




MEMORANDUM

TO: Curriculum Committee

FROM: Jack Kirby 

DATE: October 24, 2013

SUBJECT: Curriculum Proposal #13-14-01, REVISION #1
LPN to ASN Program Changes
Final Faculty Senate Approval on 11/12/2013

I recommend approval of the attached REVISION #1 of Curriculum Proposal 13-14-01 from The School of Nursing.


This proposal allows for further development of the LPN to ASN track to become a separate bridge program.

C: Dr. Christina Lavorata
Dr. Sharon Boni
Ms. Fran Young
Ms. Debra Hoag
Ms. Evie Brantmayer





MEMORANDUM

TO: Curriculum Committee
FROM: Jack Kirby 
DATE: October 4, 2013
SUBJECT: Curriculum Proposal #13-14-01
LPN to ASN Program Changes

I recommend approval of the attached Curriculum Proposal 13-14-01. This proposal allows for further development of the LPN to ASN track to become a separate bridge program.

C: Dr. Christina Lavorata
Dr. Sharon Boni
Ms. Fran Young
Ms. Debra Hoag
Ms. Evie Brantmayer



CURRICULUM PROPOSAL (Submit one hard copy and an electronic copy to the Associate Provost by the second Tuesday of the month.)

Proposal Number: #13-14-01

School/Department/Program: School of Nursing and Allied Health

Preparer/Contact Person: Fran Young and Debra Hoag

Telephone Extension: Fran ext. 4002; Debra ext.4904

Date Originally Submitted: 9/23/2013

Revision (Indicate date and label it Revision #1, #2, etc.): Revision #1 - October 24, 2013

Implementation Date Requested: May 2014

- I. **PROPOSAL.** Write a brief abstract, not exceeding 100 words, which describes the overall content of the proposal.

Currently, the licensed practical nurse (LPN) to associate degree in nursing (ASN) track is considered an extension of the traditional ASN program and the curriculum is the same for the traditional student as well as the LPN to ASN student. The curriculum covers a significant amount of information taught in LPN programs rather than concentrating on the acquisition of new knowledge and skills needed to prepare the LPN for the role transition to registered nurse (RN). Therefore, the goal of this proposed curriculum change is to bridge the gap between LPN and RN education by developing a curriculum designed to build on the knowledge and experience of the LPN. This curriculum design allows for further development of the LPN to ASN track to become a separate bridge program.

- II. **DESCRIPTION OF THE PROPOSAL.** Provide a response for each letter, A-H, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

- A. Deletion of course(s) or credit(s) from program(s) (Delete from LPN to ASN Track only, **not removed from FSU Catalog**)

Articulation Credit deleted
 NURS 1101 Fundamentals of Nursing (5)

Courses deleted:

ALLH 1110 Pharmacology I (1)
ALLH 2110 Pharmacology II (1)
ALLH 2210 Pharmacology III (1)
NURS 1100 Intro. to Therapeutic Communication & Assessment (1)
NURS 1102 Transition for LPNs (1)
NURS 1108 Nursing Care of Adults I (6)
NURS 1109 Maternal & Newborn Nursing (3)
NURS 2203 Mental Health Nursing (3)
NURS 2208 Nursing Care of Adults II (7)
NURS 2209 Nursing of Children (4)
NURS 2211 Contemporary Nursing & Management (3)
NURS 2212 Advanced Nursing Care (4)

Total hours deleted. 40

B. Addition of course(s) or credit(s) from program(s)

Articulation Credit added:

NURS 1101 Fundamentals of Nursing (6)

Courses added:

NURS 1200 Nursing Care Across the Lifespan I (7)

NURS 1201 Mental Health Nursing Across the Lifespan (3)

NURS 1202 Assessment Across the Lifespan I (1)

NURS 1203 Transition for Licensed Practical Nurses (1)

NURS 1204 Pharmacology Across the Lifespan I (1)

NURS 2301 Nursing Care Across the Lifespan II (7)

NURS 2302 Assessment Across the Lifespan II (1)

NURS 2303 Pharmacology Across the Lifespan II (1)

NURS 2401 Nursing Care Across the Lifespan III (5)

NURS 2402 Role Transition, Professionalism, and Management (3)

NURS 2403 Capstone Clinical Experience (3)

NURS 2404 Pharmacology Across the Lifespan III (1)

Total hours added. 40

C. Provision for interchangeable use of course(s) with program(s)

N/A

D. Revision of course content. Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog.

N/A

E. Other changes to existing courses such as changes to title, course number, and elective or required status.

N/A

F. Creation of new course(s). For each new course

1. Designate the course number, title, units of credit, prerequisites (if any), ownership (FSU or shared) and specify its status as an elective or required course. If you are creating a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for the course being shared.

NURS 1200 Nursing Care Across the Lifespan I (7)

NURS 1201 Mental Health Nursing Across the Lifespan (3)

NURS 1202 Assessment Across the Lifespan I (1)

NURS 1203 Transition for Licensed Practical Nurses (1)

NURS 1204 Pharmacology Across the Lifespan I (1)

NURS 2301 Nursing Care Across the Lifespan II (7)

NURS 2302 Assessment Across the Lifespan II (1)

NURS 2303 Pharmacology Across the Lifespan II (1)

NURS 2401 Nursing Care Across the Lifespan III (5)

NURS 2402 Role Transition, Professionalism, and Management (3)

NURS 2403 Capstone Clinical Experience (3)

NURS 2404 Pharmacology Across the Lifespan III (1)

Please see Appendix B for course numbers, titles, credits, and prerequisites.

Ownership for all of the courses will be FSU.

All of the courses will be required courses.

2. Include, as an appendix, a course description, written in complete sentences, suitable for use in the college catalog.

Please see Appendix B

3. Include, as an appendix, a detailed course outline consisting of at least two levels.

Please see Appendix B

4. In order to meet the requirements as outlined in Goal One of the Strategic Plan, please include Outcome Competencies and Methods of Assessment as an appendix. Examples are available upon request from the Chair of the Curriculum Committee.

Please see Appendix B

- G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).

Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

The proposed program has the same number of hours as the present program. Please see Appendix A.

III. RATIONALE FOR THE PROPOSAL.

- A. **Quantitative Assessment:** Indicate the types of assessment data, i.e., surveys, interviews, capstone courses, projects, licensure exams, nationally-normed tests, locally developed measurements, accreditation reports, etc., that were collected and analyzed to determine that curricular changes were warranted. Quantitative data is preferred.

