh-day Adventist Clinic

2023 Nurse Staffing Survey

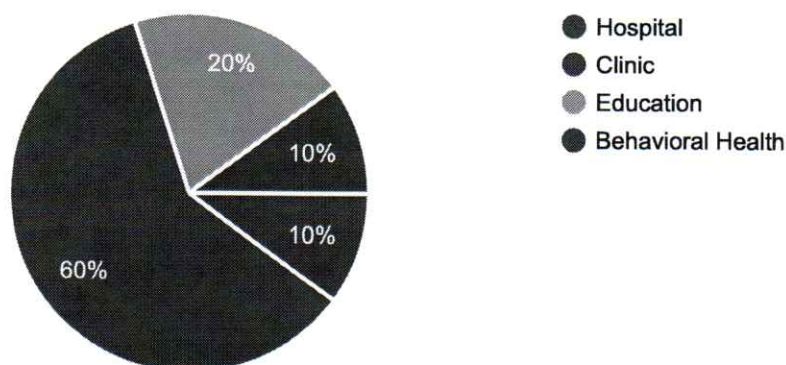
10 responses

Publish analytics

What type of Agency do you work for?

 Copy

10 responses



How many nurses do you currently have? Please Indicate - RN, LPN, & CNA

10 responses

6 faculty for BSN; 3 instructors for CNA

RN 1, LPN 6

23 (RN, LPN, CNA)

7 LPN, 1 RN

8-RN; 6-LPN

271 Full time RN, Part time RN 69, Full time LPN 13, Part time LPN 2, Grad nurse 2

8 (6 RNs, 2 LPN)

8

RN -25 LPN-4 CNA-15

4 RNs

Please indicate your current staffing needs for RN's

10 responses

1 faculty position is vacant; 1 faculty member is on medical leave.

None

RN

8-9 licensed

Need 3 more full time RNs

50 RNs

3 full time are needed for the Post-Secondary program

16.4

4

No vacancies



Please indicate, if available, a justification to support your needs for RNs? (Ie: Nurse to patient ratio etc.)

10 responses

Our BSN program has needs beyond the current faculty numbers. We utilize many part-time faculty to augment clinical needs for the program. Through COVID, our nurse to student ratio was very low 1:5. We have now resumed our usual numbers which are limited to no more than 10 students/faculty as per the GBNE Rules and Regulations.

N/A

On-call nurse for after hours and on weekends-no direct patient care, just care phone and triage.

none

Patient care for primary care needs

To maximize hospital services in all areas. To open more beds with the growing demand of our community. To maintain safe, quality, and compassionate care throughout our services. This includes safe nurse-to-patient ratios.

Per gbne ratio of 10 students to 1 RN

3 units for 24 hours/7 operations, 1 unit for 12hrs/7 operations, and 1 unit for 8hrs/5 operation. 2 units currently 1 nurse to an average of 15 patients.

Replacement

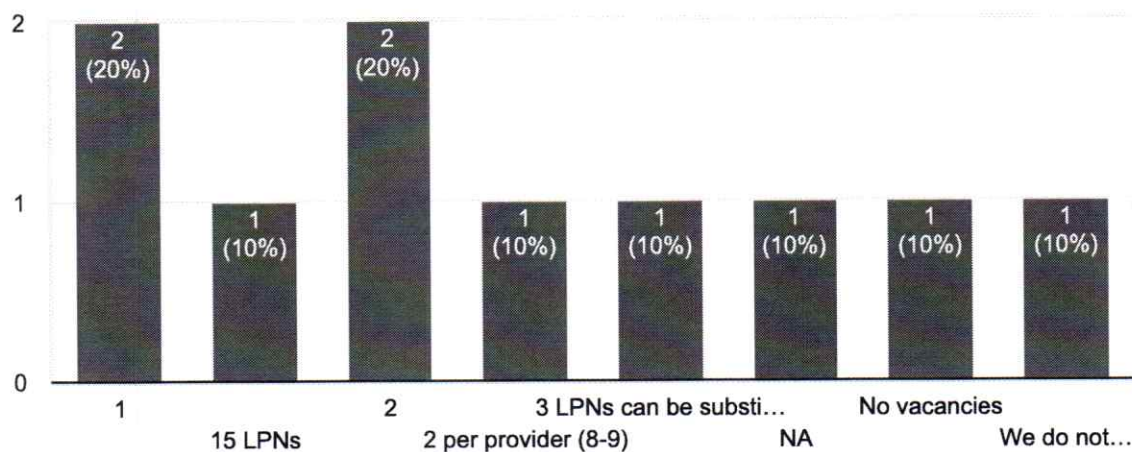
RNs needed for case management



Please indicate your current staffing needs for LPN's



10 responses



Please indicate if available a justification to support your needs for LPNs? (Ie: Nurse to patient ratio etc.)

10 responses

N/A

Family practice clinic w 17 providers,

5-6 patients/LPN

same a above

Patient care primary care needs

To maximize hospital services in all areas. To open more beds with the growing demand of our community. To maintain safe, quality, and compassionate care throughout our services. This includes safe nurse-to-patient ratios.

NA

To take RN tasks that can be delegated to LPNs with an RN remaining as accountable.

Replacement and patient volume

We don't have LPNs

Please indicate your current staffing needs for CNA's

10 responses

We do not use CNAs in our CNA or BSN programs.

None

2

n/a

0

10

NA

No CNAs but need psychiatric technicians

1

One CNA is needed.



Please indicate if available a justification to support your needs for CNAs? (Ie: Nurse to patient ratio etc.)

10 responses

N/A

NA

based on hours: 30 hours/week of direct patient care.

n/a

None

To maximize hospital services in all areas. To open more beds with the growing demand of our community. To maintain safe, quality, and compassionate care throughout our services. This includes safe CNA-to-patient ratios.

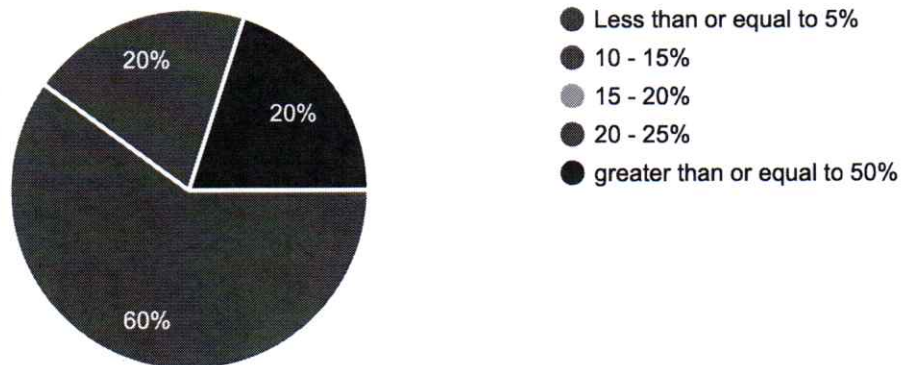
increase provider - need for provider staff support

Pilot program with home-based primary care for CNA to provide patient care in the home.

What is your annual recruitment rate?

 Copy

10 responses



Describe any challenges regarding recruitment & retention.

10 responses

Hard to recruit nurses to academia as they can make more money in direct patient care.

Salary

standard limited supply of clinicians to demand.

salary

Not enough nursing pools on island

Salary, limited local nurse graduates per year, competitive job market both locally and nationally, foreign recruitment, working environment (for retention)

Challenge is related to pay for full time nursing faculty

Government of Guam systemic issues. RN applicants take no sooner than 6 months to hire for a classified position. No sooner than 2 months for an LTA position.

Limited pool of candidates , competing to higher rates of GG and Hospital (GRMC

Difficult finding RNs candidates with home care and case management experience



Please indicate strategies used to address recruitment & retention challenges

10 responses

For years, UOG has designated nursing faculty as hard-to-hire, which allows us to add a couple steps to their salary.

Benefits and incentives

creating a work environment that is spread through word of mouth.

increase salary or add incentives

Competitive pay

Salary adjustments, improvements to working teams/working environments, striving for foreign recruitment, offering contracts

Networking with other nurses for adjuncts.

Cannot overcome the challenges.

Creating a positive working environment , more employee engagement and career advancement. Adjustment of salaries . Praise and recognition

VA has increased salaries for RNs



What is your turn over rate for the year 2020?

10 responses

Lost 3 (1 to retirement; 2 to relocation).

5%

22%

unsure

100%

(get back to you on this number)

0%

12.5%

less than 5%

0



What is your turn over rate for the year 2021?

10 responses

Lost 1 to retirement.

5%

25%

lost two license

100%

gained 44, lost 51 nurses

0%

21%

less than 5 %

0



What is your turn over rate for the year 2022?

10 responses

Lost our Dean to tragic accident.

10%

18%

none

70%

gained 45 nurses, lost 76 nurses

<5%

0

less than 10%

33%



Please indicate the top 3 reasons why nurses in your agency have left.

10 responses

Retirement, relocation off-island (military related), death.

Salary, work load, hospital experience wanted

1. Relocation off-island; 2. Want hospital Experience; 3. Personal/Family demands

better pay at GRMC

Nurse burnout; moved to telehealth opportunities

Salary, location (to work in the mainland), federal job benefits

Relocation due to family need.

Better opportunities elsewhere, retirement,

Military/Family relocation and promotion or higher positions

Moved on to other clinical specialties

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APPENDIX B

GCC Board of Trustees Policy 100 Mission Statement

GUAM COMMUNITY COLLEGE
Board of Trustees

MISSION STATEMENT

WHEREAS, Guam Community College (“College”) was created by the Community College Act of 1977 (codified at 17 GCA §§ 30101, *et seq.*) to provide secondary, postsecondary and adult educational programs and career-technical training that is premised on lifelong learning. The College’s strength and success are driven by its core values. It is also guided by the College’s vision statement as follows:

“Guam Community College will be the premier educational institution for providing globally recognized educational and workforce development programs.”

WHEREAS, the College values diversity: an engaged, inclusive culture that embraces diverse points of view and collaboration to accomplish the College’s common goals; and

WHEREAS, the College values accountability: a culture of institutional and individual responsibility, transparency, and continuous assessment and improvement; and

WHEREAS, the College values service: supporting and recognizing service at all levels of the College, striving to contribute to the benefit of the College, students, community, and our neighboring islands within Micronesia; and

WHEREAS, the College values integrity: holding high standards of character and integrity as the foundation upon which the College is created; and

WHEREAS, the College is learning-centered: fostering intellectual flexibility, knowledge, and skills by integrating teaching, assessment, and learning to promote continuous improvement of our programs and services to support our scholarly community; and

WHEREAS, the College is student-centered: committed to education, inquiry and service in order to meet our students’ ever growing and changing needs, promoting lifelong learning, civic and social responsibility, leadership, and career growth.

NOW, THEREFORE, BE IT RESOLVED, that the following Mission Statement be endorsed and adopted by the Board, subject to a simultaneous review of the College’s Institutional Strategic Master Plan every six years.

Guam Community College Mission Statement

Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia.

Sinangan Misi6n (CHamoru translation)

Guiya i Kulehon Kumunid6t Gu6han, i mas takhilo' mamanaguen fina'che'cho' yan i teknik6t na kinahulo' i manf6fache'cho' ya u na' gu6guaha nu i manakhilo' yan manmaolek na tiningo' ni i manmafanangui yan i fina'na'guen cho'cho' para Maikronesiha.

The mission is achieved by accomplishing the following goals:

GOAL 1: Advancing Workforce Development and Training.

Respond to local and regional occupational needs; and Cultivate meaningful partnerships.

GOAL 2: Fostering 100% Student-Centered Success.

Enhance the professional development process for all employees; Implement innovative strategies and practice flexibility in meeting student needs; and Integrate and enhance wraparound services.

GOAL 3: Leveraging Transformational Engagement and Governance.

Strengthen stakeholder opportunities to engage in the transformational process, governance and institutional decision making; and Foster an organizational culture that empowers and facilitates transformational engagement and rewards collaboration.

GOAL 4: Optimizing Resources.

Diversify revenue streams; Integrate Return on Investment (ROI) and Total Cost of Ownership (TCO); Provide employee professional development; Develop and implement succession planning; and Cultivate team building.

GOAL 5: Modernizing and Expanding Infrastructure and Technology.

Expand educational footprint; Ensure robust technology; and Provide access to sustainable facilities.

Amended & Adopted: December 15, 2023; Resolution 16-2023

Amended & Adopted: June 19, 2020; Resolution 3-2020

Amended & Adopted: April 8, 2016; Resolution 2-2016

Amended & Adopted: January 10, 2014; Resolution 3-2014

Amended & Adopted: May 5, 2011 (CHamoru translation)

Re-examined & Adopted: February 9, 2011; Resolution 5-2011

Adopted: March 11, 2009; Resolution 17-2009

Amended & Adopted: September 5, 2008; Resolution 12-2008

Re-examined & Adopted: January 25, 2007; Resolution 1-2007

Adopted: February 9, 2005; Resolution 3-2005

APPENDIX C

- **Guam Code Annotated Title 17 Education, Chapter 32 Scope of Instruction**
- **GCC Board of Trustees Policy 125 Professional Associations**
- **ACCJC Institutional Letter of Accreditation**
- **ACCJC Letter for AS Nursing-RN**

**17 GCA EDUCATION
CH. 32 SCOPE OF INSTRUCTION**

**CHAPTER 32
SCOPE OF INSTRUCTION AT GCC**

2011 NOTE: In maintaining the general codification scheme of the GCA the Compiler changed the hierarchy of subsections beginning with “Numbers” to “Lowercase Letters” in this chapter.

2011 NOTE: Article 3, Peace Officer Standards and Training Commission, is now 17 GCA, Chapter 51, pursuant to P.L. 31-099:16 (Sep. 30, 2011).

2009 NOTE: P.L. 28-045:10 (June 6, 2005) changed the name of the Department of Education to the Guam Public School System. P.L. 30-050:2 (July 14, 2009) reverted the name of the Guam Public School System to the Department of Education. References to Guam Public School System have been changed to Department of Education pursuant to P.L. 30-050:3.

Article 1. Scope of Instruction.

Article 2. Programs Incorporated into Guam Community College.

**ARTICLE 1
SCOPE OF INSTRUCTION**

- § 32101. Organization Structure.
- § 32102. Post-Secondary and Continuing Education.
- § 32103. Apprenticeship Training.
- § 32104. Cooperative Programs Authorized.

§ 32101. Organization Structure.

The Board of Trustees is authorized to determine the College’s organizational structure and the composition of divisions of programs as it deems appropriate to achieve its mission as outlined within Division 4 of Title 17 of the Guam Code Annotated.

SOURCE: GC § 11978, as amended by P.L. 14-77. Amended by P.L. 31-099:14 (Sep. 30, 2011).

§ 32102. Post-Secondary and Continuing Education.

The Board of Trustees *shall* offer career and technical education programs through post-secondary programs and continuing education courses. The programs may be either credit or non-credit, and may be degree or non-degree programs.

SOURCE: GC § 11979, as amended by P.L. 14-77. Amended by P.L. 31-099:14 (Sep. 30, 2011).

17 GCA EDUCATION
CH. 32 SCOPE OF INSTRUCTION

§ 32103. Apprenticeship Training.

The Board of Trustees *shall* consider problems of developing local skills in the various crafts and trades and developing a program of apprenticeship training and apprenticeship standards in accordance with standards established by and acceptable for registration with the Bureau of Apprenticeship and Training, United States Department of Labor or its successor.

The Board *shall*, in cooperation with an appropriate advisory committee composed of members of the construction industry, general business community, labor community, the general public and the Department of Education, formulate an apprenticeship program in the several career and technical fields in which critical shortages of trained personnel exist.

SOURCE: GC § 11980, as added by P.L. 14-77. Amended by P.L. 31-099:14 (Sep. 30, 2011).

§ 32104. Cooperative Programs Authorized.

The College is authorized to enter into contracts with public or private organizations, firms, companies or individuals to provide technical manpower training and testing programs. Such contracts *shall* be utilized to provide for specialized training and testing in particular fields *not* otherwise available within the College which are designed to train or test local persons in needed skills and at the same time to train employees to carry on such courses.

Any contract under this Section may require the training of College employees to continue teaching such a course on a self-sustaining basis after the initial contract period which *shall not* be in excess of three (3) years.

SOURCE: GC § 11981, as added by P.L. 14-77. Amended by P.L. 31-099:14 (Sep. 30, 2011).

ARTICLE 2

PROGRAMS INCORPORATED INTO GUAM COMMUNITY COLLEGE

- § 32201. Guam Community College Training Programs and
Unauthorized Training Liability.

17 GCA EDUCATION
CH. 32 SCOPE OF INSTRUCTION

- § 32201.1. Cadre of Trainers.
- § 32202. Transfer of Positions and Personnel.
- § 32203. Transfer of Appropriation.
- § 32204. Transfer of Property.

§ 32201. Guam Community College Training Programs and Unauthorized Training Liability.

There is within the Guam Community College a training academy herein referred to as the Guam Community College Training Programs, which *shall* provide support for:

(a) Local public safety training of all government of Guam personnel defined as peace officers in accordance with §32301(b) of Article 3 of Chapter 32 of Title 17 of the Guam Code Annotated meeting all public safety training standards. This includes the establishment of a trainer program in conjunction with the respective public safety agencies/departments, as provided for in § 32201.10.

(b) All training within a technical/trade institution profession. This includes all current and planned programs under the Guam Community College's purview;

(c) *Shall* be a training agency for the Commission. Any references to "in-house" training and specialized training *shall* be administered by the respective agencies and separated from the initial requirement for academy training purposes. All certification made *shall* be limited to POST academy recruits *or* such certifications as promulgated by POST.

It is hereby established that any taxpayer may sue pursuant to 5 GCA § 7103A to hold Directors of agencies/departments personally liable for expending money without proper appropriation, without proper authority, illegally *or* contrary to law with regard to training of law enforcement personnel. Any liabilities resulting from personnel not certified under the "POST" Academy will be the personal responsibility of the Director/Agency Head and *shall* not be covered under the color of law.

SOURCE: Repealed and reenacted by P.L. 24-331:2. Amended by P.L. 29-012:4 (Sept. 7, 2007).

2011 NOTE: Subsections (1) through (3) changed to (a) through (c), respectively, to maintain the general codification scheme of the GCA.

§ 32201.1. Cadre of Trainers.

Pursuant to 17 GCA Chapter 32 Article 2 § 32301.1 establishing the POST Cadre of Trainers, the Guam Community College *shall* enter into agreements with the Peace Officer Standards and Training Commission towards assigning trainers for POST certified training.

SOURCE: Added by P.L. 24-331:3. Repealed and Reenacted as § 32201.10 by P.L. 29-012:5 (Sept. 7, 2007).

NOTE: Pursuant to the authority of the Compiler under 1 GCA § 1605(7) to correct manifest typographical errors, the Compiler re-numbered this section to conform with the legislative intent.

§ 32202. Transfer of Positions and Personnel.

(a) All positions and the employees occupying said positions on the effective date hereof in the Department of Education, the University of Guam, the Department of Labor and the Guam Vocational-Technical High School who are exclusively employed in the operation or administration of the programs except those relating to the Police Academy and the Corrections Academy set forth in Section 5 of this Act are hereby transferred to the Guam Community College.

(b) On September 28, 1978, all positions and the employees occupying said positions who are exclusively employed in the operation or administration of the Police Academy are transferred to the Guam Community College.

(c) On April 15, 1988, all positions and the employees occupying said positions who are exclusively employed in the operation or administration of the Corrections Academy are transferred to the Guam Community College.

§ 32203. Transfer of Appropriation.

All appropriations, federal funds, grants and other monies exclusively pertaining to or issued in connection with the programs except those relating to the Police Academy and the Corrections Academy identified in Section 5 of this Act in the Department of Education, University of Guam, Department of Labor or other departments of the government of Guam are hereby transferred to the Guam Community College, provided that if such transfer would be a violation of federal law, rule or regulation such transfer shall not take place until the appropriate federal consent to the transfer has been received.

17 GCA EDUCATION
CH. 32 SCOPE OF INSTRUCTION

§ 32204. Transfer of Property.

All personalty, facilities, equipment, supplies, records, files, books and other papers exclusively pertaining to the operation of the programs except those relating to the Police Academy and the Corrections Academy identified in Section 5 of this Act in the Department of Education, the University of Guam, the Department of Labor or other departments of the government of Guam are hereby transferred to the Guam Community College. On September 28, 1978, all personalty, facilities, equipment, supplies, records, files, books and other papers exclusively pertaining to the operation of the Police Academy are transferred to the Guam Community College.

NOTE: Enacted by P.L. 14-77:5 as amended by P.L. 19-14. Codified by the Compiler.

ARTICLE 3
PEACE OFFICER STANDARDS AND TRAINING COMMISSION

2011 NOTE: This article is now 17 GCA, Chapter 51, pursuant to P.L. 31-099:16 (Sep. 30, 2011).

**GUAM COMMUNITY COLLEGE
Board of Trustees**

PROFESSIONAL ASSOCIATIONS

WHEREAS, Guam Community College exists as a part of a network of educational institutions; and

WHEREAS, there are benefits to be derived from intellectual dialogue with board members and employees of other educational institutions; and

WHEREAS, it is important to discuss mutual concerns and problems with others similarly involved in an effort to find innovative ways to address these concerns and problems.

NOW, THEREFORE, BE IT RESOLVED, that Guam Community College shall maintain membership in the Accrediting Commission for Community and Junior Colleges (ACCJC) as the College's accrediting body and other relevant associations as the Board of Trustees may choose; and

BE IT FURTHER RESOLVED, that the Board of Trustees members and Guam Community College employees are encouraged to maintain individual membership and involvement in other educational associations, as appropriate.

**Amended & Adopted: December 15, 2023
Resolution 25-2023**

**Amended & Adopted: June 19, 2020
Resolution 6-2020**

**Amended & Adopted: July 15, 2016
Resolution 7-2016**

**Amended & Adopted: July 24, 2014
Resolution 30-2014**

**Amended & Adopted: September 5, 2008
Resolution 19-2008**

**Adopted: July 20, 1994
Resolution 48-94**

June 14, 2022

Dr. Mary A.Y. Okada
President/CEO
Guam Community College
P. O. Box 23069 GMF
Barrigada, Guam 96921

Dear Dr. Okada:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting June 1-3, 2022, reviewed the Midterm Report and related evidentiary materials submitted by Guam Community College. The purpose of the review was to determine the degree to which the institution has made progress in implementing its plans and improving outcomes related to student achievement. After consideration of the Report, the Commission has determined that the institution's progress is appropriate and has accepted the Report.

On behalf of the Commission, we wish to acknowledge the College's commitment to improvement as it continues its efforts in the best interests of its students. We look forward to working with the College as it prepares for its next comprehensive review, which will begin with Team ISER Review in the fall term of 2024 and conclude with a Focused Site Visit in the spring term of 2025.

Sincerely,



Cindy Miles, Ph.D.



Sonya Christian, Ed.D.

cc: Dr. Virginia Tudela, Accreditation Liaison Officer

March 26, 2024

Dr. Mary A.Y. Okada
President
Guam Community College
P.O. Box 23069 GMF
Barrigada, Guam 96921

Dear President Okada:

Your Accreditation Liaison Officer has informed ACCJC that your institution will offer the following new program:

- Nursing (Associate of Science in Nursing - RN)

Based on the description provided, it has been determined a substantive change review by the Commission is **not** required. Thank you for bringing this to our attention and please let us know if there are any changes in the information provided by the College.

On behalf of the Commission, thank you for your continued commitment to accreditation and academic quality in higher education.

Sincerely,



Elizabeth Dutton
Accreditation Process Director

Cc: Dr. Virginia C. Tudela, Accreditation Liaison Officer
Ms. Martina Fernandez-Rosario, U.S. Department of Education

APPENDIX D

- **GCC Board of Trustees Policy 140 Organizational Chart of GCC**
- **Organizational Structure**

**GUAM COMMUNITY COLLEGE
Board of Trustees**

ORGANIZATIONAL CHART OF GUAM COMMUNITY COLLEGE

WHEREAS, the Guam Community College (“GCC” or “College”) was created by the Community College Act of 1977 (codified at 17 GCA §§ 30101, *et seq.*) and is accredited by the Accrediting Commission for Community and Junior Colleges Western Association of Schools and Colleges; and

WHEREAS, pursuant to 17 GCA, §32101, the GCC Board of Trustees (“BOT”) “is authorized to determine the College’s organizational structure and the composition of divisions of programs as it deems appropriate to achieve its mission as outlined within Division 4 of Title 17 of the Guam Code Annotated;” and

WHEREAS, the President and the Human Resources Office has an Organizational Chart that reflects the current organization of the College; and

WHEREAS, on August 20, 2021, the BOT reviewed and approved the restructure of the GCC Organization Chart.

NOW, THEREFORE, BE IT RESOLVED, that the Guam Community College Board of Trustees formally adopts the August 20, 2021 Organization Chart attached herein as a current reflection of the College’s structure.

**Amended & Adopted: December 15, 2023
Resolution 28-2023**

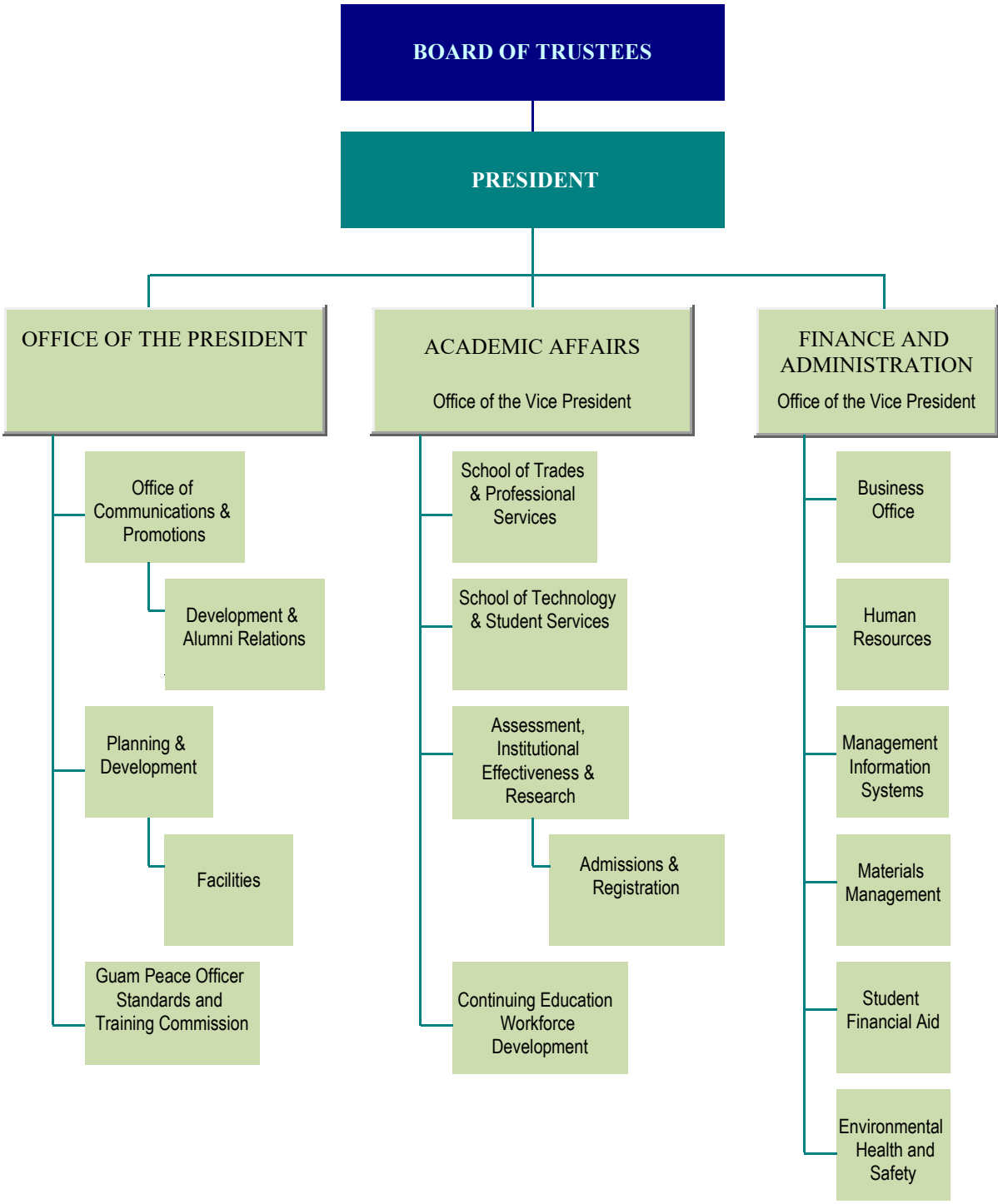
**Amended & Adopted: July 24, 2014
Resolution 32-2014**

**Amended & Adopted: September 5, 2008
Resolution 22-2008**

**Adopted: May 15, 2001
Resolution 5-2001**

Guam Community College

Organizational Chart



* Administrative Structure

** Operational Structures

APPENDIX E

Budget & Financial Statements

**GUAM COMMUNITY COLLEGE
Board of Trustees**

REAFFIRMATION OF AUTONOMY

WHEREAS, Guam Community College was created by the Community College Act of 1977 (codified at 17 GCA, §§30101, *et seq.*); and

WHEREAS, 17 GCA §33102 , states the following:

“Except as expressly provided for herein and notwithstanding any other law to the contrary, the College shall be autonomous and self-sufficient in matters pertaining to its governance, organization and administration and the promulgation of its rules and regulations, in accordance with the Administrative Adjudication Law (5 GCA Chapter 9) pertaining to the following:

- (a) courses of instruction;
- (b) issuance of certificates, diplomas, credits and degrees;
- (c) personnel recruitment, appointment, tenure, promotion, dismissal and other personnel matters;
- (d) obligation and disposition of funds, provided that appropriated funds are used for the purpose or purposes stipulated in the Act appropriating said funds; and
- (e) soliciting, receiving and using gifts of any kind whatsoever for the purposes provided in this Chapter;” and

WHEREAS, the Board of Trustees believes that the autonomy of Guam Community College is vital to fulfilling its responsibilities to the community as mandated by law; and

WHEREAS, the institution's autonomy is also of critical importance in complying with the Accreditation Standards of the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges; and

WHEREAS, the Board of Trustees realizes that Guam Community College must continue to have substantial autonomy in personnel and fiscal matters if the College is to fulfill its responsibilities.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees does, hereby, reaffirm its commitment to maintaining the autonomy of Guam Community College; and

Page 2: GCC Board of Trustees Policy 105 - Reaffirmation of Autonomy

BE IT FURTHER RESOLVED, that the Board shall take such reasonable action as is necessary to maintain that autonomy.

Amended & Adopted: December 15, 2023
Resolution 18-2023

Amended & Adopted: June 19, 2020
Resolution 4-2020

Reviewed, no changes: July 15, 2016

Amended & Adopted: July 24, 2014
Resolution 26-2014

Amended & Adopted: September 5, 2008
Resolution 13-2008

Adopted: September 21, 1988
Resolution 20-88

Management Letter

Guam Community College
(A Component Unit of the Government of Guam)

Year Ended September 30, 2022



August 22, 2023

Board of Trustees
Guam Community College

In planning and performing our audit of the financial statements of the Guam Community College (the College) as of and for the year ended September 30, 2022, in accordance with auditing standards generally accepted in the United States, and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, we considered its internal control over financial reporting (internal control) as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Foundation's internal control. Accordingly, we do not express an opinion on the effectiveness of the Foundation's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A material weakness is a deficiency, or combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

During our audit, we identified deficiencies in internal control that we wish to bring to your attention:

Net Receivables from Guam Community College Foundation

Condition:

The College does not have a formal process to maintain and collect net receivables from Guam Community College Foundation (the Foundation). As of September 30, 2022, net receivables amounted to \$1,617,200 of which \$1,335,087 is outstanding for greater than 1 year.

Recommendation:

Management should formalize the internal control policies and procedures in maintaining and collecting the receivables from the Foundation.

Allowance for Doubtful Accounts

Condition:

The College does not consider the aging of receivables in estimating the allowance for doubtful accounts. Approximately \$246,000 of receivables outstanding for greater than 90 days were not provided an allowance as of September 30, 2022.

Recommendation:

Management should revisit its policy to consider the age of receivables, prior knowledge about the customer and historical collection experience in calculating the allowance for doubtful accounts.

Elimination Entries for External Reporting Purposes

Condition:

During the year ended September 30, 2022, internal revenues and costs of \$155,450 pertaining to departmental share from special projects were not eliminated by the College for external reporting of its financial statements.

Recommendation:

Management should eliminate all internal revenues and costs it records when reporting the financial statements to external parties and regulators.

This communication is intended solely for the information and use of management and the Board of Trustees of the College, others within the organization and the Guam Office of Public Accountability, and is not intended to be and should not be used by anyone other than these specified parties.

We would be pleased to discuss the above matters or to respond to any questions, at your convenience.

Ernst + Young LLP



OFFICE OF PUBLIC ACCOUNTABILITY

Suite 401 DNA Building, 238 Archbishop Flores Street, Hagatna, Guam 96910
Tel (671) 475-0390 · Fax (671) 472-7951 · Hotline: 47AUDIT (472-8348)
www.opaguam.org

Guam Community College – FY 2022 Financial Highlights

August 23, 2023

Hagåtña, Guam – The Guam Community College (GCC) closed fiscal year (FY) 2022 with a negative net position of \$31.5 million (M), which was a positive change of \$4M from FY 2021's negative net position of \$35.5M¹. The improvement is largely due to increases in current assets and accounts receivable of \$4.4M and \$1.5M, respectively, and a decrease in non-current liabilities of \$2.8M. Current assets increased primarily due to increases in Higher Education Emergency Relief Fund (CARES Act) funding; Education Stabilization Fund funding via a memorandum of understanding with the Office of the Lieutenant Governor – Guam State Clearinghouse; and accounts receivable.

Independent auditors Ernst & Young LLP (EY) rendered an unmodified (clean) opinion on GCC's financial statements and compliance over major federal programs; however, EY noted two findings in its report on compliance and internal control. EY also issued a separate management letter noting deficiencies in internal control over financial reporting. GCC is commended for qualifying as a low-risk auditee for the 22nd consecutive year and is the only government of Guam (GovGuam) agency to reach this milestone.

