



MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: 1/3/2022

SUBJECT: Curriculum Proposal # 21-22-09

Fairmont State University proposed development of a 120-credit traditional Bachelor of Science in Nursing (BSN) program. The traditional BSN program will be attractive to high school graduates, many of whom are coming to Fairmont State University with dual enrollment or advanced placement credits, most of which transfer in as core curriculum requirements. Fifty-nine percent (59%) of ASN or pre-nursing (nursing pathway) students indicated that they would have chosen to pursue a BSN program option if it had been available (BSN Traditional Program Needs Assessment, Summer 2021). Students responding to the survey indicated that 47% of students had dual enrollment credits from high school and 53% reported taking pre-nursing classes between 1 to 8 semesters before being admitted to the ASN program, with the average being 2.94 semesters. Seventy-four percent (74%) of students surveyed reported receiving financial aid. Recent changes in financial aid have limited the number of credits students can take and courses taken must be directly related to their major, thereby limiting financial aid options for students pursuing an ASN degree or who are waiting for admission to the ASN program. Additionally, if the proposed WV Department of Education high school nursing pathways program is adopted, high school students completing the pathway will have a minimum of 22 college credits, when they enter Fairmont State University. The majority of these credits are considered elective credits in the ASN program, which may cause students to attend other nursing programs, and negatively impact those with financial aid.

cc: Dianna Phillips
Lori Schoonmaker
Stephanie Gabor
Laura Ransom
Laura Clayton



**FAIRMONT STATE
UNIVERSITY™**

Curriculum Proposal for Bachelor of Science in Nursing (BSN) Traditional Program

Prepared in accordance with §133-11-6, Submission Requirements for New Program

Submitted by the College of Nursing and prepared by:

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Curriculum Proposal for Bachelor of Science in Nursing Traditional Program

Prepared in accordance with §133-11-6, Submission Requirements for New Program

Section 6.1

| | |
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| Name of Institution: | Fairmont State University |
| Date: | November 1, 2021 |
| Category of Action Required: | Approval |
| Title of Degree of Certificate: | Bachelor of Science in Nursing (BSN) Traditional Program |
| Location: | Fairmont State University Campus, Face-to-face with some possible hybrid |
| Effective Date of Proposed Action: | Fall 2022 |

Summary Statement:

Fairmont State University proposed development of a 120-credit traditional Bachelor of Science in Nursing (BSN) program. The traditional BSN program will be attractive to high school graduates, many of whom are coming to Fairmont State University with dual enrollment or advanced placement credits, most of which transfer in as core curriculum requirements. Fifty-nine percent (59%) of ASN or pre-nursing (nursing pathway) students indicated that they would have chosen to pursue a BSN program option if it had been available (BSN Traditional Program Needs Assessment, Summer 2021). Students responding to the survey indicated that 47% of students had dual enrollment credits from high school and 53% reported taking pre-nursing classes between 1 to 8 semesters before being admitted to the ASN program, with the average being 2.94 semesters. Seventy-four percent (74%) of students surveyed reported receiving financial aid. Recent changes in financial aid have limited the number of credits students can take and courses taken must be directly related to their major, thereby limiting financial aid options for students pursuing an ASN degree or who are waiting for admission to the ASN program. Additionally, if the proposed WV Department of Education high school nursing pathways program is adopted, high school students completing the pathway will have a minimum of 22 college credits, when they enter Fairmont State University. The majority of these credits are considered elective credits in the ASN program, which may cause students to attend other nursing programs, and negatively impact those with financial aid.

One hundred percent (100%) of employers responding to an Employer Needs Assessment (Summer, 2021) reported that they need more nurses and could accommodate additional student clinical rotations. There are several new healthcare expansions occurring within the Fairmont Region, including a new Mon Health Hospital in Fairmont, expansion of services at Fairmont Medical Center by WVU Health Systems, and the opening of a children's hospital at WVU Health Systems., all of which will need RN's.

The US Bureau of Labor Statistics (2021) reports that employment of registered nurses (RNs) is expected to grow seven percent (7%) from 2019-2029, faster than all other occupations (<https://www.bls.gov/ooh/healthcare/registered-nurses.htm>). Work Force West Virginia Long Term Occupational Projections 2018-2028 for registered nurses estimates the need for 448 annual RN openings and replacing 148 RNs who have retired or left their position (<http://lmi.workforcewv.org/LTprojections/LTOccupationalProjections.html>).

Only 28% of RNs in WV cite their entry level of education as having a Baccalaureate Degree in Nursing (<https://wvcenterfornursing.org/>;

<https://public.tableau.com/app/profile/wvcfn/viz/10YEAREMPLOYMENTDEMANDPROJECTIONSLOCATIONQUOTIENTSANDJOBPOSTINGSDATADASHBOARD/Cover>). A growing body of evidence shows that patients cared for by baccalaureate prepared RNs compared to associate degree RNs experience improved patient outcomes and decreased cost of care (Yakusheva et al., 2014).

The mission of the Fairmont State University College of Nursing is to serve as a leader in improving the health of West Virginia and the global community through a commitment to excellence and innovation in teaching, scholarship, and service. Factors such as an increased emphasis on evidence-based practice, data-driven quality improvement activities, increased focus on health promotion and disease management, demands for advanced patient assessments, and the growing complexity of healthcare clearly mandate that RNs be prepared for their expanding roles for practice in today’s healthcare environment which are aimed at improving health outcomes for residents of West Virginia, nationally and internationally.

6.2 Program Description

6.2.a Program Objective

The program objectives (learning outcomes) are designed so that the program graduate will be able to:

| Program Objectives (The Domains refer to the Domains for Nursing as identified by the American Colleges of Nursing (April 2021). The Essentials: Core Competencies for Professional Nursing Education.) | Title of Course in which Objective is Taught and Assessed (See sequence of courses and description of content in section 6.2.c) | Assessment Measure (See Curriculum Map, pages 9-11) | Performance Indicator |
|---|---|---|---|
| 1. Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes (Domain 1, 2, 6, 7, 9). | All courses. Key aspects of the following courses: <ul style="list-style-type: none"> • NURS 1025 Introduction to Nursing • NURS 3310 Health Promotion and Communication • NURS 3332 Assessment and Physical Examination • NURS 3360 Nursing Ethics • NURS 3370 Nursing Informatics and Healthcare Technologies • NURS 3380 Evidence-Based Practice • NURS 3400 Foundations of Nursing | <ul style="list-style-type: none"> • Written assignments • Exams • Standardized testing • Case studies • Discussion forums • Skills lab competencies • Simulation performance • Clinical assignments • Individual/group projects • Individual/group presentations | At least 80% of students will achieve a grade of “C” or better on assessment rubric or key. |

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| | <ul style="list-style-type: none"> • NURS 3401 Pharmacology • NURS 3402 Drug Calculations • NURS 3600 Adult Health I • NURS 3610 Mental and Behavior Health • NURS 3700 Adult Health II • NURS 3701 Mother/Baby and Women’s Health • NURS 4401 Child and Adolescent Health • NURS 4410 Population Health Nursing • NURS 4430 Nursing Leadership • NURS 4442 Complex Healthcare • NURS 4444 NCLEX-RN Prep • NURS 4450 Healthcare Delivery Systems: Political, Social and Economic Influences • NURS 4452 Clinical Capstone | | |
| <p>2. Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships (Domain 2, 3, 4, 5, 6, 7, 9, 10).</p> | <p>All courses. Key aspects of the following courses:</p> <ul style="list-style-type: none"> • NURS 1025 Introduction to Nursing • NURS 3310 Health Promotion and Communication • NURS 3332 Assessment and Physical Examination • NURS 3360 Nursing Ethics • NURS 3370 Nursing Informatics and Healthcare Technologies | <ul style="list-style-type: none"> • Written assignments • Exams • Standardized testing • Case studies • Discussion forums • Skills lab competencies • Simulation performance • Clinical assignments • Individual/group projects • Individual/group presentations | <p>At least 80% of students will achieve a grade of “C” or better on assessment rubric or key.</p> |

| | | | |
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| | <ul style="list-style-type: none"> • NURS 3380 Evidence-Based Practice • NURS 3400 Foundations of Nursing • NURS 3401 Pharmacology • NURS 3402 Drug Calculations • NURS 3600 Adult Health I • NURS 3610 Mental and Behavior Health • NURS 3700 Adult Health II • NURS 3701 Mother/Baby and Women’s Health • NURS 4401 Child and Adolescent Health • NURS 4410 Population Health Nursing • NURS 4430 Nursing Leadership • NURS 4442 Complex Healthcare • NURS 4444 NCLEX-RN Prep • NURS 4450 Healthcare Delivery Systems: Political, Social and Economic Influences • NURS 4452 Clinical Capstone | | |
| <p>3. Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care (Domain 2, 3, 4, 6, 7, 8).</p> | <ul style="list-style-type: none"> • All courses. Key aspects of the following courses: • NURS 1025 Introduction to Nursing • NURS 3310 Health Promotion and Communication • NURS 3332 Assessment and Physical Examination | <ul style="list-style-type: none"> • Written assignments • Exams • Standardized testing • Case studies • Discussion forums • Skills lab competencies • Simulation performance | <p>At least 80% of students will achieve a grade of “C” or better on assessment rubric or key.</p> |

| | | | |
|--|--|---|---|
| | <ul style="list-style-type: none"> • NURS 3360 Nursing Ethics • NURS 3370 Nursing Informatics and Healthcare Technologies • NURS 3380 Evidence-Based Practice • NURS 3400 Foundations of Nursing • NURS 3401 Pharmacology • NURS 3402 Drug Calculations • NURS 3600 Adult Health I • NURS 3610 Mental and Behavior Health • NURS 3700 Adult Health II • NURS 3701 Mother/Baby and Women’s Health • NURS 4401 Child and Adolescent Health • NURS 4410 Population Health Nursing • NURS 4430 Nursing Leadership • NURS 4442 Complex Healthcare • NURS 4444 NCLEX-RN Prep • NURS 4450 Healthcare Delivery Systems: Political, Social and Economic Influences • NURS 4452 Clinical Capstone | <ul style="list-style-type: none"> • Clinical assignments • Individual/group projects • Individual/group presentations | |
| 4. Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health (Domain 3, 4, 5, 6, 7, 9, 10) | <ul style="list-style-type: none"> • All courses. Key aspects of the following courses: • NURS 1025 Introduction to Nursing | <ul style="list-style-type: none"> • Written assignments • Exams • Standardized testing • Case studies | At least 80% of students will achieve a grade of “C” or better on |

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| | <ul style="list-style-type: none"> • NURS 3310 Health Promotion and Communication • NURS 3332 Assessment and Physical Examination • NURS 3360 Nursing Ethics • NURS 3370 Nursing Informatics and Healthcare Technologies • NURS 3380 Evidence-Based Practice • NURS 3400 Foundations of Nursing • NURS 3401 Pharmacology • NURS 3402 Drug Calculations • NURS 3600 Adult Health I • NURS 3610 Mental and Behavior Health • NURS 3700 Adult Health II • NURS 3701 Mother/Baby and Women's Health • NURS 4401 Child and Adolescent Health • NURS 4410 Population Health Nursing • NURS 4430 Nursing Leadership • NURS 4442 Complex Healthcare • NURS 4444 NCLEX-RN Prep • NURS 4450 Healthcare Delivery Systems: Political, Social and Economic Influences • NURS 4452 Clinical Capstone | <ul style="list-style-type: none"> • Discussion forums • Skills lab competencies • Simulation performance • Clinical assignments • Individual/group projects • Individual/group presentations | <p>assessment rubric or key.</p> |
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| <p>5. Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes (Domain 4, 6, 7, 9, 10).</p> | <ul style="list-style-type: none"> • All courses. Key aspects of the following courses: • NURS 1025 Introduction to Nursing • NURS 3310 Health Promotion and Communication • NURS 3332 Assessment and Physical Examination • NURS 3360 Nursing Ethics • NURS 3370 Nursing Informatics and Healthcare Technologies • NURS 3380 Evidence-Based Practice • NURS 3400 Foundations of Nursing • NURS 3401 Pharmacology • NURS 3600 Adult Health I • NURS 3610 Mental and Behavior Health • NURS 3700 Adult Health II • NURS 3701 Mother/Baby and Women's Health • NURS 4401 Child and Adolescent Health • NURS 4410 Population Health Nursing • NURS 4430 Nursing Leadership • NURS 4442 Complex Healthcare • NURS 4444 NCLEX-RN Prep • NURS 4450 Healthcare Delivery Systems: Political, | <ul style="list-style-type: none"> • Written assignments • Exams • Standardized testing • Case studies • Discussion forums • Skills lab competencies • Simulation performance • Clinical assignments • Individual/group projects • Individual/group presentations | <p>At least 80% of students will achieve a grade of "C" or better on assessment rubric or key.</p> |
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| | <p>Social and Economic Influences</p> <ul style="list-style-type: none"> • NURS 4452 Clinical Capstone | | |
| <p>6. Prepare entry-level profession nurses ongoing professional and leadership development through lifelong learning, graduate education, and specialization within their chosen career path (Domain 9, 10).</p> | <p>All courses. Key aspects of the following courses:</p> <ul style="list-style-type: none"> • All courses. Key aspects of the following courses: • NURS 3370 Nursing Informatics and Healthcare Technologies • NURS 3380 Evidence-Based Practice • NURS 4410 Population Health Nursing • NURS 4430 Nursing Leadership • NURS 4444 NCLEX-RN Prep • NURS 4450 Healthcare Delivery Systems: Political, Social and Economic Influences • NURS 4452 Clinical Capstone | <ul style="list-style-type: none"> • Written assignments • Exams • Standardized testing • Case studies • Discussion forums • Skills lab competencies • Simulation performance • Clinical assignments • Individual/group projects • Individual/group presentations | <p>At least 80% of students will achieve a grade of “C” or better on assessment rubric or key.</p> |

Sequence of courses and descriptions of content is outlined in section 6.2.c.2.

Program Student Learning Outcomes Curriculum Map on the following pages.

| Bachelor of Science in Nursing (BSN) Traditional Program Student Learning Outcomes Curriculum Map | | | | | | | |
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| Degree: Bachelor of Science in Nursing Traditional Program | | | | | | | |
| Prepared By: Dr. Laura H. Clayton | | | | Date: November 1, 2021 | | | |
| BSN Learning Outcomes: | | | | | | | |
| 1. Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. | | | | | | | |
| 2. Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. | | | | | | | |
| 3. Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. | | | | | | | |
| 4. Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. | | | | | | | |
| 5. Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | | | | | | | |
| 6. Prepare entry-level profession nurses ongoing professional and leadership development through lifelong learning, graduate education, and specialization within their chosen career path. | | | | | | | |
| BSN Courses | | Student Learning Outcomes | | | | | |
| Number | Course Name | Outcome 1 | Outcome 2 | Outcome 3 | Outcome 4 | Outcome 5 | Outcome 6 |
| NURS 1025 | Introduction to Nursing | I-Teaching Plan | I/R-Teaching Plan | I-Personal budget | I-Interview of Nurse | I-Learning Style Assessment | I-Group Presentation I-Study Schedule I – Class schedule |
| NURS 3310 | Health Promotion and Communication | I/R-Case study I/R-Exam | I/R-Case study I/R-Exam | I/R-Case study I/R-Exam | I/R-Case study I/R-Exam | I/R-Case study I/R-Exam | |
| NURS 3332 | Assessment and Physical Examination | I/R-Clinical evals I/R-Exams I/R-Simulations | I/R-Clinical evals I/R-Exams I/R-Simulations | I/R-Clinical evals I/R-Exams I/R-Simulations | I/R-Clinical evals I/R-Exams I/R-Simulations | I/R – Exams I/R-Simulation | |
| NURS 3400 | Foundations of Nursing | I/R-Clinical evals I/R-Exams I/R-Simulations | I/R-Clinical evals I/R-Exams I/R-Simulations | I/R-Clinical evals I/R-Exams I/R-Simulations | I/R-Clinical evals I/R-Exams I/R-Simulations | I/R-Clinical evals I/R-Exams I/R-Simulations | |
| NURS 3401 | Pharmacology | I/R-Exams | I/R-Exams | I/R-Exams | I/R-Exams | I/R-Exams | |
| NURS 3402 | Drug Calculations | I/R-Exams | I/R-Exams | I/R-Exams | I/R-Exams | | |
| NURS 3600 | Adult Health I | R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study | R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study | R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study | R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study | R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study | |
| NURS 3360 | Nursing Ethics | R - Movie Reflection | R – Movie Reflection | R - Movie Reflection | R - Movie Reflection | R- Leadership discussion assignment | |
| NURS 3370 | Nursing Informatics and Healthcare Technologies | I/R – Workflow Assignment | I/R- Quality and Safety Case Study | I/R - Data Mining Assignment | I/R – Ethics Case Study | I/R- Data Mining Assignment | I/R - Data Mining Assignment |
| NURS 3610 | Mental and Behavioral Health | R/M-Clinical evals R/M Exams | R/M-Clinical evals R/M Exams | R/M-Clinical evals R/M Exams | R/M-Clinical evals R/M Exams | R/M-Clinical evals R/M Exams | |

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|---|---|---|---|---|---|---|---|
| | | R/M Simulations | R/M Simulations | R/M Simulations | R/M Simulations | R/M Simulations | |
| NURS 3700 | Adult Health II | R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study | R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study | R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study | R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study | R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study | |
| NURS 3701 | Mother/Baby and Women's Health | R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study | R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study | R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study | R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study | R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study | |
| <i>NURS 3380</i> | <i>Evidence Based Practice</i> | <i>R/M-Critique paper</i> | <i>R/M-EBP Project</i> | <i>R/M-EBP project</i> | <i>R/M-EBP project</i> | <i>R/M-EBP Project</i> | <i>R-EBP Project</i> |
| NURS 4401 | Child and Adolescent Health | R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study | R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study | R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study | R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study | R/M-Clinical evals R/M-Exams R/M-Simulations R/M-Case Study | |
| <i>NURS 4410</i> | <i>Population Health Nursing</i> | <i>R/M-Community assessment/ population health project Vulnerable pop paper</i> | <i>R/M-Community assessment/ population health project</i> | <i>R/M-Community assessment/ population health project</i> | <i>R/M-Community assessment/ population health project</i> | <i>R/M-Community assessment/ population health project</i> | <i>R/M-Community assessment/ population health project</i> |
| <i>NURS 4430</i> | <i>Nursing Leadership</i> | <i>M-Leadership paper</i> | <i>M-Leadership paper</i> | <i>M-Leadership paper</i> | <i>M-End of life assignment</i> | <i>M-Leadership paper</i> | <i>M-Case study</i> |
| NURS 4442 | Complex Healthcare | M-Exams M-Case study | M-Exams M-Case study | M-Exams M-Case study | M-Exams M-Case study | M-Exams M-Case study | |
| NURS 4444 | NCLEX-RN Prep | M-Mock NCLEX-RN exam | M-Mock NCLEX-RN exam | M-Mock NCLEX-RN exam | M-Mock NCLEX-RN exam | M-Mock NCLEX-RN exam | M-Mock NCLEX-RN exam |
| NURS 4442 | Complex Healthcare | M-Exams M-Case study | M-Exams M-Case study | M-Exams M-Case study | M-Exams M-Case study | M-Exams M-Case study | |
| NURS 4452 | Clinical Capstone | M-Clinical Eval M-Clinical project M-Clinical log M-Simulation | M-Clinical Eval M-Clinical project M-Clinical log M-Simulation | M-Clinical Eval M-Clinical project M-Clinical log M-Simulation | M-Clinical Eval M-Clinical project M-Clinical log M-Simulation | M-Clinical Eval M-Clinical project M-Clinical log M-Simulation | M-Clinical Eval M-Clinical project M-Clinical log M-Simulation |
| <i>NURS 4450</i> | <i>Healthcare Delivery Systems: Political, Social and Economic Influences</i> | <i>M-Case study</i> | <i>M-Case Study</i> | <i>M-Case Study</i> | <i>M-Case Study</i> | <i>M-Case Study</i> | <i>M-Case Study</i> |
| Level of Learning: I – Introduced, R – Reinforced, M- Mastered | | | | | | | |
| Key for Bloom Taxonomy Cognitive Domain | | | | | | | |
| Blue: Recognition/Understanding – Assignments that test students' ability to recall or explain ideas or concepts regarding relevant course material. | | | | | | | |
| Yellow: Apply/Analyze – Assignments that test ability to use information or problem-solving skills. | | | | | | | |
| Green: Evaluate – Assignments that require students to make judgments about a decision or course of action. | | | | | | | |
| Pink: Create – Assignments that require students to generate new ideas, products, or ways of viewing things | | | | | | | |
| <i>Courses in italics are already approved courses in the RN-BSN program and will be included in the traditional BSN program.</i> | | | | | | | |

6.2.b. Program Identification

The United States Department of Education, National Center for Education Statistics (NCES), Classification of Instructional Programs (CIP) that is relevant to this proposal is 51.3801, Nursing/Registered Nurse (RN, ASN, BSN, MSN). This classification is described as a program that prepares individuals, “in the knowledge, techniques and procedures for promoting health, providing care for sick, disabled, infirmed, or other individuals or groups. Includes instruction in the administration of medication and treatments, assisting a physician during treatments and examinations, Referring patients to physicians and other health care specialists, and planning education for health maintenance” (<https://nces.ed.gov/ipeds/cipcode/cipdetail.aspx?y=55&cid=88814>).