The primary impetus for this curriculum proposal is to develop a quality program for LPN to ASN students. Quantitative data on graduation rates support the curriculum change. The graduation rates for the LPN to ASN track of the associate degree program for the class of 2012 was 72% and for the class of 2013 was 73%. These rates are below the minimum 80% graduation rate identified in the ASN program outcomes. Any downward trend in nursing student retention is a substantial concern for the school of nursing as well as state and national accrediting agencies. The LPN to ASN student is a non-traditional student who works as a LPN while continuing their education. During student exit interviews, all students voiced family and financial responsibilities as primary reasons for not being successful in the program. The overall goal for the proposed LPN to ASN accelerated bridge program is to improve student recruitment, satisfaction, and retention by offering a tailored curriculum, which will facilitate more efficient use of the students' time.

- B. **Qualitative Assessment:** Based upon the assessment data above, indicate why a curricular change is justified. Indicate the expected results of the change. Be sure to include an estimate of the increased cost, or reduction in cost of implementation. FOR EXAMPLE: Will new faculty, facilities, equipment, or library materials be required?

The expected outcomes for this curriculum change are an increase in student recruitment, satisfaction, and retention rates. In focus group meetings with students preparing to graduate, several students voiced dissatisfaction with their educational experience within the LPN to ASN track. Since the quantity of information needed for the traditional student is presented to the LPN to ASN student in an accelerated manner, many students said they became overwhelmed. Students said too much time was spent on information they learned in LPN school and not enough time was spent on new information. Students suggested a more "streamlined and focused" program. A review of the literature supports a curriculum designed to build on the knowledge and experience of the LPN in order to more seamlessly prepare the LPN for the role

transition to RN. Melrose and Gordon (2008) found that LPNs appreciate recognition of their knowledge and skills. LPNs differ from traditional students and benefit from educational strategies such as a tailored curriculum that responds to their learning needs (Melrose & Gordon, 2008; Porter-Wenzlaff & Froman, 2008; Suttle & McMillan, 2009).

Additional faculty, facilities, equipment, or library materials are not required at this time.

- IV. Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

This proposed curriculum change does not affect any course or program in another school.

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature

- V. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.

This proposed curriculum change does not affect general studies requirements.

- VI. ADDITIONAL COMMENTS.

N/A

References

- Melrose, S., & Gordon, K. (2008). Online post LPN to BN students' views of transitioning to a new nursing role. *International Journal Of Nursing Education Scholarship*, 5(1), 1-17.
- Porter-Wenzlaff, L., & Froman, R. (2008). Responding to increasing RN demand: diversity and retention trends through an accelerated LVN-to-BSN curriculum. *Journal of Nursing Education*, 47(5), 231-235. doi:10.3928/01484834-20080501-06
- Suttle, L., & McMillan, J. (2009). LPN to RN: A win--win situation for nursing education. *Teaching & Learning in Nursing*, 4(1), 10-13

APPENDIX A
LPN to AS Degree in Nursing
Current Program

Required Major Courses			HRS	
NURS	1101	Fundamentals of Nursing (Articulation credit)	5	
ALLH	1110	Pharmacology I	1	
ALLH	2110	Pharmacology II	1	
ALLH	2210	Pharmacology III	1	
NURS	1100	Intro to Communication & Assessment	1	
NURS	1102	Transition for LPNs	1	
NURS	1108	Adult Health I	6	
NURS	1109	Maternal & Newborn Nursing	3	
NURS	2203	Mental Health Nursing	3	
NURS	2208	Adult Health II	7	
NURS	2209	Nursing of Children	4	
NURS	2211	Contemporary Nursing & Management	3	
NURS	2212	Advanced Nursing Care	4	
TOTAL Required Major Courses				40
Major Required Support Courses				3
FOSM	1110	Nutrition	3	
Minor Requirements/Electives (if minor is required)				NA
TOTAL HOURS FOR MAJOR (and minor if required)				43

Required General Studies Courses

Attribute IA – Critical Analysis	0
Attribute IB – Quantitative Literacy	0
Attribute IC – Written Communication	3
ENGL 1104	
Attribute ID - Teamwork	0
Attribute IE – Information Literacy	3
ENGL 1108	
Attribute IF – Technology Literacy	0
Attribute IG – Oral Communication	0
Attribute III - Citizenship	0
Attribute IV - Ethics	0
Attribute V - Health	0
Attribute VI - Interdisciplinary	0
Attribute VIIA - Arts	0
Attribute VIIB - Humanities	0

Attribute VIIC – Social Sciences	3
PSYC 1101	
Attribute VIID - Natural Science	8
HLCA 1170/71 and BIOL 2205	
Attribute VIII – Cultural Awareness	0
Additional General Studies hours	0
TOTAL GENERAL STUDIES HOURS	17
TOTAL FREE ELECTIVES	0
TOTAL HOURS	60

APPENDIX A
 LPN to AS Degree in Nursing
 Proposed Program

Required Major Courses			HRS
NURS	1101	Fundamentals of Nursing (Articulation credit)	6
NURS	1200	Nursing Care Across the Lifespan I	7
NURS	1201	Mental Health Nursing Across the Lifespan	3
NURS	1202	Assessment Across the Lifespan I	1
NURS	1203	Transition for Licensed Practical Nurses	1
NURS	1204	Pharmacology Across the Lifespan I	1
NURS	2301	Nursing Care Across the Lifespan II	7
NURS	2302	Assessment Across the Lifespan II	1
NURS	2303	Pharmacology Across the Lifespan II	1
NURS	2401	Nursing Care Across the Lifespan III	5
NURS	2402	Role Transition, Professionalism, and Management	3
NURS	2403	Capstone Clinical Experience	3
NURS	2404	Pharmacology Across the Lifespan III	1
TOTAL Required Major Courses			40
Major Required Support Courses			3
FOSM	1110	Nutrition	3
Minor Requirements/Electives (if minor is required)			NA
TOTAL HOURS FOR MAJOR (and minor if required)			43

Required General Studies Courses		
Attribute IA – Critical Analysis		0
Attribute IB – Quantitative Literacy		0
Attribute IC – Written Communication		3
	ENGL 1104	
Attribute ID - Teamwork		0
Attribute IE – Information Literacy		3
	ENGL 1108	
Attribute IF – Technology Literacy		0
Attribute IG – Oral Communication		0
Attribute III - Citizenship		0
Attribute IV - Ethics		0
Attribute V - Health		0
Attribute VI - Interdisciplinary		0
Attribute VIIA - Arts		0