Slight Decrease in General Fund and Increase in Manpower Development Fund Appropriations

GCC received \$20.2M in appropriations in FY 2022, which decreased by \$217 thousand (K) (or 1%) from FY 2021's total of \$20.4M. GovGuam appropriations serve as the funding source for the majority of GCC's salaries, benefits, and utility costs, as well as personnel costs for the postsecondary career and technical education programs held on the GCC campus and at the six secondary high schools. FY 2022 appropriations also included funding of \$200K for the debt service pertaining to the construction of Building 100 and the expansion of the Director Gregorio G. Perez Forensic Lab; \$200K to support high school students pursuing postsecondary education under the First Generation Trust Fund; as well as \$78.5K to establish the Scholarship Office for the administration of the Western Interstate Commission for Higher Education Professional Student Exchange Program. GCC, however, received a 22% increase – from \$3.2M in FY 2021 to \$3.9M in FY 2022 – in appropriations from the Manpower Development Fund due to the increase in registration fees of non-migrant temporary workers.

Recovery from Pandemic Effects

Academic Year 2021-2022 marked GCC's 45th Anniversary in serving the island community's workforce through education and training. GCC saw a slight uptick in student enrollment during the Spring, Summer, and Fall 2022 semesters when compared to 2021 levels. The largest increase was for GCC's Summer 2022 enrollment (23%), which was attributed to GCC's pilot Criminal Justice program that was free for high school students and the beginning of the Department of Interior Baking Cohort III. This slight uptick in enrollment is mirrored in the \$543K increase in net student tuition and fees from FY 2021's total of \$2.3M.

¹ GCC's FY 2021 net position was restated from \$(34,260,259) to \$(35,518,653) as a result of the implementation of Governmental Accounting Standards Board Statement No. 87, *Leases*.

GCC earned \$34.2M in total revenues, which consisted of GovGuam appropriations of \$22M (64%); federal grants and contracts of \$6.5M (19%); net student tuition and fees of \$2.9M (8%); auxiliary enterprises of \$1.6M (5%); and other revenues of \$1.3M (4%).

GCC utilized federal pandemic funds to upgrade the campus network infrastructure, replace old air conditioning units and add air purification systems, and outdoor benches to allow for social distancing. In addition, GCC will utilize \$590K in federal pandemic funds for the disbursement of additional emergency student aid payments to be paid for the Fall 2022 and Spring 2023 semesters.

GCC Foundation

The GCC Foundation (Foundation) is a non-profit, public benefit corporation that operates under a separate Board of Governors from GCC. The Foundation provides financial support for GCC's objectives, purposes and programs. Resources held and invested by the Foundation are restricted to GCC's activities. As of FY 2022, GCC recorded net receivables from the Foundation of \$1.6M representing net payments by GCC on behalf of the Foundation accumulated throughout the years. The Foundation closed FY 2022 with a decrease in net assets (net loss) of \$3.7M, compared to FY 2021's net income of \$5.1M. The decrease in net assets is largely attributed to \$3.5M in losses from the Foundation's investments.

Report on Compliance and Internal Control and Management Letter

The independent auditors noted two findings – one material weakness² and one significant deficiency³ – regarding GCC's adult education grant from the United States Department of Education (USDOE) in its report on compliance and internal control. The material weakness was related to the charging of tuition and fees for students who attended GCC's Career and Technical Education programs as part of their Adult Education program. The significant deficiency was related to the charging of USDOE grant funds for program costs after the end of FY 2021. There were no questioned costs reported relative to these findings, as GCC returned \$59.7K to USDOE and reallocated \$10.9K in costs to an award which allowed for charges up to the end of FY 2022.

EY noted three deficiencies in internal control over financial reporting in a separate management letter concerning GCC's need to: (1) formalize the internal control policies and procedures in maintaining and collecting receivables from the Foundation; (2) revisit its policy to consider the age of receivables, prior knowledge about customer and historical collection experience in calculating the allowance for doubtful accounts; and (3) eliminate all internal revenues and costs it records when reporting the financial statements to external parties and regulators.

For more details on GCC's operations, refer to the Management's Discussion and Analysis in the audit report at www.opaguam.org and www.guamcc.edu.

² A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

³ A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

REVENUE**\$ 216,400.00****Tuition, Course and Registration Fees**

Course	Tuition	Course Fee	Total
EN110 (3)	\$ 390.00	\$ -	\$ 390.00
MA151 (3)	\$ 390.00	\$ -	\$ 390.00
CO125 (3)	\$ 390.00	\$ -	\$ 390.00
Literacy for Life Skills (3)	\$ 390.00	\$ -	\$ 390.00
ED220 (3)	\$ 390.00	\$ -	\$ 390.00
PY120 (3)	\$ 390.00	\$ -	\$ 390.00
HL202 (3)	\$ 390.00	\$ -	\$ 390.00
SI131/Lab (4)	\$ 520.00	\$ 40.00	\$ 560.00
SI02/Lab (4)	\$ 520.00	\$ 40.00	\$ 560.00
SI106 (1)	\$ 130.00	\$ -	\$ 130.00
SI132/Lab (4)	\$ 520.00	\$ 40.00	\$ 560.00
SI150/Lab (4)	\$ 520.00	\$ 40.00	\$ 560.00
NU205 (6)	\$ 780.00	\$ 435.00	\$ 1,215.00
NU210 (2)	\$ 260.00	\$ -	\$ 260.00
NU225 (8)	\$ 1,040.00	\$ -	\$ 1,040.00
NU215 (3)	\$ 390.00	\$ -	\$ 390.00
NU252 (3)	\$ 390.00	\$ -	\$ 390.00
NU295 (6)	\$ 780.00	\$ -	\$ 780.00
NU235 (3)	\$ 390.00	\$ -	\$ 390.00
NU235 (4)	\$ 520.00	\$ -	\$ 520.00
Total Tuition			\$ 10,085.00
Registration Fee (x5 semesters)			\$ 735.00
TOTAL REVENUE (x20 students)			\$ 216,400.00

EXPENSES**\$ 275,890.28****FTE Faculty & Adjunct Salaries & Benefits**

Faculty	Salary	Benefits	Total
FTE Faculty (B.Mafnas)	\$ 83,366.40	\$ 29,178.24	\$ 112,544.64
FTE Faculty (L.Melegrito)	\$ 45,676.80	\$ 15,986.88	\$ 61,663.68
FTE Faculty (Vaccant-RFH)	\$ 45,676.80	\$ 15,986.88	\$ 61,663.68
Adjunct Faculty (54.97/hrs. x 135 chrs. x 3 sem.)	\$ 7,420.95	\$ 2,597.33	\$ 10,018.28
TOTAL SALARIES & BENEFITS			\$ 245,890.28

Supplies	\$ 10,000.00
Equipment	\$ 10,000.00
Contractual	\$ 10,000.00

TOTAL REVENUE	\$	216,400.00
TOTAL EXPENSES	\$	275,890.28
	\$	(59,490.28)



November 13, 2023

To: Edwin Limtuatco, Controller *EL*
Cheryl San Nicolas, Accounting Supervisor

From: Bonnie Mae Datuin, Program Specialist, DAR *BMD*

Re: GEDA – GRMC Qualifying Certificate Community Contribution to Healthcare Programs

The GCC President's Office received a check in the amount of \$100,000 from GEDA for the annual GRMC qualifying certificate program. The amount which will be used for building capacity for GCC Allied Health programs will need a Banner FOAP (expenditure) account to be built. If you would kindly, contact Ms. Dee Duenas, Associate Dean, Trades & Professional Services for further guidance on the budget and building of FOAPs.

Your kind assistance is appreciated. If you have any questions, please do not hesitate to contact me.

enclosure
bmd

Hi Carol, 11/13/23
Here is the check from GEDA, Please communicate with Dee on budget load.
EL

Revenue FOAPA: 12.6710.5780.00.GEDA24

**GUAM ECONOMIC DEVELOPMENT AUTHORITY
GENERAL FUND**
590 S MARINE CORPS DR, STE 511 GITC BLDG
TAMUNING, GU 96913

BANK OF GUAM

9/5/2023

47844

101-511/1214

CHECK AMOUNT
47844

PAY *****One Hundred Thousand and 00/100 Dollars

Amount

\$ 100,000.00

TO THE
ORDER
OF

Guam Community College
P.O. Box 23069
Barrigada, Guam 96921
Guam

VOID AFTER 90 DAYS
PREMIUM CHECKING ACCOUNT

[Signature]
AUTHORIZED SIGNATURE

⑈047844⑈ ⑆121405115⑆ 0601004044⑈

GUAM ECONOMIC DEVELOPMENT AUTHORITY

GENERAL FUND

47844

Payee Guam Community College
Vendor ID G1381601

47844
09/05/2023

Invoice	Invoice Date	Description	Amount
QC082023-2	08/30/23	GRMC QC No.252 Community Contribution to Healthcare Progr...	\$100,000.00
<div>Guam Community College President's Office</div> <div>RECEIVED</div> <div>Date: <i>11-3-2023</i></div> <div>Initials: <i>[Signature]</i></div>			Total : \$100,000.00

APPENDIX F

Resumes

Dorothy-Lou M. Duenas

117 Gajuman St. Barrigada GU. 96913

Phone: 671-482-3822

Email Address: dmmanglona@yahoo.com

Profile

- Highly motivated and committed to enhancing my knowledge and skills as a registered nurse and College Administrator.
- Dedicated leader and motivated team player who understands the importance of unit cohesiveness for the development of holistic care and mission success.
- Compassionate and focused critical thinker who is able to analyze the big picture of a situation in order to effectively deliver results.

Education

Masters in Nursing
University of Phoenix, Phoenix Arizona - Online Campus
Graduation Date: May 02, 2012
Major: Nursing

Bachelor of Science in Nursing
University of Portland, Portland, OR
Graduation Date: 04 May 2003
Major: Nursing

Air Force ROTC
Detachment 695
University of Portland, Portland, OR
Date of Commission: 29 Aug 2003 rank: 2Lt grade: 0-1

High School Diploma
Academy of Our Lady of Guam
Hagatna, GU
Graduation Date: 21 May 1999

Experience

Guam Community College
Associate Dean, Trades & Professional Services
October 16, 2023 – Current

- Full-Time Academic Administrator for the School of Trades & Professional Services (TPS).
- Assistant to the Dean of Trades & Professional Services.
- Assists with the evaluation of department program goals and outcomes under the School of Trades of Professional Services.
- Assists the Dean with the effective execution of the goals and objectives outlined under TPS.
- Evaluate faculty and assist with the development of professional

development for staff and faculty under TPS.

- Ensure successful program outcomes and enhance the ability for recruitment and retention at Guam Community College.

Nursing & Allied Health Administrator, RN, MSN

August 08, 2012 – October 16, 2023

- Full-Time Academic Administrator.
- Serves as the Director of Nursing and Department Chairperson for the Nursing and Allied Health Programs.
- Planning, organizing, implementing and evaluating the nursing and allied health programs.
- Works closely with the Dean in curriculum, budgetary, and personnel matters.
- Ensures compliance with the Administrative Rules and Regulations for the Guam Board of Nurse Examiners (GBNE) as it pertains to the College's Nursing programs.
- Responsible for the procurement, reporting, assessment, and coordination of over \$700,000 of the Takecare grant objectives for the Nursing & Allied Health Department and its students.
- Wrote the proposal and responsible for the procurement, reporting, assessment, and coordination of a \$100,000.00 GEDA QC grant for Nursing & Allied Health programs.
- Carries out duties and responsibilities of the Department Chairperson as defined in the Agreement between GCC Faculty Union and BOT, Article VI.
- GCC COVID-19 Point of Contact/DPHSS Liaison – Assist the college with reporting, assessing, and updating information relative to the COVID-19 DPHSS Guidelines.

Nursing & Allied Health Adjunct Faculty

January 16, 2021 – current

- Part-time Adjunct faculty member for the Allied Health Medical Law & Ethics course.
- Develops lesson plans and ensures the achievement of student learning outcomes for the course.

DPHSS COVID Response, Nursing Resource Command Center

March 16, 2020 – July 31, 2020

- Assist the Nursing Resource Command Center with the recruitment and licensing of nurses for temporary work permits to respond to the COVID-19 pandemic
- Developed and coordinated logistics for nursing resources and meal distribution to various COVID response site locations.
- Conduct site visits to various COVID response locations to ensure the adequacy of resources to respond to the pandemic.

- Worked closely with Nurse leaders to coordinate daily activities for COVID response sites and COVID testing.
- Participated in all aspects of community COVID testing.

GCC Guahan Center, Area Health Education Center

August 08, 2012 – December 31, 2019

- GCC Guahan Center Director
- Developed, implemented, and coordinated all aspects of AHEC programs.
- Facilitated program and advisory board development.
- Developed community partnerships for health care education and training for healthcare personnel and underserved populations.
- Established recruitment and outreach activities and coordinated student training.

Certified Nurse Assistant Adjunct Instructor, Allied Health Department

August 08, 2016 – December 2018

- Clinical faculty for certified nurse assistant students.
- Provided clinical guidance for CNA students in the clinical setting at Guam Memorial Hospital's Skilled Nursing Unit.
- Coordinated and instructed CNA review courses for students to prepare for licensure.
- Worked closely with GBNE to prepare and coordinate testing for GCC's CNA students.

Emergency Medical Technician Adjunct Instructor, Allied Health Department

August 2014 – August 2017

- Clinical faculty for EMT students.
- Provided clinical guidance and instruction for EMT students in the clinical setting at Guam Memorial Hospital's Emergency Department and Labor & Delivery Unit.

Licensed Practical Nursing Instructor, Allied Health Department

August 8, 2008 – August 08, 2012

- Full time clinical and didactic instructor for the Licensed Practical Nursing Program.
- Provided direct clinical guidance and instruction for practical nursing students in the clinical setting on various units in Guam Memorial Hospital.
- Provided a theoretical and evidenced based practice of learning while incorporating knowledge of current trends and developments in the field.
- Lead faculty for Pharmacology and Nursing Trends courses.

- Prepared lesson plans for classroom instruction and assists with the development of program curriculum, syllabi, goals, and objectives.
- Evaluated students' progress in attaining goals and objectives according to established student learning outcomes outlined for each PN course.
- Attended professional development training, workshops, seminars, and classes.
- Met with students, staff members and other educators to discuss students' instructional programs and ways to enhance departmental and program success.
- Assisted with student advisement, recruitment, retention, and PN NCLEX certification readiness efforts.

Standards III Committee Chair December 2012 – August 2012

- reviews documents and meets with various administrative staff members to evaluate the effective use of the college's human, physical, technological, and financial resources in achieving its outlined visionary goals, student learning outcomes, and mission for institutional success.

Providence Portland Medical Center

4L Neurology/Neurosurgery Floor, BSN Registered Nurse

November 1, 2004 – July 23, 2008

- Full time acute care with neurology, neurosurgery, and chronic heart disease patients ie: stroke, cervical, thoracic lumbar surgery, brain surgery, seizure, chronic pain, etc.
- Total patient care – assessments, vital signs, IV/medication/blood administration, tube feedings, and minor to extensive wound dressings.
- Careful analysis of the patient condition and the ability to work with various disciplines for the benefit and well being of the patient and family.
- Ability to interpret telemetry strips and rhythm changes.
- Ability to conduct an NIH stroke assessment and score the patient accordingly for analysis of disease progression and prevention.
- Committed to and actively participates in the process of teaching, mentoring and in turn learning from student nurses and fellow team mates.
- Evening Charge RN, Preceptor for New Hires and University of Portland Clinical Instructor.
- Committee Member: JCAHO (Joint Commission on the Accreditation of Healthcare Organizations) Unit Representative, Unit Skin Care Representative 2005-2006.

US Air Force, 2nd Lieutenant

University of Portland Air Force ROTC – Detachment 695

Active Duty – November 16, 2003 – May 14, 2004 (Honorable Discharge)

- ADD Lieutenant assisting with the recruitment and training of 200+ cadets and prospective cadet officer candidates from various high schools and colleges.
- Created numerous power point presentations for the enhancement of the University's Air Force ROTC training program.
- Served as a vital mentor, assistant, and supervisor for AFROTC cadets, most specifically future nurse officers.

Awards and Honors

- Guam Nurse's Association, Nurse of the Year Nominee - 2021
- Guam's Association of Government Accountants "Emerging Leaders Government of Guam's 40 years and under" recognition 2015
- Providence Portland Medical Center Good Catch Award 2006
- Dean's List – University of Portland 2003
- Guam Chamorro Scholarship 2002-2003
- University of Portland Holy Cross Scholarship 1999-2001

**Certifications/
Affiliations**

- Guam Registered Nurse License RE1415 – *Active*
- Basic Life Support Certified – *Current*
- Emergency Medical Services - Chairperson (2nd term) – 2022 – *Current*
- Commission of Nurse Leaders – Vice-Chairperson – 2023 – *Current*
- American Nurses Association Member - *Current*
- Guam Nurses Association Member – *Current*
- Annual Let's Unite to End TB Conference, Presenter – August 27-28, 2022
- Partners Investing in Nursing Education Grant Member (GCC)
- Guam Nurses Honor Society – Secretary
- Guam Community College Cohort I Transformation Leadership Academy
- University of Portland Clinical Preceptor Training class completion/certified - 2008

Barbara C. Mafnas

POB 4388 AAFB Br

Yigo, Guam 96929

671-653-4763

barbara.mafnas@gmail.com

Registered Nurse, MSN – Assistant Professor -Clinical and Staff Education

▪ Team Leadership and Development ▪ Patient Education ▪ Student Education

Possessing over 30 years of clinical experience in Family Practice, Pediatrics and OB as a clinical nurse. Various roles include: team leader, staff nurse, inventory management, patient education classes such as; Prenatal education, Lamaze®, Baby bonding, Baby Daddy, Breastfeeding Support Groups, Orientation Process, Gestational Diabetes Education, Lactation Counseling, AHA CPR classes and Continuing Education classes for staff and management. Also possess over 24 years of classroom teaching at the Guam Community College as Assistant Professor for the Medical Assisting Program, CNA program and various boot camps, and over 25 years of community outreach presentations.

Key Management Areas of Expertise

- Department Management ▪ Team Player / Leader ▪ Supervision / Discipline
 - Formal / Informal Teaching ▪ Trouble Shooting / Problem Solving
 - Course Facilitator ▪ PowerPoint Presentations ▪ Improvement of Patient Care
 - Annual Reports ▪ Research Data Collection ▪ Lesson Plans
-

Professional Experience and Significant Achievements

DPHSS Pandemic Response – Call Center

2020-2023

Guam Community College

1998-Present

Allied Health Instructor for Medical Assisting Program and Practicum Coordinator.

- Perform formal and informal teaching sessions
- Clinical instructor for Practicum
- Annual reports to accrediting body

Sagua Mañagu – Guam's First Birthing Center

1998-Present

Nurse Educator for staff and management as well as the general patient population. Designed and created and implemented classes for the birthing center. Staff is kept up to date and current in OSHA, HIPPA, AHA policies, breastfeeding and other related topics. The patients attend orientation classes to familiarize them with the facility, prenatal classes, baby bonding, Baby Daddy, Lamaze, and various support groups, breastfeeding and maternal loss. Lactation services and one on one patient care for dyad and breastfeeding needs.

PMC Isla Health System**1993-1998**

Early career experience as a staff nurse in a busy multidisciplinary clinic. Primary focus was on patient wellness in Family Practice. Manage the pediatric and OB aspects of the clinic. Scheduling and managing patient appointments and direct patient care.

Professional Development

Chamberlain University, Doctoral Program (DNP)	Current
Chamberlain University, MSN	2015
Chamberlain University, BSN	2013
Union Institute & University – Maternal Child Health	2009
University of Guam – Methods of Teaching	2001
Alpena Community College Associate Degree in Applied Science –RN	1992

Certifications

- Lamaze Childbirth Educator
 - Lactation Counselor
 - IBCLC
 - TNCC and ENPC trainer
 - Certified American Heart Association Instructor
 - Certified American Red Cross Instructor
 - Certificate of Merit – Maternal & Infant Assessment of Breastfeeding-Practitioner
 - Certificate of Merit – Applied Teaching Methods – The 18-hour Interdisciplinary Breastfeeding Management Course for the United States – Baby Friendly USA
 - ASIST – Applied Suicide Intervention Skills Training -
 - CONNECT- Postvention training
 - Mental Health First Aid and Safety
-

Professional Membership/ Affiliation

- | | |
|---------------------------------|------------|
| • Sigma Theta Tau | since 2014 |
| • Guam Nurses Association | since 2009 |
| • Lamaze International | since 2000 |
| • American Medical Technologist | since 2018 |
-

Awards and Personal Achievements

- Nominated to Who's Who of American Teachers, x2
- Community Service Award – University of Guam Early Childhood Department
- Presenter at SAMHSA Conference – GONA workshop 3/2013
- Government of Guam- *MagPro* Award in Inspiration and Encouragement-2013
- Honorary Nursing Practice / Allied Health Education Award 2014
- Induction to the Academy of Certified Childbirth Educators 2015
- Awarded Legislative Resolution for work with Breastfeeding Community 2016
- Daisy – Nursing Excellence Award 2020

RESUME

Loressa M. Melegrito

Personal Contact Information:

Home Address: 114 Chato Court Sinjana Guam 96910

Mailing Address: Same as Home Address

(C) Phone Number: 671-488-4024

Education:

I. College: University of Guam

Attended: Fall 1997 to Summer 2004

Course of Study: Nursing

Degree: Bachelors of Science in Nursing

II. High School: John F. Kennedy High School

Attended: Fall 1993 to Spring 1997

Diploma attained in SP 1997

Professional Reference:

I. Katsuyoshi Uchima

Email: katsuyoshi.uchima@guamcc.edu

Contact: 671-727-3544

II. Dorothylou Duenas

Email: dorothyLou.duenas@guamcc.edu

Contact: 671-482-3288

Employment History:

I. Employer: Guam Community College

From: January 2020 to Present

June 2010-May 2015 (Also worked for GCC, Full Time)

Supervisor: Dorothylou Duenas, RN, MSN, Allied Health Administrator

Contact Number: 671-735-7536/7006

Employment Status: Full-Time

Position Title: Instructor/ Post- Secondary instructor for License Practical Nursing Program

Specific Duties Performed: Instructs in Theory & Clinical. Courses; NU 110 Foundation in Nursing, NU 160 Pharmacology, NU 220 & NU292 Adult Medical-Surgical Nursing. Clinical Instructor duties include supervising a minimum of seven and maximum of 10 students in providing patient care to Guam Memorial Hospital and Public Health clients.

II. Employer: Guam Regional Medical City

From: September 21, 2022 to present

Supervisor: Jodeen Mendiola, RN/MSN Director of Health

Contact: 671-645-5500

Employment Status: Part-Time

Position: Nursing House Supervisor

III. Employer: Department of Public Health and Social Services

From: March 18, 2020 to May 27, 2021

Supervisor: Margarita Bautista Gay, RN/ Administrator Bureau of Family Health & Nursing Bureau

Contact Number: 671-634-7408

Employment Status: Part-Time

Specific Duties Performed: Manages activities, nursing care, and execution of nursing and hospital policies during scheduled shifts. Managing staff workflow of the nursing clinical staff. Communicate organizational needs; provide guidance, support, identify development needs, and manage the reciprocal relationship between staff and the organization so that each is successful. Managed day-to-day inpatient operation to comply with regulations and agency standards. Managed patient flow and procedures to ensure appropriate patient placement.

Position: Community Health Nurse II

Specific Duties Performed: Assisting Public Health & Social Services with Emergency COVID-19 Response. Airport: Assess arriving passengers for COVID-19 signs/and symptoms, assist arriving passengers to process for Voluntary Quarantine at GovGuam designated COVID-19 Quarantine Facility. GovGuam designated Isolation Facility: Assess, process, monitor, and discharge positive COVID-19 patient for isolation quarantine, monitor COVID-19 patients during stay at isolation facility. Assume shift charge-nurse duties and responsibility at isolation facility.

IV. Employer: *Guam Memorial Hospital/Skilled Nursing Unit*

From: May 2015- January 2020

Position: Full-Time

Supervisor: Lillian P. Posadas, RN MN, Hospital Administrator/CEO

Contact Number: 671-647-2330

Full-Time Employee

Position Title: Hospital Nurse Supervisor II/Appointed as Acting Administrator of Skilled Nursing Facility (SNF)

The Long Term Care Administrator is responsible for the administrative and clinical supervisory work in the coordination of program services, facility maintenance, compliance and operational aspects of the Skilled Nursing Facility. Manages all departments by providing leadership and strategic direction and reports directly to the Hospital Administrator/Chief Executive Officer of the Guam Memorial Hospital Authority.

Specific Duties:

Knowledge of Long Term Care operational standards set forth in Federal and State regulations; Knowledge of performance management and effective leadership skills; Knowledge for Centers for Medicare and Medicaid Services (CMS) regulations;

Knowledge of budget and financial processes; Knowledge of basic computer and Microsoft Office Suite; Excellent verbal and written skills; Skill in effective supervision, conflict management, and team building; Skills in interpersonal relations and team building, self-directed and flexible in fulfilling obligations; Ability to develop and administer skilled nursing programs of the hospitals; Ability to evaluate programs effectiveness and implement recommend changes in organizational policies and procedures to enhance effectiveness; Ability to maintain records, reports and other statistical data

Dates: October 2008-October 2015 (Clinical Staff Nurse II)

October 2006- October 2008 (Clinical Staff Nurse I)

Position: Clinical Staff Nurse I & II (Skilled Nursing Unit)

Supervisor: Melissa Hayes

Contact Number: 671-647-2330

Specific Duties for Clinical Nurse II: Overseeing and Managing shift clinical operations. Consulting with patient primary provider to continuously provide effective patient care. Overseeing, licensed practical nurses, certified nursing assistant during patient care. Working and coordinating with dietitian, SNF Medical Director, physical therapist to deliver safe patient care.

Certifications: BLS

V. Employer: *US Renal Care*

From: June 2012 to March 31, 2015

Supervisor: Charisse Macapagal, BSN, RN, Clinical Unit Administrator

Contact Number: 671-646-3516

Employment Status: Part-Time

Position Title: Clinical Nurse

Specific Duties Performed: patient care that included; medication administration, permacatheter care, connecting patient to dialysis machine, disconnecting patient from dialysis machine, cannulating AVF/Fistula access, patient monitoring, patient education, charge nurse role, communicating with MD's, transcribing MD orders

APPENDIX G

Proposed Curriculum & Program Breakdown Course Descriptions

Associate of Science in Nursing (ADN) Curriculum Breakdown

Program Mission & Description: The mission of the Nursing and Allied Health Department is to generate locally educated and licensed nurses to work in the various healthcare provider agencies in Guam and the Pacific region. The Guam Community College Nursing Program is committed to providing career guidance and education in nursing to those students from Guam and the Pacific region who desire to become nurses. Upon completion of program requirements, students will earn an Associate Degree in Nursing (RN) and will be eligible to apply and take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Licensure is granted through the Guam Board of Nurse Examiners.

Program Learning Outcomes: Upon successful completion of this program, students will be able to:

1. Communicate therapeutically with clients and the interdisciplinary team in the practice of nursing.
2. Integrate culture and diversity in the provision of holistic care across the lifespan.
3. Demonstrate clinical diversity in the provision of safe and competent care utilizing the nursing process in a variety of clinical situations.

Semester 1			Semester 2		
Course #	Course Name	CRS	Course #	Course Name	CRD
EN110	Freshman Composition	3	SI106	Dosage Calculations for Nursing	1
MA151 or Higher	Introductory Statistics	3	HL202	Nutrition	3
ED220	Human Growth & Development	3	PY120	General Psychology	3
SI131/Lab	Anatomy & Physiology/Lab	4	SI132/Lab	Anatomy & Physiology/Lab	4
SI102/Lab	General Chemistry	4	SI150/Lab	Intro to Microbiology/Lab	4
Total		17	Total		15
Semester 3			Semester 4		
Course #	Course Name	CRS	Course #	Course Name	CRSs
NU205	Fundamentals of Nursing Concepts & Clinical Skills	6	NU225	Adult Medical Surgical Nursing II & Clinical Skills	8
NU210	Pharmacology	2	NU215	Pathophysiology	3
CO125	Intro to Human Communications & Speech	3	NU252	Mental Health Concepts & Communications	3
XX	Literacy for Life Skills	3			
Total		14	Total		14
Semester 5			Semester 6		
Course #	Course Name	CRS	Course #	Course Name	CRS
NU235	Advanced Maternal Newborn Concepts & Skills	3	GenEd Requirements are highly recommended to complete before applying into the Nursing Cohort (NU Level Courses)		
NU245	Advanced Pediatric Concepts & Skills	3			
NU295	Professional Nursing Practicum	6			
Total		12	TOTAL PROGRAM CREDITS:		72



POST SECONDARY PROGRAM CURRICULUM AY 2023-2024

Associate Degree Program Title:
Associate of Science in Nursing (ADN) RN Program
Formerly (If Applicable include Program Title):

Department: Allied Health - Practical Nursing

Division: Trades and Professional Services

Author 1: Loressa Melegrito

Author 2 (optional): Barbara Mafnas

Date Submitted to CRC: April 23, 2024

Date Reviewed by CRC: April 30, 2024

APPROVED BY	NAME	SIGNATURE	DATE
REGISTRAR	Ava M. Garcia	<i>Ava M. Garcia</i>	04/30/2024
DEAN	Pilar P. Williams		
VP for ACADEMIC AFFAIRS	Virginia C. Tudela, Ph.D.		
PRESIDENT (Signature required for adoptions ONLY)	Mary A.Y. Okada, Ed.D.		

Type of Action: Adoption

RE-INSTITUTION (attach a copy of the most recently approved course curriculum and update the following information). Justification for course re institution:

Type of Substantive Action(s) - Please specify the type(s) of substantive change(s) requested

1. **Substantive Change 1:** Choose an item.
2. **Substantive Change 2:** Choose an item.
3. **Substantive Change 3:** Choose an item.
4. **Substantive Change 4:** Choose an item.
5. **Substantive Change 5:** Choose an item.
6. **Substantive Change 6:** Choose an item.
7. **Other (Describe SR changes if not listed above):**

Type of Non-Substantive Action(s) - Please specify the type(s) of non-substantive change(s) requested

1. **Non-Substantive Change 1:** Choose an item.
2. **Non-Substantive Change 2:** Choose an item.
3. **Non-Substantive Change 3:** Choose an item.
4. **Non-Substantive Change 4:** Choose an item.
5. **Other (Describe NSR changes if not listed above):**

INTRODUCTION

Contextual Framework for Adoption or Re Institution: The Associate of Science in Nursing RN program (ADN) is a rigorous program of study that requires the student to read textbooks, think critically, and apply complex concepts in clinical practice and community settings to provide quality patient care. Students are expected to spend at least 3-6 hours a week per class for homework and study outside of required class time. Three million nurses make up the largest segment of the health-care workforce in the U.S. and nursing is currently one of the fastest-growing occupations. The US Bureau of Labor Statistics projects more than 275,000 nurses will be needed from 2020 to 2030. The growing demand for nurses reported locally and nationwide has generated an increased motivation by the College to develop an Associate of Science in Nursing RN program.

This is a CTE program and is aligned with following Career Cluster: Health Science

And is aligned with the following Career Pathway: Therapeutic Services

Implementation Term: Spring 2024

RATIONALE FOR PROPOSAL

Reason this proposal should be adopted in light of the College's mission statement and educational goals (adoptions only): One of the goals of the College is to recognize its role in the economic prosperity of the community, seeking to be a proactive force in the commercial vigor of the region. This role is accomplished by maintaining communication with employers and by staying abreast of business trends so that its goals correspond with the predominant training needs of the region. The College develops new and innovative educational programs as they are needed. Furthermore, the development of an Associate's Degree in Nursing will provide the students with the curriculum hours necessary to meet the challenges of the growing demand for registered nurses on Guam and in the region. Therefore, this supports the College's mission statement, "Guam Community College is a leader in career and technical workforce development, providing the highest quality, student-centered education and job training for Micronesia." (Board of Trustees Policy 100).

Long-term employment outlook for this program area, including the number of available positions in the service area for graduates and expected salary level (update for currency): The US Bureau of Labor Statistics projects more than 275,000 nurses will be needed from 2020 to 2032 with the median annual wage for registered nurses reported in May 2022 being \$81,220.00. The National Council of State Boards of Nursing reported that 100,000 registered nurses have left the profession since 2020 due to the pandemic, and one-fifth of the workforce intends to leave by 2027. Locally, the Health Professional Licensing Office reported on August 9, 2023 that a loss of 148 registered nurses was documented, this number was derived from nurses who did not renew their licenses for that year. Additionally, in the same report various healthcare agencies expressed a need for more than 140 nurses and it is anticipated that this number will continue to rise. Many countries are reporting an experienced loss of many "baby boomer" nurses settling into the age of retirement and choosing not to pick up a second job in the health care industry. Unfortunately, this is also the reality seen on Guam as evidence by the August 2023 report for the Guam Commission of Nurse Leaders. Therefore, growing demand for nurses reported locally and nationwide has generated an increased motivation by the College to develop an Associate of Science

Degree in Nursing RN program.

Conformity of this program to legal and other external requirements. Include Guam State CTE requirements, accrediting agency standards, State Board regulations, and professional certification or licensing requirements if applicable: The Associate of Science in Nursing RN Program (ADN) is consistent with the Nurse Practice Act and the Guam Board of Nurse Examiners (GBNE) Administrative Rules and Regulations regarding nursing education. Interested applicants for the program must possess a United States Social Security card and be committed to pursuing a license as a registered nurse following completion of the program as an expectation and measure of success required by GBNE.

Results of program assessment: NA

Target Population: Individuals interested in pursuing a degree to become a registered nurse and Licensed LPN Graduates of the LPN program.

RESOURCE REQUIREMENTS AND ESTIMATED COSTS

Resources (materials, media, equipment) and costs (ADOPTIONS ONLY): The program will utilize current program resources. Funding for additional manikins, simulation training, and enhanced online student resources to prepare the National Council of State Board of Nursing (NCSBN) National Council Licensure Exam for RNs (NCLEX-RN) will be needed and additional grant funding to support supplies and equipment enhancements will be sought. Estimated costs for the equipment and resources is \$75,000 - \$100,000.00.

Facility requirements (ADOPTIONS ONLY): The program will utilize current facility requirements

Does the proposed curriculum meet the requirements for Title IV Federal Student Aid? Yes

Comments (optional): None

PROGRAM DESCRIPTION & STUDENT LEARNING OUTCOMES

-PROGRAM LEVEL

This program description will appear in the College Catalog followed by the Student Learning Outcomes – Program Level.*Refer to Student Learning Outcomes (SLO) Handbook in developing SLO's (available on the Worklife tab on MyGCC).

