FAIRMONT
STATE
UNIVERSITY

MEMORANDUM

TO: Faculty Senate

FROM: Jack Kirby

DATE: November 3, 2014

SUBJECT: Curriculum Proposal #14-15-03, REV #2

               ASN Program Changes
               FINAL FACULTY SENATE APPROVAL ON 12/9/2014

      I recommend approval of the attached REVISION #2 Curriculum Proposal 14-15-03. This proposal will allow for changes in the philosophy and conceptual framework to reflect current discipline-specific professional standards, for changes in the program, graduate, and course outcomes, and to revise the model schedule for the traditional ASN Program involving course deletions, additions, and revisions. This proposal does not change the required hours of the program which is 60 credit-hours.

C: Dr. Christina Lavorata
               Dr. Sharon Boni
               Dr. Tonya Rogers
               Ms. Leslie Lovett
               Ms. Evie Brantmayer
               Ms. Cheri Varkonda

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First

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

Proposal Number:	# 14-15-03
School/Department/Program:	School of Nursing and Allied Health Administration
Preparer/Contact Person:	Tanya Rogers, Associate Dean
Telephone Extension:	4074
Date Originally Submitted:	August 18, 2014
Revision (Indicate date and label it Revision #1, #2, etc.):	Nov. 3, 2014 Rev #2
Implementation Date Requested:	Fall 2015

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

This proposal includes the following changes to the ASN Program:
- Changes in the philosophy and conceptual framework to reflect current discipline-specific professional standards (See Appendix B)
- Changes in the program, graduate, and course outcomes to reflect the new philosophy and conceptual framework (See Appendices C and D)
- Revision of the model schedule for the traditional ASN Program involving course deletions, additions, and revisions (See Appendix A).

The proposed changes would not result in a net credit hour change. The Program would remain at 60 credit hours.

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)

NURS 1100 Therapeutic Communication and Assessment (1 credit hour)
NURS 1109 Maternal & Newborn Nursing (3 credit hours)
NURS 2208 Nursing Care of Adults II (delete 1 credit hour from existing 7-credit course)
NURS 2209 Nursing Care of Children (4 credit hours)
NURS 2211 Contemporary Nursing and Management (delete 1 hour from existing 3-credit course)
NURS 2212 Advanced Nursing Care (delete 1 credit hour from existing 4 –credit course)
BIOL 2205 Technical Microbiology (delete the 1 credit-hour lab)

Total hours deleted. 12

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

NURS 1101 Fundamentals of Nursing (add 1 credit hour to existing 6-credit course)
NURS 1115 Maternal-Child Nursing I (4 credit hours)(new course listed below)
NURS 2115 Maternal-Child Nursing II (2 credit hours)(new course listed below)
NURS 2203 Mental Health Nursing (add 1 credit hour to existing 3-credit course)
NURS 2215 Maternal-Child Nursing III (2 credit hours)(new course listed below)
NURS 2220 Nursing Capstone Clinical (2 credit hours)(new course listed below)

Total hours added.   12

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.

- NURS 1101 Fundamentals of Nursing – the content that was previously taught in NURS 1100 (therapeutic communication and assessment) will be included in NURS 1101. This results in an addition of 1 credit hour described above.
- NURS 2208 Nursing Care of Adults II - 1 credit hour will be deleted from NURS 2208 as a result of an extensive review of content covered in the course. Faculty agreed that the content could be covered in one less credit hour.
- NURS 2211 Contemporary Nursing & Management – the preceptorship (clinical hours) will be deleted from this course and added to the new Nursing Capstone Clinical. This results in a decrease of 1 credit hour as described above.
- NURS 2212 Advanced Nursing Care – the clinical hours will be deleted from this course and added to the new Nursing Capstone Clinical. The advanced maternity content will also be removed and added to the maternal-child courses, but the credit hour will not be removed (the credit hour will be extracted from NURS 2208 as discussed above). This results in a decrease of 1 credit hour for the course for deletion of clinical hours only.

See Appendix D for course descriptions, outcomes, content, and assessments.

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

- ALLH 1110 Pharmacology I
  Name & prefix change to NURS 1110 Nursing Pharmacology I
  NURS 1110 is equivalent to ALLH 1110
- ALLH 2110 Pharmacology II
  Name & prefix change to NURS 2110 Nursing Pharmacology II
  NURS 2110 is equivalent to ALLH 2110
- ALLH 2210 Pharmacology III
  Name & prefix change to NURS 2210 Nursing Pharmacology III
  NURS 2210 is equivalent to ALLH 2210
- NURS 2211 Contemporary Nursing and Management

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 1115 Maternal-Child Nursing I (4 credit hours)
> Prerequisites: Admission to the ASN Program ; FSU-owned; Required course
>
> NURS 2115 Maternal-Child Nursing II (2 credit hours)
> Prerequisites: Admission to the ASN Program ; FSU-owned; Required course
>
> NURS 2215 Maternal-Child Nursing III (2 credit hours)
> Prerequisites: Admission to the ASN Program ; FSU-owned; Required course
>
> NURS 2220 Nursing Capstone Clinical (2 credit hours)
> Prerequisites: Admission to the ASN Program ; FSU-owned; Required course

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

> See Appendix D for course descriptions, outcomes, content, and assessments.

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

> See Appendix D for course descriptions, outcomes, content, and assessments.

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.

> See Appendix D for course descriptions, outcomes, content, and assessments.

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.
>
> With the implementation of this proposal, the ASN Program would remain at 60 credit hours. There is no net gain or loss in hours. This proposal would not affect other FSU Schools or

Colleges with the exception of the deletion of the 1-hour Technical Microbiology lab requirement. Students may take the lab, but it will no longer be required.

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.

  Licensure exam reports indicated that curriculum changes made previously were successful. Overall pass rates for first-time test takers have been above 90 the last two years. When compared to other schools in our jurisdiction (state), our ranking went from 17th in 2011 to 3rd in 2014, and among similar programs in the Country, our ranking went from 920th in 2011 to 236th in 2014. The distribution of adult health and pharmacology courses across 3 semesters, including the last semester, may have been a reason for the improvements in scores in those categories. Pharmacology sub-scores were at the 39th percentile in 2011 and increased to the 58th percentile in 2014 among schools in our jurisdiction. The increase is 29 percentile points when compared to all similar programs in the Country. In the medical-surgical (adult health) categories, scores improved in every system area except renal (urinary) health. Although lifespan (growth & development) scores held steady, there is still room for improvement in that category. For this reason, the faculty chose to redesign the maternity and pediatric content to mimic the format for adult health and pharmacology courses. The maternity and pediatric course changes will also add clinical placement options and opportunities for collaboration among instructors of those specialties. With the new model schedule, all major content areas will have a presence in the last year of the student's progression. This is especially important when a new part-time track is created in the future. Otherwise, a student must experience an extended period of time between coverage of some of the major content and the licensure exam.

  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?

Rationale is provided below for each of the proposed changes.

- Changes in the philosophy and conceptual framework to reflect current discipline-specific professional standards (See Appendix B)
  During regular review of the curriculum, faculty recognized that the conceptual framework was outdated and was not explicitly in line with professional standards published by important nursing organizations. The new framework is in line with QSEN (Quality & Safety Education for Nurses) Competencies, NLN (National League for Nursing) Competencies, WV State Board Accreditation Standards, ACEN (Accreditation Commission for Education in Nursing) Standards, and the ANA (American Nurses Association) Code of Ethics, and the mission of Fairmont State University.
- Changes in the program, graduate, and course outcomes to reflect the new philosophy and conceptual framework (See Appendices C and D)
  The Program Outcomes are in line with accreditation requirements. The Graduate and Course outcomes were revised to align with the conceptual framework. Unit and Clinical Outcomes will also align with the framework.
- Deletion of NURS 1100 Therapeutic Communication and Assessment to combine with NURS 1101 Fundamentals of Nursing
  The original intent of separating the courses was to place adequate emphasis on communication and assessment. Faculty found, though, that having a 1-hour nursing course was difficult in terms of student perception of importance and scheduling logistics. For this reason, faculty want to combine the course once again but continue to place adequate emphasis on those important concepts as is evident in the course outcomes for NURS 1101 (See Appendix D).
- Deletion of NURS 1109 Maternal & Newborn Nursing and 2209 Nursing of Children with creation of combined courses NURS 1115, 2115, and 2215 Maternal-Child Nursing I, II, and III
  See quantitative rationale above.
- Deletion of 1 credit hour from NURS 2208 Nursing Care of Adults II

After years of teaching the course, the faculty agreed that the content for this course could be covered with one less credit hour. Deleting a credit hour in this course will prevent a loss in credit hours from NURS 2212 Advanced Nursing Care when the high-risk maternity content in that course is removed.

- Addition of 1 credit hour to NURS 2203 Mental Health Nursing

   The addition of the credit hour will make the time devoted to this course similar to that devoted to the other specialty nursing courses. In order to cover all of the content, course faculty were using lab time for theory information. The extra hour will allow the division between theory and lab contact hours.

- Deletion of the BIOL 2205 Microbiology lab

   The faculty had to limit the Program to 60 credit hours without sacrificing nursing outcomes. The faculty believed that the Microbiology course is essential for our students but that the lab was not. It is also consistently a problem trying to schedule nursing students for the Microbiology lab. Although the School of Science and Technology has been most helpful in accommodating our students, faculty believed it was more important to have the extra hour in NURS 2203 Mental Health Nursing.

- Removal of clinical hours from NURS 2211 Contemporary Nursing & Management and 2212 Advanced Nursing Care to create NURS 2220 Nursing Capstone Clinical

   It was difficult to manage two major clinical courses in the students' last semester of the Program. Faculty also struggled with how to make the critical care (NURS 2212) clinical experience productive for the students when many facilities would only allow observation-only experiences in the critical care units. Hospitals frequently request that students are more prepared to enter into clinical practice, and students request consolidation and streamlining of experiences they have to schedule. Faculty desired a comprehensive clinical experience in which students can simulate actual nursing practice and pull together all of the content and concepts of the program. The capstone clinical course will allow students to work with a preceptor with an adult, medical-surgical focus and a more hands-on approach. Periodic seminars with faculty in the new course will help students discuss the integration of what they have learned to bridge the gap between education and practice. It will allow them to apply care management principles from NURS 2211 and complex care concepts from NURS 2212.

- Name change for NURS 2212 Advanced Nursing Care

   The course was named Advanced Nursing Care because it was not strictly adult health nursing content. The focus was on complex health problems and included complex or high-risk maternity content. Because of the changes in the maternity course described above, the complex maternity content can be extracted from this course and combined with the rest of the maternity content to decrease the fragmented approach. Changing the name to Adult Health Nursing III will make the sequencing of the courses and the focus of the course clear. This course is a continuation of the other two adult health nursing courses.

- Name change for NURS 2211 Contemporary Nursing and Management

   Although contemporary issues and trends in nursing is part of this course, the focus is on nursing role development and the expansion of that role to include a variety of roles, including care manager. The name Professional Role Transition is aligned with the conceptual framework and reflects the overall purpose of the course.

- Name & prefix change for ALLH 1110, 2110, and 2210 Pharmacology I, II, and III

   Students have not devoted the same time and attention to the pharmacology classes in the past. There are several reasons for that, one of them being that the courses are allied health courses. These courses are only for nursing students, have a nursing focus, and are equally as important as other nursing courses. Many years ago, the pharmacology courses were given the allied health prefix because accrediting agencies required that a certain percentage of program credits be devoted to non-nursing courses. This is no longer the case, and the NURS prefix more accurately reflects the nature of the courses.

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.

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

College/School	Dean	Signature
Sci Tech	Don Trisel	Don Trisel

IV.   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.

N/A

V.   ADDITIONAL COMMENTS.

N/A

Required Major Courses			HRS
NURS	1100	Therapeutic Communication & Assessment	1
NURS	1101	Fundamentals of Nursing	6
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 and Management	3
NURS	2212	Advanced Nursing Care	4
ALLH	1110	Pharmacology I	1
ALLH	2110	Pharmacology II	1
ALLH	2210	Pharmacology III	1

TOTAL Required Major Courses	40
Major Electives	0
Minor Requirements/Electives (if minor is required)	0

TOTAL HOURS FOR MAJOR (and minor if required)	40

Required General Studies Courses	
Attribute IA – Critical Analysis	X
ENGL 1108	
Attribute IB – Quantitative Literacy	
Attribute IC – Written Communication	6
ENGL 1104 and ENGL 1108	
Attribute ID - Teamwork	
Attribute IE – Information Literacy	X
ENGL 1108	
Attribute IF – Technology Literacy	
Attribute IG – Oral Communication	
Attribute III - Citizenship	
Attribute IV - Ethics	
Attribute V - Health	
Attribute VI - Interdisciplinary	

Attribute VIIA - Arts	
Attribute VIIB - Humanities	
Attribute VIIC – Social Sciences	3
PSYC 1101	
Attribute VIID - Natural Science	8
HLCA 1170 and 1171 and BIOL 2205	
Attribute VIII – Cultural Awareness	
Additional General Studies hours	

TOTAL GENERAL STUDIES HOURS	**17**

REQUIRED SUPPORT COURSES

FOSM 1110 Nutrition	3	
TOTAL SUPPORT COURSE HOURS		**3**

TOTAL FREE ELECTIVES	**0**

TOTAL HOURS	**60**

Required Major Courses			HRS
NURS	1101	Fundamentals of Nursing	7
NURS	1108	Nursing Care of Adults I	6
NURS	1110	Nursing Pharmacology I	1
NURS	1115	Maternal-Child Nursing I	4
NURS	2110	Nursing Pharmacology II	1
NURS	2115	Maternal-Child Nursing II	2
NURS	2203	Mental Health Nursing	4
NURS	2208	Nursing care of Adults II	6
NURS	2210	Nursing Pharmacology III	1
NURS	2211	Professional Role Transition	2
NURS	2212	Nursing Care of Adults III	3
NURS	2215	Maternal-Child Nursing III	2
NURS	2220	Nursing Capstone Clinical	2

TOTAL Required Major Courses	41
Major Electives	0
Minor Requirements/Electives (if minor is required)	0

TOTAL HOURS FOR MAJOR (and minor if required)	**41**

Required General Studies Courses	
Attribute IA – Critical Analysis	X
ENGL 1108	
Attribute IB – Quantitative Literacy	
Attribute IC – Written Communication	6
ENGL 1104 and ENGL 1108	
Attribute ID – Teamwork	
Attribute IE – Information Literacy	X
ENGL 1108	
Attribute IF – Technology Literacy	
Attribute IG – Oral Communication	
Attribute III – Citizenship	
Attribute IV – Ethics	

Attribute V – Health	
Attribute VI – Interdisciplinary	
Attribute VIIA – Arts	
Attribute VIIB – Humanities	
Attribute VIIC – Social Sciences	3
PSYC 1101	
Attribute VIID – Natural Science	7
HLCA 1170 and 1171 and BIOL 2205	
Attribute VIII – Cultural Awareness	
Additional General Studies hours	

TOTAL GENERAL STUDIES HOURS	**16**

REQUIRED SUPPORT COURSES

FOSM 1110 Nutrition	3	
TOTAL SUPPORT COURSE HOURS		**3**

TOTAL FREE ELECTIVES	**0**

TOTAL HOURS	**60**

Mission

The mission of the Fairmont State Associate Degree Nursing Program is to provide quality nursing education to students in West Virginia and beyond.