6.2.c. Program Features

The traditional BSN program is designed to satisfy the accreditation standards established by the Commission on Collegiate Nursing Education (CCNE) and incorporates the American Association of Colleges of Nursing, The Essentials: Core Competencies for Professional Nursing Education {Essentials} (April, 2021). The BSN curriculum is designed to focus on the ten core Domains for Nursing, as identified in the Essentials document, which are viewed as essential competencies for nursing practice in today’s nursing graduates. The domains and descriptors are as follows:

- *Domain 1: Knowledge for Nursing Practice Descriptor: Integration, translation, and application of established and evolving disciplinary nursing knowledge and ways of knowing, as well as knowledge from other disciplines, including a foundation in liberal arts and natural and social sciences. This distinguishes the practice of professional nursing and forms the basis for clinical judgment and innovation in nursing practice.*
- *Domain 2: Person-Centered Care Descriptor: Person-centered care focuses on the individual within multiple complicated contexts, including family and/or important others. Person-centered care is holistic, individualized, just, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate. Person-centered care builds on a scientific body of knowledge that guides nursing practice regardless of specialty or functional area.*
- *Domain 3: Population Health Descriptor: Population health spans the healthcare delivery continuum from public health prevention to disease management of populations and describes collaborative activities with both traditional and non-traditional partnerships from affected communities, public health, industry, academia, health care, local government entities, and others for the improvement of equitable population health outcomes.*
- *Domain 4: Scholarship for Nursing Discipline Descriptor: The generation, synthesis, translation, application, and dissemination of nursing knowledge to improve health and transform health care.*
- *Domain 5: Quality and Safety Descriptor: Employment of established and emerging principles of safety and improvement science. Quality and safety, as core values of nursing practice, enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.*
- *Domain 6: Interprofessional Partnerships Descriptor: Intentional collaboration across professions and with care team members, patients, families, communities, and other stakeholders to optimize care, enhance the healthcare experience, and strengthen outcomes.*
- *Domain 7: Systems-Based Practice Descriptor: Responding to and leading within complex systems of health care. Nurses effectively and proactively coordinate resources to provide safe, quality, equitable care to diverse populations.*
- *Domain 8: Informatics and Healthcare Technologies Descriptor: Information and communication technologies and informatics processes are used to provide care, gather data,*

form information to drive decision making, and support professionals as they expand knowledge and wisdom for practice. Informatics processes and technologies are used to manage and improve the delivery of safe, high-quality, and efficient healthcare services in accordance with best practice and professional and regulatory standards.

- *Domain 9: Professionalism Descriptor: Formation and cultivation of a sustainable professional nursing identity, accountability, perspective, collaborative disposition, and comportment that reflects nursing's characteristics and values.*
- *Domain 10: Personal, Professional, and Leadership Development Descriptor: Participation in activities and self-reflection that foster personal health, resilience, and well-being, lifelong learning, and support the acquisition of nursing expertise and assertion of leadership.*
<https://www.aacnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>, pp. 10-11).

The BSN curriculum is designed to prepare entry-level professional nurses with the knowledge and experience to care for persons not only in acute care, but also in community and population-health care environments. The BSN curriculum will differ from our current ASN curriculum by incorporating additional skill sets through course work, clinical applications, and clinical experiences in:

- Evidence-based practice in healthcare systems
- Health promotion throughout the lifespan
- Health and physical examination
- Nursing ethics
- Nursing informatics and healthcare technologies
- Nursing leadership
- Population health nursing
- Examination of healthcare delivery systems
- Application of evidence based practice through clinical capstone
- Provide a variety of clinical experiences in acute care, the community and population health arena.

The traditional BSN program will be attractive to high school graduates, many of whom are coming to Fairmont State University with dual enrollment or advanced placement credits, most of which transfer in as core curriculum requirements. Additionally, if the proposed WV Department of Education high school nursing pathways program is adopted, high school students completing the pathway will have a minimum of 22 college credits, when they enter Fairmont State University. The majority of these credits are considered elective credits in the ASN program, may cause students to attend other nursing programs, and negatively impact those with financial aid.

Fifty-nine percent (59%) of ASN or pre-nursing (nursing pathway) students indicated that they would have chosen to pursue a BSN program option if it had been available (BSN Traditional Program Needs Assessment, Summer 2021). Students responding to the survey indicated that 47% of students had dual enrollment credits from high school and 53% reported taking pre-nursing classes between 1 to 8 semesters before being admitted to the ASN program, with the average being 2.94 semesters. Seventy-four percent (74%) of students surveyed reported receiving financial aid. Recent changes in financial aid have limited the number of credits students can take and courses taken must be directly related to their major, thereby limiting financial aid options for students pursuing an ASN degree or who are waiting for admission to the ASN program.

The traditional BSN program will be offered predominately face-to-face in a cohort sequence. Based on the financial plan (see Section 6.4.g. Operating Resource Requirements) with a minimum of 32 per cohort and based on reasonable assumptions, the program will move toward sustainable profitability in the second year of the program. Program admission will occur in both the Fall and Spring Semesters.

6.2.c.1. Admissions and Performance Standards

All applicants must meet the general admission requirements of Fairmont State University as described in the University Undergraduate Catalog.

Admission to the Traditional Bachelor of Science Nursing program is on a competitive basis. The priority application deadline is January 15th for Fall Semester admission. Students can be accepted into the Traditional BSN program in two ways.

1. **High school seniors** – This applies to high school students with eight (8) or less college credits. High school students with a cumulative GPA of 3.0 or higher, ACT score of 21 or higher or SAT 1060 or higher, and TEAS composite score of 75 or higher (pending space availability) are eligible apply to the traditional BSN program during their senior year of high school. Applications are due by January 15th (this includes official high school transcripts, official college transcripts, official ACT or SAT scores and official TEAS scores). Progression to the sophomore year is contingent on completion of all required freshman level courses with a grade of “C” or higher by the end of the summer semester of the year the student is scheduled to begin the sophomore level nursing courses. Students, who are unable to begin the sophomore level courses will need to reapply to the program.
2. **Current or previous college students** – Students with nine (9) or more college credits or previous college graduates are eligible to apply. Applicants must have an overall 2.5 cumulative college GPA and a composite TEAS score of 75 or higher. Applications are due by January 15th (this includes University receipt of official high school transcripts, official college transcripts, official ACT or SAT scores and official TEAS scores). Successful applicants will be admitted to the freshman or sophomore level, depending on completion of freshman course requirements. Progression to the sophomore year is contingent on completion of all required freshman level courses with a grade of “C” or higher by the end of the summer semester of the year the student is scheduled to begin the sophomore level nursing courses. Students, who are unable to begin the sophomore level courses will need to reapply for admission during the next application window, as long as the deficiency is corrected.

Once admitted to the program students will need to be compliant with required clinical agency immunizations, American Heart Association Healthcare Provider CPR, have Affordable Care Act (ACA) compliant health insurance, unequivocal drug screen, clear background check, satisfactory health examination that allows the student to meet the College of Nursing Core Performance Standards. Specific information about the clinical agency requirements will be provided to students in an information packet. Clinical agency requirements are subject to change and students will be required to meet those requirements. A tracking system will be used to monitor compliance. Failure to maintain compliance with clinical agency requirements will result in the student’s inability to attend clinical and will impact their ability to meet course and program requirements.

Scoring Sheet for Nursing Applicants

The following rubric will be used to admit students to the Traditional BSN program.

Fairmont State University College of Nursing Bachelor of Science in Nursing (BSN) Program

Student Scoring Sheet

Applicant Name: _____

Birthdate: _____

Student F Number, if available: _____

For all applicants: All information provided will be verified by the College of Nursing and/or the Office of Admissions. Proof of any certifications and/or degrees obtained (e.g. LPN license or paramedic certification), plus **official** copies of transcripts must also be submitted. Minimum requirements for High School applicants: GPA 3.0 or higher and ACT of 21 or higher or SAT 1060 or higher. If you are a high school senior, see section 1. If you are a high school graduate (or have a GED) and college credit see Section 2. Points are used to determine applicant acceptance into the program.

Section 1: If the applicant is a High School Senior (Applying to Freshman Year)

Circle the earned points and total.

| High School Courses | Grade A | Grade B | Grade C |
|--|-----------|----------|----------|
| Chemistry | 2 points | 1 point | 0 points |
| Biology | 2 points | 1 point | 0 points |
| Anatomy & Physiology | 2 points | 1 point | 0 points |
| Math (Algebra II or Statistics) | 2 points | 1 point | 0 points |
| Points for Overall High School GPA (transcripts submitted must include all junior year courses and/or document above courses and GPA) | | | |
| 3.80-4.0 | 3.50-3.79 | 3.0-3.49 | |
| 3 points | 2 points | 1 point | |
| Points for ACT or SAT Score | | | |
| ACT Composite of 21 - 24 or SAT 1060 - 1199 | 1 point | | |
| ACT Composite of 25 or higher or SAT 1200 of higher | 3 points | | |
| TEAS Score | | | |
| 75-80 | 1 point | | |
| 81 and above | 3 points | | |

Total Points for High School Applicants: _____

Section 2: If the applicant is a High School Graduate or Has Completed the GED and College Credit

Circle the earned points and total.

| Fairmont State University Required Course (if transferring courses from another university, the course(s) must be equivalent to required FSU courses). | A | B | C | D/F | Repeated Yes/No |
|--|---|---|---|-----|-----------------|
| | | | | | |

| CHEM 1101 | 2 points | 1 point | 0 point | -1 point | Yes/No |
|---------------------------------------|----------------|-----------|------------------------------------|-----------|--------|
| BIOL 1180 & 1181 | 2 points | 1 point | 0 point | -1 point | Yes/No |
| MATH 1407 or higher | 2 points | 1 point | 0 point | -1 point | Yes/No |
| Points for Overall College GPA | | | | | |
| Credit Hours | 3.8-4.0 | 3.51-3.79 | 3.0 – 3.5 | 2.99-2.50 | |
| 16 or more | 6 points | 5 points | 4 points | 3 points | |
| 12 – 15 | 5 points | 4 points | 3 points | 2 points | |
| 9 - 11 | 4 points | 3 points | 2 points | 1 point | |
| Points for SAT or ACT Composite Score | | | | | |
| ACT | SAT | | Points | | |
| 21-24 | 1060-1199 | | 1 point | | |
| 25 or higher | 1200 or higher | | 3 points | | |
| TEAS Score | | | | | |
| 75-80 | 1 point | | | | |
| 81 and above | 3 points | | | | |
| Points for Highest Degree Obtained | | | Experience Points (Certifications) | | |
| Associate Degree | 1 point | | Licensed Practical Nurse | 1 point | |
| Bachelor's Degree | 2 points | | Paramedic/Military Medic | 1 point | |
| Master's/Doctoral Degree | 3 points | | | | |

Total Points for College Applicant _____ -

College of Nursing Core Performance Standards

The nursing programs at Fairmont State University are rigorous and have specific requirements and demands for students who enroll. The purpose of our programs are to prepare graduates for employment in a variety of healthcare settings.

These standards establish the essential qualities considered necessary for students to achieve the knowledge, skills, attitudes, and competencies of the program. Core Performance Standards were adapted from the Southern Council on Collegiate Education for Nursing and from the Validation Study, “Functional Abilities Essential for Nursing Practice” by the National Council of State Boards of Nursing.

The core performance standards set forth cognitive, sensory, affective and psychomotor performance requirements for nurses. Under the America with Disability Act (ADA), the Fairmont State University nursing programs do not base admission, acceptance or continued enrollment on the core performance standards. Instead, the standards are used to assist applicants and students in the determination of need for ADA related accommodations and medications. The core performance standards are intended to constitute an objective measure of:

1. A qualified applicant’s ability with or without accommodations to meet the program performance requirements.
2. Accommodations required by a matriculated student who seeks accommodations under the ADA.

Applicants and students seeking accommodations under the ADA, must contact Disability Services at 304-367-4651 or in Room 208-A Hardway Hall.

The following abilities have been identified as necessary to all students admitted and enrolled in the nursing program.

| Requirements | Standards | Examples (Not all inclusive) |
|----------------------------|---|---|
| Critical thinking | Critical thinking ability for effective clinical reasoning and clinical judgment consistent with level of educational preparation. | <ul style="list-style-type: none"> • Identification of cause/effect relationships in clinical situations. • Use of the scientific method in the development of patient care plans. • Evaluation of the effectiveness of nursing intervention. • Ability to handle multiple tasks and problem solve simultaneously. • Respond instantly to emergency situations. • Use relevant data to support the decision-making process. • Exhibit arithmetic competence that would allow the student to read, understand, and perform drug dosage calculations. |
| Professional Relationships | Interpersonal skills sufficient for professional interactions with a diverse population of individuals, families and groups | <ul style="list-style-type: none"> • Establishment of rapport with patients and colleagues. • Capacity to engage in successful conflict resolution. • Peer accountability. • Manage a variety of patient expressions (anger, fear, hostility) in a calm manner. • Demonstrate a high degree of patience. • Ability to work within a team. • Maintain professional boundaries. • Respect cultural diversity and the rights of others. |
| Communication | <p>Communication adeptness sufficient for verbal and written professional interactions.</p> <p>The ability to communicate effectively and sensitively with patients and colleagues including individuals from different cultural and social backgrounds. Students must be able to understand and speak the English language at a level consistent with competent professional practice.</p> | <ul style="list-style-type: none"> • Explanation of treatment procedures. • Provide health teaching to patients based on assessed needs, available resources, age, lifestyle, and cultural considerations. • Documentation and interpretation of nursing actions and patient/client responses. • Read, understand, write and speak in English competently. • Work effectively in small groups as a team member and as a team leader. • Maintain therapeutic relations with patients and colleagues. • Give report to healthcare professionals. • Direct activities of others. |

| | | |
|--------------|---|--|
| | The ability to verbally or document assessment findings and treatment information. | |
| Mobility | Physical abilities sufficient for movement from room to room and in small spaces. | <ul style="list-style-type: none"> • Movement about patient's room, work spaces and treatment areas. • Administration of rescue procedures - cardiopulmonary resuscitation • Propel wheelchairs, stretchers, beds, equipment, etc. • Make rapid adjustments when needed to ensure patient safety. • Respond quickly in an emergency situation. |
| Motor skills | Gross and fine motor abilities sufficient for providing safe, effective nursing care. | <ul style="list-style-type: none"> • Calibration and use of equipment (i.e. syringe, vials, ampules, donning gloves, etc.) • Therapeutic positioning of patients. • Perform functions required for patient care (i.e. provide or assist with activities of daily living, bedmaking, assist patient with ambulation, or operate equipment). • Lift and transfer 50 pounds, carry objects of up to 25 pounds, or push objects over 100 pounds. • Bending and stooping 1 inch from the floor and or reaching overhead to retrieve or place items on patient/unit shelves. • Stand/walk for a period of 8-12 hours. • Reach, manipulate and operate equipment, instruments and supplies. • Able to grasp small objects (i.e. manipulate a syringe, eye dropper, etc.). • Perform electronic keyboarding/documentation. • Perform correct hand washing. • Correctly administer medications |
| Hearing | Auditory ability sufficient for monitoring and assessing health needs. | <ul style="list-style-type: none"> • Ability to hear monitoring device alarm and other emergency signals. • Ability to discern auscultatory sounds and cries for help. • Hears with or without background noises, emergency alarms, auscultatory sounds and cries for help. • Hears ringing phones and phone interactions. |

| | | |
|---------------|---|---|
| | | <ul style="list-style-type: none"> Hear in situations when not able to see lips (i.e. wearing masks). |
| Visual | Visual ability sufficient for observation and assessment necessary in-patient care. | <ul style="list-style-type: none"> Ability to observe patient's condition and responses to treatments (i.e. respirations, level of consciousness, wounds, skin color, nonverbal communication). Ability to identify and distinguish colors and shades of the same color. Accurately reads measurement on patient related equipment (i.e. calibrations of syringes, thermometers, sphygmomanometer, and other equipment outputs). Perform basic nursing skills such as insertion of a catheter, counting respirations, preparing or administering medications. Identify safety hazards in the environment (safety rails, restraints, water spills, hazardous environments). |
| Tactile Sense | Tactile ability sufficient for physical assessment | <ul style="list-style-type: none"> Ability to palpate in physical examinations and various therapeutic interventions. Finger dexterity to perform palpation and percussion functions of physical assessment and/or those related to therapeutic intervention, e.g. insertion of a catheter. Perceives attributes of object such as a size, shape, temperature and texture. |
| Smell | Ability to detect variety of smells, including noxious odors. | <ul style="list-style-type: none"> Smell smoke, gas leak, noxious odors, body odors or body fluids (i.e. C Diff and alcohol breath). Detect change of odor in wound drainage. |
| Environment | Ability to tolerate environmental stressors. | <ul style="list-style-type: none"> Adapt to rotating shifts. Tolerate exposure to fumes or odors. Work in areas that are close and crowded. Work in areas of potential physical violence. Frequent contact with water and other liquids. |

| | | |
|------------|--|---|
| Reading | Ability to sufficiently read and comprehend the written word at a tenth-grade level. | <ul style="list-style-type: none"> • Read and understand provider’s orders and healthcare information in patients charts and care plans. • Read and comprehend information presented in textbooks and online. |
| Arithmetic | Ability to sufficiently perform arithmetic at a tenth-grade level or above. | <ul style="list-style-type: none"> • Able to perform drug dosage calculations including IV drip rates. |

The above statement criteria are not intended as a complete listing of nursing practice behaviors, but is a sampling of types of abilities needed by the nursing student to meet program outcomes and requirements. Students who are unable to meet core performance standards cannot meet program outcomes and course requirements. Students must withdraw from the nursing program and may apply for readmission at such time as he/she is able to meet the core performance standards required for the practice of nursing. If the student is unable to meet any of these core performance standards, they will need to make an appointment with the Dean of the College of Nursing.

Program Progression:

1. Students must maintain a minimum 2.0 cumulative GPA to remain in the program.
2. Students must have a “C” or better in each required nursing, core curriculum, and support courses in order to progress in the program.
3. Students **may not progress** to the next nursing course with a D or F in required nursing or support courses. Students are also responsible for completing all required prerequisite courses for program progression and for attending any additional advisor-advisee meetings as scheduled.
4. Students who wish drop a required nursing or non-nursing course must meet with his/her advisor. Some nursing courses are pre-requisites or maybe courses to be taken concurrently with each other; therefore, a withdrawal from one nursing course may necessitate withdrawal from other nursing courses and may require additional time for the student to complete the program requirements.
5. Failure to maintain compliance with clinical agency requirements will result in the student’s inability to attend clinical learning activities. This is considered an unexcused clinical absence. Unexcused clinical absences are unable to be made up and will result in failure of the course; both the clinical and theory components will need to be repeated.

Policies:

The maximum credit accepted from a Junior or Community College accredited by the Higher Learning Commission or other accrediting associations that have been sanctioned by the Department of Education will not exceed 72 semester hours. All transfer students must follow the Fairmont State University and College of Nursing admission policies and meet admission requirements.

6.2.c.2. Program Requirements

Curriculum:

Bachelor of Science in Nursing (BSN) Degree: 120 credit hours

Program Format: Nursing courses will be offered as full semester course, predominately face-to-face

Upper Division Requirement: Students must meet a minimum of 30 hours at the 3000 or 4000 level courses.

Residency Requirement: Students must complete a minimum of 30 hours at Fairmont State University.