Attribute VIIB - Humanities	0
Attribute VIIC – Social Sciences	3
PSYC 1101	
Attribute VIID - Natural Science	8
HLCA 1170/71 and BIOL 2205	
Attribute VIII – Cultural Awareness	0
Additional General Studies hours	0
TOTAL GENERAL STUDIES HOURS	17
TOTAL FREE ELECTIVES	0
TOTAL HOURS	60

APPENDIX B

School of Nursing and Allied Health
LPN to ASN Accelerated Bridge Program

<p>Conceptual Framework</p>	<div data-bbox="989 289 1598 813" data-label="Diagram"> </div> <p>Human Flourishing: The process of helping patients, families, and communities across the lifespan realize their maximum potential.</p> <p>Nursing Judgment: The integration of evidenced-based practice, critical thinking, and clinical judgment to provide quality care.</p> <p>Professional Identity: The internalization of the core values of the nursing profession.</p> <p>Spirit of Inquiry: Open-mindedness to new avenues in seeking truth, evidence, and innovation to improve quality patient care.</p>
<p>Associate Degree Program Outcomes</p>	<ul style="list-style-type: none"> • At least 80% of entering students will graduate within three years. • First time test takers will make a score on the NCLEX-RN which meets the national average. • At least 85% of the graduates will rate the program as satisfactory or above. • At least 95% of the graduates will gain employment as a nurse or enroll in a higher education program within 6 months of graduation. • At least 85% of employers will rate graduation performance as satisfactory or above.
<p>Graduate Outcomes</p>	<p>Graduates of the program will be able to:</p> <ol style="list-style-type: none"> 1. Synthesize nursing knowledge to promote human flourishing throughout the lifespan. 2. Provide quality nursing care by utilizing nursing judgment. 3. Integrate core values related to the nursing profession to formulate a professional identity. 4. Support the use of research in conjunction with critical thinking to make reasoned decisions.

LPN to ASN Accelerated Bridge Program

Course Title and Description (for the college catalog)	Course Outcomes: Upon completion of this course students will be able to:	Content Outline	Assessment Methods
<p>NURS 1200 - Nursing Care Across the Lifespan I (7 hours) Required</p> <p>This course provides LPN to ASN students the opportunity to build on prior knowledge of common health problems in patients across the lifespan. Emphasis is placed on the nursing process, patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, and safety. Content covered in this course begins with basic nursing concepts, fluid and electrolytes, the reproductive system including normal pregnancy, and immunity. Nursing care of patients with disorders of the integumentary, musculoskeletal, gastrointestinal, and renal systems are also presented including health promotion and maintenance. Selected skill and simulation labs on campus and clinical experiences in the hospital and community settings enable LPN to ASN students to build on knowledge and skills by incorporating clinical judgment in meeting patient needs. (5 hours didactic, 4 hours lab per week). <i>PR: Admission to the LPN to ASN program, NURS 1101 (credit given with un-encumbered LPN license), FOSM 1110.</i></p>	<p>Human Flourishing: The process of helping patients, families, and communities across the lifespan realize their maximum potential.</p> <ol style="list-style-type: none"> 1. Demonstrate safe and holistic patient centered care for diverse patients across the wellness-illness continuum. 2. Practice effective age appropriate communication skills with patients throughout the lifespan. <p>Nursing Judgment: The integration of evidenced-based practice, critical thinking, and clinical judgment to provide quality care.</p> <ol style="list-style-type: none"> 3. Apply knowledge from nursing and other scientific and psychosocial disciplines to assess, plan, implement, and evaluate nursing care for patients. 4. Demonstrate safe use of technical skills in giving quality care to patients with acute and chronic health problems. <p>Professional Identity: The internalization of the core values of the nursing profession.</p> <ol style="list-style-type: none"> 5. Demonstrate professional and responsible behaviors in the classroom and clinical setting. 6. Maintain patient confidentiality including the use of information technology. <p>Spirit of Inquiry: Open-mindedness to new avenues in seeking truth, evidence, and innovation to improve quality patient care.</p> <ol style="list-style-type: none"> 7. Use critical thinking in providing 	<ol style="list-style-type: none"> 1. Introduction to nursing care across the lifespan <ol style="list-style-type: none"> a. Growth and development b. Culture/diversity c. Pain 2. Fluid and electrolyte balance <ol style="list-style-type: none"> a. Fluid balance b. Electrolytes 3. Sexuality and reproduction <ol style="list-style-type: none"> a. Male reproductive b. Female reproductive c. Normal pregnancy d. Antepartum e. Postpartum f. Newborn g. Maternity-newborn nursing care h. Problems related to the reproductive system i. Nursing Care 4. Immunity <ol style="list-style-type: none"> a. Active b. Passive c. Operative care 5. Problems related to the integumentary system <ol style="list-style-type: none"> a. Pathophysiology b. Nursing assessment c. Nursing care d. Health promotion and maintenance 6. Problems related to musculoskeletal system <ol style="list-style-type: none"> a. Pathophysiology b. Nursing assessment 	<ol style="list-style-type: none"> 1. Examinations 2. Care plans 3. Research paper 4. Nationally standardized comprehensive exam 5. Clinical performance direct observation 6. Skills demonstration 7. Simulation 8. Patient reviews and case studies

	<p>patient centered care supported by the principles of evidence based practice.</p>	<ul style="list-style-type: none"> c. Nursing care d. Health promotion and maintenance <p>7. Problems related to gastrointestinal system</p> <ul style="list-style-type: none"> a. Pathophysiology b. Nursing assessment c. Nursing care d. Health promotion and maintenance <p>8. Problems related to renal system</p> <ul style="list-style-type: none"> a. Pathophysiology b. Nursing assessment c. Nursing care d. Health promotion and maintenance 	
--	--	---	--