Program Description: The mission of the Nursing and Allied Health Department is to generate locally educated and licensed nurses to work in the various health care provider agencies on Guam and the Pacific region. The Guam Community College Nursing Program is committed to providing career guidance and education in nursing to those students from Guam and the Pacific region who desire to become nurses. Upon completion of program requirements, students will earn an Associate of Science in Nursing (ADN) and will be eligible to apply and take the National Council Licensure Examination for Registered Nurses (NCLEX-RN). Licensure is granted through the Guam Board of Nurse Examiners.

Program Learning Outcomes 1: Communicate therapeutically with clients & the interdisciplinary team in the practice of nursing.

Program Learning Outcomes 2: Integrate culture and diversity in the provision of holistic care across the lifespan.

Program Learning Outcomes 3: Demonstrate clinical reasoning skills in the provision of safe and competent care utilizing the nursing process in a variety of clinical situations.

Program Learning Outcomes 4: Analyze research to provide evidence-based practice in the care of the client.

Program Learning Outcomes 5:

These PLOs can be measured and learning is demonstrated: Yes

PROGRAM DESCRIPTION & CONTENT

Program Title: Associate of Science in Nursing (ADN) RN Program

General Education Requirements (19 is the minimum number of credits): 19

Major Requirements (minimum number of credits) this includes any General Education Courses that are required outside of the standard Gen Ed section: 53

Electives (minimum number of credits): 0

Total Number of Credits for Associates: 72

English (EN 110 and EN 110A are equivalents): EN110

Mathematics: MA151

Literacy for Life: Default

Humanities & Fine Arts: CO125

Natural & Physical Sciences (All options are 4 credits): SI131/131L

Social & Behavioral Sciences: PY120

List Major Requirements (alpha/number/title/credits) this includes any General Education courses in addition to what is required under General Education Requirements. Include total number of credits:

ED220	Human Growth & Development	3
SI102/Lab	General Chemistry	4
SI132/Lab	Anatomy & Physiology/Lab	4
SI150/Lab	Microbiology/Lab	4
SI106	Dosage Calculations for Nursing	1
HL202	Nutrition	3
NU205	Fundamentals of Nursing Concepts & Clinical Skills	6
NU210	Pharmacology	2
NU215	Pathophysiology	3
NU225	Adult Medical Surgical Nursing & Clinical Skills	8
NU235	Advanced Maternal Newborn Concepts & Skills	3
NU245	Advanced Pediatric Concepts & Skills	3
NU252	Mental Health Concepts & Communications	3
NU295	Professional Nursing Practicum	6
Total Major Requirements		53

List Elective Courses (or provide category, optional) include total: N/A

Eligibility Requirements or Prerequisite requirements (if applicable):

Admissions and Requirements of the Nursing Program include:

1. Students declaring in the Nursing (ADN) Program, must seek advisement from the Nursing & Allied Health department. To be accepted into the Nursing cohort, students must meet the requirements listed below. A qualifying rubric guides the selection process for all applicants. Students will be ranked accordingly based on entrance exam score, GPA for the general education and related technical requirements specifically for the nursing program, proof of LPN licensure and transcripts from a Nursing Board Approved Educational program, and a letter of recommendation from a current or most recent employer (if claiming for LPN graduate credits).

Students selected for each cohort will be notified in writing. Students must acknowledge acceptance by the deadline identified by the Nursing and Allied Health Department. If the student does not respond by the deadline set forth, he/she will forfeit their place in the program and the student will have to reapply for the next Nursing cycle.

- a. Completion of the interest and application for the Associate of Science RN program.
- b. Completion of all General Education and related Technical requirements with "C" grades or better and a cumulative GPA of at least 2.5.
- c. Police, Court, and drug clearances (no more than 30 days prior to start of NU 205).
- d. Proof of a current American Heart Association (AHA) Basic Life Support for Healthcare Providers Certification card. This certification must remain current throughout the duration of the student's attendance in the program.
- d. Current immunization records and PPD clearances.
- e. Physical exam from a licensed physician or certified nurse practitioner.
- f. Take the National League for Nursing (NLN) Pre-admission entrance exam for Registered Nurses within the scheduled deadline. The highest composite scores of all applicants for the current program cohort year will be considered during the selection process.
- g. Submission of a letter of recommendation from a current or most recent employer for LPN graduates and licensed LPNs.

This must be addressed, sealed, and submitted to the Nursing and Allied Health Department on the agency's letter head on or before the scheduled nursing entrance exam. Preference points will be

added for current, unencumbered licensed LPNs/GCC LPN graduates.

- h. Students may be selected for, and interviewed by, the nursing administrator and program selection panel members during the selection process.

Articulation (if applicable - DCAPS, UOG, etc.): UOG

Course Sequence by Semester

Semester One (please include subject/course number/title/credits:

EN110	Freshman Composition	3
MA151	Introductory Statistics	3
ED220	Human Growth & Development	3
SI131/Lab	Anatomy & Physiology/Lab	4
SI02/Lab	General Chemistry	4

Semester One Credit Total: 17

Semester Two (please include subject/course number/title/credits:

SI106	Dosage Calculations for Nursing	1
HL202	Nutrition	3
PY120	General Psychology	3
SI132/Lab	Anatomy & Physiology/Lab	4
SI150/Lab	Microbiology/Lab	4

Semester Two Credit Total: 15

Semester Three (please include subject/course number/title/credits:

NU205	Fundamentals of Nursing Concepts & Clinical Skills	6
NU210	Pharmacology	2
CO125	Intro to Human Communication & Speech	3
XX____	Literacy for Life Skills	3

Semester Three Credit Total: 14

Semester Four (please include subject/course number/title/credits:

NU225	Adult Medical Surgical Nursing & Clinical Skills	8
NU215	Pathophysiology	3
NU252	Mental Health Concepts & Communications	3

Semester Four Credit Total: 14

Semester Five (please include subject/course number/title/credits:

NU295	Professional Nursing Practicum	6
NU235	Advanced Maternal Newborn Concepts & Clinical Skills	3
NU245	Advanced Pediatric Concepts & Skills	3

Semester Five Credit Total: 12



Advisory Committee Minutes

Please copy and paste meeting minutes or submit to CRC via email

gcc.crc@guamcc.edu:

Nursing & Allied Health Advisory

Meeting Agenda

March 14, 2024

Time: 1300

Type of Meeting: Virtual Advisory Committee Meeting – *Electronic Review of ADN Curriculum*

- I. Email Thread Participants:** Dorothy-Lou M. Duenas, Associate Dean; Dr. William Eric Lee, GCC; Loressa Melegrito, GCC; Barbara Mafnas, GCC, Eva Mui, GCC; Rolland Tyquiengco, GCC; John Patrick Chua, GCC; Zennia Pecina, DPHSS; Renee Veksler, GMHA; Christine Tuquero, GMHA; Phillip Calalo, GMHA; Yvette Paulino, UOG School of Health, Dr. Joy Mendez, UOG School of Health, Dr. Anna Varhghese, UOG School of Health, Rose Grino, FHP Health, Daren Burrier, GFD, Julietta Quinene, GDOE

III. Curriculum

- a) Notice of Program updates for ADN Proposal to reflect complete ADN curriculum
- b) Associate of Science in Nursing (ADN) RN Program
 - *Curriculum review committee recommendations to revise curriculum to reflect the ADN program revision for RN for 80 credits total.*
 - *Noted range of total curriculum credits for researched ADN programs is 76 – 80 total inclusive of general education requirements/LPN program.*
 - *Common courses include:*
 - *LPN to RN Transition Course*
 - *Mental Health Concepts with Clinical Component*
 - *Health Assessment Course with clinical*
 - *Advanced Medical Surgical Practicum Course with clinical*
 - *Pediatric and Maternal Course with clinical*

V. Recommendations from the Committee

- DPHSS (Zennia) – *Will GCC be looking into programmatic accreditation for the curriculum? This will help benefit and support the program and students.*
- GMHA (PJ) – *Great proposal! Can we please also add number of hours and specify contact hours for Independent nursing? 150 hours, etc. Also, other national and international ADN programs based from my interaction from local and traveling nurses are adding Trends in Nursing, Leadership 30-40 hrs, and Intro to Grant writing into their curriculum, will we also consider these in our GCC ADN cohort future plans?*
- Dee – *Yes, a breakdown of the hours will also be sent to the committee for further review. It was recommended by Dr. Anna & Dr. Joy that Trends be taken at UOG if they decide to move forward to the BSN program. A component on Leadership will be*

integrated in the NU295 Professional Nursing Practicum Course. I will share the other curriculum table that has the course descriptions, proposed hours. Thank you so much for your initial feedback.

- *No further Comments/Feedback received.*

VI. Adjournment: March 14, 2024

Associate of Science in Nursing RN Curriculum

Course Number	Course Title	Credits	Course Description
Students may choose either EN110 or EN110A to meet English General Education Requirements			
EN110	Freshman Composition	3	<p><u>Course Description:</u> <u>Prerequisite:</u> Placement into EN110 or equivalent</p> <p>Emphasizing critical reading, writing, and thinking, this course focuses on communicating clearly and effectively using standard written English in an academic setting, as well as in other communities. Students will practice exploring ideas, conveying information, and developing their writing process. They will demonstrate logical reasoning, clarity, organization, and appropriate language choices in their writing.</p> <p><u>Student Learning Outcomes</u></p> <ol style="list-style-type: none"> 1. Employ the writing process (prewriting, organizing, drafting, revising, editing) and writing strategies. 2. Identify writing strategies used by authors. 3. Compose effective and strategic essays.
EN110A	Freshman Composition w/ Instructional Lab	4	<p><u>Course Description:</u> <u>Prerequisite:</u> Placement</p> <p>Emphasizing critical reading, writing, and thinking skills, this course focuses on communicating clearly and effectively using standard written English in an academic setting, as well as in other communities. Students will practice exploring ideas, conveying information, and developing their writing process. They will demonstrate logical reasoning, clarity, organization, and appropriate language choices in their writing. The instructional lab component will provide grammatical and mechanical lessons and reinforce skills necessary for students to achieve the SLOs for successful completion of EN 110A.</p> <p>Students eligible for 110A can opt to take EN097.</p> <p><u>Student Learning Outcomes (SLOs)</u></p> <ol style="list-style-type: none"> 1. Employ the writing process (prewriting, organizing, drafting, revising, editing) and writing strategies. 2. Examine the connection between reading and writing. 3. Compose effective and strategic essays. 4. Utilize proper grammar and writing conventions to construct various sentence types to create sense, clarity, and stress in college-level writing.

MA151	Introductory Statistics	3	<p><u>Course Description:</u> This course discusses the technical terminologies, concepts, principles, and statistical methods that are important in the descriptive aspects of statistics. Students will learn about the nature of statistics as a field of study, data organization, summary, probability concepts and rules, discrete random variables and their distributions, and normal distributions.</p> <p><u>Student Learning Outcomes (SLOs)</u></p> <ol style="list-style-type: none"> 1. Describe statistics as a field of study. 2. Define the technical terms and procedures used in organizing data. 3. Differentiate among descriptive measures to summarize data. 4. Apply the normal distribution using its attributes and basic probability rules.
Literacy for Life Skills- Students may choose either CO110, CS151 or CS152			
CO110	Critical Thinking for Civil Engagement	3	<p><u>Course Description:</u> Prerequisite: EN110 placement or equivalent This course provides students with the opportunity to practice fundamental thinking skills for approaching real-world challenges. Students will learn to approach civic and interpersonal challenges by evaluating evidence in order to develop solutions and draw informed conclusions.</p> <p><u>Student Learning Outcomes (SLOs)</u> Upon successful completion of this course, students will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the importance of civic engagement in our region and local community. 2. Analyze arguments in various contexts. 3. Explain an issue or problem using clear and direct language. 4. Formulate a sound argument to advance a specific solution for a real-world challenge.
CS151	Windows Application	3	<p><u>Course Description:</u> The students will learn the fundamental nature of microcomputers: the hardware devices that make up the physical machine, the operating systems, and the major types of application software. Students are exposed to the concepts and applications of word processing, graphics, desktop publishing, spreadsheet, databases, and communications software. They are shown the far-reaching effects of computers and technology and the applications that computers have to their own lives. Finally, the course provides students hands-on experience with real-world applications using Windows environment and the application software for Windows:</p> <p>Word Processing, Spreadsheet, Database and Presentation.</p> <p><u>Student Learning Outcomes (SLOs)</u></p> <ol style="list-style-type: none"> 1. Understand the basic functionality of Microsoft Word, Excel, Access, and PowerPoint. 2. Apply knowledge of Microsoft applications in completion of projects and activities.

			3. Integrate use of Microsoft applications in the Windows environment.
CS152	Macintosh Applications	3	<p>Course Description: The students will learn the fundamental nature of microcomputers: the hardware devices that make up the physical machine, the operating systems, and the major types of application software. Students are exposed to the concepts and applications of the word processing, graphics, desktop publishing, spreadsheet, database, and communications software. They are shown the far-reaching effects of computers and technology, and the applications that computers have to their own lives. Finally, the course provides students hands-on experience with real world applications using the Macintosh environment and the application software for Macintosh: Word Processing, Spreadsheet, Database and Presentation.</p> <p>Student Learning Outcomes (SLOs)</p> <ol style="list-style-type: none"> 1. Understand the basic functionality of Microsoft Word, Excel, Access, and PowerPoint. 2. Apply knowledge of Microsoft applications in completion of projects and activities. 3. Integrate use of Microsoft applications in the Macintosh environment.
CO125	Introduction to Human Communication & Speech (Formerly EN125)	3	<p>Course Description: Prerequisite- Placement into EN110 or equivalent</p> <p>In this course, students will apply communication theories, concepts and skills to their own real-world experiences. The goal is to develop students' self-awareness, understanding of culture, and communication skills for more effective communication in a variety of contexts. Students will also prepare and present speeches.</p> <p>Student Learning Outcomes (SLOs)</p> <ol style="list-style-type: none"> 1. Demonstrate listening and information gathering skills. 2. Explain the role of culture in communication. 3. Apply communication skills through actual applications. 4. Develop and deliver speeches for a variety of purposes.
PY120	General Psychology	3	<p>Course Description: Prerequisite- EN110</p> <p>This course provides critical information about who we are and why we behave as we do. It promotes personal growth by providing insight and a theoretical understanding of human thoughts and behaviors.</p> <p>Student Learning Outcomes (SLOs)</p> <ol style="list-style-type: none"> 1. Convey the basic concepts and principles of psychology. 2. Apply knowledge of ethical principles and limitations of research in psychology. 3. Reflect on the development of one's self-concept.

			4. Critically evaluate sources of information in the field of psychology.
SI131	Human Anatomy & Physiology I: Theory	3	<p>Course Description: Corequisite- SI131L</p> <p>This course provides a comprehensive study of the anatomy and physiology of the human body. It is the first of a two-part course sequence that covers the structure and function of cells, tissues, and the integumentary, skeletal, muscular, and nervous systems. Students will learn about concepts of anatomy and physiology related to homeostasis and human disease processes. Upon completion, students should be able to demonstrate an in-depth understanding of the principles of anatomy and physiology and their interrelationships. A laboratory component is required to supplement the theoretical aspect of the lecture and will include microscopy, dissection, physiological experiments, and computer simulations.</p> <p>Student Learning Outcomes (SLOs)</p> <ol style="list-style-type: none"> 1. Identify locations of major organs and bones of each system studied using anatomical terminology. 2. Explain the interrelationships among molecular, cellular, tissue and organ functions in each organ system. 3. Interpret the relationships between chemistry and physiology as they relate to cellular and subcellular processes, such as enzyme activity, cell membrane function, muscle contraction, and nervous system control. 4. Apply basic knowledge of anatomy and physiology in regards to the complementarity of structure and function when the body exhibits homeostasis and during pathological deviations from homeostasis.
SI131L	Human Anatomy & Physiology I: Laboratory	1	<p>Course Description: Corequisite- SI131</p> <p>SI131L is the laboratory component of SI131. The lab course will use a lab based systems approach, with an emphasis on integrated structure-function relationships at the tissue, organ and organ system level. Laboratory exercises are designed to reinforce didactic material by providing hands-on experience with the subject matter. Students actively participate in simple chemical analysis, microscopic observations, perform dissections of specimens, and studies of anatomical models. The course begins with an overview of the human body. This is quickly followed by a review of chemistry and then moves on to explore the cellular and tissue levels of organization. The course then explores the covering, support, and movement of the body through investigation of the integumentary, muscular, and skeletal systems. Finally, the</p>

			<p>course will examine the structure, regulation, and integration of the body systems by learning about the nervous system.</p> <p><u>Student Learning Outcomes (SLOs)</u></p> <ol style="list-style-type: none"> 1. Demonstrate basic techniques required in a laboratory for student safety and equipment preservation. 2. Identify major organ systems and subcomponents of the integumentary, skeletal, muscular and nervous system utilizing models. 3. Analyze data from computer-simulated laboratory exercises on cell transport, skeletal muscle physiology, and neurophysiology. 4. Differentiate among the human organ systems from cats, fetal pigs, and other mammalian specimens.
ED220	Human Growth & Development	3	<p><u>Course Description:</u> This course covers the study of human growth and development from birth to death with a special emphasis on the formative and school years. An overview of the interrelationship between physical, emotional, intellectual, and social growth will be presented. The role of the family, culture, community and society and the impact on development is also explored.</p> <p><u>Student Learning Outcomes (SLOs)</u></p> <ol style="list-style-type: none"> 1. Describe the social, physical, and cognitive development of school-age learners. 2. Explain the social, physical, and cognitive development of adolescent and young adult learners. 3. Illustrate the impact of family, culture, community and society on development.
SI102	General Chemistry w/ Laboratory	4	<p><u>Course Description:</u> Prerequisite- MA161A</p> <p>This course is designed to be a general chemistry course for students. Topics covered include the theories, laws, and principles of chemistry including atomic structure, nature of the chemical bond, and stoichiometric considerations of all aspects of inorganic chemistry. This course has a 30-hour laboratory component.</p> <p><u>Student Learning Outcomes (SLOs)</u></p> <ol style="list-style-type: none"> 1. Demonstrate familiarity and basic use of the Periodic Table of the Elements. 2. Apply the scientific method through lab experiments and write lab reports. 3. Apply critical thinking skills to solve quantitative and qualitative chemistry problems. 4. Calculate conversions and balance chemical equations. 5. Identify various types of chemical reactions.

SI132	Human Anatomy & Physiology II: Theory	3	<p><u>Course Description:</u> <u>Prerequisite:</u> SI131 <u>Corequisite:</u> SI132L</p> <p>This course provides a comprehensive study of the anatomy and physiology of the human body. It is the second of a two-part course sequence that covers various organ systems of the human body including: cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems. Emphasis is on understanding the physiology of negative and positive feedback mechanisms associated with these organ systems. Students' foundational knowledge from SI131 is essential to understand how the structure and functions of each organ system works and is interrelated to each other. A laboratory component is required to supplement the theoretical aspect of lecture and will include microscopy, dissection, physiological experiments, and computer simulations. Students taking this course are required to register for the laboratory portion of the course as a corequisite or have passed an equivalent to the laboratory portion.</p> <p><u>Student Learning Outcomes (SLOs)</u></p> <ol style="list-style-type: none"> 1. Identify the components and subcomponents of the sensory, endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems. 2. Explain the interrelationships among the sensory, endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems in maintaining homeostasis. 3. Interpret the relationships between chemistry and physiology as they relate to cellular and subcellular processes such as vision, olfaction, taste, and hearing, hormone action, antigen-antibody reactions, heart function, lung function, nutrition, metabolism and temperature regulation, and fluid, electrolyte and acid-base balance. 4. Apply basic knowledge of metabolic pathways and their links to energy production and storage to the function of the respiratory, digestive, and urinary systems in regards to the complementarity of structure and function when the body exhibits homeostasis and during pathological deviations from homeostasis.
SI132L	Human Anatomy & Physiology II	1	<p><u>Course Description:</u> <u>Prerequisite:</u> SI131 & SI131L <u>Corequisite:</u> SI132</p> <p>SI132L is the laboratory component of SI132. The lab course will use a lab-based systems approach, with an emphasis on integrated structure-function relationships at the tissue, organ and organ system level. Laboratory exercises are designed to reinforce didactic material by providing hands-on experience with the subject matter. Students actively participate in, microscopic observations, perform dissections of specimens, and studies of anatomical models. The course begins where SI131L ended: special senses, regulation and integration of the body systems by examining the endocrine system, maintenance of the body through the cardiovascular, lymphatic, immune, respiratory, digestive, and urinary systems. Finally, the course will investigate the continuity of life through an examination of the reproductive system, development, and heredity.</p>

			<p>Student Learning Outcomes (SLOs)</p> <ol style="list-style-type: none"> 1. Identify major organ systems and subcomponents of the sensory, endocrine, cardiovascular lymphatic, immune, respiratory, digestive, urinary, and reproductive systems using slides, models, specimens and diagrams. 2. Describe the pathway of blood through the heart, urine through the kidneys, food through the digestive system and egg/sperm through the reproductive system. 3. Analyze data from computer-simulated laboratory exercises on endocrine system physiology, blood analysis, cardiovascular dynamics, cardiovascular, physiology, respiratory system mechanics, chemical and physical processes of digestion, renal system physiology, and acid-base balance. 4. Differentiate among the human organ systems (endocrine, cardiovascular, lymphatic, respiratory, digestive, urinary and reproductive systems) from cats, fetal pigs, and other mammalian specimens.
SI150	Introduction to Microbiology: Theory	3	<p>Course Description: <u>Corequisite:</u> SI150L</p> <p>This course presents basic principles of microbiology, including the role of microbes in the transmission of disease, the environment and useful applications. Topics include an overview of microbiology and aspects of medical microbiology, identification and control of pathogens, disease transmission, host resistance and immunity, microbial systems, flow of genetics in microbes and impacts microorganisms have on the environment. Upon completion, students should be able to demonstrate knowledge of microorganisms and the disease process. A laboratory component (SI150L) is required to supplement the theoretical aspect of lecture and will include microscopy, microbiology techniques and laboratory skills practical. Students taking this course are required to register for the laboratory portion of the course as a corequisite or have passed an equivalent to the laboratory portion. This course is recommended for those majoring in the allied health and nursing programs and forensic science certificate.</p> <p>Student Learning Outcomes (SLOs)</p> <ol style="list-style-type: none"> 1. Differentiate between the structure and function of microbial cells. 2. Explain how microbial cells metabolize. 3. Identify beneficial and detrimental host/microbe interactions in allied health and industrial setting. 4. Assess human health and environmental conditions using microbiology fundamentals. 5. Analyze the relationship of diseases and the microbial sources found in the different organ systems.

SI150L	Introduction to Microbiology: Lab	1	<p><u>Course Description:</u> Corequisite: SI150</p> <p>This course is the laboratory component of SI150 Introduction to Microbiology: Theory. This course will use a lab-based systems approach, with an emphasis on integrated relationships with microbes, the environment and current technologies. Laboratory exercises are designed to reinforce didactic material by providing hands on experience with the subject matter. Students actively participate in foundational and current microbiology techniques that show the importance of microbes in our daily lives and their central role in nature. Microscopic observations, investigative experiments to evaluate and identify microbes involved in the allied health field will be performed. A strong emphasis on laboratory safety is expected as part of their professional behavior in this class. Students taking this course are required to register for the lecture portion of the course as a co-requisite or have passed an equivalent to the lecture portion. This course is recommended for those majoring in the allied health and nursing programs.</p> <p><u>Student Learning Outcomes (SLOs)</u></p> <ol style="list-style-type: none"> 1. Use common microbiology instrumentation at a proficient level. 2. Interpret experimental results to include the identification of each microorganism. 3. Identify possible treatments for pathogens. 4. Apply proper aseptic techniques while performing microbiology procedures. 5. Apply standard operating procedures in the disposal of biological hazards.
SI106	Drug Calculations for Practical Nursing	1	<p><u>Course Description:</u> This course covers dosage calculation emphasizing critical thinking techniques to effectively, accurately, and safely calculate dosages of medications. It includes reading, interpreting and solving calculation problems encountered in the preparation of medication. This course involves measurements with the apothecary, avoirdupois, and metric systems. Students will review basic math skills and learn systems of measurement. They will also learn Dimensional Analysis for calculating dosages of oral, powdered, and parenteral medications, pediatric, and adult weight-based medication and intravenous medications.</p> <p><u>Student Learning Outcomes (SLOs)</u></p> <ol style="list-style-type: none"> 1. Use basic arithmetic function and dimensional analysis to calculate accurate dosages. 2. Utilize the metric, apothecary, and avoirdupois systems for dosage calculations. 3. Calculate dosages based on body weight of pediatric and adult clients. 4. Resolve calculation problems in the preparation of medication.
HL202	Nutrition	3	<p><u>Course Description:</u></p> <p>This course provides students with the basic knowledge of nutrition. The knowledge from this course will allow students to understand the relationship between health and nutrition and how</p>

			<p>to make wise choices that contribute to a healthy lifestyle. The course further discusses methods in optimizing the use of different food choices in reducing or avoiding health-related implications and/or illnesses.</p> <p>Student Learning Outcomes (SLOs)</p> <ol style="list-style-type: none">1. Identify and describe the six main classifications of nutrients and their effects on the body.2. Analyze the recommended guidelines based on the food pyramid that help promote a healthy lifestyle.3. Recommend a dietary meal plan that addresses preventive and/or corrective treatment for common illnesses.
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**POST SECONDARY COURSE ADOPTION OR
RE INSTITUTION AY 2023-2024**

Post-Secondary Course Alpha and Number:

NU205

Post-Secondary Course Title:

Fundamentals of Nursing Concepts & Clinical Skills

Department: Allied Health - Practical Nursing

Division: Trades and Professional Services

Author 1: Loressa Melegrito

Author 2 (optional):

Date Submitted to CRC: 4/9/2024

Date Reviewed by CRC: 4/10/2024

APPROVED BY	NAME	SIGNATURE	DATE
REGISTRAR	Ava M. Garcia	<i>Ava M. Garcia</i>	04/09/2024
DEAN	Pilar P. Williams		
VP for ACADEMIC AFFAIRS	Virginia C. Tudela, Ph.D.		
PRESIDENT	Mary A.Y. Okada, Ed.D.		

Action Requested: Adoption

RE-INSTITUTION ONLY (attach a copy of the last approved course curriculum). Provide justification for course re institution: N/A

RE-INSTITUTION ONLY Arrangements made for students, in compliance with ACCJC Standard 2. (2.9): N/A

I. Course Information

Course Alpha: NU

Course Number: 205

Course Title: Fundamentals of Nursing Concepts & Clinical Skills

Number of credits: 6

Delivery Format: Lecture/Lab

Contact Hours: 180 – (60) Lecture, (30) Laboratory, (90) Clinical

Online and Hybrid Modality Request (In addition to FTF): No

Prerequisite (limit one): SI132 – Human Anatomy and Physiology II

Corequisite (limit one): NU215 - Pathophysiology

Articulation (UOG, DCAPS, etc.):

Implementation Schedule: Spring 2025

II. Course Description & Student Learning Outcomes

This course description will appear in the Post-Secondary and Secondary College Catalogs followed by the Student Learning Outcomes-Course Level. **Refer to Student Learning Outcomes (SLO) Handbook in developing SLOs (available on the Worklife tab on MyGCC).*

Course Description:

This course covers introductory concepts related to the nursing profession to include the use of essential medical terminology. The course will apply concepts related to the nursing process, focused assessments, critical-thinking, therapeutic communication, ethical issues, and nursing standards. Students will have the opportunity to practice and demonstrate basic therapeutic nursing interventions that are required of a registered nurse in a laboratory simulation setting and clinical practicum environment. The nursing student will embody the role of the registered nurse as a health care provider. Furthermore, this course will provide students with the fundamentals of medical terminology. This will include the study and practice of the origin, basic structure and combinations for medical terms. All experiences of students in the clinical setting shall be under the direct supervision of a faculty member.

STUDENT LEARNING OUTCOMES – COURSE LEVEL (LIST 3-5)

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

Student Learning Outcome 1: Utilize the nursing process by conducting overall patient assessments, collecting data, and identifying deviations from normal health status in clients across the life span.

Student Learning Outcome 2: Demonstrate basic nursing skills in the safe effective care of clients across the life span in a laboratory and clinical environment.

Student Learning Outcome 3: Apply therapeutic communication, appropriate use of medical terminology, and decision-making skills in the care of clients.

Student Learning Outcome 4:

Student Learning Outcome 5:

Means of Student Assessment: This course will utilize various methods to assess student learning outcomes including quizzes, examinations, online assignments, proctored exams, group presentations, clinical participation, post clinical conferences, safe and competent nursing skill demonstrations and documentation. Students must demonstrate mastery of course intended learning outcomes and must meet minimum course competencies with a minimum of 75% or higher to receive a passing grade in the course. In addition, the student must pass a pre-clinical pharmacological drug dosage test and score 85% or higher to be granted clinical privileges. The instructor(s) will determine the weight of each item in the course syllabus at the beginning of the semester. In the classroom, assessment will be completed through quizzes, tests, homework assignments, and group presentations. In the lab, skills will be assessed through a grading rubric that is a pass or fail. In the clinical setting, a grading rubric of 14 domains each with a possibility of a rating score of 1-4 (4 excellent, 3 good, 2 poor, 1 unsatisfactory). Calculations of the total score are utilized to assess whether a student will pass or fail the clinical component of the course. Students with a score of 2 or below in any of the domains at the end of the rotation may receive a failing grade. The student must pass lecture, lab, and clinical to pass the course. Failure in one area will result in a failure of the course.

III. Program Affiliation

This post-secondary course is connected to the following program(s):

Program 1: Associate of Science in Nursing

Program 2: Associate of Science in Practical Nursing

Program 3:

Program 4:

IV. CTE Career Cluster & Pathway

If a CTE course, specify which Career Cluster it is aligned to: Health Science

If a CTE course, specify which Career Pathway it is aligned to: Health Science

See <https://careertech.org/career-clusters> and <https://cte.careertech.org/sites/default/files/CareerClustersPathways.pdf> for more information.

V. Rationale for Proposal

Reason this proposal should be adopted in light of the College's mission statement and educational goals: GCC's Associate of Science in Nursing (ADN) Program is built upon the foundation of the Associate of Science in Practical Nursing Program and will serve as a bridge to allow our LPN graduates to enhance their degree and qualify for licensure to that of the registered nurse. The curriculum will prepare students with the knowledge, values, and skills that upon graduation will provide them with the necessary proficiency sets required for entry level nursing practice as a registered nurse. Furthermore, the nature of this work requires a curriculum built upon a strong foundation of science courses incorporated into its technical requirements. Overall, the implementation of the program will provide students with a degree recognizing the amount of work, educational hours, and clinical experience that is expected of a registered nurse who completed an Associate of Science in Nursing (ADN) Program.

An assessment of industry or community need (please include synopsis of advisory meeting minutes that support your request or equivalent): The US Bureau of Labor Statistics projects more than 275,000 nurses will be needed from 2020 to 2030. In contrast, the National Council of State Boards of Nursing reported that 100,000 registered nurses have left the profession since 2020 due to the pandemic, and one-fifth of the workforce intends to leave by 2027. Locally, the Health Professional Licensing Office reported on August 9, 2023 that a loss of 148 registered nurses was documented this number was derived from nurses who did not renew their licenses for that year. Additionally, in the same report various healthcare agencies expressed a need for more than 140 nurses and it is anticipated that this number will continue to rise. Many countries are reporting an experienced loss of many "baby boomer" nurses settling into the age of retirement and choosing not to pick up a second job in the health care industry. Unfortunately, this is also the reality seen on Guam as evidence by the August 2023 report for the Guam Commission of Nurse Leaders. The growing demand for nurses reported locally and nationwide has generated an increased motivation by the College to develop an Associate of Science in Nursing (ADN) Program.

Conformity of this course to legal and other external requirements. Include articulation agreements, Guam, or State CTE requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements (only complete if applicable otherwise, N/A): The Associate of Science in Nursing (ADN) Program is consistent with the Nurse Practice Act and the Guam Board of Nurse Examiners (GBNE) Administrative Rules and Regulations regarding nursing education. Interested applicants for the program must possess a United States Social Security card and be committed to pursuing a license as a registered nurse following completion of the program as an expectation and measure of success required by GBNE.

Results of course evaluation that supports the request. Copy and paste evaluation data or test results: This course is a new course to be adopted as a requirement for the Associate of Science in Nursing (ADN) program.

VI. Resources Requirements and Estimated Costs

Please list any new resources and costs associated if applicable. (ONLY for ADOPTIONS) If existing course requires new resources, request must be addressed through the Assessment process. If no new resources are required, indicate N/A: Textbooks, instructor resources and recruitment of new faculty/adjunct faculty will be needed for this course.