Philosophy

The faculty of Fairmont State's ASN Program believes that a quality education should be based on current professional standards and sound educational theory. The following documents and standards serve as a guide for the curriculum:
- National League for Nursing (NLN) Competencies for Nursing Education
- Quality and Safety Education for Nurses (QSEN) Competencies
- ANA (American Nurses Association) Code of Ethics
- WV Board of Examiners of Registered Professional Nurses (WVBOERPN) Standards and Scope of Practice
- Accreditation Commission for Education in Nursing (ACEN) Standards

To guide the approach to teaching and learning, the faculty adopted Malcolm Knowles's Theory of Andragogy for theory application and David Kolb's Theory of Experiential Learning for clinical application. The faculty believes that adult nursing students should be active in their own learning at all stages of the teaching/learning process, build on personal experiences, focus on solving patient and healthcare problems, and exhibit characteristics of professionalism. Students learn best through experience and reflection. The process of teaching and learning is as important as the content delivered.

The following definitions reflect the faculty's belief about the concepts that guide the curriculum.

Major Concept:
HUMAN FLOURISHING - the realization of maximum health potential in patients, families, & communities promoted by nursing care.

➤ *Core Values* – As sub-concepts for human flourishing, the focus is on patient care and maximizing potential.

- **Patient-Centered Care** –The nurse recognizes the patient as the source of control and a full partner in planning holistic care based on respect for the patient's preferences, values, and needs. The nurse uses therapeutic interventions to create an effective care environment.

- **Teamwork and Collaboration** – The nurse, working in partnership with the patient, family, and members of the inter-professional healthcare team, uses a knowledge base of accumulated evidence to plan and make decisions for providing respectful quality patient care.

- **Evidence-based Practice -** The nurse is responsible for diligent, deliberate, and conscientious use of a knowledge base of current "best evidence" and clinical expertise, incorporating patient and family preferences, to maximize the quality of healthcare.

- **Quality Improvement** – The nurse evaluates and revises current methods and uses data to continuously improve the quality and safety of health care.

- **Safety-** Safety is essential to maximizing a patient's health potential. The nurse must use knowledge and experiences to reduce risk to the patient and provide protection from adverse events or exposures that can affect well-being.

➤ *Sub-concepts*

- **Holistic Care** –The integration of biologic, psychosocial, social, and spiritual dimensions in caring for the whole patient to facilitate psychosocial and physiologic integrity.

- **Health Promotion & Education** - Nursing care directed toward expected growth and development principles, protection, and illness prevention through a variety of strategies including education, risk assessment, physical assessment, screenings, and lifestyle choices and changes.

- **Growth & Development** – the progression of a patient's function and skill, involving physical, mental, spiritual, emotional, cultural, and environmental influences.

- **Age-appropriate care** - Nursing care based on growth and development principles that leads to the provision of holistic care, considers age-related patient needs, and supports progression throughout each developmental stage.

- **Culturally competent care** – Application of care with awareness, knowledge, sensitivity, and respect of diverse populations and associated ethnic, racial, social, socio-economic, and spiritual influences.

- **Therapeutic Communication** - The use of verbal and nonverbal messages to promote the physical and emotional well-being of a patient and to advance the healing process.

- **Informatics** – The integration of nursing and computer science to manage and communicate data, information, knowledge, and wisdom in promoting the quality and safety of patient care.

- **Content Mastery, including Pharmacology** – the advancement toward content expertise for the basis of safe and effective nursing practice and sound clinical reasoning.

Major Concept:
NURSING JUDGMENT - the integration of evidenced-based practice, critical thinking, and clinical judgment to manage and provide quality care.

➢ *Core Values* – As sub-concepts for human flourishing, the focus is on patient care and maximizing potential.

- **Patient-Centered Care** –The nurse recognizes the patient as the source of control and a full partner in planning holistic care based on respect for the patient's preferences, values, and needs. The nurse uses therapeutic interventions to create an effective care environment.

- **Teamwork and Collaboration** – The nurse, working in partnership with the patient, family, and members of the inter-professional healthcare team, uses a knowledge base of accumulated evidence to plan and make decisions for providing respectful quality patient care.

- **Evidence-based Practice** - The nurse is responsible for diligent, deliberate, and conscientious use of a knowledge base of current "best evidence" and clinical expertise, incorporating patient and family preferences, to maximize the quality of healthcare.

- **Quality Improvement** – The nurse evaluates and revises current methods and uses data to continuously improve the quality and safety of health care.

- **Safety**- Safety is essential to maximizing a patient's health potential. The nurse must use knowledge and experiences to reduce risk to the patient and provide protection from adverse events or exposures that can affect well-being.

➢ *Sub-concepts*

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- **Nursing Process** – A systemic, cyclical, problem-solving process that follows a logical progression, guides nursing practice, and includes assessment, diagnosis (problem identification), planning, implementation, and evaluation.

- **Ethics & Legal Implications** –The consideration of the laws, regulations, and standards of practice in conjunction with moral, spiritual, and ethical principles to assist in decision-making, patient advocacy, and conflict resolution.

- **Prioritization** - The act of utilizing mastery of content, situational data, theoretical principles, the nursing process, and past experiences to organize and manage care in order of importance.

- **Delegation** - The nursing process of transferring authority or responsibility through a collaborative and cooperative relationship with another person to perform a provision of nursing care in accordance with legal and ethical principles while retaining accountability for the outcome.

- **Knowledge Synthesis** (from nursing and non-nursing courses) – The integration of knowledge, skills, attitudes, and ideas acquired through experience and education from nursing and non-nursing origins in order to make informed decisions.

Major Concept:

PROFESSIONAL IDENTITY - the demonstration of the core values of the nursing profession.

➢ *Core Values* – As sub-concepts for professional identity, the focus is on the nurse's ability to operationalize core nursing values, and the basis is the ANA Code of Ethics.

- **Patient-Centered Care** – The nurse's primary commitment is to the patient, whether an individual, family, group, or community. The nurse, in all professional relationships, practices with compassion and respect for the inherent dignity, worth, and uniqueness of every individual, unrestricted by considerations of social or economic status, personal attributes, or the nature of health problems.

- **Teamwork and Collaboration** – The nurse collaborates with other health professionals and the public in promoting community, national, and international efforts to meet health needs.

- **Evidence-based Practice** - The nurse participates in the advancement of the profession through contributions to practice, education, administration, and knowledge development.

- **Quality Improvement** – The nurse participates in establishing, maintaining, and improving health care environments and conditions of employment conducive to the provision of quality health care and consistent with the values of the profession through individual and collective action.

- **Safety** - The nurse promotes, advocates for, and strives to protect the health, safety, and rights of the patient.

➢ *Sub-concepts*

- **Self-Care & Awareness – The awareness and care of oneself related to cognitive, affective, and physical needs; ethical and spiritual values, beliefs, and biases; and strengths and weakness in providing holistic patient care.**

- **Professionalism** –the ability of the nurse to exhibit accountability, responsibility, confidentiality, lifelong learning, collaboration, safe behaviors, and veracity in accordance with professional standards to provide patient-centered care and advance the nursing profession.

- **Nursing Roles** –the ability of the nurse to make decisions and function in the roles of care provider, care manager, team leader, team member, educator, advocate, and professional.
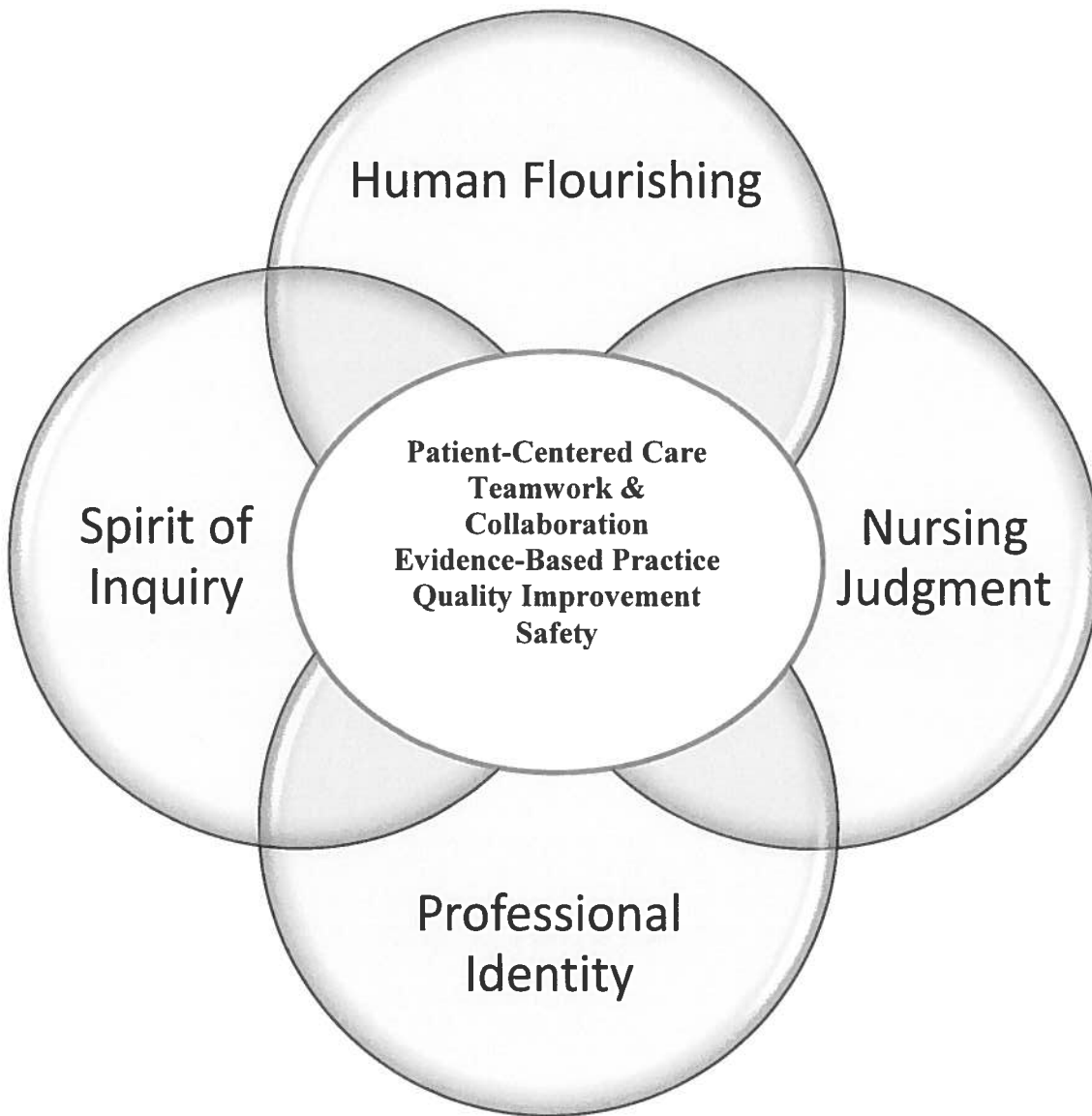
Major Concept:

SPIRIT OF INQUIRY - seeking truth, evidence, and innovation to improve quality patient care.

➢ _Core Values_ – As sub-concepts for spirit of inquiry, the focus is on the nurse's ability to exhibit characteristics of a spirit of inquiry through action.

- **Patient-Centered Care –** The nurse seeks information about a patient's preferences, values, and needs and pulls that information together to improve the quality of care.

- **Teamwork and Collaboration –** The nurse seeks and analyzes knowledge, expertise, and strategies from all disciplines and team members to improve patient care and healthcare in general.

- **Evidence-based Practice-** The nurse is responsible for the diligent, deliberate, and conscientious pursuit use of current "best evidence" and clinical expertise to maximize the quality of healthcare.

- **Quality Improvement –** The nurse continuously seeks data regarding patient care outcomes and processes and explores methods for improving them.

- **Safety –** The nurse identifies risk factors and implements methods to reduce a patient's risk of adverse events or exposures that can affect well-being through the utilization of acquired knowledge and experiences.

➢ _Sub-concepts_

- **Critical Thinking** - a commitment to reason at the highest level of quality in a fair-minded way through self-improvement, consideration of outside perspectives, and recognition of the complexity of thought.

- **Informatics** – the use of data, information, technology, knowledge, and wisdom to support patients, nurses, and other health care providers in communicating, managing knowledge, mitigating error, and making decisions.

Human Flourishing

Spirit of Inquiry

**Patient-Centered Care
Teamwork &
Collaboration
Evidence-Based Practice
Quality Improvement
Safety**

Nursing Judgment

Professional Identity

Human Flourishing
- Core Values
  - **Patient-Centered Care**
  - **Teamwork and Collaboration**
  - **Evidence-based Practice**
  - **Quality Improvement**
  - **Safety**
- Holistic Care
- Health Promotion & Education
- Growth & Development
- Age-appropriate Care
- Culturally Competent Care
- Therapeutic Communication
- Informatics
- Content Mastery

Nursing Judgment
- Core Values
  - **Patient-centered Care**
  - **Teamwork and Collaboration**
  - **Evidence-Based Practice**
  - **Quality Improvement**
  - **Safety**
- Nursing Process
- Ethics & Legal Implications
- Prioritization
- Delegation
- Knowledge Synthesis (from nursing and non-nursing courses)

Professional Identity -
- Core Values
  - **Patient-centered Care**
  - **Teamwork and Collaboration**
  - **Evidence-based Practice**
  - **Quality Improvement**
  - **Safety**
- Self-Care & Awareness
- Professionalism
- Nursing Roles

Spirit of Inquiry
- Core Values
  - **Patient-centered Care**
  - **Teamwork and Collaboration**
  - **Evidence-Based Practice**
  - **Quality Improvement**
  - **Safety**
- Critical Thinking
- Informatics

Program and Graduate Outcomes & Assessments

Associate Degree Program Outcomes
- At least 80% of entering students will graduate within three years.
- The NCLEX-RN pass rate for first time test takers will be at or above the national average.
- At least 85% of the graduates will rate the program as satisfactory of above.
- At least 90% of the graduates will gain employment as a nurse or enroll in a higher education within 6 months of graduation.
- At least 85% of employers will rate graduation performance as satisfactory or above.