Course Title and Description (for the college catalog)	Course Outcomes: Upon completion of this course students will be able to:	Content Outline	Assessment Methods
<p>NURS 1201 - Mental Health Nursing Across the Lifespan (3 hours) Required</p> <p>This course provides LPN to ASN students with information that builds on prior knowledge. The focus is on common mental health problems of patients across the lifespan, with an emphasis on patient-centered care, teamwork and collaboration, evidence-based practice, quality Improvement, and safety. Selected laboratory and simulated experiences enable the students to develop the knowledge and skills to use the nursing process to meet the needs of patients having mental disorders. This course stresses self-awareness, improving therapeutic communication skills, and establishing interpersonal relationships. Topics also include maladaptive behavioral patterns, current therapies, community mental health resources, and the role of nurse as communicator, teacher, and care provider. The concepts of holistic care, diversity, psychosocial environment, and human development are addressed as they apply throughout the course. (2 hours didactic, 2 hours lab per wk). <i>PR: Admission to the LPN to ASN program, PSYC 1101, ENGL 1104.</i></p>	<p>Human Flourishing: The process of helping patients, families, and communities across the lifespan realize their maximum potential.</p> <ol style="list-style-type: none"> 1. Assist patients across the lifespan with psychosocial needs to mobilize appropriate coping behavior. 2. Apply nursing and communication principles to care for diverse patients and families with psychosocial needs. <p>Nursing Judgment: The integration of evidenced-based practice, critical thinking, and clinical judgment to provide quality care.</p> <ol style="list-style-type: none"> 3. Demonstrate an awareness of personal behavior and the role that behavior plays in developing relationships with others. 	<ol style="list-style-type: none"> 1. Introduction to mental health nursing across the lifespan. <ul style="list-style-type: none"> a. Foundations of psychiatric mental health nursing b. Neurobiological theories c. Psychosocial theories and therapy 2. Building the nurse-patient relationship across the lifespan <ul style="list-style-type: none"> a. Therapeutic relationships b. Therapeutic communication c. Mental health assessment d. Cultural 	<ol style="list-style-type: none"> 1. Examinations 2. Process recording 3. Care plan 4. Nationally standardized comprehensive exam 5. Clinical performance/direct observation 6. Simulation 7. Patient reviews and case studies

	<p>Professional Identity: The internalization of the core values of the nursing profession.</p> <ol style="list-style-type: none"> 4. Understand the role of the nurse as a responsible member of the health care team. 5. Maintain patient confidentiality including the use of information technology. <p>Spirit of Inquiry: Open-mindedness to new avenues in seeking truth, evidence, and innovation to improve quality patient care.</p> <ol style="list-style-type: none"> 6. Analyze the impact of community and culture patients and families with psychosocial needs. 	<p>considerations</p> <ol style="list-style-type: none"> 3. Developmental aspects across the life span <ol style="list-style-type: none"> a. Personality development b. Concepts related to family c. Self awareness d. Pediatric and geriatric considerations 4. Current social and emotional concerns <ol style="list-style-type: none"> a. Legal and ethical issues b. Anger, hostility, and aggression c. Abuse and violence d. Grief and loss 5. Treatment settings and therapeutic progress <ol style="list-style-type: none"> a. Crisis intervention b. Group therapy c. Therapeutic milieu 6. Anxiety and stress related illnesses <ol style="list-style-type: none"> a. Defense mechanisms b. Anxiety disorders 7. Mood disorders <ol style="list-style-type: none"> a. Major depression b. Bipolar disorder c. Suicide 8. Personality disorders <ol style="list-style-type: none"> a. Cluster a b. Cluster b c. Cluster c 9. Schizophrenia <ol style="list-style-type: none"> a. Etiology b. Symptoms c. Treatment and rehabilitation 10. Substance abuse <ol style="list-style-type: none"> a. Etiology 	
--	---	---	--

		<ul style="list-style-type: none"> b. Types of substances c. Treatment and rehabilitation <ul style="list-style-type: none"> 11. Eating disorders <ul style="list-style-type: none"> a. Etiology b. Family dynamics c. Treatment 12. Cognitive disorders <ul style="list-style-type: none"> a. Delirium and dementia b. Caregiver role c. Community based care 	
--	--	--	--

Course Title and Description (for the college catalog)	Course Outcomes: Upon completion of this course students will be able to:	Content Outline	Assessment Methods
<p>NURS 1202 - Assessment Across the Lifespan I (1 hour) Required</p> <p>This course provides LPN to ASN students with an introduction to physical assessment of the patient across the lifespan. The focus of this course is the nursing assessment of integumentary, reproductive, musculoskeletal, gastrointestinal, and renal systems. Technical skills necessary for patient assessment will be covered. Students will explore factors including sociocultural diversity, mental and emotional statuses, and developmental levels, which influence the techniques of communication and health assessment. Emphasis will be placed on integrating appropriate clinical judgment with assessment skills in various patient circumstances and situations. <i>PR: Admission to the LPN to ASN program, HLCA 1170/71.</i></p>	<p>Human Flourishing: The process of helping patients, families, and communities across the lifespan realize their maximum potential.</p> <ul style="list-style-type: none"> 1. Demonstrate respect for human dignity during a health assessment. <p>Nursing Judgment: The integration of evidenced-based practice, critical thinking, and clinical judgment to provide quality care.</p> <ul style="list-style-type: none"> 2. Understand the use of equipment and techniques necessary to assess health status and to adapt these techniques to patients in different developmental stages and/or of different cultures. 3. Relate knowledge of how to perform and document a health assessment in a systematic manner, identifying normal and abnormal findings. <p>Professional Identity: The internalization of the core values of</p>	<ul style="list-style-type: none"> 1. Health assessment <ul style="list-style-type: none"> a. Principles b. Preparation c. Health history 2. Physical assessment <ul style="list-style-type: none"> a. Equipment b. Techniques c. Guidelines d. Pediatric and geriatric considerations 3. Assessment by system <ul style="list-style-type: none"> a. Integumentary b. Breast and axilla c. Abdomen d. Genitalia e. Musculoskeletal 4. Documentation of health assessment 	<ul style="list-style-type: none"> 1. Examinations 2. Nationally standardized comprehensive exam 3. Clinical performance direct observation 4. Skills demonstration

	<p>the nursing profession.</p> <ol style="list-style-type: none"> 4. Demonstrate respect, empathy, and caring in each professional encounter with both patients and colleagues. <p>Spirit of Inquiry: Open-mindedness to new avenues in seeking truth, evidence, and innovation to improve quality patient care.</p> <ol style="list-style-type: none"> 5. Demonstrate knowledge of preparation and post procedure care for patients undergoing lab and diagnostic tests. 		
--	--	--	--