Please list any new facility requirements and costs associated if applicable. (ONLY for ADOPTIONS) If no new facilities are required, put N/A: N/A

VII. Textbook Reference, Equipment, and Supplies

Book 1 Title: Fundamentals of Nursing

Book 1 Edition (Starting edition): 11th or latest edition

Book 1 Author 1: Potter, Patricia

Book 1 Author 2: Perry, Ann

Book 1 Publisher: Elsevier

Book 1 13-Digit ISBN: 978-0323810340

Book 2 Title: Nurses's Guide to Clinical Procedures

Book 2 Edition (Starting edition): 6th or latest edition

Book 2 Author 1: Smith-Temple, Jean

Book 2 Author 2: Johnson, Joyce

Book 2 Publisher: Lippincott

Book 2 13-Digit ISBN: 978-0781777957

Book 3 Title: Delmar's Manual for Laboratory and Diagnostic Tests

Book 3 Edition (Starting edition): 3rd or latest edition

Book 3 Author 1: Rick Daniels

Book 3 Author 2:

Book 3 Publisher: Cengage

Book 3 13-Digit ISBN: 978-1285053134

Reference(s) and Bibliography/Websites:

Davis Drug Guide for Nurses, 18th Edition, Vallerand, FA Davis Co. 978-1719646406

Requested Learning Resource Center (LRC) resources (e-books, periodicals, etc.): N/A

VIII. Detailed Course Outline (Outline Must Be Detailed And Include Subtopics)

Detailed SLOs:

Unit 1. Nursing and the Health Care Environment

1. Discuss the Concepts and Evolution of Nursing today
 - a. Nursing as a profession
 - b. Historical influences

- c. Contemporary influences
- d. Trends in nursing
- e. Professional registered nurse education
- f. Nursing practice
- g. Professional nursing organizations
- h. Key points & Reflective learning
- 2. Explain and Identify the Health Care Delivery System
 - a. Traditional level of health care
 - b. Integrated health care delivery
 - c. Issues in health care delivery for nurses
 - d. The future of health care
 - e. Key points & Reflective learning
- 3. Compare and Contrast Community-Based Nursing Practice
 - a. Community-based health care
 - b. Community-oriented nursing
 - c. Community-based nursing
 - d. Community assessment
 - e. Changing patients' health
 - f. Key points & Reflective learning
- 4. Discuss Theoretical Foundations of Nursing Practice
 - a. Theory
 - b. Shared theories
 - c. Select nursing theories
 - d. Links among theory and knowledge development and research in nursing
 - e. Key points & Reflective learning
- 5. Discuss the Benefits of Evidence-Based Practice
 - a. The need for evidence-based practice
 - b. The scientific method
 - c. Nursing research
 - d. Performance improvement
 - e. The relationship among evidence-based practice, research, and performance improvement
 - f. Key points & Reflective learning

Unit 2. Caring Throughout the Life Span

- 6. Discuss the Concepts of Health and wellness
 - a. Healthy people
 - b. Definition of health
 - c. Models of health and illness
 - d. Variables influencing health and health beliefs and practices
 - e. Health promotion, wellness, and illness prevention
 - f. Risk factors
 - g. Risk-factor identification and changing health behaviors
 - h. Illness
 - i. Caring for yourself
 - j. Key points & Reflective learning
- 7. Summarize the Concepts of Caring in Nursing Practice
 - a. Theoretical views on caring

- b. Patients' perceptions of caring
 - c. Ethic of care
 - d. Caring in nursing practice
 - e. The challenge of caring
 - f. Key points & Reflective learning
8. Explain the Components and factors involved with Caring for Patients with Chronic Illness
- a. The prevalence and costs of chronic disease
 - b. Multifactorial nature of chronic disease
 - c. Family caregivers
 - d. The chronic care model
 - e. Implications for nursing
 - f. Health promotion and disease prevention
 - g. Key points & Reflective learning
9. Identify and Define Cultural Competence
- a. Worldview
 - b. Health disparities
 - c. Racial, ethnic, and cultural identity
 - d. Disease and illness
 - e. A model of cultural competence
 - f. Cultural awareness and knowledge
 - g. Cultural skill
 - h. Cultural encounter
 - i. Cultural desire
 - j. Key points & Reflective learning
10. Discuss Family dynamics
- a. The family
 - b. Family forms and current trends
 - c. Family nursing
 - d. Family-centered care and the nursing process
 - e. Key points & Reflective learning
11. Identify and Summarize Developmental Theories
- a. Developmental theories
 - b. Key points & Reflective learning
12. Discuss and Outline the Stages of Conception Through Adolescence
- a. Stages of growth and development
 - b. Selecting a developmental framework for nursing
 - c. Intrauterine life
 - d. Transition from intrauterine to extra uterine life
 - e. Newborn
 - f. Infant
 - g. Toddler
 - h. Preschooler
 - i. School-age child and adolescent
 - j. School-age child
 - k. Adolescent
 - l. Key points & Reflective learning
13. Discuss and Outline the Stages of Young and Middle Adults

- a. Young adults
- b. Middle adults
- c. Key points & Reflective Learning

14. Discuss Considerations for Older Adults

- a. Variability among older adults
- b. Myths and stereotypes
- c. Nurses' attitudes toward older adults
- d. Developmental tasks for older adults
- e. Community-based and institutional health care services
- f. Assessing the needs of older adults
- g. Addressing the health concerns of older adults
- h. Older adults and the acute care setting
- i. Older adults and restorative care
- j. Key points & Reflective learning

Unit 3. Clinical Judgment in Nursing Practice

15. Identify and Discuss Concepts of Critical thinking and Clinical Judgment

- a. Clinical judgment in nursing practice
- b. Critical thinking
- c. Critical thinking competencies
- d. Levels of critical thinking
- e. Components of critical thinking in the clinical judgment model
- f. Evaluation of clinical judgments
- g. Key points & Reflective learning

16. Discuss the Steps and Concepts of Nursing Assessment

- a. Critical thinking in assessment
- b. Critical thinking in assessment
- c. The nurse-patient relationship in assessment
- d. The patient-centered interview
- e. Nurse's experience
- f. Environment in assessment
- g. Critical thinking attitudes for assessment
- h. Standards in assessment
- i. The nursing health history format
- j. The assessment process
- k. Key points & Reflective learning

17. Describe the Process of Analysis and Components of Nursing Diagnosis

- a. Types of diagnoses
- b. Terminologies for nursing diagnoses
- c. Critical thinking in analysis and nursing diagnosis
- d. Use of nursing diagnosis in practice
- e. Care planning
- f. Documentation and informatics
- g. Key points & Reflective learning

18. Identify the Steps for Planning and Outcomes Identification in Nursing Care

- a. Critical thinking in planning
- b. Establishing priorities
- c. Clinical judgment in outcomes identification

- d. Planning nursing interventions
- e. Systems for planning nursing care
- f. Consulting with health care professionals
- g. Key points & Reflective learning

19. Identify the Components Involved in Implementing Nursing Care

- a. Standard nursing interventions
- b. Critical thinking in implementation
- c. Implementation process
- d. Direct care
- e. Indirect care
- f. Achieving patient outcomes
- g. Key points & Reflective learning

20. Describe the Process of Evaluation

- a. Clinical judgment and critical thinking in evaluation
- b. Knowledge
- c. Experience
- d. Standards and attitudes for evaluation
- e. Environment
- f. The evaluation process
- g. Document outcomes
- h. Collaborate and evaluate effectiveness of interventions
- i. Evaluation of health care
- j. Key points & Reflective learning

21. Discuss the Components of Managing Patient Care

- a. Building a nursing team
- b. Leadership skills for nursing students
- c. Key points & Reflective learning

Unit 4. Professional Standards in Nursing Practice

22. Discuss and Define Ethics and Values

- a. Basic terms in health ethics
- b. Professional nursing code of ethics
- c. Values
- d. Approaches to ethics
- e. Nursing point of view
- f. Issues in health care ethics
- g. Key points & Reflective learning

23. Identify and Describe Legal Implications in Nursing Practice

- a. Legal limits of nursing
- b. Federal statutes affecting nursing practice
- c. State statutes affecting nursing practice
- d. Nursing workforce guidelines
- e. Legal implications and reducing your legal risks
- f. Key points & Reflective learning

24. Identify and Discuss Components of Communication

- a. Communication and nursing practice
- b. Elements of the communication process
- c. Forms of communication

- d. Professional nursing relationships
- e. Elements of professional communication
- f. Nursing process
- g. Key points & Reflective learning

25. Discuss the Process and Components of Patient Education

- a. Purposes of patient education
- b. Teaching and learning
- c. Domains of learning
- d. Basic learning principles
- e. Clinical judgment in patient education
- f. Nursing process
- g. Key points & Reflective learning

26. Define and Discuss Informatics and Documentation

- a. Purposes of the health care record
- b. Interprofessional communication within the health record
- c. Standards and guidelines for quality nursing documentation
- d. Methods of documentation
- e. Common record-keeping forms within the electronic health record
- f. Documenting communication with providers and unique events
- g. Acuity rating systems
- h. Documentation in the long-term health care setting
- i. Documentation in the home health care setting
- j. Case management and use of critical pathways
- k. Informatics and information management in health care
- l. Key points & Reflective learning

Unit 5. Foundations for Nursing Practice

27. Describe the Importance of Patient safety and Components for Quality Care

- a. Scientific knowledge base
- b. Nursing knowledge base
- c. Critical thinking
- d. Nursing process
- e. Safety guidelines for nursing skills
- f. Key points & Reflective learning

28. Discuss the Process for Infection Prevention and Control

- a. Scientific knowledge base
- b. Nursing knowledge base
- c. Nursing process
- d. Safety guidelines for nursing skills
- e. Key Points & Reflective learning

29. Applying the Steps for Obtaining Vital signs

- a. Guidelines for measuring vital signs
- b. Body temperature
- c. Nursing process
- d. Pulse
- e. Nursing process
- f. Respiration
- g. Nursing process

- h. Blood pressure
- i. Nursing process
- j. Safety guidelines for nursing skills
- k. Key points & Reflective learning

30. Discuss the Steps and Process for a Health Assessment and Physical Examination

- a. Purposes of the physical examination
- b. Preparation for examination
- c. Organization of the examination
- d. Techniques of physical assessment
- e. General survey
- f. Skin, hair, and nails
- g. Head and neck
- h. Thorax and lungs
- i. Heart
- j. Breasts
- k. Abdomen
- l. Female genitalia and reproductive tract
- m. Male genitalia
- n. Rectum and anus
- o. Musculoskeletal system
- p. Neurological system
- q. After the examination
- r. Key points & Reflective learning

31. Outline the Process of Medication Administration

- a. Scientific knowledge base
- b. Nursing knowledge base
- c. Critical thinking
- d. Nursing process
- e. Medication administration
- f. Safety guidelines for nursing skills
- g. Needle length for immunizations (Based on CDC 2021a Guidelines)
- h. Key points & Reflective learning

32. Summarize the Different Types of Complementary, Alternative, and Integrative Therapies

- a. Complementary and integrative therapies
- b. Nursing-accessible therapies
- c. Training-specific therapies
- d. The integrative nursing role
- e. Key points & Reflective learning

Unit 6. Psychosocial Basis for Nursing Practice

33. Define and Discuss the Meaning of Self-Concept

- a. Scientific knowledge base
- b. Nursing knowledge base
- c. Critical thinking
- d. Nursing process
- e. Key points & Reflective learning

34. Discuss the Concept of Sexuality

- a. Scientific knowledge base

- b. Nursing knowledge base
 - c. Critical thinking
 - d. Nursing process
 - e. Key points & Reflective learning
35. Summarize the Concept of Spiritual Health
- a. Scientific knowledge base
 - b. Nursing knowledge base
 - c. Critical thinking
 - d. Nursing process
 - e. Key points & Reflective learning
36. Define and Discuss Loss and Grief
- a. Scientific knowledge base
 - b. Nursing knowledge base
 - c. Critical thinking
 - d. Nursing process
 - e. Key points & Reflective learning
37. Define and Discuss Stress and Coping
- a. Scientific knowledge base
 - b. Nursing knowledge base
 - c. Critical thinking
 - d. Nursing process
 - e. Key points & Reflective learning
38. Discuss the Importance of Activity and Exercise
- a. Scientific knowledge base
 - b. Nursing knowledge base
 - c. Critical thinking
 - d. Nursing process
 - e. Safety guidelines for nursing skills
 - f. Key points & Reflective learning
39. Define and Discuss Immobility
- a. Scientific knowledge base
 - b. Nursing knowledge base
 - c. Critical thinking
 - d. Nursing process
 - e. Safety guidelines for nursing skills
 - f. Key points & Reflective learning
40. Discuss the Components Hygiene
- a. Scientific knowledge base
 - b. Nursing knowledge base
 - c. Critical thinking
 - d. Nursing process
 - e. Safety guidelines for nursing skills
41. Define and Discuss the Process of Oxygenation
- a. Scientific knowledge base
 - b. Nursing knowledge base
 - c. Critical thinking
 - d. Nursing process

- e. Safety guidelines for nursing skills
 - f. Care of patients with chest tubes
 - g. Using home oxygen equipment
 - h. Key points & Reflective learning
42. Define and Describe the Components related to Fluid, Electrolyte, and Acid-Base Balance
- a. Scientific knowledge base
 - b. Nursing knowledge base
 - c. Critical thinking
 - d. Nursing process
 - e. Safety guidelines for nursing skills
 - f. Key points & Reflective learning
43. Discuss the Importance of Sleep
- a. Scientific knowledge base
 - b. Nursing knowledge base
 - c. Critical thinking
 - d. Nursing process
 - e. Key points & Reflective learning
44. Discuss the Components of Pain management
- a. Scientific knowledge base
 - b. Nursing knowledge base
 - c. Critical thinking
 - d. Nursing process
 - e. Safety guidelines for nursing skills
 - f. Key points & Reflective learning
45. Outline the Concepts of Nutrition
- a. Scientific knowledge base
 - b. Nursing knowledge base
 - c. Critical thinking
 - d. Nursing process
 - e. Safety guidelines for nursing skills
 - f. Key points & Reflective learning
46. Discuss the Components of Urinary elimination
- a. Scientific knowledge base
 - b. Nursing knowledge base
 - c. Critical thinking
 - d. Nursing process
 - e. Safety guidelines for nursing skills
 - f. Key points & Reflective learning
47. Discuss the Components Bowel elimination
- a. Scientific knowledge base
 - b. Nursing knowledge base
 - c. Critical thinking
 - d. Nursing process
 - e. Safety guidelines for nursing skills
 - f. Reflective learning
 - g. Review questions
48. Discuss the Components of Skin integrity and wound care

- a. Scientific knowledge base
 - b. Nursing knowledge base
 - c. Critical thinking
 - d. Nursing process
 - e. Safety guidelines for nursing skills
 - f. Key points & Reflective learning
49. Identify & Discuss Sensory Alterations
- a. Scientific knowledge base
 - b. Nursing knowledge base
 - c. Critical thinking
 - d. Nursing process
 - e. Key points & Reflective learning
50. Discuss the Process for Perioperative Nursing Care
- a. Scientific knowledge base
 - b. Nursing knowledge base
 - c. Critical thinking
 - d. Preoperative surgical phase
 - e. Nursing process
 - f. Transport to the operating room
 - g. Pre-anesthesia care unit
 - h. Intraoperative surgical phase
 - i. Nursing roles during surgery
 - j. Nursing process
 - k. Postoperative surgical phase
 - l. Immediate postoperative recovery (phase I)
 - m. Recovery in ambulatory surgery (phase II)
 - n. Recovery of inpatients: Postoperative recovery and convalescence
 - o. Nursing process
 - p. Safety guidelines for nursing skills
 - q. Teaching and Demonstrating Postoperative Exercises
 - r. Key points & Reflective learning

IX. Advisory Committee Minutes

Copy and paste Advisory Committee meeting minutes.

Advisory Committee Meeting Minutes:

Nursing & Allied Health Advisory

Meeting Agenda

March 14, 2024

Time: 1300

Type of Meeting: Virtual Advisory Committee Meeting – *Electronic Review of ADN Curriculum*

- I. Email Thread Participants:** Dorothy-Lou M. Duenas, Associate Dean; Dr. William Eric Lee, GCC; Loressa Melegrito, GCC; Barbara Mafnas, GCC; Eva Mui, GCC; Rolland Tyquiengco, GCC; John Patrick Chua, GCC; Zennia Pecina, DPHSS; Renee Veksler, GMHA; Christine Tuquero, GMHA; Phillip Calalo, GMHA; Yvette Paulino, UOG School of Health, Dr. Joy Mendez, UOG School of Health, Dr. Anna Varhghese, UOG School of Health, Rose Grino, FHP Health, Daren Burrier, GFD, Julietta Quinene, GDOE

III. Curriculum

- a) Notice of Program updates for ADN Proposal to reflect complete ADN curriculum
- b) Associate of Science in Nursing (ADN) RN Program
 - *Curriculum review committee recommendations to revise curriculum to reflect the ADN program revision for RN for 80 credits total.*
 - *Noted range of total curriculum credits for researched ADN programs is 76 – 80 total inclusive of general education requirements/LPN program.*
 - *Common courses include:*
 - *LPN to RN Transition Course*
 - *Mental Health Concepts with Clinical Component*
 - *Health Assessment Course with clinical*
 - *Advanced Medical Surgical Practicum Course with clinical*
 - *Pediatric and Maternal Course with clinical*

V. Recommendations from the Committee

- DPHSS (Zennia) – *Will GCC be looking into programmatic accreditation for the curriculum? This will help benefit and support the program and students.*
- GMHA (PJ) – *Great proposal! Can we please also add number of hours and specify contact hours for Independent nursing? 150 hours, etc. Also, other national and international ADN programs based from my interaction from local and traveling nurses are adding Trends in Nursing, Leadership 30-40 hrs, and Intro to Grant writing into their curriculum, will we also consider these in our GCC ADN cohort future plans?*
- Dee – *Yes, a breakdown of the hours will also be sent to the committee for further review. It was recommended by Dr. Anna & Dr. Joy that Trends be taken at UOG if they*

decide to move forward to the BSN program. A component on Leadership will be integrated in the NU295 Professional Nursing Practicum Course. I will share the other curriculum table that has the course descriptions, proposed hours. Thank you so much for your initial feedback.

- *No further Comments/Feedback received.*

VI. Adjournment: March 14, 2024



**POST SECONDARY COURSE ADOPTION OR
RE INSTITUTION AY 2023-2024**

Post-Secondary Course Alpha and Number:

NU210

Post-Secondary Course Title:

Pharmacology

Department: Allied Health - Practical Nursing

Division: Trades and Professional Services

Author 1: Loressa Melegrito

Author 2 (optional):

Date Submitted to CRC: 4/9/2024

Date Reviewed by CRC: 4/10/2024

APPROVED BY	NAME	SIGNATURE	DATE
REGISTRAR	Ava M. Garcia	<i>Ava M. Garcia</i>	04/09/2024
DEAN	Pilar P. Williams		
VP for ACADEMIC AFFAIRS	Virginia C. Tudela, Ph.D.		
PRESIDENT	Mary A.Y. Okada, Ed.D.		

Action Requested: Adoption

RE-INSTITUTION ONLY (attach a copy of the last approved course curriculum). Provide justification for course re institution: N/A

RE-INSTITUTION ONLY Arrangements made for students, in compliance with ACCJC Standard 2. (2.9): N/A

I. Course Information

Course Alpha: NU

Course Number: 210

Course Title: Pharmacology

Number of credits: 2

Delivery Format: Lecture/Lab

Contact Hours: 30

Online and Hybrid Modality Request (In addition to FTF): Yes

Prerequisite (limit one): SI132

Corequisite (limit one): NU205

Articulation (UOG, DCAPS, etc.):

Implementation Schedule: Fall 2024

II. Course Description & Student Learning Outcomes

This course description will appear in the Post-Secondary and Secondary College Catalogs followed by the Student Learning Outcomes-Course Level. **Refer to Student Learning Outcomes (SLO) Handbook in developing SLOs (available on the Worklife tab on MyGCC).*

Course Description:

This course is a comprehensive study of pharmacology appropriate to the professional nurse role. Students will apply processes to the care and promotion of wellness across the lifespan. Major drug classes and drugs are presented with specific application to nursing care within the nursing process. Students will also focus on identifying goals and general principles of treatment for the selected disease processes, therapeutic range and toxic range of drugs, and understanding the bodily implications of improper dosing to the client.

STUDENT LEARNING OUTCOMES – COURSE LEVEL (LIST 3-5)

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

Student Learning Outcome 1: Explain the impact of illness and medications on the physiological, psychological, sociocultural, and developmental variables.

Student Learning Outcome 2: Apply standards of professional practice responsibilities in pharmacologic intervention.

Student Learning Outcome 3: Analyze the basic principles of pharmacology and the nursing process to selected drugs and their therapeutic use across the lifespan.

Student Learning Outcome 4:

Student Learning Outcome 5:

Means of Student Assessment: This course will utilize various methods to assess student learning outcomes including quizzes, examinations, online assignments, proctored exams, group presentations, clinical participation, post clinical conferences, safe and competent nursing skill demonstrations and documentation. Students must demonstrate mastery of course intended learning outcomes and must meet minimum course competencies with a minimum of 75% or higher to receive a passing grade in the course. In addition, the student must pass a pharmacological drug dosage test and score 85% or higher. The instructor(s) will determine the weight of each item in the course syllabus at the beginning of the semester. In the classroom, assessment will be completed through quizzes, tests, homework assignments, and group presentations. In the lab, skills will be assessed through a grading rubric that is a pass or fail. The student must pass lecture and lab to pass the course. Failure in one area will result in a failure of the course.

III. Program Affiliation

This post-secondary course is connected to the following program(s):

Program 1: Associate Degree in Nursing

Program 2: Associate of Science in Practical Nursing

Program 3:

Program 4:

IV. CTE Career Cluster & Pathway

If a CTE course, specify which Career Cluster it is aligned to: Health Science

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See <https://careertech.org/career-clusters> and <https://cte.careertech.org/sites/default/files/CareerClustersPathways.pdf> for more information.

V. Rationale for Proposal

Reason this proposal should be adopted in light of the College's mission statement and educational goals: GCC's Associates of Science RN program is built upon the foundation of the Associate of Science in Practical Nursing Program and will allow our LPN graduates and other interested student the ability to enhance their degree and qualify for licensure to that of the registered nurse. The curriculum will prepare students with the knowledge, values, and skills that upon graduation will provide them with the necessary proficiency sets required for entry level nursing practice as a registered nurse. Furthermore, the nature of this work requires a curriculum built upon a strong foundation of science courses incorporated into its technical requirements. Overall, the implementation of the program will provide students with a degree recognizing the amount of work, educational hours, and clinical experience that is expected of an Associate of Science registered nurse today.

An assessment of industry or community need (please include synopsis of advisory meeting minutes that support your request or equivalent): The US Bureau of Labor Statistics projects more than 275,000 nurses will be needed from 2020 to 2030. In contrast, the National Council of State Boards of Nursing reported that 100,000 registered nurses have left the profession since 2020 due to the pandemic, and one-fifth of the workforce intends to leave by 2027. Locally, the Health Professional Licensing Office reported on August 9, 2023 that a loss of 148 registered nurses was documented this number was derived from nurses who did not renew their licenses for that year. Additionally, in the same report various healthcare agencies expressed a need for more than 140 nurses and it is anticipated that this number will continue to rise. Many countries are reporting an experienced loss of many "baby boomer" nurses settling into the age of retirement and choosing not to pick up a second job in the health care industry. Unfortunately, this is also the reality seen on Guam as evidence by the August 2023 report for the Guam Commission of Nurse Leaders. The growing demand for nurses reported locally and nationwide has generated an increased motivation by the College to develop an Associate Science in Nursing RN program.

Conformity of this course to legal and other external requirements. Include articulation agreements, Guam, or State CTE requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements (only complete if applicable otherwise, N/A): The Associate of Science RN Nursing Program is consistent with the Nurse Practice Act and the Guam Board of Nurse Examiners (GBNE) Administrative Rules and Regulations regarding nursing education. Interested applicants for the program must possess a United States Social Security card and be committed to pursuing a license as a registered nurse following completion of the program as an expectation and measure of success required by GBNE.

Results of course evaluation that supports the request. Copy and paste evaluation data or test

results: This course is a new course to be adopted as a requirement for the the ADN program.

VI. Resources Requirements and Estimated Costs

Please list any new resources and costs associated if applicable. (ONLY for ADOPTIONS) If existing course requires new resources, request must be addressed through the Assessment process. If no new resources are required, indicate N/A: Textbooks, instructor resources and recruitment of new faculty/adjunct faculty will be needed for this course.

Please list any new facility requirements and costs associated if applicable. (ONLY for ADOPTIONS) If no new facilities are required, put N/A: N/A

VII. Textbook Reference, Equipment, and Supplies

Book 1 Title: Pharmacology: A Patient Centered Nursing Process Approach

Book 1 Edition (Starting edition): 11th or latest edition

Book 1 Author 1: McCuiston, Linda E.

Book 1 Author 2: DiMaggio, Kathleen

Book 1 Publisher: Elsevier

Book 1 13-Digit ISBN: 978-0323973155

Book 2 Title: Study Guide for Pharmacology: A Patient Centered Nursing Process Approach

Book 2 Edition (Starting edition): 11th or latest edition

Book 2 Author 1: McCuiston, Linda E.

Book 2 Author 2: DiMaggio, Kathleen

Book 2 Publisher: Elsevier

Book 2 13-Digit ISBN: 978-0323973155

Reference(s) and Bibliography/Websites: N/A

Requested Learning Resource Center (LRC) resources (e-books, periodicals, etc.): N/A

VIII. Detailed Course Outline (Outline Must Be Detailed And Include Subtopics)

Detailed SLOs:

Unit I. Introduction to Pharmacology

1. Describe and Outline the Clinical Judgment Management Model (CJMM) and the Nursing Process
 - a. Explanation Of Terms
 - b. Clinical Judgment [Nursing Process]
 - c. Recognize Cues [Assessment]
 - d. Analyze Cues [Analysis] and Prioritize Hypothesis [Analysis]
 - e. Generate Solutions [Planning]

- f. Take Action [Nursing Interventions]
 - g. Evaluate Outcomes [Evaluation]
- 2. Discuss the Components of Drug Development and Summarize Key Ethical Considerations
 - a. Core Ethical Principles
 - b. Objectives and Phases of Pharmaceutical Research
 - c. American Nurses Association Code of Ethics
 - d. Drug Standards and Legislation
 - e. Nurse Practice Acts
 - f. Canadian Drug Regulation
 - g. Initiatives to Combat Drug Counterfeiting
 - h. Drug Names
 - i. Over-the-Counter Drugs and Drug Resources
- 3. Describe the Concepts related to Pharmacokinetics and Pharmacodynamics
 - a. Pharmacokinetics
 - b. Pharmacodynamics
 - c. Drug Interactions
 - d. Drug-Nutrient Interactions
 - e. Drug-Laboratory Interactions
 - f. Drug-Induced Photosensitivity
- 4. Describe the Concepts related to Pharmacogenetics
 - a. Brief History
 - b. Clinical Uses
 - c. Individual Variation In Metabolism of Select Drugs
 - d. Legal and Ethical Issues
- 5. Identify and Describe Key Considerations for Complementary and Alternative Therapies
 - a. Dietary Supplement Health and Education Act of 1994
 - b. Current Good Manufacturing Practices
 - c. Commonly Used Herbal Remedies
 - d. Potential Hazards of Herbs
 - e. Tips for Consumers and Health Care Providers
 - f. Herbal Resources
- 6. Identify and outline Pediatric Considerations
 - a. Pharmacokinetics
 - b. Pharmacodynamics
 - c. Nursing Implications
 - d. Considerations for the Adolescent Patient
 - e. Family-Centered Collaborative Care
- 7. Identify and Discuss Considerations for Drug Therapy in Older Adults
 - a. Physiologic Changes
 - b. Pharmacokinetics
 - c. Pharmacodynamics
 - d. Nursing Implications: Older Adult Drug Dosing and Monitoring
 - e. Health Teaching With the Older Adult

8. Identify and Discuss Drugs in Substance Use Disorder
 - a. Substance Use Disorder
 - b. Special Needs of Patients With Substance Use Disorder
 - c. The Nurse With Substance Use Disorder

Unit II. Pharmacotherapy and Drug Administration

9. Discuss Considerations Regarding Safety and Quality
 - a. Quality and Safety Education for Nurses
 - b. "Six Rights" of Medication Administration
 - c. Just and Safe Culture
 - d. Safety Risks with Medication Administration
 - e. Pregnancy Categories and Subsections
 - f. Guidelines for Medication Administration
10. Discuss Key Components of Drug Administration
 - a. Forms and Routes of Drug Administration
 - b. Nursing Implications for Administration of Parenteral Medications
 - c. Developmental Needs of a Pediatric Patient
11. Identify Steps for Drug Calculations
 - a. Systems of Measurement and Conversion Factors
 - b. Precautions When Reading Drug Labels
 - c. Drug Reconstitution
 - d. Calculation Methods
 - e. Considerations for Enteral Administration
 - f. Considerations for Parenteral Administration
 - g. Calculating Intravenous Flow Rate: Drops Per Minute
 - h. Calculating Intravenous Flow Rate: Milliliters Per Hour
 - i. Answers to Practice Problems

Unit III. Maintenance of Homeostasis

12. Discuss Key Components and Considerations Regarding Fluid Volume and Electrolytes
 - a. Homeostasis
 - b. Fluid Replacement
 - c. Electrolytes
13. Discuss Key Considerations Regarding Vitamin and Mineral Replacement
 - a. Vitamins
 - b. Minerals
14. Discuss Key Considerations Regarding Nutritional Support
 - a. Different Types of Nutritional Support

Unit IV. Autonomic Nervous System Drugs

15. Define and Discuss Adrenergic Agonists and Antagonists
 - a. Sympathetic Nervous System
 - b. Adrenergic Agonists
 - c. Central-Acting Alpha Agonists
 - d. Adrenergic Antagonists (Adrenergic Blockers)

16. Define and Discuss Cholinergic Agonists and Antagonists

- a. Parasympathetic Nervous System
- b. Cholinergic Agonists
- c. Cholinergic Antagonists

Unit V. Central and Peripheral Nervous System Drugs

17. Define and Discuss Stimulants

- a. Pathophysiology
- b. Amphetamines
- c. Anorexiant and Analeptics

18. Define and Discuss Depressants

- a. Types and Stages of Sleep
- b. Nonpharmacologic Methods
- c. Sedative-Hypnotics
- d. Anesthetics

19. Define and Discuss Antiseizure Drugs

- a. International Classification of Seizures
- b. Antiseizure Drugs

20. Define and Discuss Drugs for Parkinsonism and Alzheimer Disease

- a. Parkinson Disease
- b. Alzheimer Disease

21. Identify and Discuss Drugs for Neuromuscular Disorders and Muscle Spasms

- a. Myasthenia Gravis
- b. Multiple Sclerosis
- c. Skeletal Muscle Relaxants

Unit VI. Mental and Behavioral Health Drugs

22. Identify and Discuss Antipsychotics and Anxiolytics

- a. Introduction
- b. Psychosis
- c. Antipsychotic Agents
- d. Anxiolytics

23. Identify and Discuss Antidepressants and Mood Stabilizers

- a. Depression
- b. Antidepressant Agents
- c. Mood Stabilizers

Unit VII. Pain and Inflammation Management Drugs

24. Identify and Discuss Antiinflammatories

- a. Introduction
- b. Pathophysiology
- c. Antiinflammatory Agents
- d. Nonsteroidal Antiinflammatory Drugs
- e. Corticosteroids
- f. Disease-Modifying Antirheumatic Drugs

- g. Antigout Drugs

25. Identify and Discuss Analgesics

- a. Pathophysiology
- b. Nonopioid Analgesics
- c. Opioid Analgesics
- d. Adjuvant Therapy
- e. Treatment for Substance Use Disorder
- f. Opioid Agonist-Antagonists
- g. Opioid Antagonists
- h. Headaches: Migraine and Cluster

Unit VIII. Antimicrobial Drugs

26. Identify and Discuss Penicillins, Other Beta-Lactams, and Cephalosporins

- a. Introduction
- b. Pathophysiology
- c. Antibacterial Drugs
- d. Penicillins and Cephalosporins
- e. Other Beta-Lactam Antibacterials
- f. Cephalosporins

27. Identify and Discuss Macrolides, Oxazolidinones, Lincosamides, Glycopeptides, Ketolides, and Lipopeptides

- a. Introduction
- b. Macrolides
- c. Oxazolidinones
- d. Lincosamides
- e. Glycopeptides
- f. Ketolides
- g. Lipopeptides

28. Identify and Discuss Tetracyclines, Glycylcyclines, Aminoglycosides, and Fluoroquinolones

- a. Introduction
- b. Tetracyclines
- c. Glycylcyclines
- d. Aminoglycosides
- e. Fluoroquinolones (Quinolones)

29. Identify and Discuss Sulfonamides and Nitroimidazoles Antibiotics

- a. Introduction
- b. Sulfonamides
- c. Nitroimidazoles
- d. Miscellaneous Antibacterial Drugs (Table 29.3)

30. Identify and Discuss Antituberculars, Antifungals, and Antivirals

- a. Tuberculosis
- b. Antitubercular Drugs
- c. Special Populations
- d. Fungus

- e. Antifungal Drugs
- f. Viruses
- g. Non-HIV Antivirals

31. Identify and Discuss Antimalarials, Anthelmintics, and Peptides

- a. Antimalarial Drugs
- b. Anthelmintic Drugs
- c. Peptides

Unit IX. Immunologic Drugs

32. Identify and Discuss HIV- and AIDS-Related Drugs

- a. HIV Infection: Pathophysiology
- b. HIV Transmission
- c. Laboratory Testing
- d. Classification
- e. Indications for Antiretroviral Therapy
- f. Antiretroviral Drugs
- g. Immune Reconstitution Inflammatory Syndrome
- h. The Nurse's Role in Antiretroviral Therapy
- i. Opportunistic Infections
- j. Antiretroviral Therapy in Pregnancy
- k. Occupational HIV Exposure and Postexposure Prophylaxis

33. Identify and Discuss Transplant Drugs

- a. Organ Transplantation
- b. Promoting Adherence

34. Identify and Discuss Vaccines

- a. Immunity
- b. Vaccines
- c. Vaccine-Preventable Diseases
- d. Vaccination Recommendations
- e. Immunization Before International Travel
- f. Vaccine Safety: Reporting Diseases and Adverse Reactions
- g. Varicella Vaccine
- h. Future Developments in Vaccines

Unit X. Antineoplastics and Biologic Response Modifiers

35. Identify and Discuss Anticancer Drugs

- a. Genetic, Inflammatory, Infective, Environmental, and Dietary Influences
- b. Cell Cycle–Nonspecific and Cell Cycle–Specific Anticancer Drugs
- c. Cancer Chemotherapy
- d. Alkylating Drugs
- e. Antimetabolites
- f. Antitumor Antibiotics
- g. Plant Alkaloids
- h. Immunomodulators

- i. Targeted Therapies
 - j. Liposomal Chemotherapy
 - k. Hormones and Hormonal Agonists and Antagonists
 - l. Biologic Response Modifiers
 - m. Miscellaneous Chemotherapy Agents
 - n. Vaccines
36. Identify and Discuss Targeted Therapies to Treat Cancer
- a. Targeted Therapy Drugs
37. Identify and Discuss Biologic Response Modifiers
- a. Interferons
 - b. Colony-Stimulating Factors
 - c. Interleukin 2

Unit XI. Respiratory Drugs

38. Identify and Discuss Upper Respiratory Disorders
- a. Introduction
 - b. Common Cold, Acute Rhinitis, and Allergic Rhinitis
 - c. Sinusitis
 - d. Acute Pharyngitis
 - e. Critical Thinking Case Study
 - f. Review Questions
39. Identify and Discuss Lower Respiratory Disorders
- a. Introduction
 - b. Lung Compliance
 - c. Control of Respiration
 - d. Bronchial Smooth Muscle
 - e. Chronic Obstructive Pulmonary Disease
 - f. Sympathomimetics: Alpha- and Beta2-Adrenergic Agonists
 - g. Anticholinergics
 - h. Methylxanthine (Xanthine) Derivatives
 - i. Leukotriene Receptor Antagonists and Synthesis Inhibitors
 - j. Glucocorticoids (Steroids)
 - k. Cromolyn
 - l. Drug Therapy for Asthma According to Severity
 - m. Drug Therapy for Asthma according to Age
 - n. Antimicrobials