Degree Requirements

| Core Curriculum Courses (30-32 Credit Hours) | | |
|--|--|---------------------|
| If a core curriculum course is also listed as a required major course, an X is placed in the 'credits' column. | | |
| Core Area | Course Number | Credit Hours |
| First Year Seminar | NURS 1025 (Satisfied by Required Nursing Course) | X |
| Written Communication | ENGL 1101, ENG 1102, ENG 1103 | 6-7 |
| Oral Communication | COMM 2200, COMM 2201, or COMM 2202 | 3 |
| Mathematics | Any Course | 3-4 |
| Humanities | Any Course | 3 |
| Fine Arts | Any Course | 3 |
| Natural Science | BIOL 1180 and 1181 (Satisfied by Nursing Support Course Requirement) | X |
| Social Science | PSYC 1101 (Satisfied by Nursing Support Course Requirement) | X |
| Citizenship | Any Course | 3 |
| Personal Development | NUTR 1110 (Satisfied by Nursing Support Course Requirement) | X |
| | TOTAL | 21-23 |

| Nursing Foundational Courses (16 Credit Hours) | | |
|---|---|---------------------|
| If a core curriculum course is also listed as a required nursing foundation course, an X is placed in the 'credits' column. | | |
| Course Prefix & Number | Course Name | Credit Hours |
| PHED 1180 | Medical Terminology | 3 |
| CHEM 1101 | General Chemistry | 4 |
| BIOL 1180/1181 | Human Anatomy and Physiology | 4 |
| BIOL 2205 | Technical Microbiology | 3 |
| NUTR 1110 | Nutrition | 3 |
| PSYC 1101 | Introduction to Psychology | 3 |
| Statistics | PSYC 2240, SOCY 2240, BSBA 3310 or MATH 1530 | 3 |
| Management | BSBA 2209: Principles of Management OR MGMT 3308: Human Resource Management | 3 |
| | TOTAL | 26 |

Required Major Courses (16 Credit Hours)

If a core curriculum course is also listed as a required major course, an X is placed in the ‘credits’ column. *Courses in italics are currently approved courses in the RN-BSN program that will be included in the traditional BSN program.*

| Course Prefix & Number | Course Name | Credit Hours |
|------------------------|---|--------------|
| NURS 1025 | First Year Seminar | X |
| NURS 3310 | Health Promotion and Communication | 3 |
| NURS 3332 | Assessment and Physical Examination | 3 |
| <i>NURS 3360</i> | <i>Nursing Ethics</i> | 3 |
| <i>NURS 3370</i> | <i>Nursing Informatics and Healthcare Technologies</i> | 3 |
| <i>NURS 3380</i> | <i>Evidence-Based Practice</i> | 3 |
| NURS 3400 | Foundations of Nursing | 6 |
| NURS 3401 | Pharmacology | 3 |
| NURS 3402 | Drug Calculations | 3 |
| NURS 3600 | Adult Health I | 6 |
| NURS 3610 | Mental and Behavior Health | 4 |
| NURS 3700 | Adult Health II | 6 |
| NURS 3701 | Mother/Baby and Women’s Health | 4 |
| NURS 4401 | Child and Adolescent Health | 3 |
| <i>NURS 4410</i> | <i>Population Health Nursing</i> | 5 |
| <i>NURS 4430</i> | <i>Nursing Leadership</i> | 3 |
| NURS 4442 | Complex Healthcare | 3 |
| NURS 4444 | NCLEX-RN Prep | 1 |
| <i>NURS 4450</i> | <i>Healthcare Delivery Systems: Political, Social and Economic Influences</i> | 3 |
| NURS 4452 | Clinical Capstone | 5 |
| | TOTAL | 70 |

Articulation Credits: Students will be provided 6 credits for being certified as a licensed practical nurse (LPN) and possess an active unencumbered license to practice as an LPN in WV and would replace NURS 3400 Foundations of Nursing.

Pre-Requisite Courses

There are no pre-requisite courses for admission to the traditional BSN program. Students admitted to the BSN traditional program may have completed dual enrollment courses, obtained AP credit, or be admitted directly out of high school. Credit will be awarded for these courses following the policy of Fairmont State University.

Program of Study

The program of study is shown in the following table. General studies/core curriculum courses are shown in italics, courses preceded by an * can be taken in any order. Courses currently in the BSN, RN-BSN Program Track are designated with a #.

| Semester | Course Title | Credit Hours | Delivery Method |
|-----------------|--|---------------------|--------------------------------|
| 1 | <i>ENGL 1101: Written English (Written Communication Core Curriculum)</i> | 3-4 cr | Online, Hybrid or Face-to-face |
| | <i>BIOL 1180 and 1181: Human Anatomy and Physiology (Natural Science with Critical Thinking Core Curriculum)</i> | 4 cr | Online, Hybrid or Face-to-face |
| | <i>Mathematics – Core Curriculum Choice</i> | 3-4 cr | Online, Hybrid or Face-to-face |
| | <i>NURS 1025: Introduction to Nursing (First Year Seminar Core Curriculum)</i> | 3 cr | Online, Hybrid or Face-to-face |
| | <i>Fine Arts with Critical Thinking – Core Curriculum Choice*</i> | 3 cr | Online, Hybrid or Face-to-face |
| | | 16-18 cr | |
| 2 | <i>PSYC 1101: Introduction to Psychology (Social Science with Critical Thinking Core Curriculum)</i> | 3 cr | Online, Hybrid or Face-to-face |
| | <i>ENGL 1102 or ENGL 1103: Written English/Technical Report Writing (Written Communication Core Curriculum)</i> | 3 cr | Online, Hybrid or Face-to-face |
| | PHED 1180: Medical Terminology | 3 cr | Online, Hybrid or Face-to-face |
| | <i>Humanities with Critical Thinking – Core Curriculum Choice*</i> | 3 cr | Online, Hybrid or Face-to-face |
| | <i>CHEM 1101: General Chemistry (Natural Science with Critical Thinking Core Curriculum)</i> | 4 cr | Online, Hybrid or Face-to-face |
| | | 16 cr | |
| 3 | <i>NUTR 1110: Nutrition (Fitness & Well-being Core Curriculum)</i> | 3 cr | |
| | <i>BIOL 2205: Technical Microbiology (Natural Science with Critical Thinking Core Curriculum)</i> | 3 cr | Online, Hybrid or Face-to-face |
| | <i>Oral Communication – Core Curriculum Choice*</i> | 3 cr | Online, Hybrid or Face-to-face |
| | NURS 3310: Health Promotion and Communication | 3 cr | Predominately Face-to-face |
| | NURS 3332: Assessment and Physical Examination | 3 cr | Predominately Face-to-face |
| | | 15 cr | |
| 4 | NURS 3400 Foundations of Nursing | 6cr | Predominately Face-to-face |
| | NURS 3401 Pharmacology | 3 cr | Predominately Face-to-face |
| | NURS 3402 Drug Calculations | 3 cr | Predominately Face-to-face |
| | Management: Choice of BSBA 2209: Principles of Management or MGMT 3308: Human Resource Management | 3 cr | Online, Hybrid or Face-to-face |
| | | 15 cr | |
| 5 | NURS 3600 Adult Health I | 6 cr | Predominately Face-to-face |
| | NURS 3360: Nursing Ethics# | 3 cr | Predominately Face-to-face |

| | | | |
|---|--|----------------|--------------------------------|
| | NURS 3610: Mental and Behavioral Health | 4 cr | Predominately Face-to-face |
| | Statistics: Choice of PSYC 2240, SOCY 2240, BSBA 3310 or MATH 1530 | 3 cr | Online, Hybrid or Face-to-face |
| | | 16 cr | |
| 6 | NURS 3700: Adult Health II | 6 cr | Predominately Face-to-face |
| | NURS 3701: Mother/Baby and Women's Health | 4 cr | Predominately Face-to-face |
| | NURS 3370: Nursing Informatics and Healthcare Technologies# | 3 cr | Predominately Face-to-face |
| | NURS 3380: Evidence-based Practice# | 3 cr | Predominately Face-to-face |
| | | 16 cr | |
| 7 | <i>Citizenship: Core Curriculum Choice*</i> | 3 cr | Predominately Face-to-face |
| | NURS 4401: Child and Adolescent Health | 3 cr | Predominately Face-to-face |
| | NURS 4410: Population Health Nursing# | 5 cr | Predominately Face-to-face |
| | NURS 4430: Nursing Leadership# | 3 cr | Predominately Face-to-face |
| | | 14 cr | |
| 8 | NURS 4442: Complex Healthcare | 3 cr | Predominately Face-to-face |
| | NURS 4444: NCLEX-RN Prep | 1 cr | Predominately Face-to-face |
| | NURS 4450: Healthcare Delivery Systems: Political, Social and Economic Influences# | 3 cr | Predominately Face-to-face |
| | NURS 4452: Clinical Capstone | 5 cr | Predominately Face-to-face |
| | | 12 cr | |
| | TOTAL CREDITS | 120-122 | |

Summary of Course Credits:

| Credit From | Total Hours |
|--|----------------|
| Core Curriculum Courses for Fairmont State University | 34-36 |
| Required NURS Support Courses (PHED 1180, CHEM 1101, BIOL 2205, statistics, management course) | 16 |
| Required NURS Courses | 70 |
| Elective Courses | 0 |
| TOTAL | 120-122 |

*Core curriculum courses cannot be counted twice; both as articulation credit and core curriculum

BSN Course Descriptions and Credit:

New Courses

NURS 3310: Health Promotion and Communication (Credit Hours 3; Lecture: 3 hours class per week)
This course focuses on health promotion, risk reduction, teaching/learning, disease prevention and communication across the lifespan. Pre-req: Admission to the traditional BSN Program. Co-requisite: NURS 3332

NURS 3332: Assessment and Physical Examination (Credit Hours 3; Lecture 3 hours class per week, 45 hours of clinical during semester)
This course provides the students with the knowledge and skill necessary to perform a comprehensive health assessment. Co-requisite: NURS 3310

NURS 3400: Foundations of Nursing (Credit Hours: 6; Lecture 4 hours class per week and 90 hours of clinical during the semester). This course lays the foundation for development of clinical judgment in the provision of compassionate person-centered care. Pre-requisite: NURS 3310 and NURS 3332. Co-requisite: NURS 3401 and NURS 3402

NURS 3401: Pharmacology (Credit Hours: 3; Lecture 3 hours of class per week)
The course focuses on principles of pharmacology and pharmacotherapeutics. Characteristics and uses of major drug groups and safe medication administration will be emphasized with consideration given to person-centered responses to specific drugs. Co-requisite: NURS 3400 and NURS 3402

NURS 3402: Drug Calculations (Credit Hours: 3 Lecture; 3 hours of class per week)
This course focuses on reading, interpreting, and solving calculations problems encountered in the preparation and administration of medications. Co-requisite: NURS 3400 and NURS 3401

NURS 3600: Adult Health I (Credit Hours: 6; Lecture 4 hours class per week and 90 hours of clinical during the semester).
This course focuses on nursing care of adults with acute and chronic physiological alterations in a variety of care environments. This is the first of a two-part course series. Pre-requisite: NURS 3400 Co-requisite: NURS 3360 and NURS 3610

NURS 3610: Mental and Behavioral Health (Credit Hours: 4; Lecture 3 hours class per week and 45 hours of clinical during the semester).
The course focuses on nursing care of persons with acute, chronic, and complex mental/behavioral health problems across the lifespan. Co-requisite: NURS 3600

NURS 3700: Adult Health II (Credit Hours: 6; Lecture 4 hours class per week and 90 hours of clinical during the semester).
This course focuses on nursing care of adults with acute and chronic physiological alterations in a variety of care environments. This is the second of a two-part course series. Pre-requisite: NURS 3600 Co-requisite NURS 3701, NURS 3370, & NURS 3380

NURS 3701: Mother/Baby and Women's Health (Credit Hours: 4; Lecture 3 hours class per week and 45 hours of clinical during the semester). Co-requisite NURS 3700

This course focuses on the nurses' care of mothers and babies during normal and high-risk pregnancy, labor/childbirth, postpartum, newborn care and women's health issues.

NURS 4401: Child and Adolescent Health (Credit Hours: 3; Lecture 2 hours class per week and 45 hours of clinical during the semester).

This course focuses on nursing care of infants, children, and adolescents and their families. Pre-requisite: NURS 3700 and NURS 3701

NURS 4442: Complex Healthcare (Credit Hours 3 cr; Lecture 3 hours class per week)

This course focuses on nursing care of patients with complex health needs across the lifespan. Students must be in their last semester. Pre-requisite: NURS 3700 and NURS 4401 Students must be in their last semester.

NURS 4444: NCLEX-RN Prep (Credit Hours: 1; Lecture 4 hours class per week).

The course focuses on achievement of professional success by preparing the RN licensure exam. Pre-requisite: Students must be in their last semester.

NURS 4452: Clinical Capstone (Credit Hours 5: Lecture 1 hour class per week and 180 hours of clinical during the semester). The practicum course will build on the concepts and knowledge gained from previous nursing courses allowing for the application of theories and concepts associated with nursing leadership, nursing research, and management of care. Students will complete an evidence-based change project for their clinical site. Pre-requisite: Students must be in their last semester.

Current Courses

NURS 3360: Nursing Ethics (Credit hours: 3, Lecture/Lab Hours: 3 hours of class per week)

This course explores ethical issues in professional nursing practice across the lifespan. Ethical concepts are learning, and ethical dilemmas are analyzed to apply to professional nursing practice.

Prerequisite(s): Admission to the RN-BSN program, or Pre-requisite: NURS 3400, or successful completion of the first year of the ASN program.

NURS 3370- Nursing Informatics and Healthcare Technologies (Credit hours: 3)

This course prepares the student to utilize informatics and health care technologies in the management of individuals, groups, and organizations for the improvement of patient outcomes.

Prerequisite(s): Must have an unencumbered RN nursing license for RN-BSN program track or Pre-requisite: NURS 3360.

NURS 3380- Evidence Based Practice (Credit hours: 3, Lecture/Lab Hours: 3 class hours per week)

This course focuses on using evidence-based practice (EBP) to provide patient centered care. This is a writing intensive course (3 credit theory).

Prerequisite(s): Admissions to RN- BSN program track and NURS 3320, NURS 3360 can be taken and prerequisites or corequisites. Traditional BSN program track taken as co-requisite with NURS 3700

NURS 4410- Population Health Nursing (Credit Hours: 5, Lecture/Lab Hours: 3 hours class, 90 clinical project contact hours per semester)

This course focuses on understanding the role of the Nurse Generalist in providing care for vulnerable groups and populations. Students complete a population health assessment and prioritize needs. Based on the identified needs, evidence-based strategies and health promotion, health education, or illness prevention are implemented and evaluated (3 credit theory and 2 credit clinical).

Prerequisite(s): NURS 3380

NURS 4430-Nursing Leadership (Credit Hours: 3, Lecture/Lab Hours: 3 hours class per week)
This course will explore the role of the nurse-leader and enable students to recognize and develop leadership skills (3 credit theory).

Prerequisite(s): NURS 3380 and BSBA 2209 or MGMT 3308

NURS 4450- Healthcare Delivery: Political, Social and Economic Influences (Credit Hours: 3)
This course will analyze the healthcare delivery system and its appropriateness for meeting the dynamic and ever-changing health needs of diverse patients through analysis of political, social and economic influences.

Prerequisite(s): Must be completed in the final semester of the BSN program. Instructor approval.

The following table outlines the relationship of credit hours to theory and clinical credits. Clinical for the Traditional BSN program will occur on a 3:1 clinical ratio, where 1 credit hour is equivalent to 45 contact hours.

| Semester | Course Title | Credit Hours | Theory Credits | Theory Hours | Clinical Credits | Clinical Hours 3:1 Ratio (45/cr) |
|----------|--|--------------|----------------|--------------|------------------|----------------------------------|
| 1 | NURS 1025: Introduction to Nursing | 3 cr | 3 | 45 | 0 | 0 |
| 3 | NURS 3310: Health Promotion and Communication | 3 cr | 3 | 45 | 0 | 0 |
| | NURS 3332: Assessment and Physical Examination | 3 cr | 2 | 30 | 1 | 45 |
| 4 | NURS 3400: Foundations of Nursing | 6cr | 4 | 60 | 2 | 90 |
| | NURS 3401: Pharmacology | 3 cr | 3 | 45 | 0 | 0 |
| | NURS 3402: Drug Calculations | 3 cr | 3 | 45 | 0 | 0 |
| 5 | NURS 3600: Adult Health I | 6 cr | 4 | 60 | 2 | 90 |
| | NURS 3610: Mental and Behavioral Health | 4 cr | 3 | 45 | 1 | 45 |
| | NURS 3360: Nursing Ethics# | 3 cr | 3 | 45 | 0 | 0 |
| 6 | NURS 3370: Nursing Informatics and Healthcare Technologies# | 3 cr | 3 | 45 | 0 | 0 |
| | NURS 3380: Evidence-based Practice# | 3 cr | 3 | 45 | 0 | 0 |
| | NURS 3700: Adult Health II | 6 cr | 4 | 60 | 2 | 90 |
| | NURS 3701: Mother/Baby and Women's Health | 4 cr | 3 | 45 | 1 | 45 |
| 7 | NURS 4401: Child and Adolescent Health | 3 cr | 2 | 30 | 1 | 45 |
| | NURS 4410: Population Health Nursing# | 5 cr | 3 | 45 | 2 | 90 |
| 8 | NURS 4442: Complex Healthcare | 3 cr | 3 | 45 | 0 | 0 |
| | NURS 4444: NCLEX-RN Prep | 1 cr | 1 | 15 | 0 | 0 |
| | NURS 4450: Healthcare Delivery Systems: Political, Social and Economic Influences# | 3 cr | 3 | 45 | 0 | 0 |
| | NURS 4452: Clinical Capstone | 5 cr | 1 | 15 | 4 | 180 |

| | | | | | |
|--|--|-----------|------------|-----------|------------|
| | TOTAL NURSING CREDITS AND HOURS | 54 | 810 | 16 | 720 |
|--|--|-----------|------------|-----------|------------|

6.2.e. Program Content

Fairmont State University is *committed to educating the global citizen leaders in an environment, distinguished by a commitment to excellence, student success and transformational impact.* The College of Nursing’s mission augments the institutional mission by being committed to *serve as a leader in improving the health of West Virginia and the global community through a commitment to excellence and innovation in teaching, scholarship and service.* The Bachelor of Science in Nursing degree traditional program aligns with both missions as it is intended to provide an opportunity for providing entry-level nurse leaders with the skills essential in today’s dynamic healthcare delivery system.

The BSN program will provide an evidence-based curriculum that will allow students to move seamlessly from high school to a baccalaureate degree in nursing. The curriculum will be designed to promote innovation, excellence, scholarship and clinical reasoning in nursing practice and to prepare entry-level RNs with the core nursing competencies identified by the American College of Nursing (April 2021).

6.2.e.1. Content and Length of Proposed Academic Program:

The BSN traditional program requires a minimum of 120 semester credits as shown in the following table. The program is four consecutive years; although students may come to Fairmont State with dual-enrollment and advanced placement credits that can reduce the number of years required to complete the degree.

| Credit From | Total Hours |
|---|--------------------|
| Core Curriculum Courses for Fairmont State University | 21-23 |
| Nursing Foundation Courses | 26 |
| Required Major Courses | 73 |
| Elective Courses | 0 |
| TOTAL | 120-122 |

Program/Cohort Orientation: Students admitted to the traditional BSN program will follow a model schedule, with flexibility as to when select general studies/core curriculum courses are taken. All students admitted to the Traditional BSN program will be advised by a professional nursing advisor in the College of Nursing. The professional nursing advisor will provide students with support in course registration; academic counseling; and review of dual credit and advanced placement and transfer courses and guidance on the application process. Students admitted to the nursing program will be required to attend a one-day orientation session, in addition to receiving a packet of information about the program and clinical agency requirements

Course Delivery: Courses will predominately be full-semester courses taught by qualified professors, adjunct faculty and clinical adjuncts. Courses will be taught face-to-face; although hybrid and virtual lectures may occur. Clinical will be taught in our skills lab, simulation lab, clinical sites, and through a variety of virtual methods. Information regarding courses will be found on Fairmont State University’s learning management system, Blackboard®, which permits learners to access the course syllabus and unit objectives with learning materials, complete work on their own or during group meetings, submit assignments or case studies, participate in electronic communication boards, take exams, etc. The course syllabus will include learning outcomes, alignment to program goals/objectives, and specify assignments, readings and other activities. Professional standards for written assignments will follow the current edition of the APA Manual. The course professor will hold either in-person, by phone, or through online virtual office hours using WebEx or Microsoft teams. All students will need to have access to a computer

and high-speed Internet and must purchase assigned books, resources, uniforms and clinical equipment as required.

Grades lower than a C are not permitted to in any course. Students are permitted to repeat a total of two courses in the traditional BSN program; failure of a third course will result in program dismissal. Rubrics are utilized in grading discussion Boards, case studies, written assignments, projects, and presentations. Clinical evaluation tools are utilized to evaluate the student’s attainment of clinical course outcomes. A standardized grading scale will be used as follows:

| Course Grade | Percent |
|--------------|---------|
| A | 92-100 |
| B | 84-91 |
| C | 75-83 |
| D | 66-74 |
| F | 0-65 |

Grades are not rounded.

6.2.e.2. Undergraduate degree program General Studies/Core Curriculum requirement:

The BSN traditional program incorporates the general studies/core curriculum courses required for all baccalaureate degree graduates from Fairmont State University as outline in the University catalog (<https://catalog.fairmontstate.edu/content.php?catoid=3&navoid=224>).

General Studies/Core Curriculum: Total 30-32 credit hours; the student may have met some of these credit hours as transfer courses, dual-enrollment or advanced placement credits.

| Core Curriculum Courses (30-32 Credit Hours) | | |
|--|--|--------------|
| If a core curriculum course is also listed as a required major course, an X is placed in the ‘credits’ column. | | |
| Core Area | Course Number | Credit Hours |
| First Year Seminar | NURS 1025 (Satisfied by Required Nursing Course) | X |
| Written Communication | ENGL 1101, ENG 1102, ENG 1103 | 6-7 |
| Oral Communication | COMM 2200, COMM 2201, or COMM 2202 | 3 |
| Mathematics | Any Course | 3-4 |
| Humanities | Any Course | 3 |
| Fine Arts | Any Course | 3 |
| Natural Science | BIOL 1180 and 1181 (Satisfied by Nursing Support Course Requirement) | X |
| Social Science | PSYC 1101 (Satisfied by Nursing Support Course Requirement) | X |
| Citizenship | Any Course | 3 |
| Personal Development | NUTR 1110 (Satisfied by Nursing Support Course Requirement) | X |
| | TOTAL | 21-23 |

6.2.e.3. The minimum requirement for general education for all undergraduate programs

delivered through the traditional distributed curricula is 24 for transfer associate's degree, and 30 for bachelor's degrees.

Students may transfer in up to 90 hours from a regionally accredited institution as long as the transferred hours meet program requirements.