Course Title and Description (for the college catalog)	Course Outcomes: Upon completion of this course students will be able to:	Content Outline	Assessment Methods
<p>NURS 1203 - Transition for Licensed Practical Nurses (1 hour) Required</p> <p>This course introduces the concepts and processes necessary for professional nursing practice. A major focus is the transition from licensed practical nurse to registered nursing student. This course emphasizes time management, test taking skills, the role of an adult learner, informatics, and the transition from a technical role to the role of a professional. <i>PR: Admission to the LPN to ASN program, or ASN program, and status as a Licensed Practical Nurse.</i></p>	<p>Human Flourishing: The process of helping patients, families, and communities across the lifespan realize their maximum potential.</p> <ol style="list-style-type: none"> 1. Relate the importance of time management and its importance to self and others. <p>Nursing Judgment: The integration of evidenced-based practice, critical thinking, and clinical judgment to provide quality care.</p> <ol style="list-style-type: none"> 2. Understand the importance of attaining educational and career goals and how these goals will affect the quality of care provided to the patient, family, and community. 3. Demonstrate the mastery of basic math skills needed to administer medications in the clinical setting. <p>Professional Identity: The internalization of the core values of the nursing profession.</p> <ol style="list-style-type: none"> 4. Identify the core concepts of the role of self on progressing from 	<ol style="list-style-type: none"> 1. Welcome to role of non-tradition student <ol style="list-style-type: none"> a. Read your textbooks b. Communicate with faculty 2. LPN to ASN Program <ol style="list-style-type: none"> a. Philosophy b. Conceptual framework c. Program outcomes d. Graduate outcomes 3. Time management <ol style="list-style-type: none"> a. Personal advantages b. Personal disadvantages c. Buy a calendar-prioritize your time 4. What is my learning style <ol style="list-style-type: none"> a. How does my learning style affect my study skills, time management, and test taking 5. Self direction and understanding 6. Critical thinking and 	<ol style="list-style-type: none"> 1. Examinations 2. Professional progression plan 3. Online discussions

	<p>the role of the LPN to RN.</p> <ol style="list-style-type: none"> 5. Recognize the differences in the role of the LPN and RN in the delivery of nursing care. 6. Develop a professional growth plan for continuing growth needed as an RN. <p>Spirit of Inquiry: Open-mindedness to new avenues in seeking truth, evidence, and innovation to improve quality patient care.</p> <ol style="list-style-type: none"> 7. Define the skills an RN would use to seek understanding of current trends in nursing that are established in evidence-based practice. 	<p>clinical judgment</p> <ol style="list-style-type: none"> 7. Role of RN <ol style="list-style-type: none"> a. Communicator b. Care provider c. Patient advocate d. Collaborator e. Role model & mentor f. Researcher 8. Review of Math for Nurses <ol style="list-style-type: none"> a. Drug calculations b. Pediatric dosages c. IV drip calculations 	
--	--	---	--

Course Title and Description (for the college catalog)	Course Outcomes: Upon completion of this course students will be able to:	Content Outline	Assessment Methods
<p>NURS 1204 - Pharmacology Across the Lifespan I (1 hour) Required</p> <p>This course provides LPN to ASN students the opportunity to build on prior knowledge of the pharmacologic and pharmacokinetic effects of medications on the body. Content to be emphasized includes medications used for fluid and electrolytes imbalances, pain control, and maternal-newborn care. In addition, medications used for the reproductive, integumentary, musculoskeletal, immune, gastrointestinal, and renal systems will be presented. This course encourages LPN to ASN students to increase knowledge of medications by understanding the effects of medications on patients across the lifespan. <i>PR: Admission to the LPN to ASN program.</i></p>	<p>Human Flourishing: The process of helping patients, families, and communities across the lifespan realize their maximum potential.</p> <ol style="list-style-type: none"> 1. Apply knowledge from other scientific disciplines as it relates to the pharmacokinetic effects of medications on patients across the lifespan. <p>Nursing Judgment: The integration of evidenced-based practice, critical thinking, and clinical judgment to provide quality care.</p> <ol style="list-style-type: none"> 2. Identify appropriate patient assessments, lab values, and expected outcomes for each medication classification. 3. Identify the therapeutic and adverse effects of medications on diverse patients across the lifespan. 	<ol style="list-style-type: none"> 1. Review of pharmacologic and pharmacokinetic effects of medications <ol style="list-style-type: none"> a. Absorption b. Distribution c. Metabolism d. Excretion 2. Medications for fluid and electrolytes (F&E) imbalances <ol style="list-style-type: none"> a. Administration of F&E solutions b. Nursing considerations 3. Medications for pain control <ol style="list-style-type: none"> a. Therapeutic and adverse effects of pain medications b. Nursing considerations 	<ol style="list-style-type: none"> 1. Examinations 2. Case studies 3. Online discussions 4. Assignments from textbook student resources

	<p>Professional Identity: The internalization of the core values of the nursing profession.</p> <p>4. Integrate teaching and learning principals into patient education of medication/s.</p> <p>Spirit of Inquiry: Open-mindedness to new avenues in seeking truth, evidence, and innovation to improve quality patient care.</p> <p>5. Explain the pharmacologic management of diseases.</p> <p>6. Demonstrate knowledge of safe administration of medication.</p>	<p>4. Medications for maternal-newborn</p> <ol style="list-style-type: none"> Antepartum Postpartum Newborn Nursing considerations <p>5. Medications for the reproductive systems</p> <ol style="list-style-type: none"> Male reproductive system Female reproductive system Nursing considerations <p>6. Medications for the integumentary system</p> <ol style="list-style-type: none"> Common skin disorders Nursing considerations <p>7. Medications for the immune system</p> <ol style="list-style-type: none"> Immunizations Inflammation and fever Infection Nursing considerations <p>8. Medication for the musculoskeletal system</p> <ol style="list-style-type: none"> Bone and joint disorders Neuromuscular blocking agents Nursing considerations <p>9. Medications for the gastrointestinal system</p> <ol style="list-style-type: none"> Peptic ulcer disease Bowel disorders and other GI conditions 	
--	---	--	--

		<ul style="list-style-type: none"> c. Nursing considerations <p>10. Medications for the renal system</p> <ul style="list-style-type: none"> a. Kidney disorders b. Bladder disorders c. Nursing considerations <p>11. Medications for mental health disorders</p> <ul style="list-style-type: none"> a. Depression b. Anxiety c. Mood disorders d. Psychosis and schizophrenia e. Degenerative disorders f. Substance abuse treatment and toxicology 	
--	--	--	--