Unit XII. Cardiovascular Drugs

40. Identify and Discuss Cardiac Glycosides, Antianginals, and Antidysrhythmics
- a. Introduction
 - b. Heart
 - c. Conduction of Electrical Impulses
 - d. Regulation of Heart Rate and Blood Flow
 - e. Circulation

- f. Blood
- g. Laboratory Tests to Diagnose Heart Failure
- h. Nonpharmacologic Measures to Treat Heart Failure
- i. Agents Used To Treat Heart Failure
- j. Antianginal Drugs
- k. Antidysrhythmic Drugs
- 41. Identify and Discuss Diuretics
 - a. Thiazides and Thiazide-Like Diuretics
 - b. Loop Diuretics
 - c. Osmotic Diuretics
 - d. Carbonic Anhydrase Inhibitors
 - e. Potassium-Sparing Diuretics
- 42. Identify and Discuss Antihypertensives
 - a. Hypertension
 - b. Nonpharmacologic Control of Hypertension
 - c. Pharmacologic Control of Hypertension
- 43. Identify and Discuss Anticoagulants, Antiplatelets, and Thrombolytics
 - a. Pathophysiology: Thrombus Formation
 - b. Anticoagulants
 - c. Antiplatelet Drugs
 - d. Thrombolytics
- 44. Identify and Discuss Antihyperlipidemics and Drugs to Improve Peripheral Blood Flow
 - a. Lipoproteins
 - b. Nonpharmacologic Methods of Cholesterol Reduction
 - c. Antihyperlipidemics
 - d. Drugs to Improve Peripheral Blood Flow

Unit XIII. Gastrointestinal Drugs

- 45. Identify and Discuss Gastrointestinal Tract Disorders
 - a. Overview of the Gastrointestinal System
 - b. Drugs for Gastrointestinal Disorders
 - c. Vomiting and Emetics
 - d. Diarrhea and Constipation
- 46. Identify and Discuss Antiulcer Drugs
 - a. Predisposing Factors in Peptic Ulcer Disease
 - b. Nonpharmacologic Measures for Managing Peptic Ulcer and Gastroesophageal Reflux Disease
 - c. Antiulcer Drugs

Unit XIV. Eye, Ear, and Skin Drugs

- 47. Identify and Discuss Eye and Ear Disorders
 - a. Overview of the Eye
 - b. Drugs for Disorders of the Eye
 - c. Overview of the Ear

- d. Drugs for Disorders of the Ear

48. Identify and Discuss Dermatologic Disorders

- a. Overview of the Skin
- b. Acne Vulgaris
- c. Psoriasis
- d. Verruca Vulgaris (WARTS)
- e. Drug-Induced Dermatitis
- f. Contact Dermatitis
- g. Impetigo and Rosacea
- h. Hair Loss and Baldness
- i. Sunscreens
- j. Burns and Burn Preparations

Unit XV. Endocrine Drugs

49. Identify and Discuss Pituitary, Thyroid, Parathyroid, and Adrenal Disorders

- a. Pituitary Gland
- b. Thyroid Gland
- c. Parathyroid Glands
- d. Adrenal Glands

50. Identify and Discuss Antidiabetics

- a. Introduction
- b. Diabetes Mellitus

Unit XVI. Renal and Urologic Drugs

51. Urinary Disorders

- a. Introduction
- b. Urinary Antiseptics/Anti-infectives and Antibiotics
- c. Urinary Analgesics
- d. Urinary Stimulants
- e. Urinary Antispasmodics/Antimuscarinics/Anticholinergics

Unit XVII. Reproductive and Gender-Related Drugs

52. Identify and Discuss Pregnancy and Preterm Labor

- a. Physiology of Pregnancy
- b. Therapeutic Drugs and Use of Herbs in Pregnancy
- c. Drugs That Decrease Uterine Muscle Contractility
- d. Corticosteroid Therapy in Preterm Labor
- e. Drugs for Gestational Hypertension

53. Identify and Discuss key interventions associated with Labor, Delivery, and Postpartum process

- a. Drugs For Pain Control During Labor
- b. Drugs That Enhance Uterine Muscle Contractility
- c. Drugs Used During the Postpartum Period
- d. Immunizations
- e. Postpartum Depression

54. Describe and List Medications Significant for the Neonatal and Newborn

- a. Drugs Administered to Preterm Neonates
- b. Drugs Administered to Full-Term, Healthy Neonates

55. Discuss the Medications and Key Concepts Related to Women's Reproductive Health

- a. Drugs Used for Contraception
- b. Drugs Used to Treat Disorders in Women's Health
- c. Drugs Used to Promote Fertility
- d. Menopause

56. Discuss the Medications and Key Concepts Related Men's Reproductive Health

- a. Drugs Related to Male Reproductive Disorders

57. Identify and Discuss Sexually Transmitted Infections

- a. Sexually Transmitted Infections
- b. Sexually Transmitted Pathogens
- c. Prevention of Sexually Transmitted Infections

Unit XVIII. Adult and Pediatric Emergency Drugs

58. Identify and Discuss Adult and Pediatric Emergency Drugs

- a. Introduction
- b. Oxygen as an Emergency Drug
- c. Emergency Drugs For Cardiac Disorders
- d. Emergency Drug For Intracranial Hypertension
- e. Emergency Drugs For Drug Overdose
- f. Emergency Drugs For Shock
- g. Emergency Drugs for Hypertensive Crises

IX. Advisory Committee Minutes

Copy and paste Advisory Committee meeting minutes.

Advisory Committee Meeting Minutes:

Nursing & Allied Health Advisory

Meeting Agenda

January 31, 2024

Time: 1100

Type of Meeting: Virtual Advisory Committee Meeting

I. Call to order 1105

II. Attendees: Dorothy-Lou M. Duenas, Associate Dean; Dr. William Eric Lee, GCC; Loressa Melegrito, GCC; Barbara Mafnas, GCC, Eva Mui, GCC; Rolland Tyquiengco, GCC; John Patrick Chua, GCC; Zennia Pecina, DPHSS; Renee Veksler, GMHA; Christine Tuquero, GMHA; Phillip Calalo, GMHA; Yvette Paulino, UOG School of Health

II. Nursing & Allied Health Program Overview

- Medical Assisting - Certificate & Associates
 - o Curriculum updates are occurring to account for updates in textbooks and current industry standards.
 - o Curriculum updates are occurring for all programs under the Nursing & Allied Health Department according to the institutions standards for review of curriculum to occur every five years.
- Associate of Science in Practical Nursing
 - o 2022-2023 – 17 graduates, all 17 have submitted applications to test and will be taking the exam within the next few months.
 - o 2021-2022 – 13 graduates, 12 out of 13 passed the NCLEX-PN on their first try. 92% pass rate.
 - o 2020-2021 – 19 graduates, all 19 passed the NCLEX-PN on their first try, 100% pass rate.
- CNA
 - o The program has been placed on continued probation due to an inability to maintain the first write pass rate above 80%. The department has submitted its plan of action for improvement to the Guam Board of Nurse Examiners in November 2023.
- EMT
 - o 11 students completed the Spring 2023 course. Three have passed NREMT exam on their first try. We are reaching out to the remaining completers to encourage them to test.
 - o The next EMT course will be offered in the Fall 2024.
- Secondary Health Careers & Science Programs
 - o The secondary programs have officially implemented the Dual Credit for Articulation (DCAPs) curriculum. Health Careers and Science students will be able to obtain a total of 4 post-secondary credits upon successful completion of the Certificate of Mastery.

III. Curriculum

a) Curriculum Updates/Changes

- Medical Assisting Program: All Certificate Courses & Associate Degree Courses to be updated to meet industry needs and to stay current with accreditation guidelines for curriculum review.
 - Associate Degree Name change for Medical Assisting
 - o “Associate of Science in Allied Health”
- Practical Nursing Program: Course & Program updates
 - Curriculum updates were made to reflect 20 lab hours for Pharmacology
 - Updates in textbooks & online resources (Kaplan)

- Program curriculum was updated to reflect changes
- Industry Certificate course curriculum updates
- EMT & CNA
- o CNA curriculum is being updated to match the Nursing & Allied Health Plan of Action for improvement to include increase in laboratory and clinical hours.
- o EMT curriculum updates to reflect an updates for industry/NREMT standards and textbooks.

IV. New business

- a) Associate of Science in Nursing (ADN) - LPN to RN Bridge Program
 - A total of 13 ACCJC accredited and NLN or ACEN program accredited ADN and LPN to ADN bridge programs have been researched and compared in order to develop the proposal for the Associate of Science in Nursing (ADN) LPN to RN Bridge program.
 - Noted range of total curriculum credits for researched LPN to ADN bridge programs is 24 – 43 credits, 76 – 80 total inclusive of general education requirements/LPN program.
 - Common courses include:
 - o LPN to RN Transition Course
 - o Mental Health Concepts with Clinical Component
 - o Health Assessment Course with clinical
 - o Advanced Medical Surgical Practicum Course with clinical
 - o Pediatric and Maternal Course with clinical
 - Letters of Support
 - o We are seeking letters of support for the implementation of the program and we kindly ask for your support as an agency or advisory member to write a letter for us.
- b) Paramedic Program
 - Paramedic cohort II – 36 potential participants from GFD. GCC was officially recognized as an alternate site for the School of EMS granted by the Committee on Accreditation for EMS Programs (CoAEMSP).
 - Training is occurring in collaboration with the School of EMS.
 - Three live laboratory sessions will occur at the GCC Nursing & Allied Health building 3000.
 - A request clinical practice will occur at GMHA and GRMC.
 - Ride along experience will occur with GFD and train the trainer practice will be organized with GFD and the Paramedic cohort I graduates.

V. Recommendations from the Board

- DPHSS (Zennia) – We are excited for the implementation of the ADN program and look forward to seeing a potential articulation to UOG. We hope we will be able to see a bridge from GCC to UOG and potentially a program for a masters or higher to meet the need for more advanced practice RNs and faculty needed on the island.
 - o Dee how often do you use simulation in your program? I just want you to know that NCSBN and GBNE support the use of up to 50% of simulation to be utilized for clinical. This will help us and you as we are faced with the shortage of nursing faculty.
 - o The licensing office is also providing support to Jennifer Cruz at GRMC regarding the Area Health Education Center grant she has recently acquired. Hopefully, with this grant we she will be able to work with GCC and UOG to assist your endeavor to graduate more nurses and start an ADN program.
- GMHA (Renee Veksler) - Thank you Dee, we are in support of your endeavor for to build an ADN program. The island is definitely in need of more nurses. In addition to that we (GMHA) and I am sure many other agencies on island are in need of medical interpreters. Do you know if that is your goal to

include a Medical Interpreter training program in the near future. Also, Zennia mentioned AHEC. I know in the past AHEC funded training for interpreters. Are we able to reach out to Jennifer Cruz to see if she has funding to support training for medical interpreters? (Zennia – we could get you her contact info.)

- GMHA (Christine) – Thank you Dee GMHA is very much in support for the implementation of an ADN program for the island. GMHA needs more nurses and we were very excited to meet your recent graduates to showcase what GMHA has to offer for your graduates. We have openings for LPNs and RNs and we are willing to take all of your graduates. Lillian has received your request for the letter of support and we will be sending that to you soon.
- GMHA (PJ) – This is excellent news to hear of your forward movement regarding the ADN program. Yes, we are in need of more nurses for GMHA and the island. As a clinical preceptor at UOG I am always in support of students and fostering support for their learning. Please don't hesitate to reach out to us if you have any questions. We look forward to seeing the implementation of the program.
- UOG (Dr. Yvette) – Congratulations GCC on your pass rate! Yes, UOG & GCC are working together to discuss plans for articulation as Dee has mentioned. (typed in via chat due to speaker issues).
- AMC/GCC Medical Director (Dr. Luis Cruz) – Congratulations Dee regarding your recent graduates and the upcoming ADN proposal. Please let me know if there is anything I can do to further support the programs.
- Dee - Thank you everyone for your support and participation in our advisory meeting. I will keep you updated on the progress of our programs, most especially the ADN.

VI. Adjournment: 1155

Nursing & Allied Health Advisory

Meeting Agenda

March 14, 2024

Time: 1300

Type of Meeting: Virtual Advisory Committee Meeting – Electronic Review of ADN Curriculum

I. Email Thread Participants: Dorothy-Lou M. Duenas, Associate Dean; Dr. William Eric Lee, GCC; Loressa Melegrito, GCC; Barbara Mafnas, GCC, Eva Mui, GCC; Rolland Tyquiengco, GCC; John Patrick Chua, GCC; Zennia Pecina, DPHSS; Renee Veksler, GMHA; Christine Tuquero, GMHA; Phillip Calalo, GMHA; Yvette Paulino, UOG School of Health, Dr. Joy Mendez, UOG School of Health, Dr. Anna Varhghese, UOG School of Health, Rose Grino, FHP Health, Daren Burrier, GFD, Julietta Quinene, GDOE

III. Curriculum

- a) Notice of Program updates for AND Proposal to reflect complete ADN curriculum
- b) Associate of Science in Nursing (ADN) RN Program
 - Curriculum review committee recommendations to revise curriculum to reflect the ADN program revision for RN for 80 credits total.
 - Noted range of total curriculum credits for researched ADN programs is 76 – 80 total inclusive of general education requirements/LPN program.
 - Common courses include:
 - o LPN to RN Transition Course
 - o Mental Health Concepts with Clinical Component
 - o Health Assessment Course with clinical
 - o Advanced Medical Surgical Practicum Course with clinical
 - o Pediatric and Maternal Course with clinical

V. Recommendations from the Committee

- DPHSS (Zennia) – Will GCC be looking into programmatic accreditation for the curriculum? This will help benefit and support the program and students.
- GMHA (PJ) – Great proposal! Can we please also add number of hours and specify contact hours for Independent nursing? 150 hours, etc. Also, other national and international ADN programs based from my interaction from local and traveling nurses are adding Trends in Nursing, Leadership 30-40 hrs, and Intro to Grant writing into their curriculum, will we also consider these in our GCC ADN cohort future plans?
- Dee – Yes, a breakdown of the hours will also be sent to the committee for further review. It was recommended by Dr. Anna & Dr. Joy that Trends be taken at UOG if they decide to move forward to the BSN program. A component on Leadership will be integrated in the NU295 Professional Nursing Practicum Course. I will share the other curriculum table that has the course descriptions, proposed hours. Thank you so much for your initial feedback.
- No further Comments/Feedback received.

VI. Adjournment: March 14, 1546



**POST SECONDARY COURSE ADOPTION OR
RE INSTITUTION AY 2023-2024**

Post-Secondary Course Alpha and Number:

NU215

Post-Secondary Course Title:

Pathophysiology

Department: Allied Health - Practical Nursing

Division: Trades and Professional Services

Author 1: Loressa Melegrito

Author 2 (optional):

Date Submitted to CRC: 4/9/2024

Date Reviewed by CRC: 4/23/2024

APPROVED BY	NAME	SIGNATURE	DATE
REGISTRAR	Ava M. Garcia	<i>Ava M. Garcia</i>	04/09/2024
DEAN	Pilar P. Williams		
VP for ACADEMIC AFFAIRS	Virginia C. Tudela, Ph.D.		
PRESIDENT	Mary A.Y. Okada, Ed.D.		

Action Requested: Adoption

RE-INSTITUTION ONLY (attach a copy of the last approved course curriculum). Provide justification for course re institution:

RE-INSTITUTION ONLY Arrangements made for students, in compliance with ACCJC Standard 2. (2.9):

I. Course Information

Course Alpha: NU

Course Number: 215

Course Title: Pathophysiology

Number of credits: 3

Delivery Format: Lecture

Contact Hours: 45

Online and Hybrid Modality Request (In addition to FTF: Yes

Prerequisite (limit one): SI132 Anatomy and Physiology II

Corequisite (limit one): NU205 Fundamentals of Nursing Concepts and Clinical Skills

Articulation (UOG, DCAPS, etc.):

Implementation Schedule: Fall 2024

II. Course Description & Student Learning Outcomes

This course description will appear in the Post-Secondary and Secondary College Catalogs followed by the Student Learning Outcomes-Course Level. **Refer to Student Learning Outcomes (SLO) Handbook in developing SLOs (available on the Worklife tab on MyGCC).*

Course Description:

This course is a comprehensive study of human pathophysiology and introduces students to the study of body systems and the treatments, manifestations, and mechanisms of disease across the lifespan. Students will learn the major pathophysiology concepts, with emphasis on the nurse's role regarding assessment and analysis of diseases.

STUDENT LEARNING OUTCOMES – COURSE LEVEL (LIST 3-5)

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

Student Learning Outcome 1: Apply principles of normal anatomy and physiology of human body systems to the pathophysiologic process of common health problems.

Student Learning Outcome 2: Identify clinical manifestations of selected disease processes and health problems.

Student Learning Outcome 3: Discuss the nurse's role and responsibility for assessment of individuals experiencing health problems that result in pathophysiologic alterations.

Student Learning Outcome 4:

Student Learning Outcome 5:

Means of Student Assessment: This course will utilize various methods to assess student learning outcomes including quizzes, examinations, online assignments, proctored exams, group presentations, clinical participation, post clinical conferences, safe and competent nursing skill demonstrations and documentation. Students must demonstrate mastery of course intended learning outcomes and must meet minimum course competencies with a minimum of 75% or higher to receive a passing grade in the course. In addition, the student must pass a pharmacological drug dosage test and score 85% or higher. The instructor(s) will determine the weight of each item in the course syllabus at the beginning of the semester. In the classroom, assessment will be completed through quizzes, tests, homework assignments, and group presentations. In the lab, skills will be assessed through a grading rubric that is a pass or fail. The student must pass lecture and lab to pass the course. Failure in one area will result in a failure of the course.

III. Program Affiliation

This post-secondary course is connected to the following program(s):

Program 1: Associate of Science in Nursing (ADN)

Program 2: Associate of Science in Practical Nursing

Program 3:

Program 4:

IV. CTE Career Cluster & Pathway

If a CTE course, specify which Career Cluster it is aligned to: Health Science

If a CTE course, specify which Career Pathway it is aligned to: Health Science

See <https://careertech.org/career-clusters> and <https://cte.careertech.org/sites/default/files/CareerClustersPathways.pdf> for more information.

V. Rationale for Proposal

Reason this proposal should be adopted in light of the College's mission statement and educational goals: GCC's Associate of Science in Nursing (ADN) program will prepare students with the knowledge, values, and skills that upon graduation will provide them with the necessary proficiency sets required for entry level nursing practice as a registered nurse. Furthermore, the nature of this work requires a curriculum built upon a strong foundation of science courses incorporated into its technical requirements. Overall, the implementation of the program will provide students with a degree recognizing the amount of work, educational hours, and clinical experience that is expected of an Associate Degree registered nurse today.

An assessment of industry or community need (please include synopsis of advisory meeting minutes that support your request or equivalent): The US Bureau of Labor Statistics projects more than 275,000 nurses will be needed from 2020 to 2030. In contrast, the National Council of State Boards of Nursing reported that 100,000 registered nurses have left the profession since 2020 due to the pandemic, and one-fifth of the workforce intends to leave by 2027. Locally, the Health Professional Licensing Office reported on August 9, 2023 that a loss of 148 registered nurses was documented this number was derived from nurses who did not renew their licenses for that year. Additionally, in the same report various healthcare agencies expressed a need for more than 140 nurses and it is anticipated that this number will continue to rise. Many countries are reporting an experienced loss of many "baby boomer" nurses settling into the age of retirement and choosing not to pick up a second job in the health care industry. Unfortunately, this is also the reality seen on Guam as evidence by the August 2023 report for the Guam Commission of Nurse Leaders. The growing demand for nurses reported locally and nationwide has generated an increased motivation by the College to develop an Associate Degree in Nursing LPN to RN bridge program.

Conformity of this course to legal and other external requirements. Include articulation agreements, Guam, or State CTE requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements (only complete if applicable otherwise, N/A): The Associate of Science in Nursing (ADN) is consistent with the Nurse Practice Act and the Guam Board of Nurse Examiners (GBNE) Administrative Rules and Regulations regarding nursing education. Interested applicants for the program must possess a United States Social Security card and be committed to pursuing a license as a registered nurse following completion of the program as an expectation and measure of success required by GBNE.

Results of course evaluation that supports the request. Copy and paste evaluation data or test results: This course is a new course to be adopted as a requirement for the ADN program.

VI. Resources Requirements and Estimated Costs

Please list any new resources and costs associated if applicable. (ONLY for ADOPTIONS) If existing course requires new resources, request must be addressed through the Assessment process. If no new resources are required, indicate N/A: Textbooks, instructor resources and recruitment of new faculty/adjunct faculty will be needed for this course.

Please list any new facility requirements and costs associated if applicable. (ONLY for ADOPTIONS) If no new facilities are required, put N/A: N/A

VII. Textbook Reference, Equipment, and Supplies

Book 1 Title: Understanding Pathophysiology

Book 1 Edition (Starting edition): 7th Ed or latest edition

Book 1 Author 1: Huether, Sue E.

Book 1 Author 2: McCance, Kathryn

Book 1 Publisher: Elsevier

Book 1 13-Digit ISBN: 9780323639088

Book 2 Title: Understanding Pathophysiology

Book 2 Edition (Starting edition): 7th Ed or latest edition

Book 2 Author 1: Huether, Sue E.

Book 2 Author 2: McCance, Kathryn

Book 2 Publisher: Elsevier

Book 2 13-Digit ISBN: 978-0323681704

Reference(s) and Bibliography/Websites: None

Requested Learning Resource Center (LRC) resources (e-books, periodicals, etc.): None

VIII. Detailed Course Outline (Outline Must Be Detailed And Include Subtopics)

Detailed SLOs:

PART ONE: BASIC CONCEPTS OF PATHOPHYSIOLOGY

Unit 1: The Cell

1. Identify the Components of Cellular Biology
 - a. Structure and Function
 - b. Cellular Communication
 - c. Cellular Metabolism
 - d. Cellular Reproduction
2. Discuss the Function of Genes and Genetic Diseases
 - a. DNA, RNA and Proteins
 - b. Chromosomes
 - c. Elements of Genetics
 - d. Linkage Analysis and Gene Mapping
3. Describe Epigenetics and Disease
 - a. Epigenetic Mechanisms
 - b. Environmental Impacts
 - c. Epigenetics and Cancer
4. Define and Discuss Altered Cellular and Tissue Biology
 - a. Cellular Adaptation
 - b. Cellular Injury
 - c. Manifestations of Cellular Injury

- d. Cellular Death
- e. Somatic Death
- 5. Discuss the Concepts of Fluids and Electrolytes, Acids and Bases
 - a. Distribution of Body Fluids and Electrolytes
 - b. Alterations in Water Movement
 - c. Alterations in Sodium, Chloride, and Water
 - d. Alterations in Potassium and other Electrolytes
 - e. Acid-Base balance

Unit 2: Mechanisms of Self-Defense

- 6. Define and Discuss the Process of Innate Immunity: Inflammation and Wound Healing
 - a. Human Defence Mechanisms
 - b. Innate Immunity
 - c. Acute and Chronic Inflammation
 - d. Wound Healing
- 7. Define and Discuss Adaptive Immunity
 - a. Adaptive Immunity
 - b. Antigens and Immunogens
 - c. Immune Response: Collaboration of B Cells and T Cells
 - d. Humoral Immunity (Antibodies)
 - e. Cell Mediated Immunity
- 8. Discuss Common Alterations in Immunity
 - a. Hypersensitivity Reactions
 - b. Immunologic Mechanisms of Hypersensitivity
 - c. Deficiencies in Immunity
- 9. Discuss and Summarize Infections and Defects in Mechanisms of Defense
 - a. Microorganisms and Humans: A Dynamic Relationship
 - b. Infectious Disease
 - c. Antibiotic/Antimicrobial Resistance
 - d. Vaccines and Protection Against Infection
- 10. Define and Discuss Stress and Disease
 - a. Background and General Concepts of Stress
 - b. Stress Systems
 - c. Chronic Stress
 - d. Negative Effects of Stress
 - e. Coping and Intervention Strategies

Unit 3: Cellular Proliferation: Cancer

- 11. Discuss the Biology of Cancer
 - a. Cancer terminology and characteristics
 - b. The Biology of Cancer Cells
 - c. Clinical Manifestations
 - d. Diagnosis and Staging of Cancer
- 12. Discuss Cancer Epidemiology
 - a. Genetics, Epigenetics, and Tissues
 - b. In Utero and Early Life Conditions
 - c. Environmental Lifestyle Factors
- 13. Summarize and Describe Cancer in Children and Adolescents

- a. Incidence, Etiology, and Types of Childhood Cancer
- b. Prognosis

PART TWO: BODY SYSTEMS AND DISEASES

Unit 4: The Neurologic System

- 14. Define and Discuss the Structure and Function of the Neurologic System
 - a. Overview and organization of the Nervous System
 - b. Cells of Nervous System
 - c. Nerve Impulse
 - d. Central Nervous System
 - e. Blood Supply
 - f. Peripheral Nervous System
 - g. Autonomic Nervous System
- 15. Discuss Pain, Temperature, Sleep, and Sensory Function
 - a. Pain
 - b. Temperature Regulation
 - c. Sleep
 - d. The Special Senses
- 16. Describe Alterations in Cognitive Systems, Cerebral Hemodynamics, and Motor Function
 - a. Alterations in Cognitive Systems
 - b. Alterations in Cerebral Hemodynamics
 - c. Alterations in Neuromotor Function
 - d. Alterations in Complex Motor Performance
- 17. Identify and Discuss Disorders of the Central and Peripheral Nervous Systems and Neuromuscular Junction
 - a. Central Nervous System Disorders
 - b. Peripheral Nervous System Disorders
 - c. Tumors of the Central Nervous System
- 18. Discuss Alterations of Neurologic Function in Children
 - a. Development of the Nervous System in Children
 - b. Alterations in Function
 - c. Cerebrovascular Disease in Children
 - d. Childhood Tumors

Unit 5: The Endocrine System

- 19. Discuss the Mechanisms of Hormonal Regulation
 - a. Mechanisms of Hormonal Regulation
 - b. Structure and Function of the Endocrine Glands
- 20. Identify Alterations of Hormonal Regulation
 - a. Mechanisms of Hormonal Alterations
 - b. Alterations of Thyroid Function
 - c. Alterations of Parathyroid Function
 - d. Dysfunction of the Endocrine Pancreas: Diabetes Mellitus
 - e. Alterations of Adrenal Function
- 21. Discuss Obesity and Disorders of Nutrition
 - a. Adipose Tissue
 - b. Obesity

- c. Starvation
- d. Anorexia in Aging

Unit 6: The Hematologic System

22. Discuss the Structure and Function of the Hematologic System

- a. Components of the Hematologic System
- b. Development of Blood Cells
- c. Mechanisms of Hemostasis

23. Identify Alterations of Hematologic Function

- a. Anemia
- b. Myeloproliferative red Cell Disorders
- c. Alterations of Leukocyte Function
- d. Alterations of Lymphoid Function
- e. Alterations of Splenic Function
- f. Hemorrhagic Disorders and Alterations of Platelets and Coagulation

24. Identify Alterations of Hematologic Function in Children

- a. Disorders of Erythrocytes
- b. Disorders of Coagulation and Platelets
- c. Neoplastic Disorders

Unit 7: The Cardiovascular and Lymphatic Systems

25. Discuss Structure and Function of the Cardiovascular and Lymphatic Systems

- a. Circulatory System
- b. Heart
- c. Systemic Circulation
- d. Lymphatic System

26. Identify Alterations of Cardiovascular Function

- a. Diseases of the Veins
- b. Diseases of the Arteries
- c. Disorders of heart Walls
- d. Manifestations of Heart Disease
- e. Shock

27. Identify Alterations of Cardiovascular Function in Children

- a. Congenital Heart Disease
- b. Acquired Cardiovascular Disorders

Unit 8: The Pulmonary System

28. Identify the Structure and Function of the Pulmonary System

- a. Structure of the Pulmonary System
- b. Function of the Pulmonary System

29. Discuss Alterations of Pulmonary Function

- a. Clinical Manifestations of Pulmonary Alterations
- b. Pulmonary Disorders

30. Discuss Alterations of Pulmonary Function in Children

- a. Disorders of the Upper Airways
- b. Disorders of the Lower Airways
- c. Sudden Infant Death Syndrome

Unit 9: The Renal and Urologic Systems

31. Structure and Function of the Renal and Urologic Systems

- a. Structure of the Renal System
- b. Renal Blood Flow and Glomerular Filtration
- c. Kidney Function
- d. Tests of Renal Function

32. Alterations of Renal and Urinary Tract Function

- a. Urinary Tract Obstruction
- b. Urinary Tract Infection
- c. Glomerular Disorders
- d. Acute Kidney Injury
- e. Chronic Kidney Disease

33. Alterations of Renal and Urinary Tract Function in Children

- a. Structural Abnormalities
- b. Glomerular Disorders
- c. Nephroblastoma
- d. Bladder Disorders

Unit 10: The Reproductive Systems

34. Identify the Structure and Function of the Reproductive Systems

- a. Development of the Reproductive system
- b. The Female Reproductive System
- c. Structure and Function of the Breast
- d. Male Reproductive System
- e. Aging and Reproductive Function

35. Discuss Alterations of the Female Reproductive System

- a. Abnormalities of the Female Reproductive Tract
- b. Alterations in Sexual Maturation
- c. Disorders of the Female Reproductive System
- d. Disorders of the Female Breast

36. Discuss Alterations of the Male Reproductive System

- a. Alterations in Sexual Maturation
- b. Disorders of the Male reproductive System
- c. Disorders of the Male Breast

Unit 11: The Digestive System

37. Identify the Structure and Function of the Digestive System

- a. The Gastrointestinal Tract
- b. Accessory Organs of Digestion

38. Discuss Alterations of Digestive Function

- a. Disorders of the Gastrointestinal Tract
- b. Disorders of the Accessory Organs of Digestion

39. Discuss Alterations of Digestive Function in Children

- a. Congenital Impairment of Motility
- b. Acquired Impairment of Motility in the Gastrointestinal Tract
- c. Impairment of Digestion, Absorption, and Nutrition
- d. Diarrhea
- e. Disorders of the Liver

Unit 12: The Musculoskeletal and Integumentary Systems

40. Structure and Function of the Musculoskeletal System

- a. Structure and Function of the Bones
- b. Structure and Function of the Joints
- c. Structure and Function of the Skeletal Muscles
- d. Aging and the Musculoskeletal System

41. Identify Alterations of Musculoskeletal Function

- a. Musculoskeletal Injuries
- b. Disorders of Bones
- c. Disorders of Joints
- d. Disorders of Skeletal Muscles
- e. Musculoskeletal Tumors

42. Identify Alterations of Musculoskeletal Function in Children

- a. Congenital Defects
- b. Bone and Joint Infections
- c. Juvenile Idiopathic Arthritis
- d. Scoliosis
- e. Neuromuscular Disorders
- f. Musculoskeletal Tumors
- g. Nonaccidental Trauma

43. Discuss the Structure, Function, and Disorders of the Integument

- a. Structure and Function of the Skin
- b. Disorders of the Skin
- c. Disorders of the Hair
- d. Disorders of the Nail

44. Discuss Alterations of the Integument in Children

- a. Acne Vulgaris
- b. Dermatitis
- c. Infections of the Skin
- d. Insect Bites and Parasites
- e. Cutaneous Hemangiomas and Vascular Malformations
- f. Other Skin Disorders

IX. Advisory Committee Minutes

Copy and paste Advisory Committee meeting minutes.

Advisory Committee Meeting Minutes:

Nursing & Allied Health Advisory

Meeting Agenda

March 14, 2024

Time: 1300

Type of Meeting: Virtual Advisory Committee Meeting – *Electronic Review of ADN Curriculum*

- I. Email Thread Participants:** Dorothy-Lou M. Duenas, Associate Dean; Dr. William Eric Lee, GCC; Loressa Melegrito, GCC; Barbara Mafnas, GCC, Eva Mui, GCC; Rolland Tyquiengco, GCC; John Patrick Chua, GCC; Zennia Pecina, DPHSS; Renee Veksler, GMHA; Christine Tuquero, GMHA; Phillip Calalo, GMHA; Yvette Paulino, UOG School of Health, Dr. Joy Mendez, UOG School of Health, Dr. Anna Varhghese, UOG School of Health, Rose Grino, FHP Health, Daren Burrier, GFD, Julietta Quinene, GDOE

III. Curriculum

- a) Notice of Program updates for ADN Proposal to reflect complete ADN curriculum
- b) Associate of Science in Nursing (ADN) RN Program
 - *Curriculum review committee recommendations to revise curriculum to reflect the ADN program revision for RN for 80 credits total.*
 - *Noted range of total curriculum credits for researched ADN programs is 76 – 80 total inclusive of general education requirements/LPN program.*
 - *Common courses include:*
 - *LPN to RN Transition Course*
 - *Mental Health Concepts with Clinical Component*
 - *Health Assessment Course with clinical*
 - *Advanced Medical Surgical Practicum Course with clinical*
 - *Pediatric and Maternal Course with clinical*

V. Recommendations from the Committee

- DPHSS (Zennia) – *Will GCC be looking into programmatic accreditation for the curriculum? This will help benefit and support the program and students.*
- GMHA (PJ) – *Great proposal! Can we please also add number of hours and specify contact hours for Independent nursing? 150 hours, etc. Also, other national and international ADN programs based from my interaction from local and traveling nurses are adding Trends in Nursing, Leadership 30-40 hrs, and Intro to Grant writing into their curriculum, will we also consider these in our GCC ADN cohort future plans?*
- Dee – *Yes, a breakdown of the hours will also be sent to the committee for further*

review. It was recommended by Dr. Anna & Dr. Joy that Trends be taken at UOG if they decide to move forward to the BSN program. A component on Leadership will be integrated in the NU295 Professional Nursing Practicum Course. I will share the other curriculum table that has the course descriptions, proposed hours. Thank you so much for your initial feedback.