1.3 Program Need and Justification

Fifty-nine percent (59%) of pre-nursing and nursing students reported that they would have chosen to pursue a traditional BSN program rather than the ASN program if the option had been available (BSN Needs Assessment, Summer 2021). Fifty-three percent (53%) of students reported spending an average of 2.94 semesters as a pre-nursing student prior to entering the ASN program, with a range 1 to 8 semesters. Forty-seven percent (47%) of students reported having dual enrollment of AP (advanced placement) credit when entering Fairmont State University. The majority of dual enrollment or AP credits are equivalent to courses in the core/general studies curriculum; many of the credits count as elective credits in the ASN program and are not needed to fulfill the ASN program degree requirements. Additionally, a WV imitative nursing pathway program is proposed for high school students wanting to become a RN; if the pathway is approved and implemented high school graduates would have a minimum of 22 college credits upon graduation. Many of the proposed nursing pathway college credits are designed to meet the core curriculum/general studies requirements for a BSN degree and are not relevant to the ASN program. Recent changes in financial aid will significantly impact high school graduates entering college in pursuit of ASN degree, as financial aid will only cover the 60 credits for their degree. Thus students with several credits may run out of financial aid prior to receiving their degree.

One hundred percent (100%) of employers responding to an Employer Needs Assessment (Summer, 2021) reported that they need more nurses and could accommodate additional student clinical rotations. Over the next five years, 67% of the employers noted that they will need 60 or more additional RNs on their staff. There are several new healthcare expansions occurring within the Fairmont Region, including a new Mon Health Hospital in Fairmont, expansion of services at Fairmont Medical Center by WVU Health Systems, and the opening of a children's hospital at WVU Health Systems., all of which will need RN's.

The US Bureau of Labor Statistics (2021) reports that employment of registered nurses (RNs) is expected to grow seven percent (7%) from 2019-2029, faster than all other occupations (<https://www.bls.gov/ooH/healthcare/registered-nurses.htm>). Work Force West Virginia Long Term Occupational Projections 2018-2028 for registered nurses estimates an employment need for RNs at 24,619; with an expected growth rate of 1.40. The growth rate for RNs in North Central WV over the next ten years is 1.36, which is equivalent to the 448 annual RN openings and replacing 148 RNs who have retired or left their position (<http://lmi.workforcewv.org/LTprojections/LTOccupationalProjections.html>). Additionally, 38% of WV RNs are 50 years of age or older, which will need to be replaced; 25% of the RNs in WV have 25 or more years of nursing experience (<https://www.wvhepc.edu/news/west-virginia-center-for-nursing-releases-2020-data-as-part-of-efforts-to-strengthen-states-nursing-workforce/>). Loss of knowledge and clinical expertise may impact the quality of care provided to state residents and this needs to be a priority for the state as nurses begin to retire. The growth rate for RNs in WV is due to increasing rates of chronic diseases, increased demand for healthcare, increased access to healthcare as a result of the Affordable Care Act, and the aging population of state residents.

Approximately 65% of RNs in WV cite their entry level of education as an Associate Degree in Nursing compared to 28% who held a Baccalaureate Degree in Nursing (<https://wvcenterfornursing.org/>; <https://public.tableau.com/app/profile/wvcfn/viz/10YEAREMPLOYMENTDEMANDPROJECTIONSLOCATIONQUOTIENTSANDJOBPOSTINGSDATADASHBOARD/Cover>).

A growing body of evidence shows that patients cared for by baccalaureate prepared RNs compared to associate degree RNs experience improved patient outcomes and decreased cost of care (Yakusheva et al., 2014). A 10% increase in the number of BSN prepared nurses on a hospital unit was found to lower the odds of patient mortality by 10.9% (Yakusheva et al., 2019). Baccalaureate prepared nurses are better prepared to provide safe quality care (Djukic et al., 2019). Patients cared for by BSN prepared nurses have improved patient and nurse outcomes (Aiken et al., 2017; Kendall-Gallagher, Aiken, et al., 2011), such as lower patient readmission rates and shorter length of hospitalization (Aiken et al., 2003; Blegen et al., 2013; Yakusheva et al., 2014), and decreased mortality rates (Aiken et al., 2003; Aiken et al., 2008; Esta et al., 2005; Friese et al., 2008; Kutney-Lee et al., 2013; Tourangeau et al., 2007). Blegen and colleagues (2013) found that patients cared for by BSN prepared nurses had decreased post-operative complications (deep vein thrombosis {DVT} or pulmonary embolism {PE}), decreased skin breakdown with formation of decubitus ulcers and decreased heart failure mortality. In a report entitled *When Care Become a Burden* released by the Milbank Memorial Fund in Texas (2001) associate degree and diploma RNs had significantly higher rates of medication errors and procedural violations compared to baccalaureate prepared RNs. Additionally, baccalaureate prepared nurses have been found to have stronger communication and problem-solving skills (Johnson, 1988) which are essential in today's dynamic healthcare environment.

Many public and private organizations support the use of BSN-prepared nurses in clinical settings. Hospitals applying for Magnet designation must show plans to achieve the recommended 80% baccalaureate prepared RN workforce by 2020; thus many associate degree graduates are required to return to school and obtain their BSN within 3-5 years of graduation. The National Advisory Council on Nurse Education and Practice calls for two-thirds of the nursing workforce to have a baccalaureate or higher degree in nursing. The U.S. Army, U.S. Navy, and U.S. Air Force require all active duty nurses to have a BSN. The Veterans Administration has established the BSN as the minimum preparation for entry-level professional nurses (State of West Virginia Nursing Careers Pathway Report, 2021). Globally, many countries require four-year undergraduate degrees to practice as a RN (Canada, Sweden, Portugal, Brazil, Iceland, Korea, Greece, and Philippines) (American Association of Colleges of Nursing, 2019).

Currently in West Virginia there are 13 associate degree nursing (ASN) programs, including one at Fairmont State University. There are nine traditional BSN programs in WV; three of which are in North Central WV. There is only one public BSN program in North Central West Virginia (West Virginia University) which limits options for students to obtain an affordable BSN degree. Additionally, there are 12 RN-BSN programs, including one at Fairmont State University. Students in the RN-BSN programs are graduates of ASN programs who are continuing their education to obtain their BSN degree.

The continuously expanding knowledge base of today's nursing practice requires a highly skilled and educated professionals. Factors such as an increased emphasis on evidence-based practice, data-driven quality improvement activities, increased focus on health promotion and disease management, demands for advanced patient assessments, and the growing complexity of healthcare clearly mandate that registered professional nurses attain formal academic preparation appropriate for their integral role as a member of the healthcare delivery team.

The goal of the proposed Bachelor of Science in Nursing program is to prepare graduates to enter professional practice in a variety of care setting with persons of all ages and diverse backgrounds or for advancement to a graduate degree program in nursing. The program is designed to enhance clinical judgment, leadership, and evidence-based innovative data driven practice in the promotion of person-centered care within the healthcare delivery system. The program prepares graduates in their role as a healthcare professional by enhancing personal, professional, and leadership development and serves as a building block for advanced nursing practice.

The BSN traditional program will provide a seamless transition for high school students who come to college with dual enrollment credit, transfer credit or will be part of the newly developed West Virginia

Nursing Pathway Pilot (State of West Virginia Nursing Career Pathway Report 2021) which is being implemented with 9th grade students; the proposed implementation date was Fall 2021. Students admitted to Fairmont State for the Fall 2021 semester who wish to pursue a nursing degree have an average of 10.7 dual enrollment credits (range 3-31; as of June 15, 2021); despite the number of credits taken while in high school the student typically spends 1-2 semesters prior to coming into an ASN program. Depending on the courses and number of credits taken, high school students could have 1-2 semesters of college credits completed prior to coming into a traditional BSN program. Students in the WV Nursing Pathway Pilot Pathway being implemented with 9th grade students in the Fall 2021, will have a minimum of 22 college credits completed prior to enrollment in college; this is the equivalent to 1.5 semesters of course work. This decreases the length of time needed for the student to obtain their BSN (6.5 semesters compared to 8 semesters). Having more baccalaureate-prepared RNs will have a positive impact on patient outcomes, as has been shown in the evidence previously provided.

6.3.a. Relationship to Institutional Goals/Objectives:

Fairmont State University is *committed to educating the global citizen leaders in an environment, distinguished by a commitment to excellence, student success and transformational impact.* The College of Nursing's mission augments the institutional mission by being committed *to serve as a leader in improving the health of West Virginia and the global community through a commitment to excellence and innovation in teaching, scholarship and service.* The Bachelor of Science in Nursing traditional degree program aligns with both missions, the strategic plan and goals of both the University and the College of Nursing.

Through a predominately face-to-face delivery method, we are meeting the needs of students to assist them in moving through the curriculum, which contains both theory and clinical components. After completing the program, students should be able to:

1. Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes.
2. Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships.
3. Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care.
4. Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health.
5. Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes.
6. Prepare entry-level profession nurses ongoing professional and leadership development through lifelong learning, graduate education, and specialization within their chosen career path.

6.3.b. Existing Programs:

Currently in West Virginia there are 13 associate degree nursing (ASN) programs, including one at Fairmont State University. There are nine traditional BSN programs in WV; three of which are in North Central WV shown in italics). There is only one public BSN program in North Central West Virginia (West Virginia University) which limits options for students to obtain an affordable BSN degree

Institutions Offering Similar Programs

| Institution Name | Public | Private | Accreditation Status |
|--|--------|---------|----------------------|
| <i>Alderson Broaddus University, Philippi WV</i> | | X | ACEN |
| Bluefield State College, Beckley, WV | X | | CCNE |
| Marshall University, Huntington, WV | X | | ACEN |
| Shepherd University, Shepherdstown, WV | X | | CCNE |
| University of Charleston, Charleston, WV | | X | ACEN |
| West Liberty University, West Liberty, WV | X | | CCNE |
| <i>West Virginia University, Morgantown, WV</i> | X | | CCNE |
| <i>West Virginia Wesleyan, Buckhannon, WV</i> | | X | CCNE |
| Wheeling Jesuit University, Wheeling, WV | | X | CCNE |

With the expansion of healthcare delivery systems, recent pandemics, and the high prevalence of chronic illness in WV it is imperative that RNs be prepared with the skills and knowledge to meet the crucial health needs of its residents.

6.3.c. Program Planning and Development:

Proposal Development: Preliminary discussions regarding the need for the development of a traditional BSN program began in Fall 2019 and that time it was placed in the College of Nursing 5-year strategic plan. At that time it was not uncommon for students to spend several semesters as a pre-nursing student prior to matriculating into the ASN program; most of the courses were core curriculum/general studies courses or for a minor. Students have since been moved to a nursing professional advisor and have transitioned out of being a pre-nursing major. Recent changes to financial aid and a proposed high school nursing curriculum pathway have highlighted the importance of moving to developing a traditional BSN program, which has been under development since June of 2021. The only other resource invested in this proposal to date are the time, talents and energies of faculty and administrators shown on the cover page.

This proposal was processed through regular academic processes, including the president of the University. This proposal was submitted to the following review and approval groups:

1. Fairmont State University College of Nursing: September 2021
2. Fairmont State University Curriculum Committee:
3. Fairmont State University Faculty Senate:
4. Fairmont State University Board of Governors' Academic Affairs Committee:
5. Fairmont State University Board of Governors:

Once approved by all, marketing will commence by the summer of 2021 to recruit the first cohort group of at least 32 persons.

6.3.d. Clientele and Need:

Special Characteristics:

All applicants must meet the general admission requirements of Fairmont State University as described in the University Undergraduate Catalog.

Admission to the Traditional Bachelor of Science Nursing program is on a competitive basis. The priority application deadline is January 15th. Students can be accepted into the Traditional BSN program in two ways.

1. **High school seniors** – This applies to high school students with eight (8) or less college credits. High school students with a cumulative GPA of 3.0 or higher, ACT score of 21 or higher or SAT

1060 or higher, and TEAS composite score of 75 or higher (pending space availability) are eligible apply to the traditional BSN program during their senior year of high school. Applications are due by January 15th (this includes official high school transcripts, official college transcripts, official ACT or SAT scores and official TEAS scores). Progression to the sophomore year is contingent on completion of all required freshman level courses with a grade of “C” or higher by the end of the summer semester of the year the student is scheduled to begin the sophomore level nursing courses. Students, who are unable to begin the sophomore level courses will need to reapply to the program.

- 2. Current or previous college students** – Students with nine (9) or more college credits or previous college graduates are eligible to apply. Applicants must have an overall 2.5 cumulative college GPA and a composite TEAS score of 75 or higher. Applications are due by January 15th (this includes University receipt of official high school transcripts, official college transcripts, official ACT or SAT scores and official TEAS scores). Successful applicants will be admitted to the freshman or sophomore level, depending on completion of freshman course requirements. Progression to the sophomore year is contingent on completion of all required freshman level courses with a grade of “C” or higher by the end of the summer semester of the year the student is scheduled to begin the sophomore level nursing courses. Students, who are unable to begin the sophomore level courses will need to reapply to the program.

Once admitted to the program students will need to be compliant with required clinical agency immunizations, American Heart Association Healthcare Provider CPR, have Affordable Care Act (ACA) compliant health insurance, unequivocal drug screen, clear background check, satisfactory health examination that allows the student to meet the College of Nursing Core Performance Standards. Specific information about the clinical agency requirements will be provided to students in an information packet. Clinical agency requirements are subject to change and students will be required to meet those requirements. . A tracking system will be used to monitor compliance. Failure to maintain compliance with clinical agency requirements will result in the student’s inability to attend clinical and will impact their ability to meet course and program requirements.

Industry Interest:

Fifty-nine percent (59%) of pre-nursing and nursing students reported that they would have chosen to pursue a traditional BSN program rather than the ASN program if the option had been available (BSN Needs Assessment, Summer 2021). Fifty-three percent (53%) of students reported spending an average of 2.94 semesters as a pre-nursing student prior to entering the ASN program, with a range 1 to 8 semesters. Forty-seven percent (47%) of students reported having dual enrollment of AP (advanced placement) credit when entering Fairmont State University. The majority of dual enrollment or AP credits are equivalent to courses in the core/general studies curriculum; many of the credits count as elective credits in the ASN program and are not needed to fulfill the ASN program degree requirements. Additionally, a nursing pathway program is proposed for high school students wanting to become a RN; if the pathway is approved and implemented high school graduates would have a minimum of 22 college credits upon graduation. Many of the proposed nursing pathway college credits are designed to meet the core curriculum/general studies requirements for a BSN degree and would be not relevant to the ASN program. Recent changes in financial aid will significantly impact high school graduates entering college in pursuit of ASN degree, as financial aid will only cover the 60 credits for their degree. Thus students with several credits may run out of financial aid prior to receiving their degree.

One hundred percent (100%) of employers responding to an Employer Needs Assessment (Summer, 2021) reported that they need more nurses and could accommodate additional student clinical rotations. Over the next five years, 67% of the employers noted that they will need 60 or more additional RNs on

their staff. There are several new healthcare expansions occurring within the Fairmont Region, including a new Mon Health Hospital in Fairmont, expansion of services at Fairmont Medical Center by WVU Health Systems, and the opening of a children’s hospital at WVU Health Systems., all of which will need RN’s.

Approximately 65% of RNs in WV cite their entry level of education as an Associate Degree in Nursing compared to 28% who held a Baccalaureate Degree in Nursing (<https://wvcenterfornursing.org/>; <https://public.tableau.com/app/profile/wvcfn/viz/10YEAREMPLOYMENTDEMANDPROJECTIONSLOCATIONQUOTIENTSANDJOBPOSTINGSDATADASHBOARD/Cover>).

A growing body of evidence shows that patients cared for by baccalaureate prepared RNs compared to associate degree RNs experience improved patient outcomes and decreased cost of care (Yakusheva et al., 2014).

6.3.e. Employment Opportunities:

The US Bureau of Labor Statistics (2021) reports that employment of registered nurses (RNs) is expected to grow nine percent (9%) from 2020-2030 (<https://www.bls.gov/ooh/healthcare/registered-nurses.htm>). According to the US Bureau of Labor Statistics baccalaureate prepared RNs “ provide and coordinate patient care and educate patients and the public about various health conditions” (<https://www.bls.gov/ooh/healthcare/registered-nurses.htm>).

This summary of the data from the U.S. Department of Labor, Bureau of Labor Statistics (BLS), well-illustrates the state and national demand for graduates of the proposed BSN traditional program. (<https://www.bls.gov/ooh/healthcare/registered-nurses.htm>).

| BLS Quick Facts Summary for Registered Nurses | |
|--|---------------------------------------|
| 20120 Median Pay | \$75,330 per year \$36.22 per hour |
| Number of jobs 2019 | 3,080,100 |
| Job Outlook 2020-2030 | 9% |
| Employment Change 2020-2030 | 276,800 |

Work Force West Virginia Long Term Occupational Projections 2018-2028 for registered nurses estimates an employment need for RNs at 24,619; with an expected growth rate of 1.40. The growth rate for RNs in North Central WV over the next ten years is 1.36, which is equivalent to the 448 annual RN openings and replacing 148 RNs who have retired or left their position (<http://lmi.workforcewv.org/LTprojections/LTOccupationalProjections.html>). Additionally, 38% of WV RNs are 50 years of age or older, which will need to be replaced; 25% of the RNs in WV have 25 or more years of nursing experience (<https://www.wvhepc.edu/news/west-virginia-center-for-nursing-releases-2020-data-as-part-of-efforts-to-strengthen-states-nursing-workforce/>). Loss of knowledge and clinical expertise may impact the quality of care provided to state residents and this needs to be a priority for the state as nurses begin to retire. The growth rate for RNs in WV is due to increasing rates of chronic diseases, increased demand for healthcare, increased access to healthcare as a result of the Affordable Care Act, and the aging population of state residents.

West Virginia has the highest concentration of jobs for RNs as shown in the following table (<https://www.bls.gov/oes/current/oes291141.htm>; March 31, 2021).

| State | Employment | Employment per thousand jobs | Location quotient | Hourly mean wage | Annual mean wage |
|---------------|------------|------------------------------|-------------------|------------------|------------------|
| West Virginia | 19,800 | 30.46 | 1.42 | \$31.31 | \$65,130 |

6.3.f. Program Impact:

The proposed traditional BSN program at Fairmont State University will help to meet the needs of RNs in North Central West Virginia as a result of nurses retiring and expansion of health services, such as opening of a new hospital in Fairmont, WV by Mon Health System and WVU Health System’s opening of a Children’s Hospital. The program will attract high school students, since many of these highly qualified high school graduates want to obtain their BSN degrees. Approximately 50% of the high school graduates coming to Fairmont State University for nursing have dual enrollment or advanced placement credits; the majority of these credits focus on core curriculum courses and are considered elective credits for our ASN students. The BSN program would allow for direct entry of high school graduates into the nursing program, provide credit for courses taken during high school, and provide for a smooth transition from high school to college for students in the proposed Nursing Pathway program for high school students.

6.3.g. Cooperative Agreements:

Once the BSN traditional program is approved, the BSN Department Chair and/or Dean will visit regional high schools to recruit potential students. The BSN Department Chair will be a faculty member with release time for program oversight.

6.3.h. Alternative to Program Development:

Alternatives to delivery of content included having all or part of courses offered in a hybrid or online format. This concept was rejected in favor of a more face-to-face program since this will be a new program, will provide an opportunity for more interactions with faculty, and to allow the high school student to obtain the college experience.

1.4. Program Implementation and Projected Resource Requirements

6.4.a. Program Administration:

The program will be under the direction of the College of Nursing. The BSN Department Chair will report to the Dean on matters such as implementation, recruitment, retention, curriculum, and program evaluation.

6.4.b. Program Projections:

Conservative planned enrollment growth and development for the first five years is shown on Form 1 in this section. New students are those who enroll in the program; total students include prior enrollees. An average of 15 credits is earned in each semester of the program (credit varies on student course work) with courses offered during the fall, spring, summer semesters. The projections are shown in the following table.

| | First Year | Second Year | Third Year | Fourth Year | Fifth Year |
|--|------------|-------------|------------|-------------|------------|
| Students Served through Course Offerings of the Program: | | | | | |
| New students enrolled by cohort | 32 | 32 | 32 | 32 | 32 |
| Total students, includes prior cohorts | 0 | 64 | 96 | 128 | 160 |
| Number of credit hours generated by courses within academic year (avg 15 credits/semester; 2 semesters/academic year) (# students x 15 cr x 2 semesters) | 960 | 1,920 | 2,880 | 3,840 | 3,840 |

6.4.c. Faculty Instructional Requirements:

6.4.c. Faculty Instructional Requirements

As a new program, faculty and support staff will be added based on the number of courses and clinical specialty area to support the courses offered. All faculty members will need to have an active unencumbered RN license in WV or a multistate license and a minimum of an MSN, preferably a doctorate in nursing. Clinical adjuncts need a minimum of a BSN, preferably an MSN with at least two years of relevant clinical experience. Most clinical adjuncts will teach either in the Fall or Spring Semester depending on course offerings.

Nursing faculty will teach a minimum of 180 contact hours per semester; contact hours are used for calculating workload due to the number of clinical hours per credit (1 cr of clinical equals 45 contact hours; ratio of 1:3). Faculty at Fairmont State are required to teach 12 credits per semester, which is the equivalent of 180 contact hours (12 credits x 15 weeks = 180 contact hours).