Course Title and Description (for the college catalog)	Course Outcomes: Upon completion of this course students will be able to:	Content Outline	Assessment Methods
<p>NURS 2301 - Nursing Care Across the Lifespan II (7 hours) Required</p> <p>This course is a continuation of Nursing Care Across the Lifespan I and provides LPN to ASN students the opportunity to build on prior knowledge. The focus is on common health problems of patients across the lifespan, with an emphasis on the nursing process, patient-centered care, teamwork and collaboration, evidence-based practice, quality Improvement, and safety. Nursing care of patients with disorders of hematologic, cardiovascular, respiratory, endocrine, and neurological systems are also presented including health promotion and maintenance. In addition, the care of the patient with cancer and/or end-of-life issues is presented. Selected laboratory experiences in caring for patients in the hospital and community, as well as high-fidelity simulations will enable the LPN to ASN student to acquire the knowledge and skills to meet the patient's needs by delegating</p>	<p>Human Flourishing: The process of helping patients, families, and communities across the lifespan realize their maximum potential.</p> <ol style="list-style-type: none"> 1. Perform safe and holistic patient centered care for diverse patients across the wellness-illness continuum. 2. Apply effective age appropriate communication skills with patients throughout the lifespan. <p>Nursing Judgment: The integration of evidenced-based practice, critical thinking, and clinical judgment to provide quality care.</p> <ol style="list-style-type: none"> 3. Integrate knowledge from nursing and other scientific and 	<ol style="list-style-type: none"> 1. Problems related to the hematologic system <ul style="list-style-type: none"> e. Pathophysiology f. Nursing assessment g. Nursing care h. Health promotion and maintenance 2. Problems related to cardiovascular system <ul style="list-style-type: none"> a. Pathophysiology b. Nursing assessment c. Nursing care d. Health promotion and maintenance 3. Problems related to respiratory system <ul style="list-style-type: none"> a. Pathophysiology 	<ol style="list-style-type: none"> 1. Examinations 2. Care plans 3. Evidence-based practice presentation 4. Nationally standardized comprehensive exam 5. Case studies and patient reviews 6. Clinical performance direct observation 7. Community project

<p>and implementing effective patient care. (5 hours didactic, 4 hours lab per week). <i>PR: Admission to the LPN to ASN program, NURS 1200, BIOL 2205 may be taken concurrently.</i></p>	<p>psychosocial disciplines to assess, plan, implement, and evaluate nursing care for patients.</p> <p>4. Perform safe technical skills in giving quality care to patient with acute and chronic health problems.</p> <p>Professional Identity: The internalization of the core values of the nursing profession.</p> <p>5. Demonstrate professional and responsible behaviors in the classroom and clinical setting.</p> <p>6. Maintain patient confidentiality including the use of information technology.</p> <p>Spirit of Inquiry: Open-mindedness to new avenues in seeking truth, evidence, and innovation to improve quality patient care.</p> <p>7. Apply critical thinking in providing patient centered care supported by the principles of evidence based practice.</p>	<p>b. Nursing assessment c. Nursing care d. Health promotion and maintenance</p> <p>4. Problems related to endocrine system a. Pathophysiology b. Nursing assessment c. Nursing care d. Health promotion and maintenance</p> <p>5. Problems relates to neurological system a. Pathophysiology b. Nursing assessment c. Nursing care d. Health promotion and maintenance</p> <p>6. Problems related to ear and eyes a. Pathophysiology b. Nursing assessment c. Nursing care d. Health promotion and maintenance</p>	<p>8. Skills demonstration 9. Simulation</p>
---	---	---	--

Course Title and Description (for the college catalog)	Course Outcomes: Upon completion of this course students will be able to:	Content Outline	Assessment Methods
<p>NURS 2302 - Assessment Across the Lifespan II (1 hour) Required</p> <p>This course is a continuation of Assessment Across the Lifespan I and provides LPN to ASN students with an introduction to physical assessment of the patient across the lifespan. The focus of this course is the nursing assessment of cardiovascular, respiratory, ear and eye, and neurological systems. Technical skills necessary for patient assessment will be covered. Students will explore factors including sociocultural diversity, mental and emotional statuses, and developmental levels, which influence the techniques of communication and health assessment.</p>	<p>Human Flourishing: The process of helping patients, families, and communities across the lifespan realize their maximum potential.</p> <p>1. Demonstrate respect for human dignity during a health assessment.</p> <p>Nursing Judgment: The integration of evidenced-based practice, critical thinking, and clinical judgment to provide quality care.</p> <p>2. Perform an integrated</p>	<p>1. Assessment by system a. Thorax and lungs b. Cardiovascular and peripheral vascular c. Ear and eye d. Neurological</p> <p>2. Comprehensive bedside head to toe assessment a. Subjective data b. Objective data</p>	<p>1. Examinations 2. Nationally standardized comprehensive exam 3. Clinical performance direct observation 4. Skills demonstration</p>

<p>Emphasis will be placed on integrating appropriate clinical judgment with assessment skills in various patient circumstances and situations. <i>PR: Admission to the LPN to ASN program, NURS 1202.</i></p>	<p>comprehensive physical assessment for patients across the lifespan.</p> <p>3. Critically analyze subjective and objective data to distinguish between health and alteration in health.</p> <p>Professional Identity: The internalization of the core values of the nursing profession.</p> <p>4. Integrate the skills, knowledge and attitudes of a professional nurse to perform a holistic patient assessment.</p> <p>Spirit of Inquiry: Open-mindedness to new avenues in seeking truth, evidence, and innovation to improve quality patient care.</p> <p>5. Apply evidence-based findings located by the use of technology to facilitate the assessment of diverse patients across the lifespan.</p>		
--	---	--	--

Course Title and Description (for the college catalog)	Course Outcomes: Upon completion of this course students will be able to:	Content Outline	Assessment Methods
<p>NURS 2303 - Pharmacology Across the Lifespan II (1 hour) Required</p> <p>This course is a continuation of Pharmacology Across the Lifespan I and provides LPN to ASN students the opportunity to build on prior knowledge of the pharmacologic and pharmacokinetic effects of medications on the body. The content emphasizes medications used for problems with the vascular, hematologic, cardiovascular, respiratory, endocrine, and neurological systems including ear and eye. In addition, medications used for cancer and/or end-of-life care are presented. This course encourages the LPN to ASN student to increase their knowledge of medications by understanding the effects of medications on individuals across the life span. <i>PR: Admission to the LPN to ASN program, NURS 1204.</i></p>	<p>Human Flourishing: The process of helping patients, families, and communities across the lifespan realize their maximum potential.</p> <p>1. Explain how age, gender, genetics, and physiologic differences influence pharmacokinetic effects of medications on patients.</p> <p>Nursing Judgment: The integration of evidenced-based practice, critical thinking, and clinical judgment to provide quality care.</p> <p>2. Interpret appropriate patient assessments, lab values, and</p>	<p>1. Medications for hematopoietic disorders</p> <p>a. Anemia</p> <p>2. Medications for the cardiovascular system</p> <p>a. Lipid-lowering agents</p> <p>b. Anticoagulants</p> <p>c. Antiplateletes</p> <p>d. Antihypertensive agents</p> <p>e. Drugs for angina and myocardial infarction</p> <p>f. Drugs for heart failure</p>	<p>1. Examinations</p> <p>2. Case studies</p> <p>3. Online discussion</p> <p>4. Textbook student resources</p>