Associate Degree Graduate Outcomes
Graduates of the program will be able to:
1. Promote human flourishing for patients of all ages.
2. Utilize nursing judgment to provide quality nursing care.
3. Demonstrate attributes of a professional identity consistent with core nursing values.
4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

Program Outcomes	Assessment
1. At least 80% of entering students will graduate within three years.	Graduation Rates
	Review students that were admitted 3 years prior
	Divide number of those students that graduated by total number admitted
2. The NCLEX-RN pass rate for first-time test takers will be at or above the national average.	Annual NCLEX-RN Exam Reports
	First-time pass rates
3. At least 85% of the graduates will rate the program as satisfactory of above.	ASN Exit Survey completed in last semester
	Overall program satisfaction item
	Satisfaction rates for all program-related items
4. At least 90% of the graduates will gain employment as a nurse or enroll in a higher education within 6 months of graduation.	ASN Exit Survey
	ASN Graduate Survey
	BSN advising list
5. At least 85% of employers will rate graduation performance as satisfactory or above.	Employer surveys
	Overall performance satisfaction item
	Satisfaction rates for all items

Graduate Outcomes	Assessment
1. Promote human flourishing for patients of all ages.	Mapped Course Outcomes
	HESI Exit Exam – Human Flourishing category
	Nursing Capstone Clinical Evaluations
	NCLEX – Client Needs (all), Human Functioning (all), Health Alterations (all), Wellness/Illness Continuum (all), Stages of Maturity (all), Stress, Adaptation, Coping (all)
2. Utilize nursing judgment to provide quality nursing care.	Mapped Course Outcomes
	HESI Exit Exam – Nursing Judgment category
	Nursing Capstone Clinical Evaluations
	NCLEX – Client Needs (Management of Care), Nursing Process (all)
3. Demonstrate attributes of a professional identity consistent with core nursing values.	Mapped Course Outcomes
	HESI Exit Exam – Professional Identity category
	Nursing Capstone Clinical Evaluations
4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.	Mapped Course Outcomes
	HESI Exit Exam – Spirit of Inquiry category
	Nursing Capstone Clinical Evaluations

Graduate Outcomes	Course	Course		Mapped Course Outcomes
1. Promote human flourishing for patients of all ages.	NURS 1101	Fundamentals	1.	Promote human flourishing for patients of all ages.
			5.	Practice therapeutic communication techniques.
			6.	Complete a head-to-toe shift assessment.
	NURS 1108	Adult Health I	1.	Promote human flourishing for adult patients.
	NURS 1110	Pharmacology I	1.	Describe factors that influence pharmacokinetics.
			2.	Define common pharmacological terms.
			3.	List indications, actions, contraindications, adverse effects, and interactions for each medication or drug classification.
			4.	Discuss nursing considerations for each medication or drug classification.
			5.	Discuss age-related variations related to drug therapy.
	NURS 1115	Maternal-Child I	1.	Promote human flourishing in the maternal-child healthcare setting.
			5.	Apply growth and development principles to nursing care.
	NURS 2110	Pharmacology II	1.	List indications, actions, contraindications, adverse effects, and interactions for each medication or drug classification.
			2.	Discuss nursing considerations for each medication or drug classification.
			3.	Discuss age-related variations related to drug therapy.
	NURS 2115	Maternal-Child II	1.	Promote human flourishing in the maternal-child healthcare setting.
			5.	Provide age-appropriate care in the maternal-child healthcare setting.
	NURS 2203	Mental Health	1.	Promote human flourishing throughout the lifespan as it relates to mental health & illness in individuals and families.
			5.	Implement inter-professional and therapeutic communication skills in the psychiatric healthcare setting.
			6.	Promote the safety of the patient with mental illness.
	NURS 2208	Adult Health II	1.	Promote human flourishing for adult patients.
	NURS 2210	Pharmacology III	1.	List indications, actions, contraindications, adverse effects, and interactions for each medication or drug classification.
			2.	Discuss nursing considerations for each medication or drug classification.
			3.	Discuss age-related variations related to drug therapy.
	NURS 2211	Professional Role	1.	Promote human flourishing for patients of all ages.
	NURS 2212	Adult Health III	1.	Promote human flourishing in adult patients.
			5.	Provide patient-centered care for individuals with complex health problems.
	NURS 2215	Maternal-Child III	1.	Promote human flourishing in the maternal-child healthcare setting.
			5.	Provide age-appropriate care in the maternal-child healthcare setting.
	NURS 2220	Capstone Clinical	1.	Promote human flourishing for adult patients.
2. Utilize nursing judgment to provide quality nursing care.	NURS 1101	Fundamentals	2.	Utilize nursing judgment to provide quality nursing care.
	NURS 1108	Adult Health I	2.	Utilize nursing judgment to provide quality nursing care.
	NURS 1110	Pharmacology I		
	NURS 1115	Maternal-Child I	2.	Utilize nursing judgment to provide quality nursing care.
	NURS 2110	Pharmacology II		
	NURS 2115	Maternal-Child II	2.	Utilize nursing judgment to provide quality nursing care.
	NURS 2203	Mental Health	2.	Utilize nursing judgment to provide quality nursing care for patients with mental illness.

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Outcome	Course	Course Name	#	Statement
	NURS 2208	Adult Health II	2.	Utilize nursing judgment to provide quality nursing care.
	NURS 2210	Pharmacology III		
	NURS 2211	Professional Role	2.	Utilize nursing judgment to provide quality nursing care.
	NURS 2212	Adult Health III	2.	Utilize nursing judgment to provide quality nursing care.
	NURS 2215	Maternal-Child III	2.	Utilize nursing judgment to provide quality nursing care.
	NURS 2220	Capstone Clinical	2.	Utilize nursing judgment to provide quality nursing care.
3. Demonstrate attributes of a professional identity consistent with core nursing values.	NURS 1101	Fundamentals	3.	Demonstrate attributes of a professional identity consistent with core nursing values.
	NURS 1108	Adult Health I	3.	Demonstrate attributes of a professional identity consistent with core nursing values.
	NURS 1110	Pharmacology I		
	NURS 1115	Maternal-Child I	3.	Demonstrate attributes of a professional identity consistent with core nursing values.
	NURS 2110	Pharmacology II		
	NURS 2115	Maternal-Child II	3.	Demonstrate attributes of a professional identity consistent with core nursing values.
	NURS 2203	Mental Health	3.	Demonstrate attributes of a professional identity and self-awareness consistent with core nursing values.
	NURS 2208	Adult Health II	3.	Demonstrate attributes of a professional identity consistent with core nursing values.
	NURS 2210	Pharmacology III		
	NURS 2211	Professional Role	3.	Demonstrate attributes of a professional identity consistent with core nursing values.
	NURS 2212	Adult Health III	3.	Demonstrate attributes of a professional identity in nursing, consistent with core values.
	NURS 2215	Maternal-Child III	3.	Demonstrate attributes of a professional identity consistent with core nursing values.
	NURS 2220	Capstone Clinical	3.	Demonstrate attributes of a professional identity consistent with core nursing values.
4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.	NURS 1101	Fundamentals	4.	Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
	NURS 1108	Adult Health I	4.	Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
	NURS 1110	Pharmacology I		
	NURS 1115	Maternal-Child I	4.	Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
	NURS 2110	Pharmacology II		
	NURS 2115	Maternal-Child II	4.	Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
	NURS 2203	Mental Health	4.	Demonstrate characteristics of a spirit of inquiry to improve quality patient care.
	NURS 2208	Adult Health II	4.	Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
	NURS 2210	Pharmacology III		
	NURS 2211	Professional Role	4.	Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
	NURS 2212	Adult Health III	4.	Demonstrate characteristics of a spirit of inquiry to improve quality patient care.
	NURS 2215	Maternal-Child III	4.	Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
	NURS 2220	Capstone Clinical	4.	Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

Course Descriptions, Outcomes, Content, Assessments

NURS 1101 Fundamentals of Nursing (7 credits)

Course Description:
This course is designed to introduce the beginning student to nursing, concepts essential to the practice of nursing, and the role of the nurse as care provider. The clinical, laboratory, and simulation experiences involve the implementation of the nursing process and utilization of assessment and communication skills related to basic needs & life processes of individual patients. Factors, such as developmental levels, sociocultural differences, and mental & emotional status are included. (5 hours theory, 6 hours lab per week). PR: Admission to the ASN Nursing Program, FOSM 1100, BIOL 1170 and 1171. FOSM and BIOL may be taken concurrently.

Course Concepts Outline:

Human Flourishing	Nursing Judgment	Professional Identity	Spirit of Inquiry
Patient-Centered Care **Teamwork and Collaboration** **Evidence-based Practice** **Quality Improvement** **Safety** Holistic Care Health Promotion & Education Growth & Development- all stages Age-appropriate Care Culturally Competent Care Therapeutic Communication Informatics Content Mastery – basic needs	**Patient-centered Care** **Teamwork and Collaboration** **Evidence-Based Practice** **Quality Improvement** **Safety** Nursing Process Ethics & Legal Implications Prioritization Delegation Knowledge Synthesis (from nursing and non-nursing courses) – A&P, nutrition	**Patient-centered Care** **Teamwork and Collaboration** **Evidence-based Practice** **Quality Improvement** **Safety** Professionalism Nursing Roles Self-Care & Awareness	**Patient-centered Care** **Teamwork and Collaboration** **Evidence-Based Practice** **Quality Improvement** **Safety** Critical Thinking Informatics

Course Content Outline:

Health & wellness
Growth & Development
Nursing judgment, nursing process –identification of actual & potential problems
Ethics, values, legal issues
Culture, ethnicity, spirituality
Education – standards, learning domains, factors
Therapeutic communication – techniques, relationship-building
Health assessment - system-based, head-to-toe shift assessment
Asepsis, infection prevention & control, PPE, medical & surgical asepsis
Beginning introduction to lab & diagnostic tests
Documentation – start charting, reading doctor's orders
Medication administration (7 rights, MARs)

Basic human needs - norms, basic skills, and general nursing care related to the following:
-oxygenation (respiration & perfusion);
-elimination (bowel & urinary);
-comfort (& pain); nutrition;
-fluid & electrolyte;
-reproduction & sexuality;
-sleep (process, common sleep disorders);
-general (normal) stress &coping;
-self-concept,
-skin integrity & healing (classifications, pressure ulcers, risk factors, assessment, drainage systems, healing, other lesions, nursing care, evidence-based tools);
-death and dying

Common abnormal findings-
-abnormal vital signs;
-skin (wounds, lesions, pressure ulcers);
-warning signs of cancer;
-dyspnea & abnormal lung sounds (identify that sounds are abnormal but may not be able to identify specific sounds yet);
-abnormal blood glucose;
-heart sounds (identify S1,S2);
-edema (introduced to staging but not accountable yet);
-risk assessment scales (Braden, fall risk, pain, Glascow Coma Scale);
-abnormal bowel sounds (or absence) and bowel patterns;
-abnormal urinary patterns and incontinence;
-immobility;
-impaired mental status/confusion

Management of care - introduction level
-Delivery care models (primary care, team nursing);
-Care coordination;
-Team dynamics (roles, communication);
-Delegation (5 rights, scope of practice, general guidelines, decision tree);
-Prioritization (ABCD's, Maslows, context);
-Evidence-based guidelines (standards of care related to concepts, continuing education);
-Nursing role

Skills:
-vital signs,
-incentive spirometry,
-O2 delivery,
-urinary catheterization & sample collection
-glucometers,
- ADLs & mobility (walkers & cane),
-math,
-heat & cold,
-oral nutrition,
-oral & parenteral med admin (walking through administration steps only),
-fecal blood testing,
-enemas & impaction removal,
-dressing changes,
-abdominal binder application,
-restraints,
-ROM,
-shift assessment,
-aseptic technique & sterile glove application,
-self-breast & self-testicular exams

Leveling: Novice Learner – no experience; taught rules & tasks; limited view of context; "awareness" level
Introduction of terms, principles, and theoretical basis; beginning practice in clinical with faculty supervision; application requires assistance; focus on basic health functions

Course Outcomes:
Upon completion of the course, the novice learner will be able to:
1. Promote human flourishing for patients of all ages.
2. Utilize nursing judgment to provide quality nursing care.
3. Demonstrate attributes of a professional identity consistent with core nursing values.
4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
5. Practice therapeutic communication techniques.
6. Complete an accurate head-to-toe shift assessment.