The BSN Department Chair will receive a 3-credit release per semester (45 contact hours) and a stipend of \$2,500 per Fall and Spring Semester and \$5,000 stipend during the summer. This is the same formula used for all Department Chairs at Fairmont State University.

The traditional BSN program will require a total of 11 full-time faculty members, plus clinical adjuncts, once the program is fully implemented. The following faculty will be required:

- **Year 1** - Two full-time faculty members, of which one will serve as Chair of the BSN program. During the first year, the two faculty will be responsible for developing the program, course syllabi, exams, program sheets, clinical adjunct recruitment, clinical placement arrangements, students, accreditation preparation, and participate in program recruitment. The Department Chair will need to have a doctorate, preferably in nursing. Faculty will need to have a minimum of a Master of Science in Nursing (MSN) with clinical experience in medical-surgical nursing.
- **Year 2** – One additional full-time faculty member with a minimum of an MSN and clinical experience in medical-surgical nursing and two clinical adjuncts (2 cr or 90 contact hours each) with medical-surgical clinical experience.
- **Year 3** – Four additional full-time faculty members with a minimum of an MSN and clinical experience in medical-surgical nursing (2 positions), mental health nursing (1 position), women's

health (1 position). Five clinical adjuncts will be needed (2 for mental health, 2 for women’s health and 1 for medical-surgical nursing).

- **Year 4** – Four additional faculty members with a minimum of an MSN and clinical experience in pediatrics (1 position), population/community health (1 position), critical care/advanced med surg (1 position), and leadership/healthcare delivery systems (1 position). A minimum of eight clinical adjuncts will be needed (mental health, women’s health, pediatrics, adult medical/surgical, population/community health, and capstone).

Faculty members may have some limited ability to assist in teaching in the RN-BSN program.

In order to meet University requirements for the rank of assistant/associate professor, WV Board of Nursing regulations and CCNE national accreditation requirements, the BSN Program Chair and faculty must have a:

1. Minimum of a Master of Science in Nursing degree from a regional or national accrediting agency recognized by the U.S. Department of Education, preferably a doctorate degree in nursing.
2. Current unencumbered RN license in WV or a multistate license.
3. Minimum of 2 years’ experience as an RN, preferably in acute care.
4. Preferred national specialty certification in nursing related to the course content and clinical that the faculty would teach or as a clinical nurse educator.

An entry level nursing faculty salary of \$75,000 (9-month) is projected; the cost will be based on academic preparation, clinical experience, and certification. Adjunct faculty are budgeted at \$1000 per credit hour.

Total faculty expense: (see Section 6.4.g Operating Resource Requirements)

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-------------------|------------------|------------------|------------------|------------------|------------------|
| Faculty Salaries | \$170,625 | \$208,894 | \$347,761 | \$490,793 | \$505,517 |
| Clinical Adjuncts | \$0 | \$12,000 | \$30,000 | \$48,000 | \$48,000 |
| TOTAL COST | \$170,625 | \$220,894 | \$377,761 | \$538,793 | \$553,517 |

6.4.d. Library Resources and Instructional Material

Fairmont State University’s Ruth Ann Musick Library provides access to peer-reviewed, full text journals, ejournals, periodicals, reports, books and other printed material to meet the needs of graduate students via the following: Academic Search Ultimate, EBSCO host electronic journal services, CQ Researcher, JSTOR, LexisNexis Academic/Nexis Uni, Points of View Reference Center, Project Muse and ProQuest Central. Students will have access to full library services by accessing their Fairmont State web portal. In addition, the Library utilizes Interlibrary Loan (ILL) to assist students, faculty, and staff by obtaining library materials not available at our own libraries.

6.4.e. Support Service Requirements

Two additional support service personnel are needed; a Skills Lab Coordinator and a Clinical Site Coordinator. Support staff will be available to assist with all programs in the College of Nursing; including the traditional ASN, LPN to ASN, weekend/hybrid ASN, and RN to BSN program tracks and the traditional BSN program.

In order to meet University requirements for the rank of assistant/associate professor, WV Board of Nursing regulations and CCNE national accreditation requirements, the support staff (Skills Lab Coordinator and Clinical Agency Coordinator) must have a:

1. Minimum of a Bachelor of Science in Nursing degree from a regional or national accrediting agency recognized by the U.S. Department of Education and currently enrolled in an MSN program.
2. Current unencumbered RN license in WV.
3. Minimum of 2 years' experience as an RN, preferably in acute care.
4. Preferred national specialty certification in nursing related to the course content and clinical that the faculty would teach.

Support personnel within the College of Nursing that will devote time to the BSN traditional program include the Director of Assessment and Administrative Operations, Program Coordinator for Compliance Tracking and an Academic Advisor. This will not be any additional cost to the College of Nursing.

Total support services expense: (see Section 6.4.g Operating Resource Requirements)

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|---|--------|----------|----------|----------|----------|
| Skills Lab Coordinator (0.5 FTE for BSN reflected in this grant) | \$0 | \$13,260 | \$13,658 | \$14,068 | \$14,490 |
| Clinical Site Coordinator (0.5 FTE for BSN reflected in this grant) | \$0 | \$13,260 | \$13,658 | \$14,068 | \$14,490 |

6.4.f. Facility requirements

No addition of new or remodeled space is required. The program will be taught online.

6.4.g. Operating Resource Requirements

A summary of operating resource requirements based on Form 2 is included below:

| | First Year | Second Year | Third Year | Fourth Year | Fifth Year |
|--|------------|-------------|------------|-------------|------------|
| FTE Positions | | | | | |
| Full-time Faculty (costs and benefits) | \$170,625 | \$208,894 | \$347,761 | \$490,793 | \$505,517 |
| BSN Department Chair | \$24,375 | \$25,106 | \$25,859 | \$26,635 | \$27,434 |
| Adjunct Faculty (Theory/Clinical) (\$3,000/credit) | \$0 | \$12,000 | \$30,000 | \$48,000 | \$48,000 |
| Other Personnel | | | | | |
| Skills Lab Coordinator (costs and benefits 0.5FTE) | \$0 | \$13,260 | \$13,658 | \$14,068 | \$14,490 |

| | | | | | |
|--|------------------|-------------------|-------------------|-------------------|-------------------|
| Clinical Site Coordinator (costs and benefits 0.5 FTE) | \$0 | \$13,260 | \$13,658 | \$14,068 | \$14,490 |
| Academic Advisor | \$0 | \$0 | \$0 | \$0 | \$0 |
| Clerical Support | \$0 | \$0 | \$0 | \$0 | \$0 |
| Total Salaries | \$195,000 | \$272,520 | \$430,936 | \$593,564 | \$609,931 |
| | | | | | |
| Current Expenses | | | | | |
| Repairs and Alterations | \$0 | \$0 | \$0 | \$0 | \$0 |
| Equipment | \$0 | \$0 | \$0 | \$0 | \$0 |
| Office PCs | \$0 | \$0 | \$0 | \$0 | \$0 |
| Library Books/Online Resources | \$0 | \$0 | \$0 | \$0 | \$0 |
| Professional Development | \$5,500 | \$7,500 | \$15,500 | \$23,500 | \$23,500 |
| Accreditation | \$0 | \$25,000 | \$0 | \$0 | \$0 |
| TOTAL COST | \$200,500 | \$280,020 | \$471,436 | \$617,064 | \$633,431 |
| | | | | | |
| Sources of Funding | | | | | |
| General Fund Appropriations (New) | | | | | |
| Tuition and Fees (Nursing Only) | \$ 31,584 | \$ 207,790 | \$ 491,382 | \$ 704,128 | \$ 719,635 |
| TOTAL ALL FUNDING | \$ 31,584 | \$ 207,790 | \$ 491,382 | \$ 704,128 | \$ 719,635 |

6.4.h. Source of Operating Resources

The summary of operating resource requirements included in Section 6.4.g, above, provides an overview of the FTE positions, projected expenses and sources of funding for the proposed program. The chart illustrates the *maximum* expected expenses for the first five years of the program, based upon the anticipated cohort enrollment described in Section 6.4.d, above.

Assuming the cohort enrollment meets planned targets, the tuition and fee revenue generated by the program will be reallocated to support and grow the program; that assumption carries throughout the five-year pro forma. The sources of funding identified as General Fund Appropriations in the Section 6.4.g pro forma will be applied against the existing College of Nursing current operating and labor budgets.

To launch the program in year-one, two new faculty lines will need to be added to the College of Nursing budget. , During the first year, the two faculty will be responsible for a limited amount of teaching, developing the program, course syllabi, exams, program sheets, clinical adjunct recruitment, clinical placement arrangements, students, accreditation preparation, and participate in program recruitment. Years two through four will see additional faculty lines added based on nursing specialty. Proposals are currently being prepared to assist with offsetting the cost of adding a new program and increasing program enrollment by at least 30 students. In addition to potential proposals submitted for funding, students will pay the associated tuition and fees assessed by the University and a \$65 dollar per credit nursing course fee. These fees will augment the cost of supplies, etc.

6.5. Program Evaluation

6.5.a. Evaluation Procedures

All course work is evaluated based on exams, clinical course evaluation tools, and rubrics grading for written assignments, case studies, discussion boards, projects, and presentations. Each course has a listing of required deliverables and grading scale. Use of student surveys for feedback will occur at the end of each semester. Dean or BSN Department Chair chats will allow for qualitative evaluation in terms of general discussion of concerns or suggestions for format/content delivery. All survey results will be reviewed, and corrective actions will be taken if needed. Student input is very important especially for new programs. The end of the course survey is completed online and is consistent with the College of Nursing evaluation practices and that of the University. After the completion of the program and within 12-months following graduation, all graduates will receive a confidential survey and be asked to rate their experience and provide feedback on the perceived value of the program. This composite graduate information will be utilized for accreditation purposes, as well as for program assessment, and will include data usually reviewed program evaluation such as proficiency, completion status, and enrollment trends. Additionally, a systematic evaluation of program plan would serve as the basis for program assessment, planning, revisions, and evaluation which is designed to meet the CCNE accreditation standards.

In addition to designing and administering the program faculty will be offered *Quality Matters* training and all courses will be designed and peer-reviewed for compliance with *Quality Matters* standards and the *Quality Matters* rubric. The goal of this effort will be to successfully meet the *Quality Matters* Rubric Standards and achieve eligibility to place *Quality Matters* Certification Mark on all courses in the BSN program

An Advisory Board will be developed to guide program development and ongoing program assessment. The Advisory Board would include vice presidents of nursing/directors of nursing from regional acute care agencies, county health departments, community health centers, and outpatient clinics along with representatives' regional high schools, Senior citizen center, student health, home health/hospice, school nurses, current students and faculty.

Lastly, the annual assessment of all programs at Fairmont State University must be carried out under the process set forth by the Institutional Assessment Council (IAC). This process ensures peer evaluation of the assessment artifacts, evidence, analysis and plan of continuous improvement for each program. The peer evaluation of the assessment report will occur early in the fall term after the first year the new program is offered. The BSN program will also undergo Program Review by the Board of Governors at least every five years.

6.5.b. Accreditation Status

The Bachelor of Science in Nursing traditional program will be designed and administered to meet the Commission on Collegiate Nursing Education (CCNE) Standards for Accreditation and the West Virginia Board of Nursing. The program anticipates seeking initial accreditation within three years of program implementation. Accreditation will require cost for the accreditation visit; additional faculty time and effort will be required of faculty for accreditation, however minimal additional expense will be incurred.

Appendix A

Master Syllabi for New Courses:

Fairmont State University
3 Credit Hour
NURS 3310
Health Promotion and Communication

Course Description: This course focuses on health promotion, risk reduction, teaching/learning, disease prevention and communication across the lifespan (3 credit hours; Lecture: 3 hours class per week).

Course Pre-requisite(s): Admission to the traditional BSN Program.

Course Co-requisite(s): NURS 3332

Course Format: Face-to-face

Course Outcomes and Assessment:

| Course Outcome | Alignment to Program Outcome | Assessment Measure | Performance Indicator |
|--|--|---|---|
| Describe the behavioral, environmental, and genetic risk factors for chronic diseases. | <ul style="list-style-type: none"> Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | <ul style="list-style-type: none"> Exams Case studies Assignment # 1 Assignment # 2 Journal writing Family genogram | 80% of students will obtain a 75% or higher in the course |
| Identify age-appropriate growth and developmental milestones across the lifespan. | <ul style="list-style-type: none"> Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. Prepare entry-level professional nurses to provide quality, safe, | <ul style="list-style-type: none"> Exams Case studies Assignment # 1 Assignment # 2 Journal writing Home assessment | 80% of students will obtain a 75% or higher in the course |

| | | | |
|--|--|--|--|
| | <p>ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships.</p> <ul style="list-style-type: none"> • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | | |
| <p>Implement a personal healthy behavior plan of care.</p> | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | <ul style="list-style-type: none"> • Exams • Case studies • Assignment # 1 • Assignment # 2 • Journal writing | <p>80% of students will obtain a 75% or higher in the course</p> |

| | | | |
|---|--|---|--|
| <p>Identify appropriate communication skills across the lifespan.</p> | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | <ul style="list-style-type: none"> • Exams • Case studies • Assignment # 1 • Assignment # 2 | <p>80% of students will obtain a 75% or higher in the course</p> |
| <p>Describe communication techniques appropriate for various age groups and cultures.</p> | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. | <ul style="list-style-type: none"> • Exams • Case studies • Assignment # 1 • Assignment # 2 • Complementary and Alternative Therapy Group Presentation | <p>80% of students will obtain a 75% or higher in the course</p> |

| | | | |
|--|---|--|--|
| | <ul style="list-style-type: none"> Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | | |
|--|---|--|--|

Required Textbook and Resources with ISBN:

- Edelman, C. L. & Kudzman, E. C. (2021). Health Promotion throughout the Lifespan. (10th ed.). Elsevier. ISBN-13: 978-0323761406
- McCorry, L. K. & Mason, J. (2020). Communication Skills for the Healthcare Professional. (2nd ed). Wolters Kluwer. ISBN 978-11-496321.

Assignments:

| Item | Number | Points Each | Total Points |
|--|--------|-------------|--------------|
| Assignment # 1: Gordon Health Assessment and Family Genogram | 1 | 25 | 25 |
| Assignment # 2 Home Assessment Checklist | 1 | 15 | 15 |
| Journal Writing – 5 journals | 5 | 15 | 75 |
| Complementary and Alternate Strategy Group Presentation | 1 | 25 | 25 |
| Exams – 4 exams | 4 | 50 | 200 |
| Comprehensive Final | 1 | 100 | 100 |
| TOTAL | | | 440 |

Grading Scale:

| Grade | Percent | Points |
|-------|---------|---------|
| A | 92-100% | 405-440 |
| B | 84-91% | 370-404 |
| C | 75-83% | 330-369 |
| D | 66-74% | 291-329 |
| F | 0-65% | 0-290 |

- A grade of “C” or above is required to pass the course and progress in the program.
- Grades will not be rounded, and no extra credit will be given.

Attendance

Students are expected to attend regularly the class and laboratory session of courses in which they are registered. Regular attendance is necessary to the successful completion of a course of study and is an integral part of a student's educational experience. Each instructor shall make available on the first day of class what the attendance requirements are and what penalties shall be imposed for nonattendance.

Late Assignment

All assignments are to be turned in on time. No assignments will be accepted late without approval of the instructor, prior to the due date. If approval is given, the instructor will establish a new due date. If the student misses the new due date, it will result in a grade of zero.

COURSE TIMELINE

(Instructions for assignments will be located in in Blackboard under the week assigned)

| Week | Date | Topic(s)/Readings | Graded Assignments /Due dates & times |
|-------------|-------------|---|--|
| 1 | | Course Introduction Chapter 1: Foundations for Health Promotion (Edelman) Chapter 1: Communication and the Quality of Care (McCorry) | |
| 2 | | Chapter 2: Nonverbal Communication (McCorry) Chapter 3: Verbal Communication (McCorry) Chapter 4: Professional Communication and Behavior (McCorry) | Journal # 1 |
| 3 | | Chapter 5: Ethical Issues Related to Health Promotion (Edelman) Chapter 5: Modifying Communication to a Patient's Unique Needs (McCorry) Chapter 6: Adapting Communication to a Patient's Ability to understand (McCorry) | Assignment # 1 |
| 4 | | Chapter 9: Screenings (Edelman) Chapter 7: Cultural Sensitivity (McCorry) | Exam # 1 |
| 5 | | Chapter 10: Health Education (Edelman) Chapter 9: Patient Education (McCorry) Chapter 13: Stress Management (Edelman) | |
| 6 | | Chapter 11: Nutrition Counseling (Edelman) Chapter 12: Exercise (Edelman) | Journal # 2 |
| 7 | | Chapter 15: Overview of Growth and Development (Edelman) Chapter 16: The Childbearing Period (Edelman) | |
| 8 | | Chapter 17: Infants (Edelman) | Exam # 2 |
| 9 | | Chapter 18: Toddler (Edelman) Chapter 19: Preschool Child (Edelman) | Assignment # 2 |
| 10 | | Chapter 20: School-Age Child (Edelman) | Exam # 3 Journal # 3 |

| | | | |
|----|--|--|-----------------------------------|
| | | Chapter 21: Adolescent (Edelman) | |
| 11 | | Chapter 22: Young Adults (Edelman) Chapter 23: Middle-Aged Adults (Edelman) | |
| 12 | | Chapter 24: Older Adults (Edelman) | Journal # 4 |
| 13 | | Chapter 25: Health Promotion for the 21 st Century (Edelman) | Exam # 4 |
| 14 | | Chapter 14: Complementary and Alternate Strategies (Edelman) | Group Presentation Journal # 5 |
| 15 | | Comprehensive Final | Comprehensive Final |

The Course Timeline is subject to change.

Students will be notified of any changes through Blackboard communication.

Assignment # 1: Gordon Health Assessment and Family Genogram

Purpose: To assist students in communicating with a patient while completing an individual health history and a family genogram.

Directions:

1. Obtain a family health history of a classmate using the Gordon Health Assessment Tool.
2. Obtain and draw a 3-generation family genogram.
3. Identify opportunities for the nurse to provide patient education regarding changes in health promotion activities.

Perform a self-reflection on your verbal and nonverbal communication skills as you collected the data. Identify what you found difficult and what will you do to improve your skills.