	<p>expected outcomes for each medication classification.</p> <p>3. Compare the therapeutic and adverse effects of complex medications on diverse patients across the lifespan.</p> <p>Professional Identity: The internalization of the core values of the nursing profession.</p> <p>4. Explain professional responsibility and accountability for medication administration.</p> <p>Spirit of Inquiry: Open-mindedness to new avenues in seeking truth, evidence, and innovation to improve quality patient care.</p> <p>7. Examine the pharmacologic management of diseases.</p> <p>8. Evaluate the safe administration of medication.</p>	<p>g. Drugs for dysrhythmias</p> <p>h. Nursing considerations</p> <p>3. Medications affecting the respiratory system</p> <p>a. Asthma and other pulmonary disorders</p> <p>b. Drugs for allergic rhinitis</p> <p>4. Nursing considerations</p> <p>a. Medications for the endocrine system</p> <p>b. Drugs for diabetes mellitus</p> <p>c. Drugs for pituitary thyroid, and adrenal disorders</p> <p>d. Nursing considerations</p> <p>5. Medications affecting the nervous system</p> <p>a. Drugs affecting the autonomic nervous system</p> <p>b. Drugs for seizures</p> <p>c. Drugs for degenerative diseases of the nervous system</p> <p>d. Nursing considerations</p> <p>6. Medications for eye and ear disorders</p> <p>a. Drugs for the eye</p> <p>b. Drugs for the ear</p> <p>c. Nursing considerations</p> <p>7. Medications for neoplasia</p> <p>a. Chemotherapeutic agents</p>	
--	---	--	--

		<ul style="list-style-type: none"> b. Hormones and hormone antagonists c. Biologic response modifiers d. Nursing considerations 	
--	--	--	--

Course Title and Description (for the college catalog)	Course Outcomes: Upon completion of this course students will be able to:	Content Outline	Assessment Methods
<p>NURS 2401 - Nursing Care Across the Lifespan III (5 hours) Required</p> <p>This course, along with the capstone course, focuses on complex and critical health problems of patients across the lifespan. Learning experiences provide LPN to ASN students the opportunity to integrate clinical judgment and decision making. Emphasis is placed on the use of the nursing process to promote health across the wellness-illness continuum. Additional content includes emergency and disaster nursing. <i>PR: Admission to the LPN to ASN program, NURS 2301.</i></p>	<p>Human Flourishing: The process of helping patients, families, and communities across the lifespan realize their maximum potential.</p> <ol style="list-style-type: none"> 1. Collaborate with the patient and the healthcare team to formulate patient centered care, which is receptive to patient preferences ensuring that patient values guide all clinical decision-making. <p>Nursing Judgment: The integration of evidenced-based practice, critical thinking, and clinical judgment to provide quality care.</p> <ol style="list-style-type: none"> 2. Combine knowledge from scientific and psychosocial sciences as well as nursing care for diverse patients and families across the lifespan with complex and critical health problems. <p>Professional Identity: The internalization of the core values of the nursing profession.</p> <ol style="list-style-type: none"> 3. Synthesize professional standards that support moral, ethical, and legal principles in the care of diverse patients and families across the lifespan with complex and critical health problems. <p>Spirit of Inquiry: Open-mindedness to new avenues in seeking truth,</p>	<ol style="list-style-type: none"> 1. Protective function <ul style="list-style-type: none"> a. Burns b. Shock 2. Oxygenation <ul style="list-style-type: none"> a. Respiratory b. Cardiac c. Vascular 3. Sensorimotor <ul style="list-style-type: none"> a. Spinal shock b. Autonomic Dysreflexia 4. Elimination <ul style="list-style-type: none"> a. Gastrointestinal b. Renal 5. Special topics <ul style="list-style-type: none"> a. Emergency nursing b. Disaster nursing 6. High risk maternal health problems <ul style="list-style-type: none"> a. High risk pregnancy b. Complications of labor and delivery c. High risk neonate 7. High risk child health problems <ul style="list-style-type: none"> a. The child with complex problems b. Nursing considerations 	<ol style="list-style-type: none"> 1. Examinations 2. Nationally standardized comprehensive exam 3. Case studies and patient reviews

	<p>evidence, and innovation to improve quality patient care.</p> <ol style="list-style-type: none"> 4. Examine current clinical nursing practices to question tradition by offering new ideas based on evidence to improve the quality of care for patients, families, and communities. 5. Demonstrate a commitment to lifelong learning and professional nursing excellence. 		
--	---	--	--

Course Title and Description (for the college catalog)	Course Outcomes: Upon completion of this course students will be able to:	Content Outline	Assessment Methods
<p>NURS 2402 - Role Transition, Professionalism, and Management (3 hours) Required</p> <p>This is the capstone course designed to facilitate LPN to ASN students' transition from the role of a technically prepared nurse to the role of a registered professional nurse. This course addresses trends, issues, and management of health care for patients across the lifespan. Knowledge, skills, and attitudes necessary to continuously improve the quality and safety of patients within healthcare systems are emphasized. <i>PR: Admission to the LPN to ASN program, ENGL 1108.</i></p>	<p>Human Flourishing: The process of helping patients, families, and communities across the lifespan realize their maximum potential.</p> <ol style="list-style-type: none"> 1. Assess the individual needs of patient/s and determines priority when completing or delegating care. 2. Formulate and apply ethical decision making when assessing and caring for the uniqueness of individuals. <p>Nursing Judgment: The integration of evidenced-based practice, critical thinking, and clinical judgment to provide quality care.</p> <ol style="list-style-type: none"> 3. Analyze the effect of historic, political, social, and economic events on the development of nursing. 4. Apply legal principles related to delegation and prioritization in nursing practice ensuring quality and safety in patient care. <p>Professional Identity: The</p>	<ol style="list-style-type: none"> 1. Contemporary nursing roles and career opportunities <ol style="list-style-type: none"> a. Planning for the future b. Resume building 2. Statutes & Laws <ol style="list-style-type: none"> a. Case, civil, and common law b. Negligence c. Immunity and liability d. Malpractice e. Negligence f. West Virginia State Board of Examiners for Registered Professional Nurses (WVBOE-RN) 3. Effectual management <ol style="list-style-type: none"> a. Accountability b. Competency c. Delegation and supervision d. Prioritization e. Staffing patterns 4. Delegation 	<ol style="list-style-type: none"> 1. Examinations 2. Assignments 3. Professional growth plan II