NURS 1101 Fundamentals of Nursing –
HESI Exam, 5 unit exams, 4 skills check offs, clinical evals, student self-evals

Outcomes	Concepts	Assessment
1. Promote human flourishing for patients of all ages.	Patient-Centered Care	Unit exams, Clinical evals, HESI –QSEN, Basic care/comfort, nursing intervention
	Teamwork & Collaboration	Unit exams, Clinical evals, HESI - QSEN
	Evidence-based Practice	Unit exams, Clinical evals, HESI - QSEN
	Quality Improvement	Unit exams, Clinical evals, HESI - QSEN
	Safety	Unit exams, Clinical evals, Skills check-offs, HESI – QSEN, safety & infection control, reduce risk potent.
	Holistic Care	Unit exams, Clinical evals, HESI – psychosocial integrity, community health
	Health Promotion & Education	Unit exams, Clinical evals, HESI – health promotion & maintenance, reduce risk potential, teaching and learning
	Growth & Development	Unit exams, Clinical evals
	Age-Appropriate Care	Unit exams, Clinical evals
	Culturally Competent Care	Unit exams, Clinical evals, HESI – psychosocial integrity
	Therapeutic Communication	Unit exams, Clinical evals, HESI – psychosocial integrity, communication
	Informatics	Unit exams, Clinical evals, HESI - QSEN
	Content Mastery – Basic Needs	Unit exams, Clinical evals, Skills check-offs, HESI – basic care/comfort, pharmacology & parenteral tx, physiological adaptation, community health, fundamentals, geriatrics, pathophysiology
2. Utilize nursing judgment to provide quality nursing care.	Patient-Centered Care	Unit exams, Clinical evals, HESI - QSEN
	Teamwork & Collaboration	Unit exams, Clinical evals, HESI - QSEN
	Evidence-based Practice	Unit exams, Clinical evals, HESI - QSEN
	Quality Improvement	Unit exams, Clinical evals, HESI - QSEN
	Safety	Unit exams, Clinical evals, Skills check-offs, HESI - QSEN
	Nursing Process	Unit exams, Clinical evals, HESI – nursing process, assessment
	Ethics & Legal Implications	Unit exams, Clinical evals, HESI – advocacy, ethical & legal
	Prioritization	Unit exams, Clinical evals, HESI – management of care
	Delegation	Unit exams, Clinical evals, HESI – management of care
	Knowledge Synthesis (esp. A&P & nutrition)	Unit exams, Clinical evals, Skills check-offs, HESI – liberal education
3. Demonstrate attributes of a professional identity consistent with core nursing values.	Patient-Centered Care	Unit exams, Clinical evals, HESI - QSEN
	Teamwork & Collaboration	Unit exams, Clinical evals, HESI - QSEN
	Evidence-based Practice	Unit exams, Clinical evals, HESI - QSEN
	Quality Improvement	Unit exams, Clinical evals, HESI - QSEN
	Safety	Unit exams, Clinical evals, HESI - QSEN
	Professionalism	Clinical evals, Student self-eval, HESI – professional issues, professional behaviors
	Nursing Roles	Clinical evals, HESI – management of care, advocacy/ethical/legal, teaching & learning
	Self-Care & Awareness	Clinical evals, Student self-eval

4.	Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.	Patient-Centered Care	Unit exams, Clinical evals, HESI - QSEN
		Teamwork & Collaboration	Clinical evals, HESI - QSEN
		Evidence-based Practice	Clinical evals, Student self-eval, HESI - QSEN
		Quality Improvement	Clinical evals, HESI - QSEN
		Safety	Clinical evals, HESI - QSEN
		Critical Thinking	Clinical evals
		Informatics	Clinical evals, HESI - QSEN
5.	Practice therapeutic communication techniques.	Types of Communication	Unit exams, Clinical evals
		Elements of Communication	Unit exams, Clinical evals
		Factors that Influence Comm.	Unit exams, Clinical evals
		Communication Tools	Unit exams, Clinical evals, HESI - communication
		Communication Blocks	Unit exams, Clinical evals
		Inter-professional Communication	Unit exams, Clinical evals
6.	Complete a head-to-toe shift assessment.	Normal Assessment Findings	Unit exams, Clinical evals, Skills check-offs, HESI - assessment
		Common Abnormal Findings	Unit exams, Clinical evals
		Assessment Techniques	Unit exams, Clinical evals, skills check-offs
		Documentation of Findings	Unit exams, Clinical evals

NURS 1108 Nursing Care of Adults I (6 credits)

Course Description:
Nursing Care of Adults I is designed to assist students to use the nursing process to address common health problems of adults. The nursing roles of care provider, communicator, and teacher are explored to assist individuals to promote and attain health. Clinical, laboratory, and simulation experiences enable the student to implement patient-centered care. The student is expected to integrate and use knowledge and skills acquired in prerequisite courses (4 hours class, 6 hours lab per week). PR: Admission to the ASN program. PR: Admission to the ASN Program, NURS 1101, BIOL 2205. BIOL 2205 may be taken concurrently.

Course Concept Outline:

Human Flourishing	Nursing Judgment	Professional Identity	Spirit of Inquiry
Patient-Centered Care **Teamwork and Collaboration** **Evidence-based Practice** **Quality Improvement** **Safety** Holistic Care Health Promotion & Education Growth & Development- adult stages Age-appropriate Care Culturally Competent Care Therapeutic Communication Informatics Content Mastery	**Patient-centered Care** **Teamwork and Collaboration** **Evidence-Based Practice** **Quality Improvement** **Safety** Nursing Process Ethics & Legal Implications Prioritization Delegation Knowledge Synthesis (from nursing and non-nursing courses) – A&P, nutrition, micro, psychology	**Patient-centered Care** **Teamwork and Collaboration** **Evidence-based Practice** **Quality Improvement** **Safety** Professionalism Nursing Roles Self-Care & Awareness	**Patient-centered Care** **Teamwork and Collaboration** **Evidence-Based Practice** **Quality Improvement** **Safety** Critical Thinking Informatics

Course Content Outline:

For every unit the following will be covered:
-concepts,
-diagnostic studies,
-assessment,
-medical & nursing management,
-plans of care,
-cultural needs,
-developmental considerations,
-pharmacology,
-integrated pathophysiology,
-evidence-based practice guidelines,
-patient teaching

Units to include:
-Fluid & electrolytes (IVF, math, Fluid & electrolyte imbalances, introduce acidosis & alkalosis, central venous access),
-Basic concepts & operative (physiologic responses to stress & adaptation, immunity, inflammation, perioperative nursing, shock principles),
-Oncology (prevention, screening, treatment, communication, palliative & end-of-life care, surgical considerations, IV therapy, complications),
-Diabetes (types, causes, DKA, HHS (HHNK), diet & treatment, insulin & oral therapy, glucose imbalances, complications),
-Reproductive (HIV, Sexually transmitted infections, Pelvic inflammatory disease, structural problems, surgical considerations, cancers, prostate disorders, breast disorders, cancers, surgical care)
-Gastrointestinal (cancers, upper & lower GI disorders, GI bleed, hepatitis, gall bladder disorders)
-Musculoskeletal (trauma, surgical considerations, arthritis, connective tissue diseases, carpal tunnel, fractures, amputations, osteomyelitis, cancer, MD, pain, disk disease, osteomalacia, osteoporosis, osteoarthritis, rheumatoid arthritis, Lyme Disease, gout, lupus, fibromyalgia)

Skills:
-central lines (PICC, ports, etc),
-IV therapy & medications,
-NG/g- tubes,
-ostomy care,
-enteral & parenteral nutrition,
-enteral med admin,
-focal assessments,
-mixing & administration of insulin,
-drains,
-crutchwalking

Leveling: Advanced Beginner Learner – some prior experience; recognizes recurring patterns; begins to formulate guided actions; "discovery" level,
Students see more of the context; they are expected to start integrating theory content into clinical experiences with more synthesis and less supervision; students will have relatively low acuity/less complex patient care assignments; and they will have individual patient assignments.

Course Outcomes:
Upon completion of the course, the advanced beginner learner will be able to:
1. Promote human flourishing for adult patients.
2. Utilize nursing judgment to provide quality nursing care.
3. Demonstrate attributes of a professional identity consistent with core nursing values.
4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

NURS 1108 Nursing Care of Adults I –
HESI Exam, 7 unit examinations, Clinical evals, Student self-evals, clinical journaling

Outcomes	Concepts	Assessment
1. Promote human flourishing for adult patients.	Patient-Centered Care	Unit exams, Clinical evals, HESI –QSEN, Basic care/comfort, nursing intervention
	Teamwork & Collaboration	Unit exams, Clinical evals, HESI - QSEN
	Evidence-based Practice	Unit exams, HESI - QSEN
	Quality Improvement	Unit exams, Clinical evals, HESI - QSEN
	Safety	Unit exams, Clinical evals, HESI – QSEN, safety & infection control, reduce risk potent.
	Holistic Care	Unit exams, Clinical evals, HESI – psychosocial integrity, community health
	Health Promotion & Education	Unit exams, Clinical evals, HESI – health promotion & maintenance, reduce risk potential, teaching and learning
	Growth & Development	Unit exams, Clinical evals,
	Age-Appropriate Care	Unit exams, Clinical evals,
	Culturally Competent Care	Unit exams, Clinical evals, HESI – psychosocial integrity
	Therapeutic Communication	Unit exams, Clinical evals, HESI – psychosocial integrity, communication
	Informatics	Unit exams, Clinical evals, HESI - QSEN
	Content Mastery	Unit exams, Clinical evals, HESI – basic care/comfort, pharmacology & parenteral tx, physiological adaptation, community health, geriatrics, medical-surgical, pathophysiology
2. Utilize nursing judgment to provide quality nursing care.	Patient-Centered Care	Unit exams, Clinical evals, HESI - QSEN
	Teamwork & Collaboration	Unit exams, Clinical evals, HESI - QSEN
	Evidence-based Practice	Unit exams, Clinical evals, HESI - QSEN
	Quality Improvement	Unit exams, Clinical evals, HESI - QSEN
	Safety	Unit exams, Clinical evals, HESI - QSEN
	Nursing Process	Unit exams, Clinical evals, HESI – nursing process, assessment
	Ethics & Legal Implications	Unit exams, Clinical evals, HESI – advocacy, ethical & legal
	Prioritization	Unit exams, Clinical evals, HESI – management of care
	Delegation	Unit exams, Clinical evals, HESI – management of care
	Knowledge Synthesis (esp. A&P & nutrition, micro, psychology)	Unit exams, Clinical evals, HESI – liberal education
3. Demonstrate attributes of a professional identity consistent with core nursing values.	Patient-Centered Care	Clinical evals, HESI - QSEN
	Teamwork & Collaboration	Clinical evals, HESI - QSEN
	Evidence-based Practice	Clinical evals, HESI - QSEN
	Quality Improvement	Clinical evals, HESI - QSEN
	Safety	Unit exams, Clinical evals, HESI - QSEN
	Professionalism	Clinical evals, HESI – professional issues, professional behaviors
	Nursing Roles	Unit exams, Clinical evals, HESI – management of care, advocacy/ethical/legal, teaching & learning
	Self-Care & Awareness	Student self-eval, Clinical journaling

4.	Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.	Patient-Centered Care	Clinical evals, HESI - QSEN
		Teamwork & Collaboration	Clinical evals, HESI - QSEN
		Evidence-based Practice	Clinical evals, HESI - QSEN
		Quality Improvement	Clinical evals, HESI - QSEN
		Safety	Clinical evals, HESI - QSEN
		Critical Thinking	Clinical evals,
		Informatics	Clinical evals, HESI - QSEN

NURS 1110 Nursing Pharmacology I (1 credit)

Course Description:
The first pharmacology course is designed to introduce basic concepts of pharmacokinetics, classification, indications, contraindications, actions, adverse effects, interactions, and nursing considerations related to common medications and their administration. Content is organized to correspond with concurrent nursing courses in a systems approach. (1 hour class per week). PR: Admission to the ASN program, NURS 1101.

Course Concept Outline:

Human Flourishing	Nursing Judgment	Professional Identity	Spirit of Inquiry
Content Mastery			

Course Content Outline:

How to look up and use drug information
Terminology related to pharmacology
Understanding pharmacokinetics
Drug orders
Drug monitoring
Medication Administration (brief review)

For each unit: Indications, actions, contraindications, adverse effects, interactions, classifications, nursing considerations, and age-related variations

Units:
-Anti-inflammatory (NSAIDs, anti-gout drugs)
-Anesthesia (types, adjunct medications, moderate sedation)
-Antibiotics (drug resistance, sulfonamides, PCN family, Cephalosporins, carbapenems, macrolides, tetracyclines, combination antibiotics)
-Pain (non-opioids, opioids)
-Diabetes (insulin, oral hypoglycemics (metformin, glinides, thiazolidinediones, alpha-glucosidase inhibitors, new drugs, glucagon)
-Female Reproductive (estrogen, progestins, contraceptives, fertility drugs)
-Male Reproductive (testosterones, anabolic steroids, prostate treatment (anti-androgens, alpha1 blockers, Flomax), erectile dysfunction medications)
-GI (antacids, H2 antagonists, PPIs, Cytotec, Sucralfate, Simethicone, motility agents, laxatives, cathartics, antidiarrheal, anti-emetics, nausea & vomiting treatment options)
-Musculoskeletal (anti-inflammatory/anti-gout, anti-rheumatoid, osteoporosis treatment)
-Oncology (chemotherapeutic agents)
-Drug therapy during normal pregnancy (pharmacokinetics, safety categories)
-Pediatrics (immunizations)
-Herbals (alternative) (categories, definitions, complimentary medicine, herbal therapies, vitamins, safety)

Leveling: Advanced Beginner Learner – some prior experience; recognizes recurring patterns; begins to formulated guided actions; "discovery" level

Course Outcomes:
Upon completion of the course, the novice learner will be able to:
1. Describe factors that influence pharmacokinetics.
2. Define common pharmacological terms.
3. List indications, actions, contraindications, adverse effects, and interactions for each medication or drug classification.
4. Discuss nursing considerations for each medication or drug classification.
5. Discuss age-related variations related to drug therapy.

NURS 1110 Nursing Pharmacology I
Unit exams, case studies

Outcomes	Concepts	Assessment
1. Describe factors that influence pharmacokinetics.	Drug-Related Variables	Exams, Case studies
	Patient-Related Variables	Exams, Case studies
	Interactions	Exams, Case studies
	Tolerance & Cross-tolerance	Exams, Case studies
	Toxicity	Exams, Case studies
	Receptors	Exams, Case studies
2. Define common pharmacological terms.	Pharmacokinetics	Exams, Case studies
	Pharmacodynamics	Exams, Case studies
	Pharmacogenetics	Exams, Case studies
	Terms related to adverse effects	Exams, Case studies
3. List indications, actions, contraindications, adverse effects, and interactions for each medication or drug classification.	Indications	Exams, Case studies
	Actions	Exams, Case studies
	Contraindications	Exams, Case studies
	Adverse effects	Exams, Case studies
	Interactions	Exams, Case studies
4. Discuss nursing considerations for each medication or drug classification.	5 rights, 3 checks	Exams, Case studies
	Assessment	Exams, Case studies
	Monitoring	Exams, Case studies
	Evaluation	Exams, Case studies
	Education	Exams, Case studies
	Administration Considerations	Exams, Case studies
5. Discuss age-related variations related to drug therapy.	Maternal	Exams, Case studies
	Pediatric	Exams, Case studies
	Adult	Exams, Case studies

NURS 1115 Maternal-Child Nursing I (4 credits)

Course Description:
Maternal Child Nursing I focuses on care of the mother in all stages of pregnancy and care of the healthy newborn, infant, and child. Clinical, laboratory, and simulation experiences will give students the opportunity to implement patient-centered care for the selected population. (3 hours class, 3 hours lab per week) PR: Admission to the ASN Program, NURS 1108, PSYC 1101. NURS 1108 and PSYC 1101 may be taken concurrently.