Assignment # 2: Home Assessment Checklist

Directions: Many people suffer home injuries each year. The following checklist should be completed at least every other year by each household to minimize any safety risk to the occupants. Homes with children, handicap individuals, or elderly many need to include additional assessments appropriate to each individual. Mark yes or no for each of the following questions. Then develop a plan to address areas of concern (marked as no).

| | Yes | No |
|---|-----|----|
| Home Security | | |
| 1. House numbers clearly visible from the street, even at night? | | |
| 2. Doors and windows clearly visible from the street? | | |
| 3. Automatic light timers installed internally? | | |
| 4. Sensor-activated lights installed externally? | | |
| 5. All darkened areas around the house able to be illuminated? | | |
| 6. Front light bright enough for night-time callers to be clearly seen? | | |
| 7. Lights left on when you leave? | | |
| 8. All external wooden doors solid core? | | |
| 9. Quality security screen doors installed at all external entrances? | | |

| | | |
|--|--|--|
| 10. All external doors fitted with dead bolt locks? | | |
| 11. Door locks keyed alike so one key unlocks all doors? | | |
| 12. Emergency escape routes planned? | | |
| 13. Keys not hidden outside? | | |
| 14. Front door fitted with wide-angle peephole and safety chain? | | |
| 15. Garage/garden shed locked when not in use? | | |
| 16. Garden tools locked away when not in use? | | |
| 17. Security alarm installed, used and serviced regularly? | | |
| General Household | | |
| 1. Stairwells well light? | | |
| 2. Are handrails on both sides of staircases (which can be easily grasped)? | | |
| 3. Are nonskid treads used on stairs? | | |
| 4. Is a telephone present? | | |
| 5. Are emergency numbers written in large print and kept near the phone? | | |
| 6. Are walkways free of toys, small objects, electrical cords, etc.? | | |
| 7. Are electrical cords in good repair (no frays, multiple cords in one outlet, etc.)? | | |
| 8. Is the temperature in the home within a comfortable range? | | |
| 9. Is furniture arranged to allow for free movement in heavily traveled areas? | | |
| 10. Is furniture sturdy enough to offer support? | | |
| 11. If fireplaces or other heating devices are present, do they have protective screens? | | |
| 12. Are smoke detectors present (esp. in kitchen and bedroom)? | | |
| 13. Are smoke detector batteries changes twice yearly (Fall and Spring)? | | |
| 14. Are basements and attics easy to get to, well lighted, and well ventilated? | | |
| 15. Are loose rugs present in the home? | | |
| Kitchen | | |
| 1. Are there loose extension cords, small sliding rugs, and slippery linoleum tiles present? | | |
| 2. Are there large easily readable dials present on the stove or other appliances, with the "on" and "off" positions clearly marked? | | |
| 3. Is the refrigerator in good working order? | | |
| 4. Is the refrigerator clean, free of odor, and moldy food? | | |
| 5. Are spaces for food storage adequate? Are shelves at eye level and easily reached? | | |
| 6. Is a study stepladder present for reaching items on high shelves? | | |
| 7. Are electrical circuits overloaded with too many appliances? | | |
| 8. Are electrical appliances disconnected when not in use? | | |
| 9. Are sharp objects (such as knives) kept in special holders? | | |
| 10. Are cleaning fluids, polishes, bleaches, detergents, and all poisons stored separately and clearly marked? | | |
| 11. Are kitchen chairs sturdy with high backs and arm rests? | | |
| 12. Are pot holders available for removing pots and pans from the stove/oven? | | |
| 13. Is baking soda available in case of fire? | | |
| 14. Is the microwave clean? | | |
| 15. Is the stove free from flammable objects? | | |
| 16. Is a fire extinguisher present and up to date? | | |
| Bathroom | | |
| 1. Are grab bars in the bath, in the shower, and around the toilet? | | |
| 2. Are toilet seats high enough to get off of without difficulty? | | |
| 3. Can the bathroom door be easily closed to ensure privacy? | | |
| 4. Are bathroom doorways wide enough for wheelchairs and walkers? | | |
| 5. Are there nonskid rubber mats in the bath, in the shower, and on the floor? | | |
| 6. Are medications stored safely? | | |
| 7. Do medication containers have childproof tops? Are they labeled in large print? | | |

| | | |
|--|--|--|
| 8. Have all outdated medications been discarded? | | |
| 9. Can the water temperature be easily regulated? | | |
| 10. Are electrical cords, outlets, and appliances a safe distance from the tub? | | |
| 11. Are razor blades kept in a safe place? | | |
| 12. Is a first aid kit available? | | |
| Bedroom | | |
| 1. Is there adequate lighting from the bedroom to the bathroom? | | |
| 2. Are lights easily accessible? (If not suggest a flashlight be kept by the bedside?) | | |
| 3. Are beds in good repair? | | |
| 4. Are beds at the proper height to allow for easy transfer on and off without difficulty? | | |
| 5. Do bedroom rugs have nonskid rubber backings? | | |

Plans for improvement

Journal Writing Assignments

| | |
|-------------|---|
| Journal # 1 | Identify the 5 most important things in your life and why. Must be typed using APA format. |
| Journal # 2 | Develop a personal health promotion plan, SMART goals and a personal behavioral modification plan which focuses on screenings and immunizations. Your SMART goals should be completed by the end of the semester. Develop a personal health promotion plan, SMART goals and a personal behavioral modification plan which focuses on screenings and immunizations. Your SMART goals should be completed by the end of the semester. |
| Journal # 3 | Update progress toward meeting health promotion goals on a daily basis and include vital signs, nutrition, and exercise goals and progress toward meeting goals. Use the SMART format for writing your goals, which should be met by the end of the semester. |
| Journal # 4 | Update progress toward meeting health promotion goals on a daily basis with revisions to plan/goals as needed. Add stress management goals and progress toward meeting goals. Use SMART format for writing your goals, which should be written by the end of the semester. |
| Journal # 5 | <p>Update progress toward meeting health promotion goals on a daily basis with revisions to plan/goals as needed.</p> <p>You are currently ordered the following medications, which you will need to take for 5 days.</p> <p>HCTZ 25 mg PO QD (8am) Furosemide (Lasix) 40 mg PO BID (6am – 6pm) Digoxin (Lanoxin) 0.125 mg PO QD (8am) – peach Metformin (Glucophage) 500 mg 2 tablets twice a day (8am and 6pm) Simvastatin (Zocor) 80 mg PO every day (6pm) – pink Captopril (Capoten) 25 mg PO every 8 hours (8am – 4pm- 12 midnight) - blue</p> <p>Reflect on any difficulties you had following your medication regimen, doses missed, financial impact, etc.</p> |

Fairmont State University
3 Credit Hours
NURS 3332
Health Assessment and Physical Examination of Persons

Course Description: This course provides the students with the knowledge and skill necessary to perform a comprehensive health assessment (Credit Hours: 3; Lecture: 3 hours class per week, 45 hours of clinical during semester).

Course Pre-requisite(s): Admission to the traditional BSN Program.

Course Co-requisite(s): NURS 3310

Course Format: Face-to-face

Course Outcomes and Assessment:

| Course Learning Outcomes | Alignment to Program Outcome | Assessments/ Assignments | Performance Indicator |
|-----------------------------------|---|---|--|
| Obtain a complete health history. | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development | <ul style="list-style-type: none"> • Competency evaluations • Video recordings • Clinical discussions. | 80% of students will obtain a 75% or higher in the course. |

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| | of health policy and delivery of population health. | | |
| Obtain subjective/objective data on the health status of a person. | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. | <ul style="list-style-type: none"> • Competency evaluations • Video recordings • Clinical discussions | 80% of students will obtain a 75% or higher in the course. |
| Perform a comprehensive physical assessment. | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. | <ul style="list-style-type: none"> • Competency evaluations • Video recordings • Clinical discussions | 80% of students will obtain a 75% or higher in the course. |

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| | <ul style="list-style-type: none"> • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. | | |
| <p>Perform a focused physical assessment.</p> | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision | <ul style="list-style-type: none"> • Competency evaluations • Video recordings • Clinical discussions | <p>80% of students will obtain a 75% or higher in the course.</p> |

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| | <p>making and innovation in the provision of quality person-centered care.</p> <ul style="list-style-type: none"> • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. | | |
| Perform and interpret vital signs. | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. | <ul style="list-style-type: none"> • Competency evaluations • Video recordings • Clinical discussions | 80% of students will obtain a 75% or higher in the course. |
| Differentiate expected vs. unexpected | <ul style="list-style-type: none"> • Integrate a background in the | <ul style="list-style-type: none"> • Competency evaluations | 80% of students will obtain a 75% or |

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| assessment findings. | <p>liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes.</p> <ul style="list-style-type: none"> • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. | <ul style="list-style-type: none"> • Video recordings • Clinical discussions | higher in the course. |
| Provide person centered care to the assessment process. | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based | <ul style="list-style-type: none"> • Competency evaluations • Video recordings • Clinical discussions | 80% of students will obtain a 75% or higher in the course. |

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| | <p>innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships.</p> <ul style="list-style-type: none"> • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. | | |
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Required Textbook and Resources with ISBN:

- Jenson, S. (2019). Nursing Health Assessment: A Best Practice Approach. (3rd ed.). Lippincott Williams & Wilkins. ISBN: 9781496349170
- Shadow Health Inc. (2021). Health Assessment (Digital Clinical Experience Access Subscription). Shadow Health. ISBN: 9780989788816

Assessments/Assignments

| Week | Assignment | Assessment | Points |
|-------------|---|--|---------------|
| 1 | Class Introductions | | 10 |
| 2 | Shadow Health Orientation | Shadow Health | 10 |
| 3 | ❖ Chapter 4 Documentation and Interprofessional Communication | Communication Discussion | 10 |
| 4 | ❖ Chapter 2 ❖ Health History/Interview | Written Assignment | |
| 5 | Cultural Assessment ❖ Chapter 10 | Discussion | 50 |
| 6 | ❖ Special Assessments Chapters 6-10 | Video assignment | 50 |
| 7 | ❖ Skin, Hair, Nails Chapter 11 | Shadow Health | 50 |
| 8 | Genetics and genomics | Discussion | 50 |
| 9 | HEENT ❖ HEENT Eyes, ears, nose, throat Chapters 12-15 | ENT Noah Case study Shadow Health | 50 |
| 10 | ❖ Thorax and Lungs Assessment Chapter 16 | Video Assignment | 60 |
| 11 | ❖ Neurological Chapter 22 | Video Assignment | 50 |
| 12 | ❖ Musculoskeletal ❖ Chapter 21 | Shadow health | 50 |

| | | | |
|----|---|----------------------------|------------------------------|
| 13 | ❖ Heart, Vascular, and Lymphatic Systems Chapters 17 and 18 | CV Video Assessment | 30 |
| 14 | ❖ Special Populations ❖ Chapter 25, 26, 27, 28 | Discussion | |
| 15 | Shadow Health Website Comprehensive Exam | | 100 |
| | | | Total Possible Points |

Grading Scale:

| Grade | Percent | Points |
|-------|---------|---------|
| A | 92-100% | 500-540 |
| B | 84-91% | 445-499 |
| C | 75-83% | 405-444 |
| D | 66-74% | 360-404 |
| F | 0-65% | 0-359 |

In order to pass the course with a grade of “C” or higher, the student is required to:

- Have an exam and comprehensive final average of 75% or higher
- Satisfactorily passed the competency clinical evaluation
- Satisfactorily completed the clinical portion of the course

If a student has an exam grade average (exams and final exam) of less than 75% the student will earn a grade of “D” or “F” depending on their average.

If a student is unsuccessful on their clinical competency after a second attempt or receives an unsatisfactory score on their final clinical evaluation, the student will earn a grade of “D” (if only one clinical component is unsatisfactory) or “F” (if both clinical components are unsatisfactory).

Students must pass the clinical competency and receive a satisfactory grade for the clinical component of the course in order to pass the course. An unsatisfactory in clinical or failure to pass the competency evaluation by the second attempt results in a grade of D (if passing the theory component or has an exam average above 66%) or F (if the grade is less than 68%).

**The Course Timeline is subject to change.
Students will be notified of any changes through Blackboard communication.**

Fairmont State University
NURS 3400
3 Credit Hours
Foundations of Nursing

Course Description: This course lays the foundation for development of clinical judgement in the provision of compassionate person-centered care (Credit hours: 6; Lecture 4 hours class per week and 90 hours of clinical during the semester).

Course Pre-requisite(s): NURS 3310 and NURS 3332

Course Co-requisite(s): NURS 3401 and NURS 3402

Course Format: Face-to-face

Course Outcomes and Assessment:

| Course Outcome | Alignment to Program Outcome | Assessment Measure | Performance Indicator |
|---|--|--|--|
| Use clinical judgment skills as a framework for clinical decision making and establishment of person-centered care. | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing | <ul style="list-style-type: none"> • Exams • Vsims • Clinical evaluations | 80% of students will obtain a 75% or higher in the course. |

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| | by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | | |
| Identify strategies to promote safe, effective person-centered care. | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | <ul style="list-style-type: none"> • Exams • Vsims • Clinical evaluations | 80% of students will obtain a 75% or higher in the course. |
| Develop inter-professional | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, | <ul style="list-style-type: none"> • Exams • Vsims | 80% of students will obtain a 75% or higher in the course. |

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| <p>communication skills.</p> | <p>and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes.</p> <ul style="list-style-type: none"> • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | <ul style="list-style-type: none"> • Clinical evaluations | |
| <p>Develop professional role responsibility in the delivery of person-centered care.</p> | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced- | <ul style="list-style-type: none"> • Exams • Vsims • Clinical evaluations | <p>80% of students will obtain a 75% or higher in the course.</p> |

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| | <p>based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships.</p> <ul style="list-style-type: none"> • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | | |
| <p>Identify evidence-based practice guidelines to improve quality of care.</p> | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the | <ul style="list-style-type: none"> • Exams • Vsims • Clinical evaluations | <p>80% of students will obtain a 75% or higher in the course.</p> |

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| | provision of quality person-centered care. <ul style="list-style-type: none"> • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | | |
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Required Textbook and Resources with ISBN:

- Pocket Nurse: Blue Skills Tote Bag (*Purchased from University Bookstore*)
- Portable Simulation Lab Kit (*Purchased from the University Bookstore*)
- Taylor, C. (2018). *Fundamentals of Nursing: The Art and Science of Person-Centered Care*. (9th ed). Wolters Kluwer. ISBN: 9781496362179
- Taylor, C. (2021). *Taylor's Fundamentals of Nursing (Enhanced CoursePoint Plus 4.0 Access Code)*. Lippincott Williams & Wilkins. ISBN: 9781975123901
- Lynn, P. (2018). *Taylor's Clinical Nursing Skills: A Nursing Process Approach*. (5th ed). Lippincott Williams & Wilkins. ISBN: 9781496362179
- Ogden's S. (2019). *Calculation of Drug Dosages: A Work Text*. (11th ed.). Evolve. ISBN: 978-0323551281

Assessments/Assignments

| Component | Points Each | Total Points |
|--|-------------|------------------------------|
| Testing Component | | |
| 6 Unit Exams | 100 | 600 |
| 1 Final HESI Exam | 60 | 60 |
| | | 660 Test Points |
| Assignment Component | | |
| 1 Computer Practice Quiz | 5 | 5 |
| 5 Adaptive Quiz Journals – PrepU Questions | 10 | 50 |
| 4 vSim Assignments - thePoint | 20 | 80 |
| 2 Medication Math Quizzes | 10 | 20 |
| | | 155 Assignment Points |
| Course Total | | 815 Total Points |

Evaluation and Grading Scale

Exam Point Calculation: Students are required to pass the exam (test) portion of the course with a 75% average before the assignment components for the course will be added into the final grade calculation.

| Grade | Grading Scale | Points Needed |
|-------|---------------|---------------|
| A | 92-100% | 608-660 |
| B | 84-91% | 555-607 |
| C | 75-83% | 495-554 |

Final Grade Calculation: Students must pass the clinical component of courses in order to pass the course.

| Grade | Grading Scale | Points Needed |
|-------|---------------|---------------|
| A | 92-100% | 750-815 |
| B | 84-91% | 685-749 |
| C | 75-83% | 612-684 |
| D | 66-74% | |
| F | 0-65.9% | |

In order to pass the course with a grade of “C” or higher, the student is required to:

- Have an exam and comprehensive final average of 75% or higher
- Satisfactorily passed the competency clinical evaluation
- Satisfactorily completed the clinical portion of the course

If a student has an exam grade average (exams and final exam) of less than 75% the student will earn a grade of “D” or “F” depending on their average.

If a student is unsuccessful on their clinical competency after a second attempt or receives an unsatisfactory score on their final clinical evaluation, the student will earn a grade of “D” (if only one clinical component is unsatisfactory) or “F” (if both clinical components are unsatisfactory).

Students must pass the clinical competency and receive a satisfactory grade for the clinical component of the course in order to pass the course. An unsatisfactory in clinical or failure to pass the competency evaluation by the second attempt results in a grade of D (if passing the theory component or has an exam average above 66%) or F (if the grade is less than 68%).

COURSE ASSIGNMENTS:

Medication Math: The nurse *must* be able to apply mathematical concepts to real life situations in which a patient's well-being or even life itself is at stake. Therefore, when performing dosage calculations, “*no error*” is the only acceptable goal and all students are expected to be competent in the calculation of drug dosages.

*** The student must receive: 100% on the Dosage Calculation Competency to progress in the nursing program.**

Adaptive Quiz Journals: Adaptive Quiz journaling will be kept according to the dates posted on the calendar. Each student will do an adaptive quiz journal on the material that is covered in class. A journal will be completed for the questions and this is what is graded according to the rubric.

vSim for Nursing Activities: vSim for nursing activities are a resource on thePoint that is completed with most unit exams and is due before the exam. Students must complete the ‘Suggested Reading’, ‘Pre-Simulation Quiz’, vSim, and the ‘Post-Simulation Quiz’ for the assignment. The ‘Pre-Simulation Quiz’ is worth 5 points, the vSim is worth 10 points, and the ‘Post-Simulation Quiz’ is worth 5 points if completed by the due date. The vSim activities can be completed as many times as needed.

Course Timeline:

| <u>Week/Unit:</u> | <u>Date:</u> | <u>Topic(s)/Readings:</u> | <u>Graded Assignments /Due Dates & Times:</u> |
|-----------------------|----------------------|--|---|
| 1) Unit 1 | 8/10/21 & 8/12/21 | <ul style="list-style-type: none"> ➤ Health, Wellness & Health Disparities Chapter 3 ➤ Basic Human Needs <i>Chapter 4</i> | N/A |
| 2) Unit 1 | 8/17/21 & 8/19/21 | <ul style="list-style-type: none"> ➤ The Nursing Process <i>Chapters 14, 15, 16, 17, and 18</i> ➤ Basic Concepts of Critical Thinking <i>Chapters 13, 17, and 18</i> ➤ Vital Signs <i>Chapter 25</i> ➤ Cardiopulmonary Function and Oxygenation <i>Chapter 39</i> | N/A |
| 3) Unit 1 & Unit 2 | 8/24/21 & 8/26/21 | <ul style="list-style-type: none"> ➤ Cardiopulmonary Function and Oxygenation (continued) Chapter 39 <i>Chapter 26, "Health Assessment". Pages: 714- 721</i> <i>(Unit 2 Exam Content)</i> ➤ Growth & Development: Overview <i>Chapter 21</i> ➤ Adolescent & Young Adult <i>Chapter 22</i> ➤ Growth & Development: Middle and Older Adult Chapter 23 | ❖ Practice Quiz (5 points) |
| 4) Unit 2 | 8/31/21 & 9/2/21 | <ul style="list-style-type: none"> ➤ Asepsis, Infection Prevention and Control <i>Chapter 24</i> | ❖ Unit 1 Exam – 8/31/2021 at 8 am (100 points) |
| 5) Unit 2 | 9/7/21 & 9/9/21 | <ul style="list-style-type: none"> ➤ Urinary Elimination and Urinary Bladder Catheterization <i>Chapter 37</i> ➤ Introduction to Therapeutic Communication: <i>Chapter 8</i> | N/A |
| 6) Unit 3 | 9/14/21 & 9/16/21 | <ul style="list-style-type: none"> ➤ Overview of Medication Administration ➤ Administering Medications: Oral, Topical, Inhalation, and Irrigation | <ul style="list-style-type: none"> ❖ Unit 2 Exam – 9/14/2021 at 8 am (100 points) ❖ Adaptive Quiz Journal – 9/14/21 at 7:59 am ❖ Kim Johnson vSim – 9/14/21 at 7:59 am |
| 7) Unit 3 | 9/21/21 & 9/23/21 | <ul style="list-style-type: none"> ➤ Administering Medications: Parenteral Medications <i>Chapter 29</i> ➤ Comfort/Pain <i>Chapter 35</i> ➤ MSK/Neuro Assessment <i>See Chapter 26: Health Assessment and Skill 260-2 in Taylor's Clinical Skill Textbook pages: 728-735</i> | N/A |

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| 8) Unit 3 | 9/28/21 & 9/30/21 | ➤ Skin Integrity and Wound Care <i>Chapter 32</i> | ❖ Unit 3 Exam – 9/30/2021 at 8 am (100 points) ❖ Adaptive Quiz Journal – 9/30/21 at 7:59 am ❖ Josephine Morrow vSim 9/30/21 at 7:59 am |
| 9) Unit 4 | 10/5/21 & 10/7/21 | ➤ Ethics and Values <i>Chapter 6</i> ➤ Legal Implications in Nursing Practice <i>Chapter 7</i> ➤ Client Education <i>Chapter 9</i> ➤ Sleep <i>Chapter 34</i> | N/A |
| 10) Unit 4 | 10/12/21 & 10/14/21 | ➤ Documentation <i>Chapter 19</i> ➤ Managing Patient Care <i>Chapter 10, 12 and 13</i> <i>Prioritization, Delegation, and</i> <i>Management of Care Textbook</i> | ❖ Unit 4 Exam – 10/14/2021 at 8 am (100 points) ❖ Adaptive Quiz Journal – 10/14/21 at 7:59 am ❖ Sara Lyn vSim – 10/14/21 at 7:59 am |
| 11) Unit 5 | 10/19/21 & 10/21/21 | ➤ Fluids and Electrolytes <i>Chapter 40</i> ➤ Bowel Elimination <i>Chapter 38</i> <i>Abdominal Assessment:</i> <i>Chapter: 26 (pages: 724-725)</i> | N/A |
| 12) Unit 5 | 10/26/21 & 10/28/21 | ➤ Nutrition <i>Chapter 36</i> | ❖ Unit 5 Exam – 10/28/2021 at 8 am (100 points) ❖ Adaptive Quiz Journal – 10/28/21 at 7:59 am ❖ Rashid Ahmed vSim – 10/28/21 at 7:59 am |
| 13) Unit 6 | 11/2/21 & 11/4/21 | ➤ Culture and Ethnicity <i>Chapter 5</i> ➤ Spiritual Health <i>Chapter 46</i> ➤ Self-Concept <i>Chapter 41</i> ➤ Sexuality and Reproduction <i>Chapter 45</i> | N/A |
| 14) Unit 6 | 11/9/21 & 11/11/21 | ➤ Stress and Adaptation <i>Chapter 42</i> ➤ Professional Communication <i>Supplemental Information Provided</i> | ❖ Unit 6 Exam – 11/11/2021 at 8 am (100 points) ❖ Adaptive Quiz Journal – 11/11/21 at 7:59 am |
| Finals Week | Wednesd ay 11/17/ 21 | ➤ Finals Week | ❖ HESI Final Exam – 11/17/2021 at 8 am (60 points) |

**The Course Timeline is subject to change.
Students will be notified of any changes through Blackboard communication.**

Fairmont State University
3 Credit Hour
NURS 3401
Pharmacology

Course Description: The course focuses on principles of pharmacology and pharmacotherapeutics. Characteristics and uses of major drug groups and safe medication administration will be emphasized with consideration given to person-centered responses to specific drugs (Credit Hours: 3; Lecture 3 hours of class per week).