- *No further Comments/Feedback received.*

VI. Adjournment: March 14, 2024



POST SECONDARY COURSE ADOPTION OR RE INSTITUTION AY 2023-2024

Post-Secondary Course Alpha and Number:

NU225

Post-Secondary Course Title:

Adult Medical Surgical Nursing II & Clinical Skills

Department: Allied Health - Practical Nursing

Division: Trades and Professional Services

Author 1: Loressa Melegrito

Author 2 (optional):

Date Submitted to CRC: 4/9/2024

Date Reviewed by CRC: 4/17/2024

APPROVED BY	NAME	SIGNATURE	DATE
REGISTRAR	Ava M. Garcia	<i>Ava M. Garcia</i>	04/09/2024
DEAN	Pilar P. Williams		
VP for ACADEMIC AFFAIRS	Virginia C. Tudela, Ph.D.		
PRESIDENT	Mary A.Y. Okada, Ed.D.		

Action Requested: Adoption

RE-INSTITUTION ONLY (attach a copy of the last approved course curriculum). Provide justification for course re institution: N/A

RE-INSTITUTION ONLY Arrangements made for students, in compliance with ACCJC Standard 2. (2.9): N/A

I. Course Information

Course Alpha: NU

Course Number: 225

Course Title: Adult Medical Surgical Nursing II & Clinical Skills

Number of credits: 8

Delivery Format: Lecture/Lab

Contact Hours: 250 (60 lecture, 30 lab, 150 Clinical)

Online and Hybrid Modality Request (In addition to FTF): Yes

Prerequisite (limit one): NU205 – Fundamentals of Nursing Concepts and Clinical Skills

Corequisite (limit one): NU235

Articulation (UOG, DCAPS, etc.):

Implementation Schedule: Fall 2024

II. Course Description & Student Learning Outcomes

This course description will appear in the Post-Secondary and Secondary College Catalogs followed by the Student Learning Outcomes-Course Level. **Refer to Student Learning Outcomes (SLO) Handbook in developing SLOs (available on the Worklife tab on MyGCC).*

Course Description:

Utilizing current evidence based practice, this course focuses on and explores intermediate medical-surgical nursing concepts to provide holistic care to diverse individuals, families, and groups experiencing complex alterations in health. Students will learn about health management, maintenance and prevention of illness, and care of the individual as a whole. Students will gain experience in the administration of patient care which includes using the nursing process, body systems disorders, diagnostic methods, surgical and non-surgical treatments, perform focused assessments in the scope of the registered nurse, integrating critical thinking, and assist with patient education. Content is presented from a patient centered approach based on Maslow's Hierarchy of Needs.

STUDENT LEARNING OUTCOMES – COURSE LEVEL (LIST 3-5)

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

Student Learning Outcome 1: Use the nursing process to provide professional nursing care to promote health and wellness of culturally diverse patients across the lifespan in a variety of settings.

Student Learning Outcome 2: Utilize concepts of problem-solving, critical thinking, interpersonal and therapeutic communication skills in care of the medical surgical patient.

Student Learning Outcome 3: Analyze the physical, cognitive, and psychosocial development and changes which occur during young adult, middle-aged, and older adult years.

Student Learning Outcome 4: Apply nursing concepts and theories to identify interventions appropriate for planning, implementing, and evaluating patient care.

Student Learning Outcome 5:

Means of Student Assessment: This course will utilize various methods to assess student learning outcomes including quizzes, examinations, online assignments, proctored exams, group presentations, clinical participation, post clinical conferences, safe and competent nursing skill demonstrations and documentation. Students must demonstrate mastery of course intended learning outcomes and must meet minimum course competencies with a minimum of 75% or higher to receive a passing grade in the course. In addition, the student must pass a pre-clinical pharmacological drug dosage test and score 85% or higher to be granted clinical privileges. The instructor(s) will determine the weight of each item in the course syllabus at the beginning of the semester. In the classroom, assessment will be completed through quizzes, tests, homework assignments, and group presentations. In the lab, skills will be assessed through a grading rubric that is a pass or fail. In the clinical setting, a grading rubric of 14 domains each with a possibility of a rating score of 1-4 (4 excellent, 3 good, 2 poor, 1 unsatisfactory). Calculations of the total score are utilized to assess whether a student will pass or fail the clinical component of the course. Students with a score of 2 or below in any of the domains at the end of the rotation may receive a failing grade. The student must pass lecture, lab, and clinical to pass the course. Failure in one area will result in a failure of the course.

III. Program Affiliation

This post-secondary course is connected to the following program(s):

Program 1: Associate of Science in Nursing (ADN) Program

Program 2: Associate of Science in Practical Nursing

Program 3:

Program 4:

IV. CTE Career Cluster & Pathway

If a CTE course, specify which Career Cluster it is aligned to: Health Science

If a CTE course, specify which Career Pathway it is aligned to: Health Science

See <https://careertech.org/career-clusters> and <https://cte.careertech.org/sites/default/files/CareerClustersPathways.pdf> for more information.

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Reason this proposal should be adopted in light of the College's mission statement and educational goals: GCC's Associate of Science in Nursing (ADN) Program is built upon the foundation of the Associate of Science in Practical Nursing Program will allow our LPN graduates and other interested students to enhance their degree and qualify for licensure to that of the registered nurse. The curriculum will prepare students with the knowledge, values, and skills that upon graduation will provide them with the necessary proficiency sets required for entry level nursing practice as a registered nurse. Furthermore, the nature of this work requires a curriculum built upon a strong foundation of science courses incorporated into its technical requirements. Overall, the implementation of the program will provide students with a degree recognizing the amount of work, educational hours, and clinical experience that is expected of a registered nurse who completed an Associate of Science in Nursing (ADN) Program.

An assessment of industry or community need (please include synopsis of advisory meeting minutes that support your request or equivalent): The US Bureau of Labor Statistics projects more than 275,000 nurses will be needed from 2020 to 2030. In contrast, the National Council of State Boards of Nursing reported that 100,000 registered nurses have left the profession since 2020 due to the pandemic, and one-fifth of the workforce intends to leave by 2027. Locally, the Health Professional Licensing Office reported on August 9, 2023 that a loss of 148 registered nurses was documented this number was derived from nurses who did not renew their licenses for that year. Additionally, in the same report various healthcare agencies expressed a need for more than 140 nurses and it is anticipated that this number will continue to rise. Many countries are reporting an experienced loss of many "baby boomer" nurses settling into the age of retirement and choosing not to pick up a second job in the health care industry. Unfortunately, this is also the reality seen on Guam as evidence by the August 2023 report for the Guam Commission of Nurse Leaders. The growing demand for nurses reported locally and nationwide has generated an increased motivation by the College to develop an Associate of Science in Nursing (ADN) Program.

Conformity of this course to legal and other external requirements. Include articulation agreements, Guam, or State CTE requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements (only complete if applicable otherwise, N/A): The Associate of Science in Nursing (ADN) Program is consistent with the Nurse Practice Act and the Guam Board of Nurse Examiners (GBNE) Administrative Rules and Regulations regarding nursing education. Interested applicants for the program must possess a United States Social Security card and be committed to pursuing a license as a registered nurse following completion of the

program as an expectation and measure of success required by GBNE. Students in the clinical setting will be under the direct supervision of a nursing faculty member. There shall be no more than eight (8) students for every faculty member in the clinical area.

Results of course evaluation that supports the request. Copy and paste evaluation data or test results: This course is a new course to be adopted as a requirement for the Associate of Science in Nursing (ADN) Program.

VI. Resources Requirements and Estimated Costs

Please list any new resources and costs associated if applicable. (ONLY for ADOPTIONS) If existing course requires new resources, request must be addressed through the Assessment process. If no new resources are required, indicate N/A: Textbooks, instructor resources and recruitment of new faculty/adjunct faculty will be needed for this course.

Please list any new facility requirements and costs associated if applicable. (ONLY for ADOPTIONS) If no new facilities are required, put N/A: N/A

VII. Textbook Reference, Equipment, and Supplies

Book 1 Title: Physical Examination & Health Assessment

Book 1 Edition (Starting edition): 9th or latest edition

Book 1 Author 1: Jarvis, Carolyn

Book 1 Author 2: Eckhardt, Ann

Book 1 Publisher: Elsevier

Book 1 13-Digit ISBN: 978-0323809849

Book 2 Title: Physical Examination & Health Assessment Study Guide & Laboratory Manual

Book 2 Edition (Starting edition): 9th or latest edition

Book 2 Author 1: Jarvis, Carolyn

Book 2 Author 2: Eckhardt, Ann

Book 2 Publisher: Elsevier

Book 2 13-Digit ISBN: 978-0323827805

Reference(s) and Bibliography/Websites: Delmar's Manual for Laboratory and Diagnostic Tests 3rd Ed, Daniels, Rick Cengage Learning 978-1285053134

Nurses's Guide to Clinical Procedures 11th Ed McCuiston, Linda E., Di Maggio, Kathleen, Elsevier 978-0323973155

Requested Learning Resource Center (LRC) resources (e-books, periodicals, etc.): N/A

VIII. Detailed Course Outline (Outline Must Be Detailed And Include Subtopics)

Detailed SLOs:

Unit 1: Assessment of the Whole Person

1. Utilizing the Evidence-Based Assessment
 - a. Understanding the Assessment Process
 - b. Collecting and Analyzing Subjective and Objective data
 - c. Utilizing Diagnostic reasoning analyzing health data to draw conclusions and identify diagnosis.
 - d. Applying Critical Thinking and the Diagnostic Process
 - e. Integrating the standards of practice for nursing and the nursing process
 - f. Collecting four Types of data
 - i. Complete Total Health Database
 - ii. Focused or Problem-Centered Database
 - iii. Follow-up Database
 - iv. Emergency Database
 - g. Expanding the Concept of Health
 - i. Applying Considerations for the whole person – holisitc health.
 - ii. Health promotion and disease prevention
 - iii. Understanding the importance of culture and genetics
2. Implementing Cultural Assessment
 - a. Demographic Profile in the United States
 - i. Understanding differences among emerging groups
 - b. Immigration
 - i. Identifying health care disparities among vulnerable populations
 - c. Determinants of health and health disparaities
 - i. Defining the factors that influence an individual's health
 - ii. Recognizing health care disparaities among vulnerable populations
 - iii. Implementing National Cultural and Linguistic Standards
 - d. Integrating Culture and Culture-Related Concepts
 - i. Recognizing the web of communication
 - ii. Defining ethnicity and the process of acculturation
 - iii. Incorporating the imporance of religion and spirituality
 - e. Recognizing Health-Related Beliefs and Practices
 - i. Incorporating Healing and culture
 - ii. Understanding beliefs about causes of illness
 1. Biomedical
 2. Naturalistic
 3. Magicoreligious
 - iii. Understanding the use of traditional treatments and folk healers
 - f. Identifying the Importance of the Transcultural Expression of Pain
 - i. Recognizing pain as a universally recognized phenomenon
 - g. Implementing Steps to Cultural Competency
 - i. Displaying cultural sensitivity
 - ii. Applying cultural appropriateness
 - iii. Ensuring cultural competence

- h. Applying Cultural Assessment
 - i. Identifying the five categories of the cultural formulation model
 - ii. Utilizing the heritage assessment tool
- 3. Performing the Interview process
 - a. Conducting the first point of contact with the client – collecting subjective and objective data
 - b. Implementing the Process of Communication
 - i. Sending – verbal, nonverbal communication
 - ii. Receiving – being aware of the messages you send
 - iii. Recognizing internal factors
 - iv. External factors of influence and preparing the physical setting
 - c. Utilizing Techniques of Communication
 - i. Introducing the Interview
 - ii. The working phase
 - iii. Open-ended questions
 - iv. Closed or direct questions
 - v. Verbal responses – assisting the narrative and encouraging verbal expression
 - vi. Ten traps of interviewing that can lead to nonproductive verbal and nonverbal messages
 - vii. The importance of recognizing and utilizing nonverbal skills
 - viii. Effectively closing the interview
 - ix. Interviewing the parent or caregiver
 - x. Stages of cognitive development
 - d. Communicating with different ages
 - i. The infant (birth to 12 months)
 - ii. The toddler (12 to 36 months)
 - iii. The pre-schooler (3 to 6 years)
 - iv. The school age child (7 to 12 years)
 - v. The adolescent
 - vi. The older adult
 - e. Interviewing people with special needs
 - i. Hearing impaired
 - ii. Acutely ill people
 - iii. People under the influence of street drugs or alcohol
 - iv. How to handle personal questions
 - v. Dealing with sexually aggressive people
 - vi. Crying
 - vii. Anger
 - viii. Threats of violence
 - ix. Anxiety
- 4. Performing the Complete Health History
 - a. Obtaining biographic data
 - b. Obtaining Source History
 - c. Identifying reasons for seeking care
 - d. Determining present health or present illness
 - e. Determining past health
 - f. Obtaining a family history

- g. Integrating a review of Systems
 - h. Performing a functional assessment
- 5. Conducting a Mental Status Assessment
 - a. Understanding structure and function
 - b. Defining mental status
 - c. Identifying the components of the mental status examination
 - d. Utilizing Supplemental mental status examinations
- 6. Utilizing a Substance Use Assessment
 - a. Alcohol use and abuse
 - b. Defining illicit drug use
 - c. Diagnosing substance abuse
- 7. Recognizing Family Violence and Human Trafficking
 - a. Types of violence
 - i. Intimate Partner Violence
 - ii. Child abuse and Neglect
 - iii. Adolescent Relationship Violence
 - iv. Elder Abuse and Neglect
 - b. Health Effects of violence
 - c. Assessment of violence
 - d. Obtaining the client history
 - e. Physical examination
 - f. Documentation
 - g. Assessing the risk for homicide
- 8. Utilizing Assessment Techniques and Safety in the Clinical Setting
 - a. Cultivating your senses
 - b. A safe environment
 - c. The clinical setting
- 9. Performing General Survey, Measurement, and Vital Signs
 - a. Objective data
 - i. Normal and abnormal findings
- 10. Conducting a pain assessment: The Fifth Vital Sign
 - a. Structure and function
 - b. Neuroanatomic pathway
 - c. Nociceptive pain
 - d. Neuropathic pain
 - e. Sources of pain
 - f. Types of pain
 - g. Pain assessment tools
 - i. subjective and objective data
 - h. Nonverbal behaviors of pain
 - i. Normal & abnormal findings
 - j. Complex Regional Pain Syndrome (CRPS) or Reflexive Sympathetic Dystrophy (RSD)
- 11. Conducting a Nutrition Assessment
 - a. Defining nutritional status
 - b. Types of nutritional assessment
 - c. Normal and abnormal findings
- 12. Identifying the Function of Skin, Hair, and Nails

- a. Structure and function
 - b. Skin – function of the skin
 - c. Normal and abnormal findings
13. Identifying the Function of the Head, Face, Neck, and Regional Lymphatics
- a. Structure and function
 - b. The head
 - c. The neck
 - d. Lymphatics
 - e. Developmental competence
 - f. Subjective and Objective data
 - g. Normal and abnormal findings
14. Identifying the Function of the Eyes
- a. Structure and function
 - b. External anatomy
 - c. Internal anatomy
 - d. Visual pathways and visual fields
 - e. Visual reflexes
 - f. Subjective and objective data
 - g. Normal and abnormal findings
15. Identifying the Function of the Ears
- a. Structure and function
 - b. External ear
 - c. Middle ear
 - d. Inner ear
 - e. Hearing
 - f. Subjective & objective data
 - g. Normal and abnormal findings
16. Identifying the Function of the Nose, Mouth, and Throat
- a. Structure and function
 - b. Nose
 - c. Mouth
 - d. Throat
 - e. Normal and abnormal findings
17. Identifying the function of the Breasts, Axillae, and Regional Lymphatics
- a. Structure and function
 - b. Internal anatomy
 - c. Lymphatics
 - d. The male breast
 - e. Subjective and objective data
 - f. Self exams
 - g. Normal and abnormal findings
18. Identifying the Function of the Thorax and Lungs
- a. Structure and function
 - b. Position and surface landmarks
 - c. The thoracic cavity
 - d. Mechanics of respiration
 - e. Subjective and objective data

- f. Normal and abnormal findings
- 19. Identifying the Function of the Heart and Neck Vessels
 - a. Structure and function
 - b. Position and surface landmarks
 - c. Heart wall, chambers, and valves
 - d. Direction of blood flow
 - e. Cardiac cycle
 - f. Heart sounds
 - g. Conduction
 - h. Pumping ability
 - i. The neck vessels
 - j. Subjective and objective data
 - k. Normal and abnormal findings
- 20. Identifying the Structure and Function of the Peripheral Vascular System and Lymphatic System
 - a. Structure and function
 - b. Arteries
 - c. Veins
 - d. Venous flow
 - e. Lymphatics
 - f. Subjective and objective data
 - g. Normal and abnormal findings
- 21. Identifying the Structure and Function of the Abdomen
 - a. Structure and function
 - b. Surface landmarks
 - c. Internal anatomy
 - d. Subjective and objective data
 - e. Normal and abnormal findings
- 22. Identifying the Musculoskeletal System
 - a. Structure and function
 - b. Musculoskeletal components
 - c. Subjective and objective data
 - d. Normal and abnormal findings
- 23. Identifying the Neurologic System
 - a. Structure and function
 - b. The central nervous system
 - i. Pathways of the CNS
 - c. The peripheral nervous system
 - i. The reflex arc
 - ii. Upper and Lower Motor Neurons
 - iii. Cranial nerves
 - iv. Spinal nerves
 - v. Autonomic nervous system
 - d. Subjective and objective data
 - e. Normal and abnormal findings
- 24. Identifying the Male Genitourinary System
 - a. Structure and function
 - b. The male genitalia

- c. Subjective and objective data
 - d. Normal and abnormal findings
25. Identifying the Anus, Rectum, and Prostate
- a. Structure and function
 - b. Anus and rectum
 - c. Prostate
 - d. Subjective and objective data
 - e. Normal and abnormal findings
26. Identifying the Female Genitourinary System
- a. Structure and function
 - b. External genitalia
 - c. Internal genitalia
 - d. Subjective and objective data
 - e. Normal and abnormal findings
27. Performing the Complete Health Assessment: Adult
- a. Obtaining objective data
 - b. Obtaining subjective data
 - c. Applying documentation and critical thinking
28. Performing the Complete Physical Assessment: Infant, Young Child, and Adolescent
- a. Obtaining objective data
 - b. Obtaining subjective data
 - c. Applying documentation and critical thinking
29. Performing a Bedside Assessment and Electronic Documentation
- a. Obtaining objective data
 - b. Obtaining subjective data
 - c. Applying documentation and critical thinking
30. Pregnancy
- a. Structure and function
 - b. Obtaining objective data
 - c. Obtaining subjective data
 - d. Applying documentation and critical thinking
31. Conducting a Functional Assessment of the Older Adults
- a. Obtaining objective data
 - b. Obtaining subjective data
 - c. Applying documentation and critical thinking

IX. Advisory Committee Minutes

Copy and paste Advisory Committee meeting minutes.

Advisory Committee Meeting Minutes:

Nursing & Allied Health Advisory

Meeting Agenda

March 14, 2024

Time: 1300

Type of Meeting: Virtual Advisory Committee Meeting – *Electronic Review of ADN Curriculum*

- I. Email Thread Participants:** Dorothy-Lou M. Duenas, Associate Dean; Dr. William Eric Lee, GCC; Loressa Melegrito, GCC; Barbara Mafnas, GCC; Eva Mui, GCC; Rolland Tyquiengco, GCC; John Patrick Chua, GCC; Zennia Pecina, DPHSS; Renee Veksler, GMHA; Christine Tuquero, GMHA; Phillip Calalo, GMHA; Yvette Paulino, UOG School of Health, Dr. Joy Mendez, UOG School of Health, Dr. Anna Varhghese, UOG School of Health, Rose Grino, FHP Health, Daren Burrier, GFD, Julietta Quinene, GDOE

III. Curriculum

- a) Notice of Program updates for ADN Proposal to reflect complete ADN curriculum
- b) Associate of Science in Nursing (ADN) RN Program
 - *Curriculum review committee recommendations to revise curriculum to reflect the ADN program revision for RN for 80 credits total.*
 - *Noted range of total curriculum credits for researched ADN programs is 76 – 80 total inclusive of general education requirements/LPN program.*
 - *Common courses include:*
 - *LPN to RN Transition Course*
 - *Mental Health Concepts with Clinical Component*
 - *Health Assessment Course with clinical*
 - *Advanced Medical Surgical Practicum Course with clinical*
 - *Pediatric and Maternal Course with clinical*

V. Recommendations from the Committee

- DPHSS (Zennia) – *Will GCC be looking into programmatic accreditation for the curriculum? This will help benefit and support the program and students.*
- GMHA (PJ) – *Great proposal! Can we please also add number of hours and specify contact hours for Independent nursing? 150 hours, etc. Also, other national and international ADN programs based from my interaction from local and traveling nurses are adding Trends in Nursing, Leadership 30-40 hrs, and Intro to Grant writing into their curriculum, will we also consider these in our GCC ADN cohort future plans?*
- Dee – *Yes, a breakdown of the hours will also be sent to the committee for further review. It was recommended by Dr. Anna & Dr. Joy that Trends be taken at UOG if they*

decide to move forward to the BSN program. A component on Leadership will be integrated in the NU295 Professional Nursing Practicum Course. I will share the other curriculum table that has the course descriptions, proposed hours. Thank you so much for your initial feedback.

- *No further Comments/Feedback received.*

VI. Adjournment: March 14, 2024



**POST SECONDARY COURSE ADOPTION OR
RE INSTITUTION AY 2023-2024**

Post-Secondary Course Alpha and Number:

NU235

Post-Secondary Course Title:

Advanced Maternal Newborn Concepts & Clinical Skills

Department: Allied Health - Practical Nursing

Division: Trades and Professional Services

Author 1: Loressa Melegrito

Author 2 (optional):

Date Submitted to CRC: 4/9/2024

Date Reviewed by CRC: 4/30/2024

APPROVED BY	NAME	SIGNATURE	DATE
REGISTRAR	Ava M. Garcia	<i>Ava M. Garcia</i>	04/09/2024
DEAN	Pilar P. Williams		
VP for ACADEMIC AFFAIRS	Virginia C. Tudela, Ph.D.		
PRESIDENT	Mary A.Y. Okada, Ed.D.		

Action Requested: Adoption

RE-INSTITUTION ONLY (attach a copy of the last approved course curriculum). Provide justification for course re institution:

RE-INSTITUTION ONLY Arrangements made for students, in compliance with ACCJC Standard 2. (2.9):

I. Course Information

Course Alpha: NU

Course Number: 235

Course Title: Advanced Maternal Newborn Concepts & Clinical Skills

Number of credits: 3

Delivery Format: Lecture/Lab

Contact Hours: 90 (30 lecture, 15 lab, 45 Clinical)

Online and Hybrid Modality Request (In addition to FTF: Yes

Prerequisite (limit one): NU205 - Fundamentals of Nursing Concepts & Clinical Skills

Corequisite (limit one): NU245 - Advanced Pediatric Nursing Concepts & Clinical Skills

Articulation (UOG, DCAPS, etc.):

Implementation Schedule: Fall 2024

II. Course Description & Student Learning Outcomes

This course description will appear in the Post-Secondary and Secondary College Catalogs followed by the Student Learning Outcomes-Course Level. **Refer to Student Learning Outcomes (SLO) Handbook in developing SLOs (available on the Worklife tab on MyGCC).*

Course Description:

This course provides students with the scope of obstetrics including care and assessment of newborns and mother relative to the scope of practice for a registered nurse. Students will learn the theories of maternal health and patient education, the birthing process, physiology of pregnancy, maternal-infant bonding, and family dynamics including cultural considerations, ethics, and stress adaptation of newborns and their families. The course also focuses on health promotion, disease intervention, and detection of high risk factors with childbearing families.

STUDENT LEARNING OUTCOMES – COURSE LEVEL (LIST 3-5)

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

Student Learning Outcome 1: Exercise safe, competent, and patient-centered care of the obstetric and newborn client.

Student Learning Outcome 2: Apply the nursing process inclusive of assessment, planning, implementation, and evaluation in the care of the obstetric and newborn client, within the Registered Nurse scope of practice.

Student Learning Outcome 3: Apply problem-solving, critical-thinking, interpersonal, and therapeutic communication skills in the care of the obstetric and newborn client.

Student Learning Outcome 4:

Student Learning Outcome 5:

Means of Student Assessment: This course will utilize various methods to assess student learning outcomes including quizzes, examinations, online assignments, proctored exams, group presentations, clinical participation, post clinical conferences, safe and competent nursing skill demonstrations and documentation. Students must demonstrate mastery of course intended learning outcomes and must meet minimum course competencies with a minimum of 75% or higher to receive a passing grade in the course. In addition, the student must pass a pre-clinical pharmacological drug dosage test and score 85% or higher to be granted clinical privileges. The instructor(s) will determine the weight of each item in the course syllabus at the beginning of the semester. In the classroom, assessment will be completed through quizzes, tests, homework assignments, and group presentations. In the lab, skills will be assessed through a grading rubric that is a pass or fail. In the clinical setting, a grading rubric of 14 domains each with a possibility of a rating score of 1-4 (4 excellent, 3 good, 2 poor, 1 unsatisfactory). Calculations of the total score are utilized to assess whether a student will pass or fail the clinical component of the course. Students with a score of 2 or below in any of the domains at the end of the rotation may receive a failing grade. The student must pass lecture, lab, and clinical to pass the course. Failure in one area will result in a failure of the course.

III. Program Affiliation

This post-secondary course is connected to the following program(s):

Program 1: Associate of Science in Nursing (ADN) Program

Program 2: Associate of Science in Practical Nursing

Program 3:

Program 4:**IV. CTE Career Cluster & Pathway**

If a CTE course, specify which Career Cluster it is aligned to: Health Science

If a CTE course, specify which Career Pathway it is aligned to: Health Science

See <https://careertech.org/career-clusters> and <https://cte.careertech.org/sites/default/files/CareerClustersPathways.pdf> for more information.

V. Rationale for Proposal

Reason this proposal should be adopted in light of the College's mission statement and educational goals: GCC's Associate of Science in Nursing (ADN) Program is built upon the foundation of the Associate of Science in Practical Nursing Program and will serve as a bridge to allow our LPN graduates to enhance their degree and qualify for licensure to that of the registered nurse. The curriculum will prepare students with the knowledge, values, and skills that upon graduation will provide them with the necessary proficiency sets required for entry level nursing practice as a registered nurse. Furthermore, the nature of this work requires a curriculum built upon a strong foundation of science courses incorporated into its technical requirements. Overall, the implementation of the program will provide students with a degree recognizing the amount of work, educational hours, and clinical experience that is expected of a registered nurse who completed an Associate of Science in Nursing (ADN) Program.

An assessment of industry or community need (please include synopsis of advisory meeting minutes that support your request or equivalent): The US Bureau of Labor Statistics projects more than 275,000 nurses will be needed from 2020 to 2030. In contrast, the National Council of State Boards of Nursing reported that 100,000 registered nurses have left the profession since 2020 due to the pandemic, and one-fifth of the workforce intends to leave by 2027. Locally, the Health Professional Licensing Office reported on August 9, 2023 that a loss of 148 registered nurses was documented this number was derived from nurses who did not renew their licenses for that year. Additionally, in the same report various healthcare agencies expressed a need for more than 140 nurses and it is anticipated that this number will continue to rise. Many countries are reporting an experienced loss of many "baby boomer" nurses settling into the age of retirement and choosing not to pick up a second job in the health care industry. Unfortunately, this is also the reality seen on Guam as evidence by the August 2023 report for the Guam Commission of Nurse Leaders. The growing demand for nurses reported locally and nationwide has generated an increased motivation by the College to develop an Associate of Science in Nursing (ADN) Program.

Conformity of this course to legal and other external requirements. Include articulation agreements, Guam, or State CTE requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements (only complete if applicable otherwise, N/A): The Associate of Science in Nursing (ADN) Program is consistent with the Nurse Practice Act and the Guam Board of Nurse Examiners (GBNE) Administrative Rules and Regulations

regarding nursing education. Interested applicants for the program must possess a United States Social Security card and be committed to pursuing a license as a registered nurse following completion of the program as an expectation and measure of success required by GBNE. Students in the clinical setting will be under the direct supervision of a nursing faculty member. There shall be no more than eight (8) students for every faculty member in the clinical area.

Results of course evaluation that supports the request. Copy and paste evaluation data or test results: This course is a new course to be adopted as a requirement for the Associate of Science in Nursing (ADN) Program.

VI. Resources Requirements and Estimated Costs

Please list any new resources and costs associated if applicable. (ONLY for ADOPTIONS) If existing course requires new resources, request must be addressed through the Assessment process. If no new resources are required, indicate N/A: Textbooks, instructor resources and recruitment of new faculty/adjunct faculty will be needed for this course.

Please list any new facility requirements and costs associated if applicable. (ONLY for ADOPTIONS) If no new facilities are required, put N/A: N/A

VII. Textbook Reference, Equipment, and Supplies

Book 1 Title: Maternal/Newborn Nursing and Women's Health Care Across the Lifespan

Book 1 Edition (Starting edition): 11th or latest edition

Book 1 Author 1: Davidson, Linda E.

Book 1 Author 2: London, Marcia

Book 1 Publisher: Pearson Education

Book 1 13-Digit ISBN: 978-0136873051

Book 2 Title:

Book 2 Edition (Starting edition):

Book 2 Author 1:

Book 2 Author 2:

Book 2 Publisher:

Book 2 13-Digit ISBN:

Reference(s) and Bibliography/Websites: N/A

Requested Learning Resource Center (LRC) resources (e-books, periodicals, etc.): N/A

VIII. Detailed Course Outline (Outline Must Be Detailed And Include Subtopics)

Detailed SLOs:

PART I: INTRODUCTION TO MATERNAL-NEWBORN NURSING

1. Discuss the development of contemporary maternal-newborn nursing.
 - 1.1 Contemporary childbirth
 - 1.2 self care movement
 - 1.3 Culturally competent care & professional options in maternal newborn nursing practice
 - 1.4 Legal and ethical considerations
 - 1.5 Evidence based practice in maternal-child nursing
2. Identify and discuss the importance of families, cultures, and complementary therapies.
 - 2.1 The family
 - 2.2 Culturally influences affecting the family
 - 2.3 Culture and nursing care
 - 2.4 Complimentary health approaches and the family

PART II: WOMEN'S HEALTH ACROSS THE LIFESPAN

3. Summarize the components of health promotion.
 - 3.1 Community-based nursing care
 - 3.2 The nurse's role in addressing issues of women's wellness and sexuality
 - 3.3 Menstruation
 - 3.4 Health promotion education
 - 3.5 Menopause
4. Discuss the components of family planning.
 - 4.1 Overview of family planning
 - 4.2 Fertility awareness-based emthods
 - 4.3 Spermicide & barrier methods of contraception
 - 4.4 Long-acting reversible contraception, hormonal contraception, postcoital emergency contraception, operative sterilization, and male contraception.
 - 4.5 Clinical interruption of pregnancy
 - 4.6 Preconception counseling
5. Summarize the transmission, treatment and descriptions of commonly occurring infections.
 - 5.1 Care of the woman with a lower genital tract infection (vaginitis)
 - 5.2 Care of the woman with a sexually transmitted infection
 - 5.3 Care of the woman with an upper genital tract infection (pelvic inflammatory disease)
 - 5.4 Care of the woman with a urinary tract infection
6. Identify common women's health problems.
 - 6.1 Care of the woman with a disorder of the breast
 - 6.2 Care of the woman during apelvic examination
 - 6.3 Care of the woman with an abnormal finding during a pelvic examination
 - 6.4 Care of the woman with polycystic ovarian syndrome
 - 6.5 Care of the woman requiring gynecologic surgery
 - 6.6 Infertility
7. Summarize and identify various social issues impacting women's health.
 - 7.1 Social issues affecting women living in poverty
 - 7.2 Social issues affecting women in the workplace, older women, women with disabilities, and lesbian, bisexual, and transgender women.

7.3 Female genital mutilation

8. Describe factors contributing to violence against women.

8.1 Historic factors contributing to violence against women

8.2 Domestic violence

8.3 Sexual Assault

PART III: HUMAN REPRODUCTION

9. Discuss the importance of reproductive physiology, conception, and fetal development.

9.1 Female reproductive system

9.2 Female reproductive cycle

9.3 Male reproductive system

9.4 Conception and fetal development

10. Summarize Reproductive Genetics

10.1 Genetic Disorders

PART IV: PREGNANCY

11. Identify the physical and psychologic changes of pregnancy

11.1 Anatomy and physiology of Pregnancy

11.2 Signs of pregnancy

11.3 Psychologic responses of the expectant family to pregnancy

11.4 Cultural values and pregnancy

12. Describe the process of an antepartum nursing assessment

12.1 Initial patient history

12.2 Initial prenatal assessment

13. Understanding the expectant family: needs and care.

13.1 Nursing care during the prenatal period

13.2 Care of the pregnant woman's family

13.3 Cultural considerations

13.4 Childbearing decisions

13.5 Classes for family members

13.6 Relief of common discomforts of pregnancy

13.7 Health promotion during pregnancy

14. Summarize the key aspects necessary for maternal nutrition

14.1 Maternal weight

14.2 Nutritional requirements

14.3 Vegetarianism

14.4 Factors influencing nutrition

14.5 Nutritional care of the pregnant adolescent

14.6 Postpartum nutrition

15. Summarize important aspects of pregnancy in selected populations

15.1 Adolescent pregnancy

15.2 Care of expectant parents over age 35

15.3 Care of the pregnant woman with special needs

16. Describe the steps and purpose of assessment of fetal well-being

16.1 Psychologic reactions to antenatal testing

16.2 Ultrasound

16.3 Assessment of fetal well-being in the first, second and third trimester

16.4 Other diagnostic tests

17. Describe and discuss a pregnancy at risk: pregestational problems
 - 17.1 Care of the woman with diabetes mellitus
 - 17.2 Care of the woman requiring surgery during pregnancy
 - 17.3 Care of the pregnant woman experiencing intimate partner violence
 - 17.4 Care of the woman at risk for Rh Alloimmunization
 - 17.5 Care of the woman at risk due to ABO incompatibility
18. Describe and discuss a pregnancy at risk: gestational onset
 - 18.1 Care of the woman at risk because of bleeding during pregnancy
 - 18.2 Care of the woman with hyperemesis gravidarum
 - 18.3 Care of the woman with hypertensive disorder
 - 18.4 Care of the woman with a perinatal infection affecting the fetus
 - 18.5 Nursing care management

PART V: LABOR AND BIRTH

19. Describe the processes and stages of labor and birth
 - 19.1 Methods of childbirth preparation
 - 19.2 Preparation for childbirth that supports individuality
 - 19.3 Critical factors in labor
 - 19.4 Psychosocial considerations
 - 19.5 Physiology of labor
 - 19.6 Stages of labor and birth
 - 19.7 Maternal systemic response
 - 19.8 Fetal response to labor
20. Summarize the steps related to an intrapartum nursing assessment
 - 20.1 Maternal assessment
 - 20.2 General anesthesia
 - 20.3 Analgesic and anesthetic considerations for the high-risk mother and fetus
21. Discuss the role of the family in childbirth: needs and care
 - 21.1 Nursing diagnosis during labor and birth
 - 21.2 Nursing care and admission
 - 21.3 Nursing care during the first, second, third, and fourth stages of labor
 - 21.4 Nursing care of the adolescent
 - 21.5 Nursing care during precipitous labor and birth
22. Identify various types of pharmacologic pain management
 - 22.1 Medicated birth
 - 22.2 Systemic analgesia
 - 22.3 General anesthesia
 - 22.4 Regional anesthesia and analgesia
 - 22.5 Analgesic and anesthetic considerations for the high-risk mother and fetus
23. Describe and discuss what is considered childbirth at risk: prelabor onset complications
 - 23.1 Care of the woman due to risk for preterm labor
 - 23.2 Care of the woman with premature rupture of membranes
 - 23.3 Care of the woman and fetus because of placental problems
 - 23.4 Care of the woman with multiple gestation
 - 23.5 Care of the woman and fetus at risk because of amniotic fluid-related complications
24. Describe and discuss what is considered childbirth at Risk: Labor-Related Complications
 - 24.1 Care of the woman experiencing dystocia related dysfunctional uterine contractions.