	<p>internalization of the core values of the nursing profession.</p> <p>5. Demonstrate responsible behavior in the classroom and in completing projects and obligations.</p> <p>Spirit of Inquiry: Open-mindedness to new avenues in seeking truth, evidence, and innovation to improve quality patient care.</p> <p>6. Apply clinical reasoning to the safe and effective management of patient situations based on evidence in practice.</p>	<p>a. LPN b. Unlicensed assistive personal</p> <p>5. Health policy and politics a. Getting involved b. Professionalism c. Credentialing for the registered nurse</p> <p>6. Ethical concerns of nursing practice a. Code of ethics b. Autonomy c. Beneficence d. Nonmaleficence e. Values f. Utilitarianism g. Accountability</p> <p>7. Economics and health Care in the United States a. Gross domestic product b. Health insurance c. Center for Medicare and Medicaid Services (CMS) d. DRG's e. Single payer systems f. Third party payers g. Economics of leadership and management</p> <p>8. Effective communication and conflict resolution a. Active listening b. Active forms of communication c. Assertive forms of communication d. Feedback</p> <p>9. Quality improvement and</p>	
--	---	--	--

		<p>patient safety</p> <ol style="list-style-type: none"> a. The Institute of Medicine (IOM) b. Agency for Healthcare Research and Quality (AHRQ) 	
--	--	--	--

Course Title and Description (for the college catalog)	Course Outcomes: Upon completion of this course students will be able to:	Content Outline	Assessment Methods
<p>NURS 2403 - Capstone Clinical Experience (3 hours) Required – Credit/No-Credit</p> <p>This is the capstone clinical experience where LPN to ASN students are expected to select a preceptor/role model to assist with understanding the role of a registered professional nurse through a preceptor-facilitated clinical experience. The clinical experience is tailored to each student’s interest and professional goals with emphasis on socialization into the nursing profession, management of multiple clients, and application of clinical judgment skills. Students will attend seminars on campus to share and reflect on clinical experiences. (90 lab hours) <i>PR: Admission to the LPN to ASN program, NURS 2401, NURS 2402 may be taken concurrently.</i></p>	<p>Human Flourishing: The process of helping patients, families, and communities across the lifespan realize their maximum potential.</p> <ol style="list-style-type: none"> 1. Formulate communication strategies to effectively develop collaboration with patient, families, and healthcare team. <p>Nursing Judgment: The integration of evidenced-based practice, critical thinking, and clinical judgment to provide quality care.</p> <ol style="list-style-type: none"> 2. Assess the individual needs of multiple clients across the lifespan to determine priority of care. 3. Integrate knowledge from nursing and other scientific and psychosocial disciplines to assess, plan, implement, and evaluate nursing care for diverse patients and families across the lifespan with complex and critical health problems. <p>Professional Identity: The internalization of the core values of the nursing profession.</p> <ol style="list-style-type: none"> 4. Apply legal principles including delegation and prioritization in nursing practice to ensure safe patient care. 8. Maintain patient confidentiality 	<p>Clinical course only</p>	<ol style="list-style-type: none"> 1. Clinical preceptor evaluation 2. Care plan 3. Reflective journaling 4. Seminar participation 5. Simulation

	<p>including the use of information technology.</p> <p>Spirit of Inquiry: Open-mindedness to new avenues in seeking truth, evidence, and innovation to improve quality patient care.</p> <p>9. Integrate the use of technology and information systems to facilitate and improve delivery of comprehensive care to diverse patients experiencing complex health care needs.</p>		
--	--	--	--

Course Title and Description (for the college catalog)	Course Outcomes: Upon completion of this course students will be able to:	Content Outline	Assessment Methods
<p>NURS 2404 - Pharmacology Across the Lifespan III (1 hour) Required</p> <p>This course provides LPN to ASN students the opportunity to build on prior knowledge of the pharmacologic and pharmacokinetic effects of medications on the body. Also, this course concentrates on the advanced concepts of medication administration. Drug classifications, actions, and implications related to the administration of medications for various organ systems are expanded upon. Content emphasized includes the use of medications in critical and complex situations with patients across the lifespan. <i>PR: Admission to the LPN to ASN program, NURS 2303.</i></p>	<p>Human Flourishing: The process of helping patients, families, and communities across the lifespan realize their maximum potential.</p> <p>1 Combine knowledge from other scientific disciplines as it relates to the pharmacokinetic effects of medications on patients experiencing complex health problems.</p> <p>Nursing Judgment: The integration of evidenced-based practice, critical thinking, and clinical judgment to provide quality care.</p> <p>2 Critically analyze patient assessments, lab values, and expected outcomes for each medication classification.</p> <p>3 Compare the therapeutic and adverse effects of complex medications on diverse patients across the lifespan.</p> <p>Professional Identity: The internalization of the core values of</p>	<p>1 Medications for advanced cardiac life support</p> <ul style="list-style-type: none"> a. Fluid replacement b. Vasoconstrictors c. Vasopressors d. Inotropic drugs e. Antidysrhythmics f. Respiratory distress drugs g. Nursing considerations <p>2 Medications for critical nervous system disorders</p> <ul style="list-style-type: none"> a. Spinal shock b. Autonomic dysreflexia c. Nursing considerations <p>3 Medications for critical elimination disorders</p> <ul style="list-style-type: none"> a. Cirrhosis and pancreatitis 	<ul style="list-style-type: none"> 1. Examinations 2. Case studies 3. Online discussion 4. Textbook student resources

	<p>the nursing profession.</p> <p>4 Integrate professional responsibility and accountability for medication administration.</p> <p>Spirit of Inquiry: Open-mindedness to new avenues in seeking truth, evidence, and innovation to improve quality patient care.</p> <p>5 Select the routes of administration of the major classes of drugs based on evidence.</p>	<p>b. Renal failure and dialysis</p> <p>c. Nursing considerations</p> <p>4 Medications for high risk pregnancy</p> <p>a. Agents used during labor delivery</p> <p>b. Agents used for high risk neonates</p> <p>c. Nursing considerations</p> <p>5 Emergency medication administration topics</p> <p>a. Dosage adjustments for children and elderly</p> <p>b. Medications use in disaster situations</p> <p>6 Herbal and alternative therapies</p> <p>a. Herbal agents</p> <p>b. Alternative agents</p> <p>c. Pharmacological actions and safety</p> <p>d. Nursing considerations</p>	
--	---	--	--