Course Co-requisite(s): NURS 3400 and NURS 3402

Course Format: Face-to-Face

Course Outcomes and Assessment:

| Course Outcome | Alignment to Program Outcome | Assessment Measure | Performance Indicator |
|--|---|---|--|
| Determine principles of safe administration of medications. | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. | <ul style="list-style-type: none"> • Exams • Case study | 80% of students will obtain a 75% or higher in the course. |
| Examine legal, ethical, social and cultural issues related to medication administration. | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. | <ul style="list-style-type: none"> • Exams • Case study | 80% of students will obtain a 75% or higher in the course. |

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| | <ul style="list-style-type: none"> • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | | |
| Describe major classifications of drugs used in treatment of acute and chronic physiological alterations. | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. | <ul style="list-style-type: none"> • Exams • Case Study | 80% of students will obtain a 75% or higher in the course. |
| Apply components to the nursing process to the administration of medications in the provision of person-centered care. | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. | <ul style="list-style-type: none"> • Exams • Case study | 80% of students will obtain a 75% or higher in the course. |

| | | | |
|--|--|--|--|
| | <ul style="list-style-type: none"> Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. | | |
|--|--|--|--|

Required Textbook and Resources with ISBN:

- Lilley, Rainforth, Collins, & Snyder. (2020). Pharmacology and the Nursing Process. 9th Ed. Elsevier. ISBN: 9780323529495.

Assignments:

| Item | Number | Points Each | Total Points |
|--------|--------|-------------|--------------|
| Exam 1 | | 50 | |
| Exam 2 | | 50 | |
| Exam 3 | | 50 | |
| Exam 4 | | 50 | |
| Final | | 100 | |
| | | 300 | 300 |

Grading Scale:

| Grade | Percent | Points |
|-------|---------|---------|
| A | 92-100% | 276-300 |
| B | 84-91% | 252-275 |
| C | 75-83% | 225-251 |
| D | 66-74% | |
| F | 0-65% | |

- A grade of “C” or above is required to pass the course and progress in the program.
- Grades will not be rounded, and no extra credit will be given.

Attendance

Students are expected to attend regularly the class and laboratory session of courses in which they are registered. Regular attendance is necessary to the successful completion of a course of study and is an integral part of a student's educational experience. Each instructor shall make available on the first day of class what the attendance requirements are and what penalties shall be imposed for nonattendance.

Late Assignment

All assignments are to be turned in on time. No assignments will be accepted late without approval of the instructor, prior to the due date. If approval is given, the instructor will establish a new due date. If the student misses the new due date, it will result in a grade of zero.

COURSE TIMELINE

(Instructions for assignments will be located in in Blackboard under the week assigned)

| Week | Date | Topic(s)/Readings | Graded Assignments /Due dates & times |
|------|------|--|---------------------------------------|
| 1 | | The nursing Process and Safe Administration of Medications | |

| | | | |
|----|--|--|-------|
| 2 | | Anti-infective and Anti-inflammatory Drugs | |
| 3 | | Drugs Affecting the Respiratory System | exam |
| 4 | | Drugs Affecting the Central Nervous System | |
| 5 | | Drugs Affecting the Autonomic Nervous System | |
| 6 | | Dermatologic, Ophthalmic, and Otic Drugs | exam |
| 7 | | Drugs Affecting the Cardiovascular | |
| 8 | | Drugs Affecting the Renal Systems | |
| 9 | | Drugs Affecting the Gastrointestinal System | exam |
| 10 | | Drugs Affecting the Central Nervous System | |
| 11 | | Drugs Affecting the Endocrine | . |
| 12 | | Drugs Affecting the Endocrine and Reproductive Systems | exam |
| 13 | | Drugs Affecting the Reproductive Systems | |
| 14 | | Drugs Affecting the Gastrointestinal System | |
| 15 | | Finals | Final |

The Course Timeline is subject to change.

Students will be notified of any changes through Blackboard communication.

Fairmont State University
3 Credit Hours
Nursing 3402
Drug Calculations

Course Description: This course focuses reading, interpreting, and solving drug calculation problems encountered in the preparation of medications (Credit Hours: 3; Lecture: 3 hours class per week).

Course Co-requisite(s): NURS 3400 and NURS 3401

Course Format: Online

Course Outcomes and Assessment:

| Course Outcome | Alignment to Program Outcome | Assessment Measure | Performance Indicator |
|---|---|---|--|
| Identify components of medication labels. | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. | <ul style="list-style-type: none"> • Exams | 80% of students will obtain a 75% or higher in the course. |

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| <p>Interpret healthcare provider orders regarding medications.</p> | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. | <ul style="list-style-type: none"> • Exams | <p>80% of students will obtain a 75% or higher in the course.</p> |
| <p>Solve drug dosage calculations for persons across the lifespan.</p> | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, | <ul style="list-style-type: none"> • Exams | <p>80% of students will obtain a 75% or higher in the course.</p> |

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| | <p>evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships.</p> <ul style="list-style-type: none"> • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. | | |
| <p>Calculate safe dose range of medications.</p> | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality | <ul style="list-style-type: none"> • Exams | <p>80% of students will obtain a 75% or higher in the course.</p> |

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| | <p>person-centered care.</p> <ul style="list-style-type: none"> • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. | | |
| Describe legal and ethical principles associated with medication administration. | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. | <ul style="list-style-type: none"> • Exams | 80% of students will obtain a 75% or higher in the course. |

Required Textbook and Resources with ISBN:

- Ogden's S. (2019). Calculation of Drug Dosages: A Work Text. (11th ed.). Evolve. ISBN: 978-0323551281

The following link describes the characteristics of a successful online student:

http://www.fairmontstate.edu/academics/distancelearning/successful_student.asp

Assessments/Assignments

See calendar at the end of the syllabus

Evaluation and Grading Scale

| Item | Points Each | Total Points |
|---------------------|-------------|--------------|
| Chapter Post-test | 10 | 170 |
| Unit Exams | 50 | 250 |
| Comprehensive Final | 100 | 100 |

Exam Point Calculation

| Grade | Grading Scale | Points Needed |
|-------|---------------|---------------|
| A | 92-100% | 479-520 |
| B | 84-91% | 437-478 |
| C | 75-83% | 390-436 |
| D | 66-74% | 344-389 |
| F | 0-65.9% | 0-343 |

A grade of "C" or above is required to pass the course and progress in the program. Grades will not be rounded, and no extra credit will be given.

Grading and Progression

A grade of "C" or above is required in all courses. Classes in which a "D" or lower was recorded and developmental course credit hours will not count toward the credit hours required to graduate (60 for ASN and 120 for BSN). Students must maintain a 2.0 GPA or higher to progress in the ASN or BSN Program. In addition, nursing courses that are older than five years old must be repeated.

Course Timeline:

| WEEKS | CHAPTERS CONTENT | Assignments | Points |
|----------------|---|--|------------------------|
| Week 1 | Course Introduction Chapters 4 & 5 Ratio and Proportions | Chapter 4 Post Test 1 and 2 – must show your work to receive credit Chapter 5 Post Test 1 and 2 – must show your work to receive credit | 10 points 10 points |
| Week 2 | Chapter 6: Metric and Household Measurements | Chapter 6 Post Test 1 and 2 – must show your work to receive credit | 10 points |
| Week 3 | Chapter 7: Calculations Used in Patient Assessments Exam Chapters 4-6 | Chapter 7 Post Test 1 and 2 – must show your work to receive credit Exam | 10 points |
| Week 4 | Chapter 8: Safety in Medication Administration Chapter 9: Interpretation of the Licensed Prescriber's Orders | Chapter 8 Post Test 1 and 2 – must show your work to receive credit Chapter 9 Post Test 1 and 2 – must show your work to receive credit | 10 points 10 points |
| Week 5 | Chapter 10: Reading Medication Labels Chapter 11: Oral Dosages | Chapter 10 Post Test 1 and 2 – must show work to receive credit Chapter 10 Post Test 1 and 2 – must show work to receive credit | 10 points 10 points |
| Week 6 | Chapter 11: Oral Dosages Exam Chapters 4-10 (Comprehensive) | Exam | |
| Week 7 | Chapter 12: Parenteral Dosages | Chapter 11 Post Test 1 and 2 – must show work to receive credit Chapter 12 Post Test 1 and 2 – must show work to receive credit | 10 points 10 points |
| Week 8 | Chapter 13: Dosages Measured in Units Exam Chapters 4-12 (Comprehensive) | Chapter 13 Post Test 1 and 2 – must show work to receive credit Exam | 10 points |
| Week 9 | Chapter 14: Reconstitution of Medications Chapter 15: Intravenous Flow Rates | Chapter 14 Post Test 1 and 2 – must show work to receive credit Chapter 15 Post Test 1 and 2 – must show work to receive credit | 10 points 10 points |
| Week 10 | Chapter 15: Intravenous Flow Rates Chapter 16: IV Flow Rates for Dosages Measured in Units | Chapter 16 Post Test 1 and 2 – must show work to receive credit | 10 points |
| Week 11 | Chapter 17: Critical Care IV Flow Rate Exam Chapters 4-16 (Comprehensive) | Exam | |
| Week 12 | Chapter 17: Critical Care IV Flow Rate Chapter 19: Obstetric Dosages | Chapter 17 Post Test 1 and 2 – must show work to receive credit Chapter 19 Post Test 1 and 2 – must show work to receive credit | 10 points 10 points |
| Week 13 | Chapter 18: Pediatric Dosages | Chapter 18 Post Test 1 and 2 – must show work to receive credit | 10 points |
| Week 14 | Exam Chapters 17-19 | Exam | |

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| Week 15 | Final Review Final Exam Comprehensive | Exam | |

The Course Timeline is subject to change.

Students will be notified of any changes through Blackboard communication.

Fairmont State University
3 Credit Hours
NURS 3600
Adult Health I

Course Description: This course focuses on nursing care of adults with acute and chronic physiological alterations in a variety of care environments. This is the first of a two-part course series. (Credit Hours: 6; Lecture 4 hours class per week and 90 hours of clinical during the semester).

Course Pre-requisite(s): NURS 3400

Course Co-requisite(s): NURS 3360 and NURS 3610

Course Format: Face-to-face

Course Outcomes and Assessment:

| Course Outcomes | Alignment to Program Outcome | Assessment Measure | Performance Indicator |
|--|--|---|--|
| Provide person centered care to the adult population with acute and chronic physiological alterations in a variety of care environments. | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and | <ul style="list-style-type: none"> • Unit exams • Simulation • EBP Clinical discussion, • Case studies • Competency evaluations. | 80% of students will obtain a 75% or higher in the course. |

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| | <p>delivery of population health.</p> <ul style="list-style-type: none"> • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | | |
| <p>Describes the nursing process as a basis for clinical judgement in adults with acute and chronic physiological alterations.</p> | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of | <ul style="list-style-type: none"> • Unit exams • Simulation • EBP Clinical discussion, • Case studies • Competency evaluations. | <p>80% of students will obtain a 75% or higher in the course.</p> |

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| | nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | | |
| Follow professional standards and guidelines while providing safe clinical person-centered care. | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and | <ul style="list-style-type: none"> • Unit exams • Simulation • EBP Clinical discussion, • Case studies • Competency evaluations. | 80% of students will obtain a 75% or higher in the course. |

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| | interprofessional partnerships aimed at improving person-centered and health system outcomes. | | |
| Demonstrate clinical judgement when implementing evidence-based practice nursing interventions. | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered | <ul style="list-style-type: none"> • Unit exams • Simulation • EBP Clinical discussion, • Case studies • Competency evaluations. | 80% of students will obtain a 75% or higher in the course. |

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| | and health system outcomes. | | |
| Demonstrate professional role responsibility in the delivery of person -centered care as an entry level professional nurse. | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | <ul style="list-style-type: none"> • Unit exams • Simulation • EBP Clinical discussion, • Case studies • Competency evaluations. | 80% of students will obtain a 75% or higher in the course. |

Required Textbooks and Resources with ISBN:

- Ignatavicius, D., Rebar, C. & Workman, L. (2020). Medical-Surgical Nursing: Concepts for Interprofessional Collaborative Care. (10th ed.). Evolve. ISBN 978-0323612418.
- Ignatavicius, D., Rebar, C. & Workman, L. (2020). Medical-Surgical Nursing: Concepts for Interprofessional Collaborative Care. (10th ed.). Online Resources.
- Pagna, K., Pagana T. & Pagana T. (2020). Mosby's Diagnostic & Laboratory Test Reference. (15th ed). Elsevier. ISBN: 9780323675192.
- Kizior, R. & Hodgson, K. (2021). Saunders Nursing Drug Handbook 2022. (1st ed). Elsevier. ISBN 9780323798907.
- Adaptive Quizzing for Medical-Surgical Nursing. Next Generation. (Online Resource).

Assessments/Assignments

| Component | Points Each | Total Points |
|----------------------|-------------|--------------|
| Testing Component | | |
| | 100 | 100 |
| ONC | 100 | 100 |
| RESP | 100 | 100 |
| MS | 100 | 100 |
| GI | 100 | 100 |
| ATI Final Exam | | |
| Total Test Points | | |
| Assignment Component | | |
| | 20 | 20 |
| | 20 | 20 |
| | 20 | 20 |
| | 20 | 20 |

Grading Scale:

| Grade | Percent | Points |
|-------|---------|---------|
| A | 92-100% | 506-550 |
| B | 84-91% | 462-505 |
| C | 75-83% | 413-461 |
| D | 68-74% | 374-412 |
| F | 0-67% | 0-373 |

In order to pass the course with a grade of "C" or higher, the student is required to:

- Have an exam and comprehensive final average of 75% or higher
- Satisfactorily passed the competency clinical evaluation
- Satisfactorily completed the clinical portion of the course

If a student has an exam grade average (exams and final exam) of less than 75% the student will earn a grade of "D" or "F" depending on their average.

If a student is unsuccessful on their clinical competency after a second attempt or receives an unsatisfactory score on their final clinical evaluation, the student will earn a grade of "D" (if only one clinical component is unsatisfactory) or "F" (if both clinical components are unsatisfactory).

Students must pass the clinical competency and receive a satisfactory grade for the clinical component of the course in order to pass the course. An unsatisfactory in clinical or failure to pass the competency evaluation by the second attempt results in a grade of D (if passing the theory component or has an exam average above 66%) or F (if the grade is less than 68%).

CourseTimeline:

| Week | Date | Topic | Assignment |
|-------------|-------------|--|--------------------------|
| 1 | | Course Introduction Care of Patients with Diabetes Mellitus Chapter 59 | |
| 2 | | Problems with Fluid, Electrolytes and Acid Base Balance Chapters 13-15 | Diabetes Case Study |
| 3 | | Problems with Fluid, Electrolytes and Acid Base Balance Chapter 13-15 | F&E/Acid Base Case Study |
| 4 | | Problems of Respiratory System Chapters 25&28 | Exam #1 |
| 5 | | Problems of Respiratory System Chapters 26&27 | Respiratory Case Study |
| 6 | | Problems with Immunity Chapters 16, 28, 21 | Exam #2 |
| 7 | | Problems with Immunity Chapter 17 | HIV/AIDS Case Study |
| 8 | | Problems with Immunity Chapters 19&20 | Oncology Case Study |
| 9 | | Problems of Gastrointestinal System Chapters 48-50 | Exam #3 |
| 10 | | Problems of Gastrointestinal System Chapters 51-52 | GI Case Study |
| 11 | | Problems of Gastrointestinal System Chapters 53-55 | GI Study |
| 12 | | Problems of Musculoskeletal System Chapters 44-46 | Exam #4 |
| 13 | | Problems of Musculoskeletal System Chapters 44-46 | M/S Case Study |
| 14 | | Problems of Musculoskeletal System Chapters 42-43 | Exam #5 |
| 15 | | Final Exam | |

**The Course Timeline is subject to change.
Students will be notified of any changes through Blackboard communication.**

Fairmont State University
3 Credit Hour
NURS 3610
Mental and Behavior Health

Course Description: This course focuses on nursing care of persons with acute, chronic, and complex mental/behavioral health problems across the lifespan (Credit Hours: 4; Lecture 3 hours class per week and 45 hours of clinical during the semester).

Course Co-requisite(s): NURS 3600

Course Format: Face-to-face

Course Outcomes and Assessment:

| Course Outcome | Alignment to Program Outcome | Assessment Measure | Performance Indicator |
|--|--|--|--|
| Provide person-centered care to the adult population with mental and behavioral alterations in a variety of care environments. | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | <ul style="list-style-type: none"> • Unit Exams • HESI • PrepU • Case Studies • Clinical Experience | 80% of students will obtain a 75% or higher in the course. |
| Describe the nursing process as a basis for clinical judgement in adults with mental or behavioral health alterations. | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care | <ul style="list-style-type: none"> • Unit Exams • HESI • PrepU • Clinical Experience | 80% of students will obtain a 75% or higher in the course. |

| | | | |
|--|---|--|---|
| | <p>and health systems-based outcomes.</p> <ul style="list-style-type: none"> • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. | | |
| <p>Follow professional standards and guidelines while providing safe clinical person-centered care.</p> | <ul style="list-style-type: none"> • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. <p>Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes.</p> | <ul style="list-style-type: none"> • Unit Exams • HESI • PrepU • Clinical Experience | <p>80% of students will obtain a 75% or higher in the course.</p> |
| <p>Demonstrate clinical judgement when implementing evidence-based practice nursing interventions.</p> | <ul style="list-style-type: none"> • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. | <ul style="list-style-type: none"> • Unit Exams • HESI • PrepU • Clinical Experience | <p>80% of students will obtain a 75% or higher in the course.</p> |
| <p>Integrate the principles of therapeutic communication that facilitate interactions with persons and members of the healthcare team.</p> | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. | <ul style="list-style-type: none"> • Unit Exams • HESI • PrepU • Experience | <p>80% of students will obtain a 75% or higher in the course.</p> |

| | | | |
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| | <ul style="list-style-type: none"> • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | | |
| Discuss strategies for safe management of persons experiencing behavioral or mental health disorders. | <ul style="list-style-type: none"> • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. | <ul style="list-style-type: none"> • Unit Exams • HESI • PrepU • Clinical Experience | 80% of students will obtain a 75% or higher in the course. |

Required Textbook and Resources with ISBN:

- Boyd, M. (2021). Psychiatric Nursing. (7th ed). Wolters Kluwer. ISBN 9781975161187
- Boyd, M. (2021). Psychiatric Nursing. (7th ed). Wolters Kluwer ISBN 101451192436 (CoursePointsPlus)

Assignments:

| Component | Points Each | Total Points |
|---|-------------|--------------|
| Testing Component | | |
| Unit Exam (1 – 5) | 100 | 500 |
| HESI Final | 50 | 50 |
| Total Test Points (need 412.5 above for 75%) | - | 550 |
| Assignment Component | | |
| Self- Concept Paper | 25 | 25 |
| Self-Reflection Paper | 25 | 25 |
| Post Conference Presentation | 20 | 20 |
| VSIMS Assignments (5 total) | 10 | 50 |
| Process Recording | 50 | 50 |
| Journal Entries 5 total | 5 | 25 |
| Milieu Project | 20 | 20 |
| Prep U (12 total) | 10 | 120 |
| Mental Health Case Study | 10 | 10 |
| Total Assignment Points | | 345 |
| Grand Total | - | 895 |

Exam Grading Scale:

| Grade | Grading Scale | Points Needed |
|-------|---------------|---------------|
| A | 92-100% | 506-550 |
| B | 84-91% | 462-500.5 |
| C | 75-83% | 412.5-465.5 |
| D | 66-74% | 363-407 |
| F | 0-65.9% | 0-357.5 |

In order to pass the course with a grade of “C” or higher, the student is required to:

- Have an exam and comprehensive final average of 75% or higher
- Satisfactorily passed the competency clinical evaluation
- Satisfactorily completed the clinical portion of the course

If a student has an exam grade average (exams and final exam) of less than 75% the student will earn a grade of “D” or “F” depending on their average.

If a student is unsuccessful on their clinical competency after a second attempt or receives an unsatisfactory score on their final clinical evaluation, the student will earn a grade of “D” (if only one clinical component is unsatisfactory) or “F” (if both clinical components are unsatisfactory).

Students must pass the clinical competency and receive a satisfactory grade for the clinical component of the course in order to pass the course. An unsatisfactory in clinical or failure to pass the competency evaluation by the second attempt results in a grade of D (if passing the theory component or has an exam average above 66%) or F (if the grade is less than 68%).

COURSE TIMELINE

(Instructions for assignments will be located in in Blackboard under the week assigned)

| Week | Date | Topic(s)/Readings | Graded Assignments /Due dates & times |
|-------------------------|------|---------------------------------------|---------------------------------------|
| Wk. 1-3/Unit 1 | | Chapters 5, 9, 2, 14, 7, 8, 9, 25, 37 | See Lecture and Exam Schedule |
| Prep U | | Chap 25, 9 | See Lecture and Exam Schedule |
| Wk. 3-6 Unit 2 | | Chapters 4, 22, 30, 40, 41 | See Lecture and Exam Schedule |
| Prep U | | Chap 4, 22, 30 | See Lecture and Exam Schedule |
| Wk. 7-9 Unit 3 | | Chapters 31, 13, 15, 35, 36, | See Lecture and Exam Schedule |
| Prep U | | Chap 31, 35, 36 | See Lecture and Exam Schedule |
| Wk. 9-12 Unit 4 | | Chapters 28, 29, 32, 24, 23, 20 | See Lecture and Exam Schedule |
| Prep U | | Chap 23, 24, 28, 29 | See Lecture and Exam Schedule |
| Wk. 12-14 Unit 5 | | Chapters 42, 3, 38, 19, 9 | See Lecture and Exam Schedule |

| | | | |
|-------------------------|--|---------------------------------------|--------------------------------------|
| Wk. 1-3/Unit 1 | | Chapters 5, 9, 2, 14, 7, 8, 9, 25, 37 | See Lecture and Exam Schedule |
| Prep U | | Chap 25, 9 | See Lecture and Exam Schedule |
| Wk. 3-6 Unit 2 | | Chapters 4, 22, 30, 40, 41 | See Lecture and Exam Schedule |
| Prep U | | Chap 4, 22, 30 | See Lecture and Exam Schedule |
| Wk. 7-9 Unit 3 | | Chapters 31, 13, 15, 35, 36, | See Lecture and Exam Schedule |
| Prep U | | Chap 31, 35, 36 | See Lecture and Exam Schedule |
| Wk. 9-12 Unit 4 | | Chapters 28, 29, 32, 24, 23, 20 | See Lecture and Exam Schedule |
| Prep U | | Chap 23, 24, 28, 29 | See Lecture and Exam Schedule |
| Wk. 12-14 Unit 5 | | Chapters 42, 3, 38, 19, 9 | See Lecture and Exam Schedule |

The Course Timeline is subject to change.