- 24.2 Care of the woman with postterm pregnancy
- 24.3 Care of the woman with fetus at risk because of fetal malposition
- 24.4 Care of the woman and fetus at risk because of fetal malpresentation
- 24.5 Care of the woman at risk because of complications of third and fourth stages of labor
- 25. Identify Birth-Related Procedures
 - 25.1 Care of the woman during version
 - 25.2 Care of the woman during cervical ripening
 - 25.3 Care of the woman during induction or augmentation of labor
 - 25.4 Care of the woman during amniotomy
 - 25.5 Care of the woman during amnioinfusion
 - 25.6 Care of the woman during Episiotomy, forceps-assisted birth, vacuum extraction or cesarean.
 - 25.7 Care of the woman undergoing trial of labor after cesarean and vaginal birth after cesarean

PART VI: THE NEWBORN

- 26. Summarize the physiologic responses of the newborn to birth
 - 26.1 Fetal respiratory system
 - 26.2 Cardiopulmonary, hematopoietic, thermoregulation, hepatic, gastrointestinal, urinary, immunologic and neurologic adaptations.
- 27. Identify the components of nursing assessment of the newborn
 - 27.1 Timing of newborn assessments
 - 27.2 Estimation of gestational age
 - 27.3 Physical assessment
- 28. Describe and discuss the normal newborn: needs and care
 - 28.1 Admission and the first 4 hours of life
 - 28.2 The newborn following transition
- 29. Describe the aspects of newborn nutrition
 - 29.1 Nutritional needs and breast milk/formula composition
 - 29.2 Breastfeeding and formula feeding
 - 29.3 Timing of newborn feedings
 - 29.4 Community based nursing care
- 30. Identify the factors and characteristics of the newborn at risk: conditions present at birth
 - 30.1 Identification of at risk newborns
 - 30.2 Care of the small for gestational age/intrauterine growth restriction newborn
 - 30.3 Care of the large-for-gestational-age newborn
 - 30.4 Care of the mother with diabetes
 - 30.5 Care of the postterm or preterm newborn
 - 30.6 Care of the newborn with congenital anomalies and congenital heart defects
 - 30.7 Care of the newborn of a substance-abusing mother
 - 30.8 Care of the newborn exposed to HIV/AIDS
 - 30.9 Care of the newborn with an inborn error of metabolism
- 31. Identify the factors and characteristics of the Newborn at Risk: Birth-Related Stressors
 - 31.1 Care of the newborn at risk due to asphyxia
 - 31.2 Care of the newborn with respiratory distress
 - 31.3 Care of the newborn with meconium aspiration syndrome
 - 31.4 Care of the newborn with complications due to respiratory therapy
 - 31.5 Care of the newborn with cold stress, hypoglycemia, jaundice, anemia, or infection

31.6 Care of the family with birth of an at-risk newborn

PART VII: POSTPARTUM

- 32. Discuss the components of postpartum adaptation and nursing assessment
 - 32.1 Postpartum physical and psychologic adaptations
 - 32.2 Development of family attachments
 - 32.3 Postpartum nursing assessment, discharge assessment, and follow-up
- 33. Discuss the importance of and factors surrounding the postpartum family: needs and care
 - 33.1 Nursing care during the early postpartum period
 - 33.2 Community based nursing care
 - 33.3 Promotion of maternal comfort & well being
 - 33.4 Promotion of maternal nutrition, rest, activity, wellness and shared parenting
 - 33.5 Nursing care following the cesarean birth
 - 33.6 Nursing care of the obese, adolescent, or LGBTQ postpartum mother.
 - 33.7 Nursing care of the of the postpartum mother with special needs or a mother with a history of sexual abuse.
 - 33.8 Nursing care of the woman who relinquishes her newborn
 - 33.9 Discharge information and the history of the postpartum family
- 34. Summarize the guidelines for home care of the postpartum family
 - 34.1 Role of length of stay and professional guidelines for discharge
 - 34.2 Considerations for the home visit
 - 34.3 Home care of the newborn, mother and family
 - 34.4 Other types of follow-up care
- 35. The Postpartum Family at Risk
 - 35.1 Care of the woman with postpartum hemorrhage
 - 35.2 Care of the woman with reproductive tract, urinary tract, or wound infection
 - 35.3 Care of the woman with postpartum mastitis
 - 35.4 Care of the woman with Postpartum thromboembolic disease
 - 35.5 Care of the postpartum woman with a psychiatric disorder
- 36. Discuss Grief and Loss in the Childbearing Family
 - 36.1 Common causes of perinatal loss
 - 36.2 Maternal physiologic implications
 - 36.3 Postbirth evaluation
 - 36.4 The experience of loss and frameworks of understanding perinatal loss
 - 36.5 Special issues for consideration

IX. Advisory Committee Minutes

Copy and paste Advisory Committee meeting minutes.

Advisory Committee Meeting Minutes:

Nursing & Allied Health Advisory

Meeting Agenda

March 14, 2024

Time: 1300

Type of Meeting: Virtual Advisory Committee Meeting – Electronic Review of ADN Curriculum

I. Email Thread Participants: Dorothy-Lou M. Duenas, Associate Dean; Dr. William Eric Lee, GCC; Loressa Melegrito, GCC; Barbara Mafnas, GCC, Eva Mui, GCC; Rolland Tyquiengco, GCC; John Patrick Chua, GCC; Zennia Pecina, DPHSS; Renee Veksler, GMHA; Christine Tuquero, GMHA; Phillip Calalo, GMHA; Yvette Paulino, UOG School of Health, Dr. Joy Mendez, UOG School of Health, Dr. Anna Varhghese, UOG School of Health, Rose Grino, FHP Health, Daren Burrier, GFD, Julietta Quinene, GDOE

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- DPHSS (Zennia) – Will GCC be looking into programmatic accreditation for the curriculum? This will help benefit and support the program and students.
- GMHA (PJ) – Great proposal! Can we please also add number of hours and specify contact hours for Independent nursing? 150 hours, etc. Also, other national and international ADN programs based from my interaction from local and traveling nurses are adding Trends in Nursing, Leadership 30-40 hrs, and Intro to Grant writing into their curriculum, will we also consider these in our GCC ADN cohort future plans?
 - Dee – Yes, a breakdown of the hours will also be sent to the committee for further review. It was recommended by Dr. Anna & Dr. Joy that Trends be taken at UOG if they decide to move forward to the BSN program. A component on Leadership will be integrated in the NU295 Professional Nursing Practicum Course. I will share the other curriculum table that has the course descriptions, proposed hours. Thank you so much for your initial feedback.
 - No further Comments/Feedback received.

VI. Adjournment: March 14, 2024



**POST SECONDARY COURSE ADOPTION OR
RE INSTITUTION AY 2023-2024**

Post-Secondary Course Alpha and Number:

NU245

Post-Secondary Course Title:

Advanced Pediatric Nursing Concepts & Clinical Skills

Department: Allied Health - Practical Nursing

Division: Trades and Professional Services

Author 1: Loressa Melegrito

Author 2 (optional):

Date Submitted to CRC: 4/9/2024

Date Reviewed by CRC: 4/30/2024

APPROVED BY	NAME	SIGNATURE	DATE
REGISTRAR	Ava M. Garcia	<i>Ava M. Garcia</i>	04/09/2024
DEAN	Pilar P. Williams		
VP for ACADEMIC AFFAIRS	Virginia C. Tudela, Ph.D.		
PRESIDENT	Mary A.Y. Okada, Ed.D.		

Action Requested: Adoption

RE-INSTITUTION ONLY (attach a copy of the last approved course curriculum). Provide justification for course re institution: N/A

RE-INSTITUTION ONLY Arrangements made for students, in compliance with ACCJC Standard 2. (2.9): N/A

I. Course Information

Course Alpha: NU

Course Number: 245

Course Title: Advanced Pediatric Nursing Concepts & Clinical Skills

Number of credits: 3

Delivery Format: Lecture/Lab

Contact Hours: 90 (30 lecture, 15 lab, 45 Clinical)

Online and Hybrid Modality Request (In addition to FTF): Choose an item.

Prerequisite (limit one): NU205

Corequisite (limit one): NU235

Articulation (UOG, DCAPS, etc.):

Implementation Schedule: Fall 2024

II. Course Description & Student Learning Outcomes

This course description will appear in the Post-Secondary and Secondary College Catalogs followed by the Student Learning Outcomes-Course Level. **Refer to Student Learning Outcomes (SLO) Handbook in developing SLOs (available on the Worklife tab on MyGCC).*

Course Description:

In this course, students will learn about child growth and the development from infancy to adolescence and will explore the health problems of each age group. This course focuses on the role of the registered nurse in promoting, maintaining, and restoring the health of children and their families in a variety of settings.

STUDENT LEARNING OUTCOMES – COURSE LEVEL (LIST 3-5)

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

Student Learning Outcome 1: Utilize safe, competent, patient-centered care of the pediatric client and family.

Student Learning Outcome 2: Apply the nursing process in the care of the pediatric client.

Student Learning Outcome 3: Apply problem-solving, critical-thinking, interpersonal, and therapeutic communication skills in the care of the pediatric client and the family.

Student Learning Outcome 4: Analyze the physical, cognitive, and psychosocial development which occurs during toddler, preschool, school-age, and adolescent years.

Student Learning Outcome 5:

Means of Student Assessment: This course will utilize various methods to assess student learning outcomes including quizzes, examinations, online assignments, proctored exams, group presentations, clinical participation, post clinical conferences, safe and competent nursing skill demonstrations and documentation. Students must demonstrate mastery of course intended learning outcomes and must meet minimum course competencies with a minimum of 75% or higher to receive a passing grade in the course. In addition, the student must pass a pre-clinical pharmacological drug dosage test and score 85% or higher to be granted clinical privileges. The instructor(s) will determine the weight of each item in the course syllabus at the beginning of the semester. In the classroom, assessment will be completed through quizzes, tests, homework assignments, and group presentations. In the lab, skills will be assessed through a grading rubric that is a pass or fail. In the clinical setting, a grading rubric of 14 domains each with a possibility of a rating score of 1-4 (4 excellent, 3 good, 2 poor, 1 unsatisfactory). Calculations of the total score are utilized to assess whether a student will pass or fail the clinical component of the course. Students with a score of 2 or below in any of the domains at the end of the rotation may receive a failing grade. The student must pass lecture, lab, and clinical to pass the course. Failure in one area will result in a failure of the course.

III. Program Affiliation

This post-secondary course is connected to the following program(s):

Program 1: Associate of Science in Nursing (ADN) Program

Program 2: Associate of Science in Practical Nursing

Program 3:

Program 4:**IV. CTE Career Cluster & Pathway**

If a CTE course, specify which Career Cluster it is aligned to: Health Science

If a CTE course, specify which Career Pathway it is aligned to: Health Science

See <https://careertech.org/career-clusters> and <https://cte.careertech.org/sites/default/files/CareerClustersPathways.pdf> for more information.

V. Rationale for Proposal

Reason this proposal should be adopted in light of the College's mission statement and educational goals: GCC's Associates of Science in Nursing RN program is built upon the foundation of the Associate of Science in Practical Nursing Program and will allow our LPN graduates and other interested students to enhance their degree and qualify for licensure to that of the registered nurse. The curriculum will prepare students with the knowledge, values, and skills that upon graduation will provide them with the necessary proficiency sets required for entry level nursing practice as a registered nurse. Furthermore, the nature of this work requires a curriculum built upon a strong foundation of science courses incorporated into its technical requirements. Overall, the implementation of the program will provide students with a degree recognizing the amount of work, educational hours, and clinical experience that is expected of an Associate of Science registered nurse today.

An assessment of industry or community need (please include synopsis of advisory meeting minutes that support your request or equivalent): The US Bureau of Labor Statistics projects more than 275,000 nurses will be needed from 2020 to 2030. In contrast, the National Council of State Boards of Nursing reported that 100,000 registered nurses have left the profession since 2020 due to the pandemic, and one-fifth of the workforce intends to leave by 2027. Locally, the Health Professional Licensing Office reported on August 9, 2023 that a loss of 148 registered nurses was documented this number was derived from nurses who did not renew their licenses for that year. Additionally, in the same report various healthcare agencies expressed a need for more than 140 nurses and it is anticipated that this number will continue to rise. Many countries are reporting an experienced loss of many "baby boomer" nurses settling into the age of retirement and choosing not to pick up a second job in the health care industry. Unfortunately, this is also the reality seen on Guam as evidence by the August 2023 report for the Guam Commission of Nurse Leaders. The growing demand for nurses reported locally and nationwide has generated an increased motivation by the College to develop an Associate of Science in Nursing RN program.

Conformity of this course to legal and other external requirements. Include articulation agreements, Guam, or State CTE requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements (only complete if applicable otherwise, N/A): The Associate of Science in Nursing Program is consistent with the Nurse Practice Act and the Guam Board of Nurse Examiners (GBNE) Administrative Rules and Regulations regarding nursing education. Interested applicants for the program must possess a United States Social Security card and be committed to pursuing a license as a registered nurse following completion of the program as

an expectation and measure of success required by GBNE.

Results of course evaluation that supports the request. Copy and paste evaluation data or test results: This course is a new course to be adopted as a requirement for the the ADN program.

VI. Resources Requirements and Estimated Costs

Please list any new resources and costs associated if applicable. (ONLY for ADOPTIONS) If existing course requires new resources, request must be addressed through the Assessment process. If no new resources are required, indicate N/A: Textbooks, instructor resources and recruitment of new faculty/adjunct faculty will be needed for this course.

Please list any new facility requirements and costs associated if applicable. (ONLY for ADOPTIONS) If no new facilities are required, put N/A: N/A

VII. Textbook Reference, Equipment, and Supplies

Book 1 Title: Wong's Essentials of Pediatric Nursing
Book 1 Edition (Starting edition): 11th or latest edition
Book 1 Author 1: Hockenberry, Marilyn J.
Book 1 Author 2: Wilson, David
Book 1 Publisher: Pearson Education
Book 1 13-Digit ISBN: 978-0136873051

Book 2 Title:
Book 2 Edition (Starting edition):
Book 2 Author 1:
Book 2 Author 2:
Book 2 Publisher:
Book 2 13-Digit ISBN:
Reference(s) and Bibliography/Websites: N/A

Requested Learning Resource Center (LRC) resources (e-books, periodicals, etc.): N/A

VIII. Detailed Course Outline (Outline Must Be Detailed And Include Subtopics)

Detailed SLOs:

Unit 1 Children, Their Families, and the Nurse

1. Identify and Discuss Perspectives of Pediatric Nursing
 - a. Health care for children

- b. Health Promotion
 - c. Childhood health problems
 - d. Adolescent vaping
 - e. The art of Pediatric Nursing
 - f. Clinical judgement and reasoning
2. Describe Family, Social, Cultural, and Religious Influences on Child Health Promotion
 - a. General concepts
 - b. Family structure and function
 - c. Family roles and relationships
 - d. Parental roles, parenting, and special parenting situations
 - e. Sociocultural influences on children and families
 - f. Influences in the surrounding environment
 - g. Broader influences on child health
 - h. Cultural humility and healthcare providers' contribution
 3. Identify and list Developmental and Genetic Influences on Child Health Promotion
 - a. Growth and development
 - b. Developmental personality and cognitive function
 - c. Role play in development
 - d. Developmental assessment
 - e. Genetic factors that influence development

Unit 2 Assessment of the Child and Family

4. Discuss Components of Communication and Physical Assessment of the Child and Family
 - a. Guidelines for communication and interviewing
 - b. Communicating with families
 - c. History taking and nutrition assessment
 - d. General approaches to examining the child
 - e. Physical examination
5. Summarize Key Components of Pain Assessment in Children
 - a. Pain assessment
 - b. Assessment of pain in specific populations
 - c. Pain management and common pain states in children
6. Identify and Describe Childhood Communicable and Infectious Diseases
 - a. Infection control and communicable diseases
 - b. Intestinal parasite diseases

Unit 3 Family-Centered Care of the Newborn

7. Identify and Discuss the Components of Health Promotion of the Newborn and Family
 - a. Adjustment to extrauterine life
8. Identify and Describe Common Health Problems of Newborns
 - a. Birth injuries and cranial deformities
 - b. Common Problems in the newborn
 - c. Nursing care of the high-risk newborn and family
 - d. High risk related to dysmaturity

- e. High risk related to physiologic factors and infectious processes
- f. High risk related to maternal conditions
- g. Genetic evaluation and counseling

Unit 4 Family-Centered Care of the Infant

- 9. Identify and Describe Common Health Promotion of the Infant and Family
 - a. Promoting optimal growth and development
 - b. Promoting optimal health during infancy
- 10. Identify and Describe Common Health Problems of Infants
 - a. Nutritional imbalances and health problems related to nutrition
 - b. Skin disorders and special health problems

Unit 5 Family-Centered Care of the Young Child

- 11. Summarize the Key Components of Health Promotion of the Toddler and Family
 - a. Promoting optimal growth and development
 - b. Promoting optimal health during toddlerhood
- 12. Summarize the Concepts of Health Promotion of the Preschooler and Family
 - a. Promoting optimal growth and development
- 13. Identify and Describe Health Problems of Toddlers and Preschoolers
 - a. Sleep problems
 - b. Ingestion of injurious agents
 - c. Child maltreatment

Unit 6 Family-Centered Care of the School-Age Child and Adolescent

- 14. Identify Key Concepts of Health Promotion of the School Age Child and Family
 - a. Promoting optimal growth and development
- 15. Identify Key Concepts of Health Promotion of the Adolescent and Family
 - a. Promoting optimal growth and development
 - b. Promoting optimal health during adolescence
- 16. Identify and Describe Common Health Problems of School Age Children and Adolescents
 - a. Health problems of the school-age children
 - b. Health problems of adolescents

Unit 7 Family-Centered Care of the Child with Special Needs

- 17. Discuss the Impact of Chronic Illness, Disability, or End-of-Life Care for the Child and Family
 - a. Perspectives on the care of children and families living with or dying from chronic or complex conditions
 - b. The family of the child with a chronic or complex condition
 - c. The child with a chronic or complex condition
 - d. Nursing care of the family and child with a chronic or complex condition
 - e. Perspectives on the care of children at the end of life
 - f. Nursing care of the child and family at the end of life
- 18. Discuss the Impact of Cognitive or Sensory Impairment on the Child and Family
 - a. Cognitive, sensory, and communication impairment

Unit 8 The Child Who is Hospitalized

19. Describe the key Objectives Surrounding Family-Centered Care of the Child During Illness and Hospitalization

- a. Stressors of hospitalization and children's reactions
- b. Stressors and reactions of the family of the child who is hospitalized
- c. Nursing care of the child who is hospitalized
- d. Nursing care of the family
- e. Care of the family and child in special hospital situations

20. Identify and Describe Pediatric Nursing Interventions and Skills

- a. General concepts related to pediatric procedures
- b. Skin care and general hygiene
- c. Safety and positioning procedures
- d. Collection of specimens and administration of medication
- e. Maintaining fluid balance
- f. Alternative feeding techniques
- g. Procedures related to elimination
- h. Procedures for maintaining respiratory function

Unit 9 The Child with Problems Related to the Transfer of Oxygen and Nutrients

21. Identify and Describe Key Considerations for the Child with Respiratory Dysfunction

- a. Respiratory infections
- b. Upper respiratory infections
- c. Croup Syndrome
- d. Infections of the lower airways
- e. Other infections of the respiratory tract
- f. Pulmonary dysfunction caused by noninfectious irritants
- g. Long-term respiratory dysfunction
- h. Respiratory emergency

22. Identify and Describe Key Considerations for the Child with Gastrointestinal Dysfunction

- a. Distribution of body fluids and disturbances of fluid and electrolyte balance
- b. Disorders of motility and inflammatory conditions
- c. Obstructive disorders and malabsorption syndrome
- d. Hepatic disorders and structural defects

Unit 10 The Child with Problems Related to the Production and Circulation of Blood

23. Identify and Describe Key Considerations for the Child with Cardiovascular Dysfunction

- a. Cardiovascular dysfunction and congenital heart disease
- b. Nursing care of the family and child with congenital heart disease
- c. Acquired cardiovascular disorders
- d. Heart transplantation
- e. Vascular dysfunction

24. Identify and Describe Key Considerations for the Child with Hematologic or Immunologic Dysfunction

- a. Hematologic and immunologic dysfunction
- b. Red blood cell disorders

- c. Defects in hemostasis
- d. Immunologic deficiency disorders
- e. Technologic management of hematologic and immunologic disorders

25. Identify and Describe Key Considerations for the Child with Cancer

- a. Cancer in children
- b. General nursing care management
- c. Cancers of the blood and lymph systems
- d. Nervous system and bone tumors
- e. Other solid tumors
- f. The childhood cancer survivor

Unit 11 The Child with a Disturbance of Regulatory Mechanisms

26. Identify and Describe Key Considerations for the Child with Genitourinary Dysfunction

- a. Genitourinary dysfunction
- b. External defects of the genitourinary tract
- c. Glomerular Disease
- d. Miscellaneous renal disorders
- e. Renal failure and technologic management of renal failure

27. Identify and Describe Key Considerations for the Child with Cerebral Dysfunction

- a. The brain and increased cranial pressure
- b. Evaluation of neurologic status
- c. The child with cerebral compromise
- d. Intracranial infections
- e. Seizures and epilepsy
- f. Headache
- g. The child with cerebral malformations

28. Identify and Describe Key Considerations for the Child with Endocrine Dysfunction

- a. The endocrine system
- b. Disorders of pituitary, thyroid, parathyroid, and adrenal function
- c. Disorders of pancreatic hormone secretions

Unit 12 The Child With a Problem That Interferes with Physical Mobility

29. Identify and Describe Key Considerations for the Child with Musculoskeletal or Articular Dysfunction

- a. The immobilized child
- b. Traumatic and sports participation injuries
- c. Birth and developmental defects
- d. Acquired defects
- e. Infections of bones and joints and disorders of joints

30. Identify and Describe Key Considerations for the Child with Neuromuscular or Muscular Dysfunction

- a. Congenital neuromuscular or muscular disorders
- b. Defects of neural tube closure
- c. Muscular dysfunction

31. Identify and Describe Key Considerations for the Child with Integumentary Dysfunction

- a. Integumentary dysfunction
- b. Infections of the skin
- c. Skin disorders related to chemical or physical contacts
- d. Skin disorders related to animal contacts
- e. Rickettsial Diseases
- f. Miscellaneous skin disorders
- g. Skin disorders associated with specific age groups

IX. Advisory Committee Minutes

Copy and paste Advisory Committee meeting minutes.

Advisory Committee Meeting Minutes:

Nursing & Allied Health Advisory

Meeting Agenda

March 14, 2024

Time: 1300

Type of Meeting: Virtual Advisory Committee Meeting – Electronic Review of ADN Curriculum

I. Email Thread Participants: Dorothy-Lou M. Duenas, Associate Dean; Dr. William Eric Lee, GCC; Loressa Melegrito, GCC; Barbara Mafnas, GCC, Eva Mui, GCC; Rolland Tyquiengco, GCC; John Patrick Chua, GCC; Zennia Pecina, DPHSS; Renee Veksler, GMHA; Christine Tuquero, GMHA; Phillip Calalo, GMHA; Yvette Paulino, UOG School of Health, Dr. Joy Mendez, UOG School of Health, Dr. Anna Varhghese, UOG School of Health, Rose Grino, FHP Health, Daren Burrier, GFD, Julietta Quinene, GDOE

III. Curriculum

- a) Notice of Program updates for AND Proposal to reflect complete ADN curriculum
- b) Associate of Science in Nursing (ADN) RN Program
 - Curriculum review committee recommendations to revise curriculum to reflect the ADN program revision for RN for 80 credits total.
 - Noted range of total curriculum credits for researched ADN programs is 76 – 80 total inclusive of general education requirements/LPN program.
 - Common courses include:
 - o LPN to RN Transition Course
 - o Mental Health Concepts with Clinical Component
 - o Health Assessment Course with clinical
 - o Advanced Medical Surgical Practicum Course with clinical
 - o Pediatric and Maternal Course with clinical

V. Recommendations from the Committee

- DPHSS (Zennia) – Will GCC be looking into programmatic accreditation for the curriculum? This will help benefit and support the program and students.
- GMHA (PJ) – Great proposal! Can we please also add number of hours and specify contact hours for Independent nursing? 150 hours, etc. Also, other national and international ADN programs based from my interaction from local and traveling nurses are adding Trends in Nursing, Leadership 30-40 hrs, and Intro to Grant writing into their curriculum, will we also consider these in our GCC ADN cohort future plans?
 - Dee – Yes, a breakdown of the hours will also be sent to the committee for further review. It was recommended by Dr. Anna & Dr. Joy that Trends be taken at UOG if they decide to move forward to the BSN program. A component on Leadership will be integrated in the NU295 Professional Nursing Practicum Course. I will share the other curriculum table that has the course descriptions, proposed hours. Thank you so much for your initial feedback.
 - No further Comments/Feedback received.

VI. Adjournment: March 14, 2024



**POST SECONDARY COURSE ADOPTION OR
RE INSTITUTION AY 2023-2024**

Post-Secondary Course Alpha and Number:

NU252

Post-Secondary Course Title:

Mental Health Concepts & Communications

Department: Allied Health - Practical Nursing

Division: Trades and Professional Services

Author 1: Loressa Melegrito

Author 2 (optional): Barbara Mafnas

Date Submitted to CRC: 4/9/2024

Date Reviewed by CRC: 4/10/2024

APPROVED BY	NAME	SIGNATURE	DATE
REGISTRAR	Ava M. Garcia	<i>Ava M. Garcia</i>	04/09/2024
DEAN	Pilar P. Williams		
VP for ACADEMIC AFFAIRS	Virginia C. Tudela, Ph.D.		
PRESIDENT	Mary A.Y. Okada, Ed.D.		

Action Requested: Adoption

RE-INSTITUTION ONLY (attach a copy of the last approved course curriculum). Provide justification for course re institution: N/A

RE-INSTITUTION ONLY Arrangements made for students, in compliance with ACCJC Standard 2. (2.9): N/A

I. Course Information

Course Alpha: NU

Course Number: 252

Course Title: Mental Health Concepts & Communications

Number of credits: 4

Delivery Format: Lecture/Lab

Contact Hours: 90 (30 Lecture, 15 Laboratory, 45 Clinical)

Online and Hybrid Modality Request (In addition to FTF: Yes

Prerequisite (limit one): NU235 – Advanced Maternal Newborn Concepts and Clinical Skills

Corequisite (limit one): NU295 – Professional Nursing Practicum

Articulation (UOG, DCAPS, etc.):

Implementation Schedule: Spring 2025

II. Course Description & Student Learning Outcomes

This course description will appear in the Post-Secondary and Secondary College Catalogs followed by the Student Learning Outcomes-Course Level. **Refer to Student Learning Outcomes (SLO) Handbook in developing SLOs (available on the Worklife tab on MyGCC).*

Course Description:

This course focuses on the concepts of mental health illnesses and biological and psychological development. Biopsychosocial foundations of behavior, communication, and psychopharmacology are emphasized. Patient relationships and the use of effective and non-effective communication are addressed. The critical role of the registered nurse in prevention, early detection, and treatment of mental health disorders in children, adolescents, and older adults are emphasized. This course includes a clinical component where clinical practice utilizing the learning objectives and skills taught in theory are demonstrated in an in-patient, out-patient, or community setting.

STUDENT LEARNING OUTCOMES – COURSE LEVEL (LIST 3-5)

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

Student Learning Outcome 1: Explain the pathophysiology, psychopathology, signs and symptoms, and treatments related to various psychiatric and mental health stressors.

Student Learning Outcome 2: Utilize therapeutic communication skills and interact with clients appropriately in behavioral and mental health settings.

Student Learning Outcome 3: Apply concepts of the nursing process as it relates to mental health illness and stress.

Student Learning Outcome 4: Identify teaching strategies and information that assist the client experiencing psychological stressors meet their needs for health maintenance, promotion, and restoration.

Student Learning Outcome 5:

Means of Student Assessment: This course will utilize various methods to assess student learning outcomes including quizzes, examinations, online assignments, proctored exams, group presentations, clinical participation, post clinical conferences, safe and competent nursing skill demonstrations and documentation. Students must demonstrate mastery of course intended learning outcomes and must meet minimum course competencies with a minimum of 75% or higher to receive a passing grade in the course. In addition, the student must pass a pre-clinical pharmacological drug dosage test and score 85% or higher to be granted clinical privileges. The instructor(s) will determine the weight of each item in the course syllabus at the beginning of the semester. In the classroom, assessment will be completed through quizzes, tests, homework assignments, and group presentations. In the lab, skills will be assessed through a grading rubric that is a pass or fail. In the clinical setting, a grading rubric of 14 domains each with a possibility of a rating score of 1-4 (4 excellent, 3 good, 2 poor, 1 unsatisfactory). Calculations of the total score are utilized to assess whether a student will pass or fail the clinical component of the course. Students with a score of 2 or below in any of the domains at the end of the rotation may receive a failing grade. The student must pass lecture, lab, and clinical to pass the course. Failure in one area will result in a failure of the course.

III. Program Affiliation

This post-secondary course is connected to the following program(s):

Program 1: Associate of Science in Nursing

Program 2: Associate of Science in Practical Nursing

Program 3:

Program 4:

IV. CTE Career Cluster & Pathway

If a CTE course, specify which Career Cluster it is aligned to: Health Science

If a CTE course, specify which Career Pathway it is aligned to: Health Science

See <https://careertech.org/career-clusters> and <https://cte.careertech.org/sites/default/files/CareerClustersPathways.pdf> for more information.

V. Rationale for Proposal

Reason this proposal should be adopted in light of the College's mission statement and educational goals: GCC's Associate of Science in Nursing Program is built upon the foundation of the Associate of Science in Practical Nursing Program and will serve as a bridge to allow our LPN graduates to enhance their degree and qualify for licensure to that of the registered nurse. The curriculum will prepare students with the knowledge, values, and skills that upon graduation will provide them with the necessary proficiency sets required for entry level nursing practice as a registered nurse. Furthermore, the nature of this work requires a curriculum built upon a strong foundation of science courses incorporated into its technical requirements. Overall, the implementation of the program will provide students with a degree recognizing the amount of work, educational hours, and clinical experience that is expected of a registered nurse who has completed the Associate of Science in Nursing.

An assessment of industry or community need (please include synopsis of advisory meeting minutes that support your request or equivalent): The US Bureau of Labor Statistics projects more than 275,000 nurses will be needed from 2020 to 2030. In contrast, the National Council of State Boards of Nursing reported that 100,000 registered nurses have left the profession since 2020 due to the pandemic, and one-fifth of the workforce intends to leave by 2027. Locally, the Health Professional Licensing Office reported on August 9, 2023 that a loss of 148 registered nurses was documented this number was derived from nurses who did not renew their licenses for that year. Additionally, in the same report various healthcare agencies expressed a need for more than 140 nurses and it is anticipated that this number will continue to rise. Many countries are reporting an experienced loss of many "baby boomer" nurses settling into the age of retirement and choosing not to pick up a second job in the health care industry. Unfortunately, this is also the reality seen on Guam as evidence by the August 2023 report for the Guam Commission of Nurse Leaders. The growing demand for nurses reported locally and nationwide has generated an increased motivation by the College to develop an Associate of Science in Nursing Degree.

Conformity of this course to legal and other external requirements. Include articulation agreements, Guam, or State CTE requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements (only complete if applicable otherwise, N/A): The Associate of Science in Nursing Program is consistent with the Nurse Practice Act and the Guam Board of Nurse Examiners (GBNE) Administrative Rules and Regulations regarding nursing education. Interested applicants for the program must possess a United States Social Security card and be committed to pursuing a license as a registered nurse following completion of the program as an expectation and measure of success required by GBNE.

Results of course evaluation that supports the request. Copy and paste evaluation data or test results: This course is a new course to be adopted as a requirement for the the ADN program.

VI. Resources Requirements and Estimated Costs

Please list any new resources and costs associated if applicable. (ONLY for ADOPTIONS) If existing course requires new resources, request must be addressed through the Assessment process. If no new resources are required, indicate N/A: Textbooks, instructor resources and recruitment of new faculty/adjunct faculty will be needed for this course.

Please list any new facility requirements and costs associated if applicable. (ONLY for ADOPTIONS) If no new facilities are required, put N/A: N/A

VII. Textbook Reference, Equipment, and Supplies

Book 1 Title: Varcaroli's Essentials of Psychiatric-Mental Health Nursing: A Communication Approach to Evidenced-Based Care

Book 1 Edition (Starting edition): 5th or latest edition

Book 1 Author 1: Fosbre, Chyllia D.

Book 1 Author 2: Varcarolis, Elizabeth M.