Course Concept Outline:

Human Flourishing	Nursing Judgment	Professional Identity	Spirit of Inquiry
Patient-Centered Care **Teamwork and Collaboration** **Evidence-based Practice** **Quality Improvement** **Safety**	**Patient-centered Care** **Teamwork and Collaboration** **Evidence-Based Practice** **Quality Improvement** **Safety**	**Patient-centered Care** **Teamwork and Collaboration** **Evidence-based Practice** **Quality Improvement** **Safety**	**Patient-centered Care** **Teamwork and Collaboration** **Evidence-Based Practice** **Quality Improvement** **Safety**
Holistic Care Health Promotion & Education Growth & Development- conception, fetal development, infancy through adolescence, (young and middle adult as it relates to pregnancy) Age-appropriate Care Culturally Competent Care Therapeutic Communication Informatics Content Mastery	Nursing Process Ethics & Legal Implications Prioritization Delegation Knowledge Synthesis (from nursing and non-nursing courses) – A&P, micro, nutrition, psych	Professionalism Nursing Roles Self-Care & Awareness	Critical Thinking Informatics

Course Content Outline:

Family, Cultural, Social issues & trends (maternal & child)
Statistics (maternal & child)
Genetics, at-risk populations
Pharmacology – contraception, immunizations, fertility
Normal pregnancy & postpartum
Preconception, Conception, & Fetal Development
Newborn – characteristics, assessment, nutrition, care, health promotion, education
Infant, Child, & Adolescent–
assessment & care of the healthy infant/child/adolescent/family, health promotion
(growth & development integrated)
Prenatal & Postpartum assessment and care (assessment and care)
Skills:
-feeding,
-bathing,
-diapering,
-restraints,
-temp,
-vital signs,
-operative care,
-immunizations,
-specimens,
-enemas ,
-umbilical cord care
-procedure preparation techniques
-newborn, pediatric, and postpartum assessment
-newborn & pediatric medication administration implications & calculations

Leveling: Advanced Beginner Learner – some prior experience, recognizes recurring patterns, begins to formulated guided actions, "discovery" level
Students see more of the context, they are expected to start integrating theory content into clinical experiences with more synthesis and less supervision, and they will have relatively low acuity/less complex patient care assignments.

Course Outcomes:
Upon completion of the course, the advanced beginner learner will be able to:
1. Promote human flourishing in the maternal-child healthcare setting.
2. Utilize nursing judgment to provide quality nursing care.
3. Demonstrate attributes of a professional identity consistent with core nursing values.
4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
5. Apply growth and development principles to nursing care.

NURS 1115 Maternal-Child Nursing I –
HESI Exam, Unit exams, Care Plans/projects, Clinical Evaluations, Skills check-offs, Student self-evals

Outcomes	Concepts	Assessment
1. Promote human flourishing in the maternal-child healthcare setting.	Patient-Centered Care	Exams, clinical evals, Care plans/projects, HESI –QSEN, Basic care/comfort, nursing intervention
	Teamwork & Collaboration	Exams, clinical evals, HESI - QSEN
	Evidence-based Practice	Exams, clinical evals, HESI - QSEN
	Quality Improvement	Exams, clinical evals HESI - QSEN
	Safety	Exams, clinical evals, Skill check-offs, Care plans/projects, HESI – QSEN, safety & infection control, reduce risk potent.
	Holistic Care	Exams, Clinical evals, Care plans/projects, HESI – psychosocial integrity, community health
	Health Promotion & Education	Exams, clinical evals, Care plans/projects, HESI – health promotion & maintenance, reduce risk potential, teaching and learning
	Growth & Development	Exams, Care plans/projects
	Age-Appropriate Care	Exams, clinical evals, Care plans/projects,
	Culturally Competent Care	Exams, clinical evals, Care plans/projects, HESI – psychosocial integrity
	Therapeutic Communication	Exams, clinical evals, HESI – psychosocial integrity, communication
	Informatics	Exams, clinical evals, HESI - QSEN
	Content Mastery	Exams, clinical evals, Skills check-offs, HESI – basic care/comfort, pharmacology & parenteral tx, physiological adaptation, community health, maternity, pathophysiology
2. Utilize nursing judgment to provide quality nursing care.	Patient-Centered Care	Exams, clinical evals, Care plans/projects, HESI - QSEN
	Teamwork & Collaboration	Exams, clinical evals, Care plans/projects, HESI - QSEN
	Evidence-based Practice	Exams, clinical evals, Care plans/projects, HESI - QSEN
	Quality Improvement	Exams, clinical evals, Care plans/projects, HESI - QSEN
	Safety	Exams, clinical evals, Care plans/projects, Skills check-offs, HESI - QSEN
	Nursing Process	Exams, clinical evals, Care plans/projects, HESI – nursing process, assessment
	Ethics & Legal Implications	Exams, clinical evals, HESI – advocacy, ethical & legal
	Prioritization	Exams, clinical evals, Care plans/projects, HESI – management of care
	Delegation	Exams, clinical evals, HESI – management of care
	Knowledge Synthesis (esp. A&P & nutrition, micro, psychology)	Exams, clinical evals, HESI – liberal education
3. Demonstrate attributes of a professional identity consistent with core nursing values.	Patient-Centered Care	Clinical evals, HESI - QSEN
	Teamwork & Collaboration	Clinical evals, HESI - QSEN
	Evidence-based Practice	Clinical evals, HESI - QSEN
	Quality Improvement	Clinical evals, HESI - QSEN
	Safety	Exams, clinical evals, Skills check-offs, HESI - QSEN
	Professionalism	Clinical evals, HESI – professional issues, professional behaviors
	Nursing Roles	Exams, clinical evals, HESI – management of care, advocacy/ethical/legal, teaching & learning
	Self-Care & Awareness	Student self-eval

4.	Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.	Patient-Centered Care	Exams, clinical evals, HESI - QSEN
		Teamwork & Collaboration	Exams, clinical evals, HESI - QSEN
		Evidence-based Practice	Exams, clinical evals, HESI - QSEN
		Quality Improvement	Exams, clinical evals, HESI - QSEN
		Safety	Exams, clinical evals, HESI - QSEN
		Critical Thinking	Careplan/projects
		Informatics	Clinical evals, HESI - QSEN Exam
		Documentation of Findings	Careplan/projects
5.	Apply growth and development principles to nursing care.	Fetal development	Exams, clinical evals
		Normal newborn G&D	Exams, clinical evals
		Infant/child G&D	Exams, clinical evals, Careplan
		Adolescent G&D	Exams, clinical evals, Careplan
		Normal Pregnancy/Postpartum	Exams, clinical evals, Careplan, HESI –QSEN, Basic care/comfort, nursing intervention

NURS 2110 Nursing Pharmacology II (1 credit)

Course Description:
The second pharmacology course is designed to introduce basic concepts of pharmacokinetics, classification, indications, contraindications, actions, adverse effects, interactions, and nursing considerations related to common medications and their administration. Content is organized to correspond with concurrent nursing courses in a systems approach. (1 hour class per week). PR: Admission to the ASN program, NURS 1110.

Course Concept Outline:

Human Flourishing	Nursing Judgment	Professional Identity	Spirit of Inquiry
Content Mastery			

Course Content Outline:

For each unit: Indications, actions, contraindications, adverse effects, interactions, classifications, nursing considerations, age-related variations   **Units:**   **-PVD/hematology (anti-hypertensives, coagulation modifiers, anemia drugs)**   **-Anxiolytics/sedatives (CNS depressants, psychotherapeutics (antianxiety, anti-manic, antidepressant, antipsychotics))**   **-Cardiac (heart failure, anti-dysrhythmic, anti-anginal, anti-lipemic)**   **-Respiratory (antihistamines, decongestants, anti-tussives, expectorants, bronchodilators, corticosteroids)**   **-Renal (diuretics, erythropoietin)**   **-Neurological (anti-epileptics, anti-parkinsonian drugs, autonomic nervous system medications)**   **-Eye & Ear (mydriatics, mitotics, cycloplegics, anti-glaucoma, antimicrobial/inflammatory, topicals, diagnostics, anti-allergy, lubricants & moisturizers, wax emulsifiers)**   **-Endocrine (ACTH, growth hormone, sandostatin, vasopressin, desmopressin, thyroid replacement, anti-thyroids, radioactive iodine, glucocorticoids, mineralcorticoids)**   **-Drugs frequently abused (opioids, stimulants, depressants, alcohol, nicotine, withdrawal & overdose)**   **-Cognitive Stimulants**   **-Drugs used during labor and delivery and the postpartum period**

Leveling: Advanced Beginner Learner – some prior experience, recognizes recurring patterns, begins to formulated guided actions, "discovery" level

Course Outcomes:

Upon completion of the course, the novice learner will be able to:

1. List indications, actions, contraindications, adverse effects, and interactions for each medication or drug classification.
2. Discuss nursing considerations for each medication or drug classification.
3. Discuss age-related variations related to drug therapy.

NURS 2110 Nursing Pharmacology II –
Unit exams, case studies

Outcomes	Concepts	Assessment
1. List indications, actions, contraindications, adverse effects, and interactions for each medication or drug classification.	Indications	Exams, case studies
	Actions	Exams, case studies
	Contraindications	Exams, case studies
	Adverse effects	Exams, case studies
	Interactions	Exams, case studies
2. Discuss nursing considerations for each medication or drug classification.	5 rights, 3 checks	Exams, case studies
	Assessment	Exams, case studies
	Monitoring	Exams, case studies
	Evaluation	Exams, case studies
	Education	Exams, case studies
	Administration Considerations	Exams, case studies
3. Discuss age-related variations related to drug therapy.	Maternal	Exams, case studies
	Pediatric	Exams, case studies
	Adult	Exams, case studies

NURS 2115 Maternal-Child Nursing II (2 credits)

Course Description:
Maternal child nursing II focuses on nursing care during the stages of labor and delivery. Students will also examine health problems, disorders and illnesses common in pregnancy and children in each stage of development, from infancy through adolescence. The student will participate in clinical experiences to enhance his/her knowledge in maternal child nursing. (1.5 hours class, 1.5 hours lab per week) PR: Admission to the ASN Program, NURS 1115.

Course Concept Outline:

Human Flourishing	Nursing Judgment	Professional Identity	Spirit of Inquiry
Patient-Centered Care **Teamwork and Collaboration** **Evidence-based Practice** **Quality Improvement** **Safety**	**Patient-centered Care** **Teamwork and Collaboration** **Evidence-Based Practice** **Quality Improvement** **Safety**	**Patient-centered Care** **Teamwork and Collaboration** **Evidence-based Practice** **Quality Improvement** **Safety**	**Patient-centered Care** **Teamwork and Collaboration** **Evidence-Based Practice** **Quality Improvement** **Safety**
Holistic Care Health Promotion & Education Growth & Development- conception, fetal development, infancy through adolescence, (young and middle adult as it relates to pregnancy) Age-appropriate Care Culturally Competent Care Therapeutic Communication Informatics Content Mastery	Nursing Process Ethics & Legal Implications Prioritization Delegation Knowledge Synthesis (from nursing and non-nursing courses) – A&P, micro, nutrition, psych	Professionalism Nursing Roles Self-Care & Awareness	Critical Thinking Informatics

Course Content Outline:

- Labor & Delivery (assessment and care)
-Pharmacology (prenatal medications, drugs used during labor & delivery, postpartum medications, neonatal pharmacology, age-related variations for the pediatric patient)
-Pediatric (illness, pain, hospitalization, health problems of children related to oxygenation, gastrointestinal, hematologic, integumentary, endocrine, genitourinary, cerebral, mobility, Abuse, infectious diseases, poisons)
-Common Prenatal & Postpartum complications – abuse, TORCH, bleeding, gestational diabetes, endocrine disorders
Skills: practice skills learned in NURS 1115

Leveling: Advanced Beginner Learner – some prior experience, recognizes recurring patterns, begins to formulated guided actions, "discovery" level
Same learner competency level as previous semester, will have individual patient care assignments when possible and appropriate

Course Outcomes:
Upon completion of the course, the advanced beginner learner will be able to:
1. Promote human flourishing in the maternal-child healthcare setting.
2. Utilize nursing judgment to provide quality nursing care.
3. Demonstrate attributes of a professional identity consistent with core nursing values.
4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
5. Provide age-appropriate care in the maternal-child healthcare setting.

NURS 2115 Maternal-Child Nursing II –
HESI Exam, Clinical evals, Care plan, Student self-eval

Outcomes	Concepts	Assessment
1. Promote human flourishing in the maternal-child healthcare setting.	Patient-Centered Care	Exams, clinical evals, Care plan, HESI –QSEN, Basic care/comfort, nursing intervention
	Teamwork & Collaboration	Exams, clinical evals, HESI - QSEN
	Evidence-based Practice	Exams, clinical evals, HESI - QSEN
	Quality Improvement	Exams, clinical evals HESI - QSEN
	Safety	Exams, clinical evals, Care plan, HESI – QSEN, safety & infection control, reduce risk potent.
	Holistic Care	Exams, Clinical evals, Care plan, HESI – psychosocial integrity, community health
	Health Promotion & Education	Exams, clinical evals, Care plan, HESI – health promotion & maintenance, reduce risk potential, teaching and learning
	Growth & Development	Exams, clinical evals, Care plan
	Age-Appropriate Care	Exams, clinical evals, Care plan
	Culturally Competent Care	Exams, clinical evals, Care plan, HESI – psychosocial integrity
	Therapeutic Communication	Exams, clinical evals, HESI – psychosocial integrity, communication
	Informatics	Exams, clinical evals, HESI - QSEN
	Content Mastery	Exams, clinical evals, HESI – basic care/comfort, pharmacology & parenteral tx, physiological adaptation, community health, maternity, pathophysiology
2. Utilize nursing judgment to provide quality nursing care.	Patient-Centered Care	Exams, clinical evals, Care plan, HESI - QSEN
	Teamwork & Collaboration	Exams, clinical evals, HESI - QSEN
	Evidence-based Practice	Exams, clinical evals, Care plan, HESI - QSEN
	Quality Improvement	Exams, clinical evals, Care plan, HESI - QSEN
	Safety	Exams, clinical evals, Care plan, HESI - QSEN
	Nursing Process	Exams, clinical evals, Care plan, HESI – nursing process, assessment
	Ethics & Legal Implications	Exams, clinical evals, HESI – advocacy, ethical & legal
	Prioritization	Exams, clinical evals, Care plan, HESI – management of care
	Delegation	Exams, clinical evals, HESI – management of care
	Knowledge Synthesis (esp. A&P & nutrition, micro, psychology)	Exams, clinical evals, HESI – liberal education
3. Demonstrate attributes of a professional identity consistent with core nursing values.	Patient-Centered Care	Clinical evals, HESI - QSEN
	Teamwork & Collaboration	Clinical evals, HESI - QSEN
	Evidence-based Practice	Clinical evals, HESI - QSEN
	Quality Improvement	Clinical evals, HESI - QSEN
	Safety	Exams, clinical evals, HESI - QSEN
	Professionalism	Clinical evals, HESI – professional issues, professional behaviors
	Nursing Roles	Exams, clinical evals, HESI – management of care, advocacy/ethical/legal, teaching & learning
	Self-Care & Awareness	Student self-eval

4.	Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.	Patient-Centered Care	Clinical evals, HESI - QSEN
		Teamwork & Collaboration	Clinical evals, HESI - QSEN
		Evidence-based Practice	Clinical evals, HESI - QSEN
		Quality Improvement	Clinical evals, HESI - QSEN
		Safety	Clinical evals, HESI - QSEN
		Critical Thinking	Careplan
		Informatics	Clinical evals, HESI - QSEN Exam
5.	Provide age-appropriate care in the maternal-child healthcare setting.	Care of the Mother	Exams, clinical evals, Careplan
		Care of the Infant/Child	Exams, clinical evals, Careplan
		Care of the Adolescent	Exams, clinical evals, Careplan

NURS 2203 Mental Health Nursing (4 credits)

Course Description:
This course is a study of mental health and common mental illnesses as they affect adults, children, and families. Selected clinical experiences provide the student with the opportunity to develop the knowledge, empathy, and skills to provide patient-centered care in the psychiatric setting. The student may also participate in interdisciplinary team meetings. This course stresses the importance of developing self-awareness, improving communication skills, and establishing inter-personal relationships. (3 hours class, 3 hours lab per week). PR: Admission to the ASN Program, PSYC 1101, NURS 1108.

Course Concept Outline:

Human Flourishing	Nursing Judgment	Professional Identity	Spirit of Inquiry
Patient-Centered Care – individuals & families **Teamwork and Collaboration –care teams** **Evidence-based Practice** **Quality Improvement** **Safety** Holistic Care Health Promotion & Education Growth & Development – as related to mental health Age-appropriate care – mental health across life span Culturally competent care Therapeutic Communication Content Mastery	**Patient-centered Care** **Teamwork and Collaboration** **Evidence-Based Practice** **Quality Improvement** **Safety** Nursing Process Ethics & Legal Implications Prioritization Delegation Knowledge Synthesis (from nursing and non-nursing courses)-psychology a focus, nutrition, A&P	**Patient-centered Care** **Teamwork and Collaboration** **Evidence-based Practice** **Quality Improvement** **Safety** Professionalism Nursing Roles Ethics Self-Care & Awareness	**Patient-centered Care** **Teamwork and Collaboration** **Evidence-Based Practice** **Quality Improvement** **Safety** Critical Thinking Informatics

Course Content Outline:

Pathophysiology – brain & basis for mental health problems
Pharmacology in mental health
Treatment settings – hospital, community
Therapeutic relationships
Mental health assessments – evidence-based tools
Theoretical basis for development – Maslow (basic human needs), Freud (psychoanalytical), Erickson (psychosocial), Sullivan (interpersonal)
Legal & ethical issues
Cultural & spiritual issues
Therapeutic communication
Anxiety & Defense mechanisms
Loss, grief, suicides
Crisis intervention, (pathologic) stress adaptation, coping
Schizophrenia & psychotic disorders
Personality Disorders
Mood Disorders & emotional responses
Substance abuse
Human abuse
Child & adolescent mental health
Eating disorders
Geriatric mental health – including Alzheimer's Disease, Delirium, Dementia
Forensic mental health

Leveling: Advanced Beginner Learner – some prior experience; recognizes recurring patterns; begins to formulated guided actions; "discovery" level

Require more guidance (one-on-one with faculty, collaborate with faculty) at the beginning of the clinical experience but are more independent (they report to faculty and team) at the end of the experience.

Course Outcomes:

Upon completion of the course, the advanced beginner learner will be able to:

1. Promote human flourishing throughout the lifespan as it relates to mental health & illness in individuals and families.
2. Utilize nursing judgment to provide quality nursing care for patients with mental illness.
3. Demonstrate attributes of a professional identity and self-awareness consistent with core nursing values.
4. Demonstrate characteristics of a spirit of inquiry to improve quality patient care.
5. Implement inter-professional and therapeutic communication skills in the psychiatric healthcare setting.
6. Promote the safety of the patient with mental illness.

NURS 2203 Mental Health Nursing –

HESI Exam, Unit exams, Mental health assessment & careplan, Self-concept Paper, Process recording, Clinical Evaluations, Post conference Presentations, Journaling

Outcomes	Concepts	Assessment
1. Promote human flourishing for patients of all ages.	Patient-Centered Care Individuals	Unit exams, Mental health assessment & careplan, HESI –QSEN, Basic care/comfort, nursing intervention
	Patient-Centered Care Families	Unit exams, Mental health assessment & careplan, HESI - QSEN
	Teamwork & Collaboration	Unit exams, Clinical Evals, HESI - QSEN
	Evidence-based Practice	Unit exams, Clinical Evals, Post conference Presentations, HESI - QSEN
	Quality Improvement	Unit exams, Clinical Evals, HESI – QSEN, safety & infection control, reduce risk potent.
	Safety	Unit exams, Clinical Evals, Process recording, HESI – psychosocial integrity, community health
	Holistic Care	Unit exams, Clinical Evals, HESI – health promotion & maintenance, reduce risk potential, teaching and learning
	Health Promotion & Education	Mental health assessment & careplan
	Growth & Development	Unit exams, Mental health assessment & careplan
	Age-Appropriate Care	Clinical evals, HESI – psychosocial integrity
	Culturally Competent Care	Unit exams, Clinical evals, HESI – psychosocial integrity, communication
	Therapeutic Communication	Unit exams, Clinical evals, Process recording, HESI - QSEN
	Content Mastery – Basic Needs	Unit exams, Clinical evals, HESI – basic care/comfort, pharmacology & parenteral tx, physiological adaptation, community health, mental health, pathophysiology
2. Utilize nursing judgment to provide quality nursing care.	Patient-Centered Care	Unit exams, Clinical evals, Mental Health assessment & care plan, HESI - QSEN
	Teamwork & Collaboration	Unit exams, Clinical evals, HESI - QSEN
	Evidence-based Practice	Unit exams, Clinical evals, Mental Health assessment & care plan, HESI - QSEN
	Quality Improvement	Unit exams, Clinical evals, HESI - QSEN
	Safety	Unit exams, Clinical evals, Mental Health assessment & care plan, Process recording, HESI - QSEN
	Nursing Process	Unit exams, Clinical evals, Mental Health assessment & care plan, HESI – nursing process, assessment
	Ethics & Legal Implications	Unit exams, Clinical evals, Mental Health assessment & care plan, Process recording, HESI – advocacy, ethical & legal
	Prioritization	Unit exams, Clinical evals, HESI – management of care
	Delegation	Unit exams, Clinical evals, HESI – management of care
	Knowledge Synthesis (esp. psychology)	Unit exams, Clinical evals, Process recording, Mental Health assessment & care plan, HESI – liberal education
3. Demonstrate attributes of a professional identity consistent with core nursing values.	Patient-Centered Care	Clinical evals, Mental Health assessment & care plan, HESI - QSEN
	Teamwork & Collaboration	Clinical evals, Post conference Presentations, HESI - QSEN
	Evidence-based Practice	Clinical evals, Post conference Presentations, Mental Health assessment & care plan, HESI - QSEN
	Quality Improvement	Clinical Evals, HESI - QSEN
	Safety	Unit exams, Clinical evals, process recording, HESI - QSEN
	Professionalism	Clinical Evaluations, HESI – professional issues, professional behaviors

	Nursing Roles	
		Unit exams, Clinical Evaluations, HESI – management of care, advocacy/ethical/legal, teaching & learning
	Self-Care & Awareness	Unit exams, Self-concept Paper, Journaling
4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.	Patient-Centered Care	Mental Health assessment & care plan, HESI - QSEN
	Teamwork & Collaboration	Clinical Evaluations, HESI - QSEN
	Evidence-based Practice	Post-conference Presentations, Mental Health assessment & care plan, HESI - QSEN
	Quality Improvement	Clinical Evaluations, HESI - QSEN
	Safety	Mental Health assessment & care plan, Process recording, HESI - QSEN
	Critical Thinking	Mental Health assessment & care plan, Process recording
	Informatics	Clinical Evals, HESI - QSEN
5. Implement inter-professional and therapeutic communication skills in the psychiatric healthcare setting.	Therapeutic Communication	Unit exams, process recording, clinical evals, HESI - communication
	Inter-professional Communication	Clinical evals, Process recording
6. Promote the safety of the patient with mental illness.	Safety Assessment & Evaluation	Unit exams, Clinical Evaluations, Mental Health assessment & care plan, Process recording, HESI - QSEN
	Risk Reduction	Unit exams, Clinical Evaluations, HESI – reduce risk potential
	Safety Interventions	Unit exams, Clinical Evaluations, Mental Health assessment & care plan, Process recording, HESI - QSEN

NURS 2208 Nursing Care of Adults II (6 credits)

Course Description:
Nursing Care of Adults II is designed to assist students to use the nursing process to address common health problems of adults. The nursing roles of care provider, communicator, and teacher are explored to assist individuals to promote and attain health. Clinical, laboratory, and simulation experiences enable the student to implement patient-centered care. The student is expected to integrate and use knowledge and skills acquired in prerequisite courses (4 hours class, 6 hours lab per week). PR: Admission to the ASN program, BIOL 2205, NURS 1108.

Course Concept Outline:

Human Flourishing	Nursing Judgment	Professional Identity	Spirit of Inquiry
Patient-Centered Care **Teamwork and Collaboration** **Evidence-based Practice** **Quality Improvement** **Safety** Holistic Care Health Promotion & Education Growth & Development- adult stages Age-appropriate Care Culturally Competent Care Therapeutic Communication Informatics Content Mastery	**Patient-centered Care** **Teamwork and Collaboration** **Evidence-Based Practice** **Quality Improvement** **Safety** Nursing Process Ethics & Legal Implications Prioritization Delegation Knowledge Synthesis (from nursing and non-nursing courses) – A&P, nutrition, micro, psychology	**Patient-centered Care** **Teamwork and Collaboration** **Evidence-based Practice** **Quality Improvement** **Safety** Professionalism Nursing Roles Self-Care & Awareness	**Patient-centered Care** **Teamwork and Collaboration** **Evidence-Based Practice** **Quality Improvement** **Safety** Critical Thinking Informatics

Course Content Outline:

For every unit the following will be covered:
-concepts,
-diagnostic studies
-assessment,
-medical & nursing management,
-plans of care,
-cultural needs,
-developmental considerations,
-pharmacology,
-integrated pathophysiology,
-evidence-based practice guidelines,
-patient teaching

Units to include:
-Endocrine (Disorders of parathyroid, adrenal medulla & cortex, thyroid, growth hormone, pituitary
(Diabetes Insipidus & SIADH), pheochromocytoma)
-Vascular & Hematologic (PAD, PVD, HTN, embolism, Raynauds, varicose veins)
-Cardiovascular (CAD, ACS, Dysrhythmias, inflammation, structural disease)
-Respiratory (acid/base disorders, sleep apnea, upper respiratory problems, influenza, acute bronchitis, pneumonia, TB, effusions & pulmonary edema, pulmonary embolism, pulm hypertension, cor-pulmonale, cancer, emphysema, chronic bronchitis, asthma, pneumothorax (w/chest tubes))
-Urinary (UTI, pyelonephritis & glomerulonephritis, nephrotic syndrome, calculi, cancer, diversion, surgical considerations, renal failure (acute & chronic))
-Neurological (ICP, spinal cord injury (autonomic dysreflexia, spinal shock), neurogenic shock, stroke, chronic neuro, reflexes, cranial nerves, evidence-based tools (ie. GCS), brain tumors, abscess, meningitis, encephalitis, surgical considerations, headaches, seizures, neuromuscular disorders (MS, Parkinson's, myasthenia gravis, Restless leg syndrome, Lou Gehrig's Disease, Huntington's, bell's palsy, guillain-barre))
-Eye & Ear (refractive errors, macular degeneration, retinal detachment, glaucoma, cataracts, ocular health, surgical considerations, blindness, hearing loss, otitis, otosclerosis, Menieres, vertigo, cancer)

Skills:
-tracheostomy care,
-suctioning,
-chest tubes,
-EKG,
-IV insertion,
-blood administration,
-ABG interpretation,
-Focal assessments

Leveling: Advanced Beginner Learner – some prior experience, recognizes recurring patterns, begins to formulated guided actions, "discovery" level
More complex topics with higher acuity patient care assignments, same learner competency level as previous semester

Course Outcomes:
Upon completion of the course, the advanced beginner learner will be able to:
1. Promote human flourishing for adult patients.
2. Utilize nursing judgment to provide quality nursing care.
3. Demonstrate attributes of a professional identity consistent with core nursing values.
4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

NURS 2208 Nursing Care of Adults II –
HESI Exam, Clinical Evals, Course exams, Student self-eval, Clinical journaling, Skills check-offs

Outcomes	Concepts	Assessment
1. Promote human flourishing for adult patients.	Patient-Centered Care	Clinical Evaluations, Course Exams, HESI –QSEN, Basic care/comfort, nursing intervention
	Teamwork & Collaboration	Clinical Evaluations, Course Exams, HESI – QSEN
	Evidence-based Practice	Clinical Evaluations, Course Exams, HESI – QSEN
	Quality Improvement	Clinical Evaluations, Course Exams, HESI – QSEN
	Safety	Clinical Evaluations, Course Exams, Skills check-offs, HESI – QSEN, safety & infection control, reduce risk potent..,
	Holistic Care	Clinical Evaluations, Course Exams, HESI – psychosocial integrity, community health
	Health Promotion & Education	Clinical Evaluations, Course Exams, HESI – health promotion & maintenance, reduce risk potential, teaching and learning
	Growth & Development	Clinical Evaluations, Course Exams
	Age-Appropriate Care	Clinical Evaluations, Course Exams
	Culturally Competent Care	Clinical Evaluations, Course Exams, HESI – psychosocial integrity
	Therapeutic Communication	Clinical Evaluations, Course Exams, HESI – psychosocial integrity, communication
	Informatics	Clinical Evaluations, Course Exams, HESI - QSEN
	Content Mastery	Clinical Evaluations, Course Exams, Skills check-offs, HESI – basic care/comfort, pharmacology & parenteral tx, physiological adaptation, community health, medical-surgical, geriatrics, pathophysiology
2. Utilize nursing judgment to provide quality nursing care.	Patient-Centered Care	Clinical Evaluations, Course Exams, HESI – QSEN
	Teamwork & Collaboration	Clinical Evaluations, Course Exams, HESI - QSEN
	Evidence-based Practice	Clinical Evaluations, Course Exams, HESI - QSEN
	Quality Improvement	Clinical Evaluations, Course Exams, HESI – QSEN
	Safety	Clinical Evaluations, Course Exams, Skills check-offs, HESI - QSEN
	Nursing Process	Clinical Evaluations, Course Exams, HESI – nursing process, assessment
	Ethics & Legal Implications	Clinical Evaluations, Course Exams, HESI – advocacy, ethical & legal
	Prioritization	Clinical Evaluations, Course Exams, HESI – management of care
	Delegation	Clinical Evaluations, Course Exams, HESI – management of care
	Knowledge Synthesis (esp. A&P & nutrition, micro, psychology)	Clinical Evaluations, Course Exams, HESI – liberal education
3. Demonstrate attributes of a professional identity consistent with core nursing values.	Patient-Centered Care	Clinical Evaluations, HESI – QSEN
	Teamwork & Collaboration	Clinical Evaluations, HESI - QSEN
	Evidence-based Practice	Clinical Evaluations, HESI - QSEN
	Quality Improvement	Clinical Evaluations, HESI - QSEN
	Safety	Unit exams, Clinical Evaluations, Skills check-offs, HESI - QSEN
	Professionalism	Clinical Evaluations, HESI – professional issues, professional behaviors
	Nursing Roles	Unit exams, Clinical Evaluations, HESI – management of care, advocacy/ethical/legal, teaching & learning
	Self-Care & Awareness	Clinical Journaling, Self-Evaluation

4.	Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.	Patient-Centered Care	Clinical Evaluations, HESI - QSEN
		Teamwork & Collaboration	Clinical Evaluations, HESI - QSEN
		Evidence-based Practice	Clinical Evaluations, HESI - QSEN
		Quality Improvement	Clinical Evaluations, HESI - QSEN
		Safety	Clinical Evaluations, HESI - QSEN
		Critical Thinking	Clinical Evaluations
		Informatics	Clinical Evaluations, HESI - QSEN

NURS 2210 Nursing Pharmacology III (1 credit)

Course Description:
The third pharmacology course is designed to introduce the concepts of pharmacokinetics, classification, indications, contraindications, actions, adverse effects, interactions, and nursing considerations related to medications commonly administered in complex or emergent situations. Content is organized to correspond with concurrent nursing courses in a systems approach. (1 hour class per week). PR: Admission to the ASN program, NURS 2110.