Book 1 Publisher: Elsevier

Book 1 13-Digit ISBN: 9780323810302

Book 2 Title:

Book 2 Edition (Starting edition):

Book 2 Author 1:

Book 2 Author 2:

Book 2 Publisher:

Book 2 13-Digit ISBN:

Reference(s) and Bibliography/Websites: N/A

Requested Learning Resource Center (LRC) resources (e-books, periodicals, etc.): N/A

VIII. Detailed Course Outline (Outline Must Be Detailed And Include Subtopics)

Detailed SLOs:

Unit I: Essential Theoretical Concepts for Practice

1. Discuss the Science of and the Therapeutic Use of the Self in Psychiatric-Mental Health Nursing
 - a. Evidence Based Practice
 - b. Concept Based Nursing Education
 - c. Key Points to Remember
 - d. Applying Critical Judgment
2. Define and Compare Mental Health and Mental Illness
 - a. Diagnostic and Statistical Manual of Mental Disorders

- b. Concepts of Mental Health and Illness
 - c. Epidemiology and Prevalence of Mental Disorders
 - d. Mental Illness Policy and Parity
 - e. Medical Diagnosis and Nursing Diagnosis in Mental Illness
 - f. Introduction to Culture and Mental Illness
 - g. Psychiatry and Spirituality/Religion
 - h. Stigma
 - i. Key Points to Remember & Applying Critical Judgment
- 3. Discuss and Identify Theories and Therapies
 - a. Prominent Theories and Therapeutic Models
 - b. Other Major Theories
 - c. Nursing Models
 - d. Key Points to Remember & Applying Critical Judgment
- 4. Identify and Discuss Biological Basis for Understanding Psychopharmacology
 - a. Brain Structures and Functions
 - b. Cellular Composition of the Brain
 - c. Psychotropic Drugs and Interactions
 - d. Antidepressant Drugs
 - e. Antianxiety or Anxiolytic Drugs
 - f. Mood Stabilizers
 - g. Antipsychotic Drugs
 - h. Psychoneuroimmunology
 - i. Considering Culture
 - j. Key Points to Remember & Applying Critical Judgment
- 5. Discuss Settings for Psychiatric Care
 - a. Background
 - b. Outpatient Care Settings
 - c. Inpatient Care Settings
 - d. Specialty Treatment Settings
 - e. Paying for Mental Health Care
 - f. A Vision for Mental Health Care in America
- 6. Summarize Legal and Ethical Basis for Practice
 - a. Legal and Ethical Concepts
 - b. Mental Health Laws
 - c. Admission and Discharge Procedures
 - d. Patients' Rights Under the Law
 - e. Tort Law Applied to Psychiatric Settings
 - f. Determination of a Standard of Care
 - g. Documentation of Care
 - h. Forensic Nursing

Unit II. Tools for Practice of the Art

- 7. Identify and Discuss The Nursing Process in Psychiatric-Mental Health Nursing
 - a. Standards of Practice for Psychiatric-Mental Health Nursing
 - b. Standard 2: Diagnosis
 - c. Standard 3: Outcomes Identification
 - d. Standard 4: Planning
 - e. Standard 5: Implementation

- f. Standard 6: Evaluation
- g. Documentation
- 8. Discuss the Components of Communication Skills: Medium for All Nursing Practice
 - a. Communication
 - b. Will I say the wrong thing?
 - c. The Communication Process
 - d. Effective Communication Skills for Nurses
 - e. Nontherapeutic Techniques
 - f. Guarding Against Miscommunication
 - g. Communicating Across Cultures
 - h. Communication Through Technologies
 - i. Evaluation of Clinical Skills
 - j. Key Points to Remember & Applying Critical Judgment
- 9. Define and Discuss Therapeutic Relationships and the Clinical Interview
 - a. What is a Therapeutic Relationship?
 - b. Phases of the Nurse–Patient Relationship
 - c. What Hinders and What Helps
 - d. The Clinical Interview

Unit III. Caring for Patients With Psychobiological Disorders

- 10. Identify Trauma and Stress-Related Disorders and Dissociative Disorders
 - a. Posttraumatic Stress Disorder
 - b. Prevalence
 - c. Application Of The Nursing Process
 - d. Diagnosis
 - e. Outcomes Identification
 - f. Planning and Implementation
 - g. Dissociative Disorders
 - h. Application of the Nursing Process
 - i. Diagnosis & Outcomes Identification
 - j. Planning & Implementation
- 11. Define Anxiety, Anxiety Disorders, and Obsessive-Compulsive and Related Disorders
 - a. Anxiety & Anxiety Disorders
 - b. Obsessive-Compulsive and Related Disorders
 - c. Body Dysmorphic Disorder
 - d. Hoarding Disorder
 - e. Application of the Nursing Process
 - f. Diagnoses
 - g. Outcomes Identification
 - h. Planning and Implementation
 - i. Evaluation
- 12. Identify and Discuss Somatic Symptom Disorders
 - a. Somatic Symptom Disorders
 - b. Application of the Nursing Process
 - c. Diagnosis
 - d. Outcomes Identification
 - e. Planning & Implementation
 - f. Evaluation

13. Identify and Discuss Personality Disorders
 - a. Personality Disorders
 - b. Application of the Nursing Process
 - c. Diagnosis
 - d. Outcomes Identification
 - e. Planning and Implementation
 - f. Evaluation
14. Discuss and Identify Eating Disorders
 - a. Eating Disorders
 - b. Application of the Nursing Process
 - c. Diagnosis
 - d. Outcomes Identification
 - e. Planning
 - f. Implementation & Evaluation
 - g. Application of the Nursing Process
 - h. Diagnosis
 - i. Outcomes Identification
 - j. Evaluation
 - k. Self-Care for Nurses
 - l. Binge-Eating Disorder
15. Define and Discuss Mood Disorders: Depression
 - a. Mood Disorders
 - b. Application of the Nursing Process
 - c. Diagnosis
 - d. Outcomes Identification
 - e. Planning & Implementation
 - f. Evaluation
16. Describe Bipolar Spectrum Disorders
 - a. Bipolar Spectrum Disorders
 - b. Application of the Nursing Process
 - c. Diagnosis
 - d. Outcomes Identification
 - e. Planning & Implementation
 - f. Evaluation
17. Define and Compare Schizophrenia Spectrum Disorders and Other Psychotic Disorders
 - a. Schizophrenia
 - b. Application of the Nursing Process
 - c. Diagnosis
 - d. Outcomes Identification
 - e. Planning & Implementation
 - f. Evaluation
18. Identify and Discuss Neurocognitive Disorders
 - a. Delirium
 - b. Application of the Nursing Process: Delirium
 - c. Diagnosis
 - d. Outcome Identification
 - e. Planning & Implementation

- f. Evaluation
- g. Major and Mild Neurocognitive Disorders
- h. Major Neurocognitive Disorder (Dementia)
- i. Application of the Nursing Process: Dementia
- j. Diagnosis & Outcomes Identification
- k. Planning & Implementation
- l. Evaluation
- m. Key Points to Remember & Applying Critical Judgment
- 19. Identify and Discuss Substance-Related and Addictive Disorders
 - a. Substance Use Disorder
 - b. Application of the Nursing Process
 - c. Diagnosis
 - d. Outcomes Identification
 - e. Planning & Implementation
 - f. Evaluation

Unit IV. Caring for Patients Experiencing Psychiatric Emergencies

- 20. Define and Describe Crisis and Mass Disaster
 - a. Prevalence and Comorbidity
 - b. Theory
 - c. Clinical Picture
 - d. Application of the Nursing Process
 - e. Diagnosis
 - f. Outcomes Identification
 - g. Planning and Implementation
 - h. Evaluation
- 21. Identify and Discuss Child, Partner, and Elder Violence
 - a. Theory
 - b. Child Abuse
 - c. Application of the Nursing Process
 - d. Diagnosis and Outcomes Identification
 - e. Planning and Implementation
 - f. Intimate Partner Violence
 - g. Teen Dating Violence
 - h. The Battered Partner
 - i. The Batterer
 - j. Cycle of Violence
 - k. Planning and Implementation
 - l. Elder Abuse
 - m. The Abused Elder
 - n. The Abuser
 - o. Application of the Nursing Process
 - p. Diagnosis and Outcomes Identification
 - q. Planning & Implementation
 - r. Evaluation
- 22. Discuss Sexual Violence
 - a. Prevalence and Comorbidity
 - b. Application of the Nursing Process

- c. Diagnosis & Outcomes Identification
- d. Planning & Implementation
- e. Evaluation
- 23. Discuss Suicidal Thoughts and Behaviors
 - a. Prevalence and Comorbidity
 - b. Application of the Nursing Process
 - c. Diagnosis & Outcomes Identification
 - d. Planning & Implementation
 - e. Evaluation
- 24. Discuss Anger, Aggression, and Violence
 - a. Anger, Aggression, and Violence
 - b. Prevalence and Comorbidity
 - c. Application of the Nursing Process
 - d. Diagnosis & Outcomes Identification
 - e. Planning & Implementation
 - f. Evaluation
- 25. Discuss Care for the Dying and Those Who Grieve
 - a. Loss, Grief, and Mourning
 - b. Application of the Nursing Process
 - c. Diagnosis & Outcomes Identification
 - d. Planning & Implementation
 - e. Evaluation

Unit V. Age-Related Mental Health Disorders

- 26. Identify Mental Health Disorders in Children and Adolescents
 - a. Neurodevelopmental Disorders
 - b. Bipolar and Mood Disorders
 - c. Anxiety Disorders
 - d. Obsessive-Compulsive and Related Disorders
 - e. Trauma- and Stressor-Related Disorders
 - f. Feeding and Eating Disorders
 - g. Elimination Disorders
 - h. Gender Dysphoria
 - i. Disruptive, Impulse Control, and Conduct Disorders
 - j. Substance-Related and Addictive Disorders
 - k. Application of the Nursing Process
 - l. Diagnosis
 - m. Planning & Implementation
 - n. Evaluation
- 27. Identify Mental Health Disorders Adults
 - a. Understanding Serious Mental Illness
 - b. Application of the Nursing Process
 - c. Diagnosis & Outcomes Identification
 - d. Planning & Implementation
 - e. Impulse-Control Disorders
 - f. Application of the Nursing Process
 - g. Gender Dysphoria and Sexual Disorders
 - h. Paraphilias and Paraphilic Disorders

- i. Adult Attention-Deficit/Hyperactivity Disorder
- j. Sleep-Related Disorders
- 28. Identify Mental Health Disorders Older Adults
 - a. Ageism
 - b. Assessment and Communication Strategies
 - c. Psychiatric Disorders in Older Adults
 - d. Legal and Ethical Issues That Affect the Mental Health of Older Adults
 - e. Control of the Decision-Making Process

IX. Advisory Committee Minutes

Copy and paste Advisory Committee meeting minutes.

Advisory Committee Meeting Minutes:

Nursing & Allied Health Advisory

Meeting Agenda

March 14, 2024

Time: 1300

Type of Meeting: Virtual Advisory Committee Meeting – *Electronic Review of ADN Curriculum*

- I. Email Thread Participants:** Dorothy-Lou M. Duenas, Associate Dean; Dr. William Eric Lee, GCC; Loressa Melegrito, GCC; Barbara Mafnas, GCC; Eva Mui, GCC; Rolland Tyquiengco, GCC; John Patrick Chua, GCC; Zennia Pecina, DPHSS; Renee Veksler, GMHA; Christine Tuquero, GMHA; Phillip Calalo, GMHA; Yvette Paulino, UOG School of Health, Dr. Joy Mendez, UOG School of Health, Dr. Anna Varhghese, UOG School of Health, Rose Grino, FHP Health, Daren Burrier, GFD, Julietta Quinene, GDOE

III. Curriculum

- a) Notice of Program updates for ADN Proposal to reflect complete ADN curriculum
- b) Associate of Science in Nursing (ADN) RN Program
 - *Curriculum review committee recommendations to revise curriculum to reflect the ADN program revision for RN for 80 credits total.*
 - *Noted range of total curriculum credits for researched ADN programs is 76 – 80 total inclusive of general education requirements/LPN program.*
 - *Common courses include:*
 - *LPN to RN Transition Course*
 - *Mental Health Concepts with Clinical Component*
 - *Health Assessment Course with clinical*
 - *Advanced Medical Surgical Practicum Course with clinical*
 - *Pediatric and Maternal Course with clinical*

V. Recommendations from the Committee

- DPHSS (Zennia) – *Will GCC be looking into programmatic accreditation for the curriculum? This will help benefit and support the program and students.*
- GMHA (PJ) – *Great proposal! Can we please also add number of hours and specify contact hours for Independent nursing? 150 hours, etc. Also, other national and international ADN programs based from my interaction from local and traveling nurses are adding Trends in Nursing, Leadership 30-40 hrs, and Intro to Grant writing into their curriculum, will we also consider these in our GCC ADN cohort future plans?*
- Dee – *Yes, a breakdown of the hours will also be sent to the committee for further review. It was recommended by Dr. Anna & Dr. Joy that Trends be taken at UOG if they*

decide to move forward to the BSN program. A component on Leadership will be integrated in the NU295 Professional Nursing Practicum Course. I will share the other curriculum table that has the course descriptions, proposed hours. Thank you so much for your initial feedback.

- *No further Comments/Feedback received.*

VI. Adjournment: March 14, 2024 at 5:00pm



POST SECONDARY COURSE ADOPTION OR RE INSTITUTION AY 2023-2024

Post-Secondary Course Alpha and Number:

NU295

Post-Secondary Course Title:

Professional Nursing Practicum

Department: Allied Health - Practical Nursing

Division: Trades and Professional Services

Author 1: Loressa Melegrito

Author 2 (optional):

Date Submitted to CRC: 4/16/2024

Date Reviewed by CRC: 4/23/2024

APPROVED BY	NAME	SIGNATURE	DATE
REGISTRAR	Ava M. Garcia	<i>Ava M. Garcia</i>	04/16/2024
DEAN	Pilar P. Williams		
VP for ACADEMIC AFFAIRS	Virginia C. Tudela, Ph.D.		
PRESIDENT	Mary A.Y. Okada, Ed.D.		

Action Requested: Adoption

RE-INSTITUTION ONLY (attach a copy of the last approved course curriculum). Provide justification for course re institution:

RE-INSTITUTION ONLY Arrangements made for students, in compliance with ACCJC Standard 2. (2.9):

I. Course Information

Course Alpha: NU

Course Number: 295

Course Title: Professional Nursing Practicum

Number of credits: 6

Delivery Format: Lecture/Lab

Contact Hours: 210 (30 lecture, 180 Clinical)

Online and Hybrid Modality Request (In addition to FTF: Yes

Prerequisite (limit one): NU205 Fundamentals of Nursing Concepts and Clinical Skills

Corequisite (limit one): NU235 Advanced Maternal Newborn Concepts and Clinical Skills

Articulation (UOG, DCAPS, etc.):

Implementation Schedule: Fall 2024

II. Course Description & Student Learning Outcomes

This course description will appear in the Post-Secondary and Secondary College Catalogs followed by the Student Learning Outcomes-Course Level. **Refer to Student Learning Outcomes (SLO) Handbook in developing SLOs (available on the Worklife tab on MyGCC).*

Course Description:

This practicum course provides students with the theoretical and clinical setting which builds on and combines all knowledge and skills from prior courses. The course will focus on the nursing process, evidence-based practice, and quality improvement initiatives and will be emphasized throughout the learning experience. Students will develop and display key roles of delegation, leadership, multidisciplinary teamwork, education and ethical considerations in practice.

STUDENT LEARNING OUTCOMES – COURSE LEVEL (LIST 3-5)

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

Student Learning Outcome 1: Utilize the nursing process, principles of health teaching, health promotion, illness prevention, and therapeutic communication while providing care for a diverse patient population with critical and complex disease states.

Student Learning Outcome 2: Apply the knowledge and skills of quality improvement, evidenced based practice and patient safety to provide safe, cost-effective, quality care for diverse patients.

Student Learning Outcome 3: Demonstrate accountability for developing and implementing a plan of care within the legal and ethical boundaries of nursing utilizing standards of professional practice and behavior for a diverse patient population with critical and complex disease states.

Student Learning Outcome 4:

Student Learning Outcome 5:

Means of Student Assessment: This practicum course will utilize various methods to assess student learning outcomes including quizzes, examinations, online assignments, proctored exams, clinical participation, post clinical conferences, safe and competent nursing skill demonstrations and documentation. Students must demonstrate mastery of course intended learning outcomes and must meet minimum course competencies with a minimum of 75% or higher to receive a passing grade in the course. In addition, the student must pass a pre-clinical pharmacological drug dosage test and score 85% or higher to be granted clinical privileges. The instructor(s) will determine the weight of each item in the course syllabus at the beginning of the semester. In the classroom, assessment will be completed through quizzes, tests, homework assignments, and group presentations. In the lab, skills will be assessed through a grading rubric that is a pass or fail. In the clinical setting, a grading rubric of 14 domains each with a possibility of a rating score of 1-4 (4 excellent, 3 good, 2 poor, 1 unsatisfactory). Calculations of the total score are utilized to assess whether a student will pass or fail the clinical component of the course. Students with a score of 2 or below in any of the domains at the end of the rotation may receive a failing grade. The student must pass lecture, lab, and clinical to pass the course. Failure in one area will result in a failure of the course.

III. Program Affiliation

This post-secondary course is connected to the following program(s):

Program 1: Associate of Science in Nursing (ADN)

Program 2: Associate of Science in Practical Nursing

Program 3:

Program 4:

IV. CTE Career Cluster & Pathway

If a CTE course, specify which Career Cluster it is aligned to: Health Science

If a CTE course, specify which Career Pathway it is aligned to: Health Science

See <https://careertech.org/career-clusters> and <https://cte.careertech.org/sites/default/files/CareerClustersPathways.pdf> for more information.

V. Rationale for Proposal

Reason this proposal should be adopted in light of the College's mission statement and educational goals: GCC's Associate of Science in Nursing (ADN) program will prepare students with the knowledge, values, and skills that upon graduation will provide them with the necessary proficiency sets required for entry level nursing practice as a registered nurse. Furthermore, the nature of this work requires a curriculum built upon a strong foundation of science courses incorporated into its technical requirements. Overall, the implementation of the program will provide students with a degree recognizing the amount of work, educational hours, and clinical experience that is expected of an Associate Degree registered nurse today.

An assessment of industry or community need (please include synopsis of advisory meeting minutes that support your request or equivalent): The US Bureau of Labor Statistics projects more than 275,000 nurses will be needed from 2020 to 2030. In contrast, the National Council of State Boards of Nursing reported that 100,000 registered nurses have left the profession since 2020 due to the pandemic, and one-fifth of the workforce intends to leave by 2027. Locally, the Health Professional Licensing Office reported on August 9, 2023 that a loss of 148 registered nurses was documented this number was derived from nurses who did not renew their licenses for that year. Additionally, in the same report various healthcare agencies expressed a need for more than 140 nurses and it is anticipated that this number will continue to rise. Many countries are reporting an experienced loss of many "baby boomer" nurses settling into the age of retirement and choosing not to pick up a second job in the health care industry. Unfortunately, this is also the reality seen on Guam as evidence by the August 2023 report for the Guam Commission of Nurse Leaders. The growing demand for nurses reported locally and nationwide has generated an increased motivation by the College to develop an Associate of Science in Nursing RN program.

Conformity of this course to legal and other external requirements. Include articulation agreements, Guam, or State CTE requirements, accrediting agency standards, State Board regulations, professional certification or licensing requirements (only complete if applicable otherwise, N/A): The Associate of Science in Nursing (ADN) is consistent with the Nurse Practice Act and the Guam Board of Nurse Examiners (GBNE) Administrative Rules and Regulations regarding nursing education. Interested applicants for the program must possess a United States Social Security card and be committed to pursuing a license as a registered nurse following completion of the program as

an expectation and measure of success required by GBNE.

Results of course evaluation that supports the request. Copy and paste evaluation data or test results: This course is a new course to be adopted as a requirement for the ADN program.

VI. Resources Requirements and Estimated Costs

Please list any new resources and costs associated if applicable. (ONLY for ADOPTIONS) If existing course requires new resources, request must be addressed through the Assessment process. If no new resources are required, indicate N/A: Textbooks, instructor resources and recruitment of new faculty/adjunct faculty will be needed for this course.

Please list any new facility requirements and costs associated if applicable. (ONLY for ADOPTIONS) If no new facilities are required, put N/A: N/A

VII. Textbook Reference, Equipment, and Supplies

Book 1 Title: NONE

Book 1 Edition (Starting edition):

Book 1 Author 1:

Book 1 Author 2:

Book 1 Publisher:

Book 1 13-Digit ISBN:

Book 2 Title:

Book 2 Edition (Starting edition):

Book 2 Author 1:

Book 2 Author 2:

Book 2 Publisher:

Book 2 13-Digit ISBN:

Reference(s) and Bibliography/Websites:

Requested Learning Resource Center (LRC) resources (e-books, periodicals, etc.):

VIII. Detailed Course Outline (Outline Must Be Detailed And Include Subtopics)

Detailed SLOs:

1. Perspectives of Pediatric Nursing
2. Family, Social, Cultural, and Religious Influences on Child Health Promotion
3. Developmental and Genetic Influences on Child Health Promotion
4. Communication and Physical Assessment of the Child and Family, Nutrition Section

5. Pain Assessment in Children
6. Childhood Communicable and Infectious Diseases
7. Health Promotion of the Newborn and Family
8. Health Problems of Newborns
9. Health Promotion of the Infant and Family
10. Health Problems of Infants
11. Health Promotion of the Toddler and Family
12. Health Promotion of the Preschooler and Family
13. Health Problems of Toddlers and Preschoolers
14. Health Promotion of the School Age Child and Family
15. Health Promotion of the Adolescent and Family
16. Health Problems of School Age Children and Adolescents
17. Impact of Chronic Illness, Disability, or End-of-Life Care for the Child and Family
18. Impact of Cognitive or Sensory Impairment on the Child and Family
19. Family-Centered Care of the Child During Illness and Hospitalization
20. Pediatric Nursing Interventions and Skills
21. The Child with Respiratory Dysfunction
22. The Child with Gastrointestinal Dysfunction
23. The Child with Cardiovascular Dysfunction
24. The Child with Hematologic or Immunologic Dysfunction
25. NEW! The Child with Cancer
26. The Child with Genitourinary Dysfunction
27. The Child with Cerebral Dysfunction
28. The Child with Endocrine Dysfunction
29. The Child with Musculoskeletal or Articular Dysfunction
30. The Child with Neuromuscular or Muscular Dysfunction
31. The Child with Integumentary Dysfunction

IX. Advisory Committee Minutes

Copy and paste Advisory Committee meeting minutes.

Advisory Committee Meeting Minutes:

Nursing & Allied Health Advisory

Meeting Agenda

March 14, 2024

Time: 1300

Type of Meeting: Virtual Advisory Committee Meeting – Electronic Review of ADN Curriculum

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 - No further Comments/Feedback received.

VI. Adjournment: March 14, 2024

APPENDIX H

Building Structure

Building 3000 Emergency Evacuation Plan

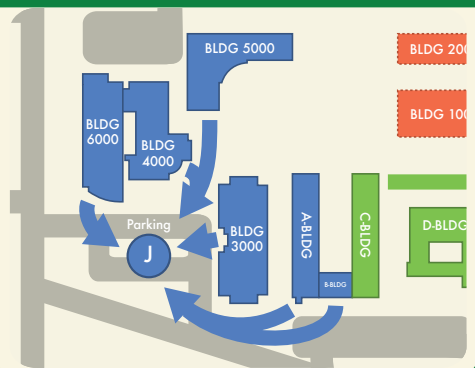
EMERGENCY EVACUATION PLAN

Building 3000 (2nd Floor) - Allied Health Center



ASSEMBLY AREA

PARKING LOT "J"



LEGEND



Stairway



Men's Restroom



Women's Restroom



Escape Route



Fire Extinguisher



Pull Station



EXIT Location



Do Not Use Elevator
(In case of fire/earthquake)

APPENDIX I

- **Student Health Services Center**
- **Office of Assessment & Counseling**

[APPLY NOW \(/apply\)](#)[ACCJC Third Party Comment \(https://accjc.org/forms/third-party-comments/\)](https://accjc.org/forms/third-party-comments/)[Guam Jobs \(https://gcc.guamjobfinder.com\)](https://gcc.guamjobfinder.com)[Accessibility](#)[Transcript Request \(https://guamcc.edu/academics/transcript-request\)](https://guamcc.edu/academics/transcript-request)[Quick Links](#)[MyGCC \(https://mygcc.guamcc.edu/\)](https://mygcc.guamcc.edu/)

Health Services Center

[Home \(/\)](#)

Section Menu

Health Services Center

About the GCC Health Services Center

Health Services Center Mission

The Health Services Center supports the College's mission statement through the provision of optimal health services to its clientele as they seek training and education to meet their career-oriented and employment-related goals.

About the Health Services Center

The Health Services Center is staffed by a full-time Nurse and Administrative Aide. Dr. Luis G. Cruz is the GCC Medical Director. Students and employees of the College may utilize the Health Center's services.

Located at the GCC Student Center (Building 5000), 1st Floor (Right Wing), Rm 5116

View Campus Map (<https://guamcc.edu/campus-map>)



Health Requirements for Enrollment

Memorandum (https://drive.google.com/file/d/1O6nwmGm-956cxecJwVHsVerKyNIYnEsr/view?usp=drive_link)

1. **A TB Skin Test must be less than one (1) year prior to registration;** *For any individual entering Guam from an area other than the United States or its territories, Public Law 22-130 requires that a tuberculosis test must be conducted within six (6) months prior to enrollment.*
 - a. **If a Positive Reactor to TB,** see TB Clearance Requirement for Positive Reactor Guide (https://drive.google.com/file/d/1s3LS1Y-S4dYwf_TCOFACM-Ed3O1F5rf0/view?usp=drive_link).
2. **MMR (Measles, Mumps, Rubella) – 2 doses required** (this vaccine is given in 2 doses during childhood years, if a record is available showing these doses, this vaccine is not needed for the rest of a person's lifetime); If no record is available, visit a clinic to have both doses administered or obtain an MMR Titer to prove immunity.
3. **Tdap / Td (Tetanus) Booster – this vaccine is good for ten (10) years; and**

4. **Emergency and Health Information** – This form can be found [here](https://drive.google.com/file/d/1Lfdd6nGO608YQifST9KARiU0Ayt2LHb8/view?usp=drive_link) (https://drive.google.com/file/d/1Lfdd6nGO608YQifST9KARiU0Ayt2LHb8/view?usp=drive_link) and below under *Student Forms*.
5. **Oral Polio Vaccine (OPV) or Inactivated Polio Vaccine (IPV)** for students below 18 years of age.

Students whose choice of study will place them at risk of exposure to bloodborne pathogens are advised to follow further instructions by their respective program advisor regarding other health requirements such as the Hepatitis B vaccine and physical examination.

For further guidance please email or call the GCC Health Services Center at gcc.healthcenter@guamcc.edu (<mailto:gcc.healthcenter@guamcc.edu>) | (671) 735-5586

Health Center Schedule

Office Hours

Monday – Friday
8:00 AM – 5:00 PM

(Closed on Weekends & GovGuam Holidays)

TB Testing

Monday, Tuesday, Wednesday and Friday
As scheduled

TB Reading

Monday, Wednesday, Thursday and Friday
As scheduled

To schedule an appointment, please call (671) 735-5586 or email gcc.healthcenter@guamcc.edu (<mailto:gcc.healthcenter@guamcc.edu>)

Health Center Services

- Basic first aid for injuries and medical conditions that occur during school time
- Assessment and nursing management of chronic health problems based on the client's physician-prescribed therapeutic regimen*
- Annual screening of employees for tuberculosis (TB) as required by law
- Screening of students for TB in compliance with public law and school policy
- Administration of TB skin test
- Immunization program*
- Immunization audit in compliance with public law and school policy
- Brief Tobacco Intervention (BTI) program*
- Screening of height & weight, blood pressure, vision, and pediculosis*
- Pregnancy testing and prenatal follow-up*
- Advocacy for persons with disabilities
- Referral services on health management
- Counseling on health and health-related issues.
- Health Promotion/Education through Class Presentations
- STD & HIV Testing & Treatment in Partnership with DPHSS*

*Services will be rendered upon the availability of staff and resources.

Student Forms

- Emergency & Health Information (Adult)
(<https://drive.google.com/file/d/1Lfdd6nGO608YQifST9KARiU0Ayt2LHb8/view?>)

[usp=drive_link](#)

- Emergency & Health Information (Minor)
(https://drive.google.com/file/d/1IH_Rnk9bEx9nJMXjB3wPKyPaFjzGzCd4/view?usp=drive_link)
 - DPHSS Tuberculosis Evaluation Form
(https://drive.google.com/file/d/1VffAtCb2umlJUzluvzmbSRk3ObvNwkIJ/view?usp=drive_link)
-

Employee Forms

- Employee Consent for Services
(https://drive.google.com/file/d/1AP4yoS85WEs9AjChdhtHb_wol39MaTqg/view?usp=drive_link)
 - Emergency & Health Information
(https://drive.google.com/file/d/1qb478nFDzVI71FQaaJj0IJhoc3XwrNNo/view?usp=drive_link)
 - GCC TB Screening Form
(https://drive.google.com/file/d/18LGw3TN77nF7iTFL2K4K4XHwKzXQHE1d/view?usp=drive_link)
-

[APPLY NOW \(/apply\)](#)[ACCJC Third Party Comment \(https://accjc.org/forms/third-party-comments/\)](https://accjc.org/forms/third-party-comments/)[Guam Jobs \(https://gcc.guamjobfinder.com\)](https://gcc.guamjobfinder.com)[Accessibility](#)[Transcript Request \(https://guamcc.edu/academics/transcript-request\)](https://guamcc.edu/academics/transcript-request)[Quick Links](#)[MyGCC \(https://mygcc.guamcc.edu/\)](https://mygcc.guamcc.edu/)

Assessment & Counseling Department

[Home \(/\)](#)

Section Menu

Assessment & Counseling Department

Our Mission

To provide a wide range of services to assist students in attaining their academic, career and personal goals.

Our Vision

We recognize that the challenges that accompany being in school can lead to personal problems, interpersonal difficulties, and emotional stress. The Counseling Department can support students in their experiences in pursuit of their education, by addressing their career-related needs, and by promoting healthy and positive behaviors, views, relationships, and personal growth in a safe, confidential, and supportive environment. We will hold to the highest professional and ethical standards as we provide counseling services to address these

challenges. We aim to provide the opportunity to foster this development to a culturally, economically, racially and religiously diverse student body.

Request for Virtual or Walk-in Counseling Services

(<https://forms.gle/ZxwqtULhEopV8gaf6>)

Virtual and Walk-in Counseling Services Schedule

Mondays – Fridays

8:00 AM – 3:00 PM

Students will be contacted in the order in which requests are received during regular hours of operation from 8:00am to 4:00pm.

(Closed on GovGuam Holidays. All other hours by appointment only)

How to add classes using MyGCC

(/sites/default/files/how_to_add_classes_using_mygcc_04.26.22.pdf)

- **Counseling Services Available** (</counseling-services-available>)
 - **Counseling Resources** (</resources-students-faculty>)
-

GCC English and Math Placement (<http://guamcc.edu/PlacementTest>)

Resources for COVID-19

If you are worried or anxious and need immediate help, please call the Guam Behavioral Health and Wellness Center (GBHWC) Hotline at **(671)647-8833 (tel:(671)647-8833)**.

GBHWC has also recently launched Telehealth counseling services (individual/group counseling) with Dr. Fegurgur (Licensed Telehealth provider). You can also contact the Centers

for Disease Control and Prevention: **Centers for Disease Control and Prevention – Stress & Coping** (<https://www.cdc.gov/coronavirus/2019-ncov/daily-life-coping/managing-stress-anxiety.html>)

- **GCC Virtual Calming Room** (<https://sites.google.com/guamcc.edu/gcc-calming-room/resources-support>)
- **Free Individual Counseling Services** (/sites/default/files/westcare_flyer.png) for GCC Students and Employees provided by WestCare. Call (671) 989-1962 or Email uplift@westcare.com (<mailto:uplift@westcare.com>)
- **Depression and College Students** (https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwip-_b4p_PuAhUVpZ4KHcveBOsQFjAKegQIHBAD&url=https%3A%2F%2Finfocenter.nimh.nih.gov%2Fpubstatic%2FNIH%252012-4266%2FNIH%252012-4266.pdf&usg=AOvVaw0el5Qk0VsRwLDu6uoMislX) (National Institute of Mental Health)
- **Contact Information of Community Resources** (<http://www.peaceguam.org/get-help>) (Click on the "Get help" link on the right side to view list)
- **Isa Psychological Services Center Behavioral Health Provider Resource List** (https://guamcc.edu/sites/default/files/isa_resource_list.pdf)

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Guam
Community
College

Phone
(671)735-5531

Location
1 Sesame Street,
Mangilao, GU 96913

ESSENTIALS

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CAMPUS

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COMMUNITY

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INFORMATION

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GCC has been continuously accredited since 1979 by the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC/WASC). (<https://guamcc.edu/about-us/accreditation>)

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OFFICE OF THE PRESIDENT

May 9, 2024

Mr. Gregory Woodard, APRN-NPC, AOCNP
Chairperson
Guam Board of Nurse Examiners
194 Hernan Cortez Avenue
Terlaje Professional Building, Suite 213
Hagåtña, Guam 96910

Dear Mr. Woodard,

Guam Community College would like to officially submit a letter of intent for its plan to implement an Associate of Science in Nursing (ADN). The Nursing & Allied Health Department has initiated discussions with industry leaders, advisory members, faculty and students to develop the ADN program. These discussions have allowed the College to propose program and curricular documents that are aligned with the requirements for an Associate program. We are committed to improving the quality of healthcare for our island community and look forward to your support.

Respectfully,

Mary A. Y. Okada, Ed.D.
President
mary.okada@guamcc.edu



Department of Public Health & Social Services
GUAM BOARD OF NURSE EXAMINERS
Health Professional Licensing Office



July 30, 2024

Mary A. Y. Okada, EdD
President
Guam Community College

Re: Conditional Approval
Associate Degree in Nursing Program

Dearest Dr. Okada,

This is to inform you that after intensive review of your proposal and the site visit results on July 25, 2024 for the Associate Degree in Nursing (ADN) program of Guam Community College, the Board anonymously voted with conditional Approval.

Anent to this, your conditional approval is effective July 26, 2024. Full approval process can be found on section 6.5 of the Guam Board of Nurse Examiners (GBNE) Rules and Regulations for Associate Degree in Nursing program (10 GCA Chapter 12, Article 13 § 12321).

Should you have any questions, please let me know.

Thank you so much!

Very truly yours,

A handwritten signature in black ink, which appears to read "Gregory Woodard, APRN-NPC, AOCNP".

Gregory Woodard, APRN-NPC, AOCNP
Chairperson, Guam Board of Nurse Examiners