Course Concept Outline:

Human Flourishing	Nursing Judgment	Professional Identity	Spirit of Inquiry
Content Mastery			

Course Content Outline:

Review of drug interactions for patients on multiple medications
For each unit: Indications, actions, contraindications, adverse effects, interactions, classifications, nursing considerations, age-related variations
Emergency & critical care medications   **Complex critical care and pediatric drug calculations**   **Drugs used in prenatal, labor, delivery, or postpartum complications**

Leveling: Competent Learner – able to synthesize learning experiences; plans own actions with critical thinking and nursing judgment; achieves efficiency and organization; "mastery" level as a beginning nurse.

Course Outcomes:
Upon completion of the course, the novice learner will be able to:
1. List indications, actions, contraindications, adverse effects, and interactions for each medication or drug classification.
2. Discuss nursing considerations for each medication or drug classification.
3. Discuss age-related variations related to drug therapy.

NURS 2210 Nursing Pharmacology III
Exams, case studies

Outcomes	Concepts	Assessment
1. List indications, actions, contraindications, adverse effects, and interactions for each medication or drug classification.	Indications	Exams, case studies
	Actions	Exams, case studies
	Contraindications	Exams, case studies
	Adverse effects	Exams, case studies
	Interactions	Exams, case studies
2. Discuss nursing considerations for each medication or drug classification.	5 rights, 3 checks	Exams, case studies
	Assessment	Exams, case studies
	Monitoring	Exams, case studies
	Evaluation	Exams, case studies
	Education	Exams, case studies
	Administration Considerations	Exams, case studies
3. Discuss age-related variations related to drug therapy.	Maternal	Exams, case studies
	Pediatric	Exams, case studies
	Adult	Exams, case studies

NURS 2211 Professional Role Transition (2 credits)

Course Description:
This course is designed to facilitate the nursing student's transition to the role of registered professional nurse. This course addresses current nursing trends, issues, and the delivery and management of healthcare. The course stresses the importance of developing professional goals with an emphasis on socialization into the nursing profession, management of multiple patients, and application of clinical judgment skills. (2 hours class per week). PR: Admission to the ASN Program, NURS 2208, NURS 2115.

Course Concept Outline:

Human Flourishing	Nursing Judgment	Professional Identity	Spirit of Inquiry
Patient-Centered Care – **Teamwork and Collaboration** **Evidence-based Practice** **Quality Improvement** **Safety** Holistic Care Health Promotion & Education Culturally Competent Care Therapeutic Communication Informatics Content Mastery	**Patient-centered Care** **Teamwork and Collaboration** **Evidence-Based Practice** **Quality Improvement** **Safety** Nursing Process Ethics & Legal Implications Prioritization Delegation Knowledge Synthesis (from nursing and non-nursing courses) – A&P, micro, nutrition, psych	**Patient-centered Care** **Teamwork and Collaboration** **Evidence-based Practice** **Quality Improvement** **Safety** Professionalism Nursing Roles Self-Care & Awareness	**Patient-centered Care** **Teamwork and Collaboration** **Evidence-Based Practice** **Quality Improvement** **Safety** Critical Thinking Informatics

Course Content Outline:

> **Nursing Roles** (care provider, educator, counselor, advocate, change agent, leader, manager, researcher, care coordinator, team member)
> **Lifelong Learning** (continuing education, professional organizations, certifications)
> **Management of Care** (delegation, supervision, prioritization, teamwork, collaboration, communication, conflict resolution)
> **Health Policy & Finance**
> **Informatics**
> **Delivery Care Models**
> **Ethical & Legal responsibilities**
> **Leadership & Management**
> **Quality Improvement**
> **Professional Standards** (Nurse Practice Act, QSEN, NLN Competencies, ANA Code of Ethics)
> **National safety goals, healthy people, quality measures**

Leveling: Competent Learner – able to synthesize learning experiences; plans own actions with critical thinking and nursing judgment; achieves efficiency and organization; "mastery" level as a beginning nurse.
More focus on professional nursing issues and concepts, management of care a focus, role transition from student/learner to novice nurse

Course Outcomes:
Upon completion of the course, the competent learner will be able to:
1.   Promote human flourishing for patients of all ages.
2.   Utilize nursing judgment to provide quality nursing care.
3.   Demonstrate attributes of a professional identity consistent with core nursing values.
4.   Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

NURS 2211 Professional Role Transition
Exams, Concept Exercises, Case studies, Concept Presentations

Outcomes	Concepts	Assessment
1. Promote human flourishing for patients of all ages.	Patient-Centered Care	Exams, Concept Exercises, Case studies, Concept Presentations
	Teamwork & Collaboration	Exams, Concept Exercises, Case studies, Concept Presentations
	Evidence-based Practice	Exams, Concept Exercises, Case studies, Concept Presentations
	Quality Improvement	Exams, Concept Exercises, Case studies, Concept Presentations
	Safety	Exams, Concept Exercises, Case studies, Concept Presentations
	Holistic Care	Exams, Concept Exercises, Case studies, Concept Presentations
	Health Promotion & Education	Exams, Concept Exercises, Case studies, Concept Presentations
	Culturally Competent Care	Exams, Concept Exercises, Case studies, Concept Presentations
	Therapeutic Communication	Exams, Concept Exercises, Case studies, Concept Presentations
	Informatics	Exams, Concept Exercises, Case studies, Concept Presentations
	Content Mastery	Exams, Concept Exercises, Case studies, Concept Presentations
2. Utilize nursing judgment to provide quality nursing care.	Patient-Centered Care	Exams, Concept Exercises, Case studies, Concept Presentations
	Teamwork & Collaboration	Exams, Concept Exercises, Case studies, Concept Presentations
	Evidence-based Practice	Exams, Concept Exercises, Case studies, Concept Presentations
	Quality Improvement	Exams, Concept Exercises, Case studies, Concept Presentations
	Safety	Exams, Concept Exercises, Case studies, Concept Presentations
	Nursing Process	Exams, Concept Exercises, Case studies, Concept Presentations
	Ethics & Legal Implications	Exams, Concept Exercises, Case studies, Concept Presentations
	Prioritization	Exams, Concept Exercises, Case studies, Concept Presentations
	Delegation	Exams, Concept Exercises, Case studies, Concept Presentations
	Knowledge Synthesis (esp. A&P & nutrition, micro, psychology)	Exams, Concept Exercises, Case studies, Concept Presentations
3. Demonstrate attributes of a professional identity consistent with core nursing values.	Patient-Centered Care	Exams, Concept Exercises, Case studies, Concept Presentations
	Teamwork & Collaboration	Exams, Concept Exercises, Case studies, Concept Presentations
	Evidence-based Practice	Exams, Concept Exercises, Case studies, Concept Presentations
	Quality Improvement	Exams, Concept Exercises, Case studies, Concept Presentations
	Safety	Exams, Concept Exercises, Case studies, Concept Presentations
	Professionalism	Case studies, Concept Presentations
	Nursing Roles	Exams, Concept Exercises, Case studies, Concept Presentations
	Self-Care & Awareness	Concept Presentations
4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.	Patient-Centered Care	Concept Exercises, Case studies, Concept Presentations
	Teamwork & Collaboration	Exams, Concept Exercises, Case studies, Concept Presentations
	Evidence-based Practice	Concept Exercises, Case studies, Concept Presentations
	Quality Improvement	Concept Exercises, Case studies, Concept Presentations
	Safety	Exams, Concept Exercises, Case studies, Concept Presentations
	Critical Thinking	Concept Exercises, Case studies, Concept Presentations
	Informatics	Exams, Concept Exercises, Case studies, Concept Presentations

NURS 2212 Adult Health Nursing III (3 credits)

Course Description:
Nursing Care of Adults III is designed to assist students to use the nursing process to address complex health problems of adults. Emergency care is also discussed. Students learn how to perform in multiple nursing roles within a complex healthcare environment. The student is expected to integrate and use knowledge and skills acquired in prerequisite courses (3 hours class per week). PR: Admission to the ASN Program, NURS 2208, NURS 2211. CR: NURS 2220. NURS 2211 may be taken concurrently.

Course Concept Outline:

Human Flourishing	Nursing Judgment	Professional Identity	Spirit of Inquiry
Patient-Centered Care **Teamwork and Collaboration** **Evidence-based Practice** **Quality Improvement** **Safety**	**Patient-centered Care** **Teamwork and Collaboration** **Evidence-Based Practice** **Quality Improvement** **Safety**	**Patient-centered Care** **Teamwork and Collaboration** **Evidence-based Practice** **Quality Improvement** **Safety**	**Patient-centered Care** **Teamwork and Collaboration** **Evidence-Based Practice** **Quality Improvement** **Safety**
Holistic Care Health Promotion & Education Growth & Development Age-appropriate Care Culturally Competent Care Therapeutic Communication Informatics Content Mastery	Nursing Process Ethics & Legal Implications Prioritization Delegation Knowledge Synthesis (from nursing and non-nursing courses) - all	Professionalism Nursing Roles Self-Care & awareness	Critical Thinking Informatics

Course Content Outline:

For every unit the following will be covered:

-concepts,

-diagnostic studies

-assessment,

-medical & nursing management,

-plans of care,

-cultural needs,

-developmental considerations,

-pharmacology,

-integrated pathophysiology,

-evidence-based practice guidelines,

-patient teaching

Units:

-Critical care environment

-Burns

-Hematologic (DIC, heparin-induced thrombocytopenia, Oncologic emergencies)

-Cardiac (cardiogenic shock, hemodynamic monitoring & balloon pumps (normal waveforms, recognize abnormal, nursing care), HTN crisis)

-Respiratory (ARDS, mechanical ventilation, ABG (higher level/review), ventilator-acquired pneumonia)

-Neurological (head injuries, ICP (more advanced, monitoring, application))

-Gastrointestinal (liver failure, cirrhosis, pancreatitis, esophogeal varices)

-Emergency/Disaster (Emergency Nursing, Airway obstruction, Chest Trauma, Triage, Rapid Triage, Disaster Preparedness & response (poison, chemical, mass casualty, terrorism , management, natural, SARS, ARS), anaphylactic Shock, first aid for wounds, multiple trauma, rabies, botulism, tetanus, spinal cord stabilization, first responder topics)

-Multi-system Disorders & co-morbidities

Skills: no new skills

Leveling: Competent Learner – able to synthesize learning experiences; plans own actions with critical thinking and nursing judgment; achieves efficiency and organization; "mastery" level as a beginning nurse.

Complex health problems for systems already covered, more complex learning environment

Course Outcomes:

Upon completion of the course, the competent learner will be able to:

1. Promote human flourishing in adult patients.
2. Utilize nursing judgment to provide quality nursing care.
3. Demonstrate attributes of a professional identity in nursing, consistent with core values.
4. Demonstrate characteristics of a spirit of inquiry to improve quality patient care.
5. Provide patient-centered care for individuals with complex health problems.

NURS 2212 Nursing Care of Adults III –
Unit exams, Group Project, Video Analysis, Reverse Case Study, Self-Assessment

Outcomes	Concepts	Assessment
1. Promote human flourishing for adult patients.	Patient-Centered Care	Unit exams,
	Teamwork & Collaboration	Unit exams,
	Evidence-based Practice	Unit exams,
	Quality Improvement	Unit exams, Group Project
	Safety	Unit exams, Group Project
	Holistic Care	Unit exams,
	Health Promotion & Education	Unit exams,
	Growth & Development	Unit exams,
	Age-Appropriate Care	Unit exams,
	Culturally Competent Care	Unit exams,
	Therapeutic Communication	Unit exams,
	Informatics	Unit exams,
	Content Mastery	Unit exams,
2. Utilize nursing judgment to provide quality nursing care.	Patient-Centered Care	Unit exams,
	Teamwork & Collaboration	Unit exams,
	Evidence-based Practice	Unit exams,
	Quality Improvement	Unit exams, Group Project
	Safety	Unit exams, Group Project
	Nursing Process	Unit exams,
	Ethics & Legal Implications	Unit exams,
	Prioritization	Unit exams,
	Delegation	Unit exams,
	Knowledge Synthesis (esp. A&P & nutrition, micro, psychology)	Unit exams,
3. Demonstrate attributes of a professional identity consistent with core nursing values.	Patient-Centered Care	Group Project
	Teamwork & Collaboration	Group Project
	Evidence-based Practice	Group Project
	Quality Improvement	Group Project
	Safety	Unit exams, Group Project
	Professionalism	Group Project
	Nursing Roles	Unit exams, Group Project
	Self-Care & Awareness	Self-assessment

4.	Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.	Patient-Centered Care	Group Project
		Teamwork & Collaboration	Group Project
		Evidence-based Practice	Group Project
		Quality Improvement	Group Project
		Safety	Group Project
		Critical Thinking	Group Project, Reverse Case Study
		Informatics	Group Project
5.	Provide patient-centered care for individuals with complex health problems.	Critical Care Environment	Unit exams
		Multi-system Disorders	Unit exams, Reverse Case Study
		Complex Health Problems	Unit exams
		Emergency Nursing	Unit exams

NURS 2215 Maternal-Child Nursing III (2 credits)

Course Description:
Maternal child nursing III focuses on nursing care of the mother and newborn experiencing complications during prenatal, labor, delivery, and postpartum periods. Students will also focus on the child with more complex health problems. Clinical, laboratory, and simulation experiences will give students the opportunity to implement patient-centered care for the selected population. (1.5 hours class, 1.5 hours lab per week) PR: Admission to the ASN Program, NURS 2115.

Course Concept Outline:

Human Flourishing	Nursing Judgment	Professional Identity	Spirit of Inquiry
Patient-Centered Care **Teamwork and Collaboration** **Evidence-based Practice** **Quality Improvement** **Safety** Holistic Care Health Promotion & Education Growth & Development- conception, fetal development, infancy through adolescence, (young and middle adult as it relates to pregnancy) Age-appropriate Care Culturally Competent Care Therapeutic Communication Informatics Content Mastery	**Patient-centered Care** **Teamwork and Collaboration** **Evidence-Based Practice** **Quality Improvement** **Safety** Nursing Process Ethics & Legal Implications Prioritization Delegation Knowledge Synthesis (from nursing and non-nursing courses) – A&P, micro, nutrition, psych	**Patient-centered Care** **Teamwork and Collaboration** **Evidence-based Practice** **Quality Improvement** **Safety** Professionalism Nursing Roles Self-Care & Awareness	**Patient-centered Care** **Teamwork and Collaboration** **Evidence-Based Practice** **Quality Improvement** **Safety** Critical Thinking Informatics

Course Content Outline:

Prenatal, Labor & Delivery, Postpartum –complications
Complex Prenatal complications - Cardiac disorders & hypertensive states of pregnancy
High-risk newborns (Rh & ABO compatibility, preterm, postmaturity, intrauterine growth
restriction, resuscitation, RDS, infections)
Pediatric (complex health problems, multi-system illness, emergency care)
Pharmacology (related to maternal and newborn complications, complex pediatric health
problems, and emergency care)
Special populations (chronic illness, disability (all types), end-of-life care)
Skills: practice skills learned in NURS 1115

Leveling: Competent Learner – able to synthesize learning experiences; plans own actions with
critical thinking and nursing judgment; achieves efficiency and organization; "mastery" level
More complex problems in maternal-child nursing or complications of processes already
covered; more complex patient care assignments

Course Outcomes:
Upon completion of the course, the competent learner will be able to:
1. Promote human flourishing in the maternal-child healthcare setting.
2. Utilize nursing judgment to provide quality nursing care.
3. Demonstrate attributes of a professional identity consistent with core nursing values.
4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.
5. Provide age-appropriate care in the maternal-child healthcare setting.

NURS 2215 Maternal-Child Nursing III
HESI, Exams, Clinical Eval, Paper/Journal

Outcomes	Concepts	Assessment
1. Promote human flourishing in the maternal-child healthcare setting.	Patient-Centered Care	Exam, clinical evals, HESI –QSEN, Basic care/comfort, nursing intervention
	Teamwork & Collaboration	Exam, clinical evals, HESI - QSEN
	Evidence-based Practice	Exam, clinical evals, HESI - QSEN
	Quality Improvement	Exam, clinical evals, HESI - QSEN
	Safety	Exam, clinical evals, HESI – QSEN, safety & infection control, reduce risk potent.
	Holistic Care	Exam, clinical evals, HESI – psychosocial integrity, community health
	Health Promotion & Education	Exam, clinical evals, HESI – health promotion & maintenance, reduce risk potential, teaching and learning
	Growth & Development	Exam, clinical evals
	Age-Appropriate Care	Exam, clinical evals
	Culturally Competent Care	Exam, clinical evals, HESI – psychosocial integrity
	Therapeutic Communication	Exam, clinical evals, HESI – psychosocial integrity, communication
	Informatics	Exam, clinical evals, HESI - QSEN Exam
	Content Mastery	Exam, clinical evals, HESI – basic care/comfort, pharmacology & parenteral tx, physiological adaptation, community health, maternity, pathophysiology
2. Utilize nursing judgment to provide quality nursing care.	Patient-Centered Care	Exam, clinical evals, HESI - QSEN
	Teamwork & Collaboration	Exam, clinical evals, HESI - QSEN
	Evidence-based Practice	Exam, clinical evals, HESI - QSEN
	Quality Improvement	Exam, clinical evals, HESI - QSEN
	Safety	Exam, clinical evals, HESI - QSEN
	Nursing Process	Exam, clinical evals, HESI – nursing process, assessment
	Ethics & Legal Implications	Exam, clinical evals, HESI – advocacy, ethical & legal
	Prioritization	Exam, clinical evals, HESI – management of care
	Delegation	Exam, clinical evals, HESI – management of care
	Knowledge Synthesis (esp. A&P & nutrition, micro, psychology)	Exam, clinical evals, HESI – liberal education
3. Demonstrate attributes of a professional identity consistent with core nursing values.	Patient-Centered Care	Clinical evals, HESI - QSEN
	Teamwork & Collaboration	Clinical evals, HESI - QSEN
	Evidence-based Practice	Clinical evals, HESI - QSEN
	Quality Improvement	Clinical evals, HESI - QSEN
	Safety	Exam, clinical evals, HESI - QSEN
	Professionalism	Clinical evals, HESI – professional issues, professional behaviors
	Nursing Roles	Exam, Clinical evals, HESI – management of care, advocacy/ethical/legal, teaching & learning
	Self-Care & Awareness	Paper/Journal

4.	Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.	Patient-Centered Care	Clinical evals, HESI - QSEN
		Teamwork & Collaboration	Clinical evals, HESI - QSEN
		Evidence-based Practice	Clinical evals, HESI - QSEN
		Quality Improvement	Clinical evals, HESI - QSEN
		Safety	Clinical evals, HESI - QSEN
		Critical Thinking	Paper/Journal
		Informatics	Clinical evals, HESI - QSEN
6.	Provide age-appropriate care in the maternal-child healthcare setting.	Care of the Mother/Family	Exam, clinical evals
		Care of the Newborn	Exam, clinical evals, Paper/Journal
		Care of the Infant/Child	Exam, clinical evals, Paper/Journal
		Care of the Adolescent	Exam, clinical evals, HESI –QSEN, Basic care/comfort, nursing intervention

NURS 2220 Nursing Capstone Clinical (2 credits)

Course Description:
This capstone clinical course allows students to synthesize knowledge from nursing and non-nursing courses to provide patient-centered care to adult patients. Students are assigned to preceptors in the clinical setting and participate in faculty-guided seminars and simulation experiences throughout the semester. Students integrate all program concepts and content as they prepare for the roles of the registered nurse. (6 hours lab per week). PR: Admission to the ASN Program, NURS 2211, NURS 2215. CR: NURS 2212. NURS 2211 and NURS 2215 may be taken concurrently.

Course Concepts:

Human Flourishing	Nursing Judgment	Professional Identity	Spirit of Inquiry
Patient-Centered Care –Teamwork and Collaboration Evidence-based Practice Quality Improvement Safety Holistic Care Health Promotion & Education Growth & Development- adults Age-appropriate Care Culturally Competent Care Therapeutic Communication Informatics Content Mastery	**Patient-centered Care Teamwork and Collaboration Evidence-Based Practice Quality Improvement Safety** Nursing Process Ethics & Legal Implications Prioritization Delegation Knowledge Synthesis (from nursing and non-nursing courses) – A&P, micro, nutrition, psych	**Patient-centered Care Teamwork and Collaboration Evidence-based Practice Quality Improvement Safety** Professionalism Nursing Roles Self-Care & Awareness	**Patient-centered Care Teamwork and Collaboration Evidence-Based Practice Quality Improvement Safety** Critical Thinking Informatics

Course Content Outline:

Preceptorships, seminars, and simulation experiences that focus on:

Patient-centered Care
Nursing roles (care provider, educator, counselor, advocate, change agent, leader, manager, researcher, care coordinator, team member)
Management of care (delegation, supervision, prioritization, teamwork, collaboration, communication, conflict resolution, multiple patient assignments)
All program concepts and content
Achievement of graduate outcomes
Synthesis of knowledge from nursing and non-nursing courses

Leveling: Competent Learner – able to synthesize learning experiences; plans own actions with critical thinking and nursing judgment; achieves efficiency and organization; "mastery" level, Care-focused; preceptorship, seminar, & simulation; pulling all information together (synthesis); works independently with preceptor and engages in seminars that pull experiences and concepts together

Course Outcomes:
Upon completion of the course, the competent learner will be able to:
1.   Promote human flourishing for adult patients.
2.   Utilize nursing judgment to provide quality nursing care.
3.   Demonstrate attributes of a professional identity consistent with core nursing values.
4.   Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.

NURS 2220 Nursing Capstone Clinical
Clinical Evaluations, Journaling, Case studies, Student Self-Evaluation of Clinical Performance

Outcomes	Concepts	Assessment
1. Promote human flourishing for adult patients.	Patient-Centered Care	Clinical Evaluations, Journaling, Case studies
	Teamwork & Collaboration	Clinical Evaluations, Journaling, Case studies
	Evidence-based Practice	Clinical Evaluations, Journaling, Case studies
	Quality Improvement	Clinical Evaluations, Journaling, Case studies
	Safety	Clinical Evaluations, Journaling, Case studies
	Holistic Care	Clinical Evaluations, Journaling, Case studies
	Health Promotion & Education	Clinical Evaluations, Journaling, Case studies
	Growth & Development	Clinical Evaluations, Journaling, Case studies
	Age-Appropriate Care	Clinical Evaluations, Journaling, Case studies
	Culturally Competent Care	Clinical Evaluations, Journaling, Case studies
	Therapeutic Communication	Clinical Evaluations, Journaling, Case studies
	Informatics	Clinical Evaluations, Journaling, Case studies
	Content Mastery	Clinical Evaluations, Journaling, Case studies
2. Utilize nursing judgment to provide quality nursing care.	Patient-Centered Care	Clinical Evaluations, Journaling, Case studies
	Teamwork & Collaboration	Clinical Evaluations, Journaling, Case studies
	Evidence-based Practice	Clinical Evaluations, Journaling, Case studies
	Quality Improvement	Clinical Evaluations, Journaling, Case studies
	Safety	Clinical Evaluations, Journaling, Case studies
	Nursing Process	Clinical Evaluations, Journaling, Case studies
	Ethics & Legal Implications	Clinical Evaluations, Journaling, Case studies
	Prioritization	Clinical Evaluations, Journaling, Case studies
	Delegation	Clinical Evaluations, Journaling, Case studies
	Knowledge Synthesis (esp. A&P & nutrition, micro, psychology)	Clinical Evaluations, Journaling, Case studies
3. Demonstrate attributes of a professional identity consistent with core nursing values.	Patient-Centered Care	Clinical Evaluations, Journaling, Case studies
	Teamwork & Collaboration	Clinical Evaluations, Journaling, Case studies
	Evidence-based Practice	Clinical Evaluations, Journaling, Case studies, Student Self-Evaluation
	Quality Improvement	Clinical Evaluations, Journaling, Case studies, Student Self-Evaluation
	Safety	Clinical Evaluations, Journaling, Case studies
	Professionalism	Clinical Evaluations, Journaling, Case studies, Student Self-Evaluation
	Nursing Roles	Clinical Evaluations, Journaling, Case studies
	Self-Care & Awareness	Clinical Evaluations, Journaling, Case studies, Student Self-Evaluation
4. Demonstrate characteristics of a spirit of inquiry to improve healthcare quality.	Patient-Centered Care	Clinical Evaluations, Journaling, Case studies
	Teamwork & Collaboration	Clinical Evaluations, Journaling, Case studies
	Evidence-based Practice	Clinical Evaluations, Journaling, Case studies, Student Self-Evaluation
	Quality Improvement	Clinical Evaluations, Journaling, Case studies, Student Self-Evaluation
	Safety	Clinical Evaluations, Journaling, Case studies
	Critical Thinking	Clinical Evaluations, Journaling, Case studies
	Informatics	Clinical Evaluations, Journaling, Case studies

Current

Fall 1st Year		Spring 1st Year	
ENGL 1104 Written English I	3	NURS 1108 Nursing Care of Adults I	6
NURS 1100 Therapeutic Communication & Assessment	1	NURS 1109 Maternal & Newborn Nursing	3
NURS 1101 Fundamentals of Nursing	6	ALLH 1110 Pharmacology I	1
FOSM 1110 Nutrition	3	BIOL 2205 Technical Microbiology	4
HLCA 1170 & 1171 Anatomy & Physiology	4	PSYC 1101 Introduction to Psychology	3
Total	**17**	**Total**	**17**

Fall 2nd Year		Spring 2nd Year	
NURS 2203 Mental Health Nursing	3	NURS 2209 Nursing of Children	4
NURS 2208 Nursing Care of Adults II	7	NURS 2212 Advanced Nursing Care	4
ALLH 2110 Pharmacology II	1	NURS 2211 Contemporary Nursing & Management	3
ENGL 1108 Written English II	3	ALLH 2210 Pharmacology III	1
Total	**14**	**Total**	**12**

Proposed

Fall 1st Year		Spring 1st Year	
ENGL 1104 Written English I	3	NURS 1108 Nursing Care of Adults I	6
NURS 1101 Fundamentals of Nursing	7	NURS 1115 Maternal-Child Nursing I	4
FOSM 1110 Nutrition	3	NURS 1110 Nursing Pharmacology I	1
HLCA 1170 & 1171 Anatomy & Physiology	4	BIOL 2205 Technical Microbiology	3
		PSYC 1101 Introduction to Psychology	3
Total	**17**	**Total**	**17**

Fall 2nd Year		Spring 2nd Year	
NURS 2203 Mental Health Nursing	4	NURS 2215 Maternal-Child Nursing III	2
NURS 2208 Nursing Care of Adults II	6	NURS 2212 Nursing Care of Adults III	3
NURS 2110 Nursing Pharmacology II	1	NURS 2211 Professional Role Transition	2
NURS 2115 Maternal-Child Nursing II	2	NURS 2210 Nursing Pharmacology III	1
		NURS 2220 Nursing Capstone Clinical	2
		ENGL 1108 Written English II	3
Total	**13**	**Total**	**13**