Students will be notified of any changes through Blackboard communication.

Fairmont State University
3 Credit Hours
NURS 3700
Adult Health II

Course Description: This course focuses on nursing care of adults with acute and chronic physiological alterations in a variety of care environments. This is the second of a two-part course series (Credit Hours: 6; Lecture 4 hours class per week and 90 hours of clinical during the semester).

Course Pre-requisite(s): NURS 3600

Course Co-requisite(s): NURS 3701, NURS 3370, and NURS 3380

Course Format: Face-to-face

Course Outcomes and Assessment:

| Course Learning Outcomes | Alignment to Program Outcome | Assessments Measure | Performance Indicator |
|--|---|---|--|
| Analyze person centered care to the adult population with acute and chronic physiological alterations in a variety of care environments. | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality | <ul style="list-style-type: none"> • Unit exams • Simulation • EBP Clinical discussion • Case studies • Clinical experiences • Competency evaluations | 80% of students will obtain a 75% or higher in the course. |

| | | | |
|--|--|---|---|
| | <p>person-centered care.</p> <ul style="list-style-type: none"> • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | | |
| <p>Utilize nursing process as a basis for clinical judgement in adults with acute and chronic physiological alterations.</p> | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that | <ul style="list-style-type: none"> • Unit exams • Simulation • EBP Clinical discussion • Case studies • Clinical experiences • Competency evaluations | <p>80% of students will obtain a 75% or higher in the course.</p> |

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| | <p>reflects clinical judgment, and interprofessional partnerships.</p> <ul style="list-style-type: none"> • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | | |
| <p>Select professional standards and guidelines while providing safe clinical person-centered care.</p> | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health | <ul style="list-style-type: none"> • Unit exams • Simulation • EBP Clinical discussion • Case studies • Clinical experiences • Competency evaluations | <p>80% of students will obtain a 75% or higher in the course.</p> |

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| | <p>systems-based outcomes.</p> <ul style="list-style-type: none"> • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | | |
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| <p>Manage quality improvement measures that support legal/ethical standards through the use of evidence-based practice.</p> | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by | <ul style="list-style-type: none"> • Unit exams • Simulation • EBP Clinical discussion • Case studies • Clinical experiences • Competency evaluations | <p>80% of students will obtain a 75% or higher in the course.</p> |
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| | engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | | |
| Examine clinical judgement skills when implementing evidence-based practice nursing interventions. | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, | <ul style="list-style-type: none"> • Unit exams • Simulation • EBP Clinical discussion • Case studies • Clinical experiences • Competency evaluations. | 80% of students will obtain a 75% or higher in the course. |

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| | <p>inclusion, and social determinants in the development of health policy and delivery of population health.</p> <ul style="list-style-type: none"> • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | | |
| <p>Demonstrate professional role responsibility in the delivery of person - centered care as an entry level professional nurse.</p> | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. | <ul style="list-style-type: none"> • Unit exams • Simulation • EBP Clinical discussion • Case studies • Clinical experiences • Competency evaluations | <p>80% of students will obtain a 75% or higher in the course.</p> |

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| | <ul style="list-style-type: none"> • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | | |
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Textbook and Course Materials

- Ignatavicius, D., Rebar, C. & Workman, L. (2020). Medical-Surgical Nursing: Concepts for Interprofessional Collaborative Care. (10th ed.). Evolve. ISBN 978-0323612418.
- Ignatavicius, D., Rebar, C. & Workman, L. (2020). Medical-Surgical Nursing: Concepts for Interprofessional Collaborative Care. (10th ed.). Online Resources.
- Pagna, K., Pagana T. & Pagana T. (2020). Mosby's Diagnostic & Laboratory Test Reference. (15th ed). Elsevier. ISBN: 9780323675192.
- Kizior, R. & Hodgson, K. (2021). Saunders Nursing Drug Handbook 2022. (1st ed). Elsevier. ISBN 9780323798907.
- Adaptive Quizzing for Medical-Surgical Nursing. Next Generation. (Online Resource).

Course Timeline:

| Week | Date | Topic | Date |
|------|------|--|------------|
| 1 | | Course Introduction Problems of Cardiovascular System Chapters 30 & 31 | Case Study |
| 2 | | Problems of Cardiovascular System Chapter 35 | Case Study |
| 3 | | Problems of Cardiovascular System | Case Study |

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| | | Chapters 32 & 33 | |
| 4 | | Problems of Cardiovascular System Chapter 33 Problems of Hematologic System Chapters 36 & 37 | Exam |
| 5 | | Problems of Hematologic System Chapters 36 & 37 | Case Study |
| 6 | | Problems of Nervous System Chapters 38 & 39 | Exam |
| 7 | | Problems of Nervous System Chapters 40 & 41 | Case Study |
| 8 | | Problems of Nervous System Chapters 40 & 41 | Case Study |
| 9 | | Problems of Endocrine System Chapters 56 & 57 | Exam |
| 10 | | Problems of Endocrine System Chapter 58 | Case Study |
| 11 | | Problems of Renal/Urinary System Chapters 60 & 61 | Case Study |
| 12 | | Problems of Renal/Urinary System Chapter 62 | Case Study |
| 13 | | Problems of Renal/Urinary System Chapter 63 | Exam |
| 14 | | Care of Male Reproductive System Chapter 67 | |
| 15 | | Comprehensive Final Exam | |

| Item | Number | Point Each | Total Points |
|---------------------|--------|------------|--------------|
| Case Studies | 9 | 15 | 135 |
| Exams | 4 | 50 | 200 |
| Comprehensive Final | 1 | 1 | 100 |
| TOTAL | | | 435 |

In order to pass the course with a grade of “C” or higher, the student is required to:

- Have an exam and comprehensive final average of 75% or higher
- Satisfactorily passed the competency clinical evaluation
- Satisfactorily completed the clinical portion of the course

If a student has an exam grade average (exams and final exam) of less than 75% the student will earn a grade of “D” or “F” depending on their average.

If a student is unsuccessful on their clinical competency after a second attempt or receives an unsatisfactory score on their final clinical evaluation, the student will earn a grade of “D” (if only one clinical component is unsatisfactory) or “F” (if both clinical components are unsatisfactory).

Students must pass the clinical competency and receive a satisfactory grade for the clinical component of the course in order to pass the course. An unsatisfactory in clinical or failure to pass the competency evaluation by the second attempt results in a grade of D (if passing the theory component or has an exam average above 66%) or F (if the grade is less than 68%).

| Grade | Percent | Points (435) |
|-------|---------|--------------|
| A | 92-100% | 401-435 |
| B | 84-91% | 366-400 |
| C | 75-83% | 327-365 |
| D | 66-74% | 288-326 |
| F | 0-65% | 0-287 |

Fairmont State University
3 Credit Hours
NURS 3701
Mother/Baby and Women's Health

Course Description: This course focuses on the nurses' care of mothers and babies during normal and high-risk pregnancy, labor/childbirth, postpartum, newborn care, and women's health issues (Credit Hours: 4; Lecture 3 hours class per week and 45 hours of clinical during the semester).

Course Co-requisite(s): NURS 3700

Course Format: Face-to-face

Course Outcomes and Assessment:

| Course Outcome | Alignment to Program Outcome | Assessment Measure | Performance Indicator |
|--|--|--|--|
| Demonstrate person centered care appropriate to mother/baby dyad and women's health. | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | <ul style="list-style-type: none"> • Unit tests • Clinical evaluations | <ul style="list-style-type: none"> • 80% of students will obtain a 75% or higher in the course. |
| Utilize communication skills appropriate to mother/baby dyads, | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values | <ul style="list-style-type: none"> • Unit tests • Clinical evaluations | <ul style="list-style-type: none"> • 80% of students will obtain a 75% |

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| <p>women's health and with members of the health care team.</p> | <p>in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes.</p> <ul style="list-style-type: none"> • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | | <p>or higher in the course.</p> |
| <p>Utilize clinical judgement skills when implementing person-centered care for mother/baby dyads and women's health.</p> | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. | <ul style="list-style-type: none"> • Unit tests • Clinical evaluations • Standardized testing and remediation. • . | <ul style="list-style-type: none"> • 80% of students will obtain a 75% or higher in the course. |

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| | <ul style="list-style-type: none"> • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | | |
| Analyze evidence-based practice principles used to provide care for appropriate to mother/baby dyads and women’s health. | <ul style="list-style-type: none"> • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | <ul style="list-style-type: none"> • Unit tests • Clinical evaluations | <ul style="list-style-type: none"> • 80% of students will obtain a 75% or higher in the course. |
| Demonstrate professional responsibilities in the delivery of care for mother/baby dyads and women’s health. | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy | <ul style="list-style-type: none"> • Unit tests • Clinical evaluations | 80% of students will obtain a 75% or higher in the course. |

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| | and delivery of population health. <ul style="list-style-type: none"> Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | | |
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Required Textbook and Resources with ISBN:

- Lowdermilk, D., Cashion, M. Perry, S. & Alden, K. (2019). Maternity and Women’s Health Care. (12th ed). Evolve. ISBN 978-0323556293
- All prior nursing textbooks.

Assignments:

| Item | Number | Points Each | Total Points |
|--|--------|---------------------|--------------|
| Unit Exams | 4 | 100 | 400 |
| Clinical evaluation | 1 | Satisfactory/Unsat. | 0 |
| Case Studies | 4 | 25 | 100 |
| <ul style="list-style-type: none"> Total Class Points | | | 500 |

Grading Scale:

| Grade | Percent | Points |
|-------|---------|---------|
| A | 92-100% | 166-180 |
| B | 84-91% | 152-165 |
| C | 75-83% | 135-151 |
| D | 66-74% | 119-134 |
| F | 0-65% | 0-118 |

In order to pass the course with a grade of “C” or higher, the student is required to:

- Have an exam and comprehensive final average of 75% or higher
- Satisfactorily passed the competency clinical evaluation
- Satisfactorily completed the clinical portion of the course

If a student has an exam grade average (exams and final exam) of less than 75% the student will earn a grade of “D” or “F” depending on their average.

If a student is unsuccessful on their clinical competency after a second attempt or receives an unsatisfactory score on their final clinical evaluation, the student will earn a grade of “D” (if only one clinical component is unsatisfactory) or “F” (if both clinical components are unsatisfactory).

Students must pass the clinical competency and receive a satisfactory grade for the clinical component of the course in order to pass the course. An unsatisfactory in clinical or failure to pass the competency evaluation by the second attempt results in a grade of D (if passing the theory component or has an exam average above 66%) or F (if the grade is less than 68%).

Attendance

Students are expected to attend regularly the class and laboratory session of courses in which they are registered. Regular attendance is necessary to the successful completion of a course of study and is an integral part of a student's educational experience. Each instructor shall make available on the first day of class what the attendance requirements are and what penalties shall be imposed for nonattendance.

Late Assignment

All assignments are to be turned in on time. No assignments will be accepted late without approval of the instructor, prior to the due date. If approval is given, the instructor will establish a new due date. If the student misses the new due date, it will result in a grade of zero.

COURSE TIMELINE

(Instructions for assignments will be located in in Blackboard under the week assigned)

| Week | Date | Topic(s)/Readings | Graded Assignments /Due dates & times |
|------|------|--|--|
| 1 | | Intro to Maternity Nursing and Women's Health <ul style="list-style-type: none"> → Social Issues/ Trends → Statistics & Evidence-Based Practice | |
| 2 | | Women's Health, contraception and infertility | |
| 3 | | UNIT 1 Exam | Unit 1 Exam Contraception Case Study |
| 4 | | Preconception, conception, fetal development, and genetics | |
| 5 | | Normal Pregnancy | |
| 6 | | High-risk pregnancy/pregnancy complications | |
| 7 | | Gestational diabetes and Issues | |
| 8 | | Unit 2 Exam | Unit 2 Exam Fetal Development Case Study |
| 9 | | Labor and Delivery | |
| 10 | | Complications during Labor and Delivery | |
| 11 | | Unit 3 exam | Unit 3 Exam Labor and Delivery Case Study |
| 12 | | Newborn care and Assessment | |
| 13 | | Normal Postpartum | |
| 14 | | Complications during the Postpartum period | |
| 15 | | Unit 4 Exam | Unit 4 Exam Normal Postpartum Case Study |
| 16 | | Finals | Final Exam |

The Course Timeline is subject to change.

Students will be notified of any changes through Blackboard communication

Fairmont State University
3 Credit Hours
Nursing 4402
Child and Adolescent Health

Course Description: This course focuses on nursing care of infants, children, and adolescents and their families (Credit Hours: 3; Lecture 2 hours class per week and 45 hours of clinical during the semester).

Course Pre-requisite(s): NURS 3700 and NURS 3701

Course Format: Face-to-face

Course Outcomes and Assessment:

| Course Outcome | Alignment to Program Outcome | Assessment Measure | Performance Indicator |
|--|--|---|--|
| Evaluate effectiveness of person-centered care provided to infants, children, adolescents, and their families. | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | <ul style="list-style-type: none"> • Unit tests • Clinical evaluations • Case study • Simulation • Competency evaluation | <ul style="list-style-type: none"> • 80% of students will obtain a 75% or higher in the course. |
| Utilize appropriate communication skills with appropriate to infants, children, adolescents, and their families. | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care | <ul style="list-style-type: none"> • Unit tests • Clinical evaluations • Case study • Simulation | <ul style="list-style-type: none"> • 80% of students will obtain a 75% or higher in the course. |

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| | <p>and health systems-based outcomes.</p> <ul style="list-style-type: none"> • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | <ul style="list-style-type: none"> • Competency evaluation | |
| <p>Utilize clinical judgement skills when implementing person-centered care for infants, children, adolescents, and their families.</p> | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in | <ul style="list-style-type: none"> • Unit tests • Clinical evaluations • Case study • Simulation • Competency evaluation | <ul style="list-style-type: none"> • 80% of students will obtain a 75% or higher in the course. |

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| | <p>leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes.</p> | | |
| <p>Analyze evidence-based practice principles used to provide person-centered care appropriate to infants, children, adolescents, and their families.</p> | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | <ul style="list-style-type: none"> • Unit tests • Clinical evaluations • Case study • Simulation • Competency evaluation | <ul style="list-style-type: none"> • 80% of students will obtain a 75% or higher in the course. |
| <p>Demonstrate professional responsibilities in the delivery of care appropriate to infants, children, adolescents, and their families.</p> | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical | <ul style="list-style-type: none"> • Unit tests • Clinical evaluations • Case study • Simulation • Competency evaluation | <p>80% of students will obtain a 75% or higher in the course.</p> |

| | | | |
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| | <p>decision making and innovation in the provision of quality person-centered care.</p> <ul style="list-style-type: none"> • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | | |
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Required Textbook and Resources with ISBN:

- Hockenberry, M.J. & Rodgers, C.C. (2021). Wong's Essentials of Pediatric Nursing. (11th ed). Elsevier. ISBN 9780323624190

COURSE TIMELINE:

| Week | Date | Topic | Graded Assignments |
|------|------|--|--------------------|
| 1 | | Course Introduction Review of Growth and Development Chapters | |
| 2 | | Influences on Child Health Promotion Chapters 2 & 3 | Case Study |
| 3 | | Communicable and Infectious Diseases Chapter 6 | Exam |
| 4 | | Child with Special Needs Chapters 17 & 18 | Case Study |
| 5 | | Child with Respiratory Dysfunction Chapter 21 | Case Study |
| 6 | | Child with Cardiovascular Dysfunction Chapter 23 | Case Study |
| 7 | | Child with Gastrointestinal Dysfunction Chapter 22 | Exam |
| 8 | | Child with Hematological or Immunological Dysfunction Chapter 24 | Case Study |
| 9 | | Child with Cancer Chapter 25 | Case Study |
| 10 | | Child with Genitourinary Dysfunction Chapter 26 | Exam |
| 11 | | Child with Cerebral Dysfunction Chapter 27 Child with Neurological Dysfunction Chapter 30 | Case Study |
| 12 | | Child with Endocrine Dysfunction Chapter 28 | Case Study |
| 13 | | Child with Musculoskeletal Dysfunction | Exam |

| | | | |
|----|--|--|------------|
| | | Chapter 29 | |
| 14 | | Child with Integumentary Dysfunction Chapter 31 | Case Study |
| 15 | | Comprehensive Final Exam | Final Exam |

| Item | Number | Point Each | Total Points |
|---------------------|--------|------------|--------------|
| Case Studies | 9 | 15 | 135 |
| Exams | 4 | 50 | 200 |
| Comprehensive Final | 1 | 1 | 100 |
| TOTAL | | | 435 |

In order to pass the course with a grade of “C” or higher, the student is required to:

- Have an exam and comprehensive final average of 75% or higher
- Satisfactorily passed the competency clinical evaluation
- Satisfactorily completed the clinical portion of the course

If a student has an exam grade average (exams and final exam) of less than 75% the student will earn a grade of “D” or “F” depending on their average.

If a student is unsuccessful on their clinical competency after a second attempt or receives an unsatisfactory score on their final clinical evaluation, the student will earn a grade of “D” (if only one clinical component is unsatisfactory) or “F” (if both clinical components are unsatisfactory).

Students must pass the clinical competency and receive a satisfactory grade for the clinical component of the course in order to pass the course. An unsatisfactory in clinical or failure to pass the competency evaluation by the second attempt results in a grade of D (if passing the theory component or has an exam average above 66%) or F (if the grade is less than 68%).

| Grade | Percent | Points (435) |
|-------|---------|--------------|
| A | 92-100% | 401-435 |
| B | 84-91% | 366-400 |
| C | 75-83% | 327-365 |
| D | 66-74% | 288-326 |
| F | 0-65% | 0-287 |

The Course Timeline is subject to change.

Students will be notified of any changes through Blackboard communication.

Fairmont State University
3 Credit Hour
NURS 4442
Complex Healthcare

Course Description: This course focuses on nursing care of patients with complex health needs across the lifespan (Credit Hours 3 credits; Lecture 3 hours class per week).

Course Pre-requisite(s): NURS 3700 and NURS 4401. Students must be in their last semester of the program.

Course Format: This course is predominantly a face-to-face course with 3 hours of lecture per week.

Course Outcomes and Assessment

| Course Outcome | Alignment to Program Outcome | Assessment Measure | Performance Indicator |
|---|--|---|---|
| Examine physiological alterations in persons experiencing complex health conditions. | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | <ul style="list-style-type: none"> • Exams • Case Studies | 80% of the class will obtain a 75% or higher in the course. |
| Utilize clinical judgment and problem-solving skills in prioritizing care for persons experiencing complex health conditions. | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. | <ul style="list-style-type: none"> • Exams • Case Studies | 80% of the class will obtain a 75% or higher in the course. |

| | | | |
|--|--|--|--|
| | <ul style="list-style-type: none"> • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | | |
| <p>Evaluate the effectiveness of the person-centered care plan for persons with complex health conditions.</p> | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | <ul style="list-style-type: none"> • Exams Case Studies | <p>80% of the class will obtain a 75% or higher in the course.</p> |

Required Textbook and Resources with ISBN:

- Urden, L. D. & Stacy, K. M. (2022). Critical Care Nursing: Diagnosis and Management. (9th ed.). Elsevier. ISBN-13: 978-0323642958
- Previous textbooks

Discussion Boards: All postings to an electronic discussion board must be complete sentences with correct proper grammar and syntax. *For discussion boards, students should prepare work in a Word Document, then cut and paste the submission into the discussion board versus typing it directly.*

Through this method, the student can use Spell-checker, edit it, etc. Each discussion board contains at least two questions and instructions. Generally, the postings require no less than 15 complete sentences or around 250 words per response. There must be at least 2 different citations used in the activity. This activity is equivalent to a writing a short paper. Students are required to comment on at least three other student postings.

Scoring Rubrics: These are used to evaluate quality of submitted work for all assignments, discussions, written work and presentations. These are used to delineate consistent criteria for grading and evaluation of effort. All scoring rubrics will be placed in Blackboard.

Assignments:

| Item | Number | Points Each | Total Points |
|---------------------|--------|-------------|--------------|
| Discussion Board | 1 | 15 | 15 |
| Case Studies | 10 | 20 | 200 |
| Exams | 4 | 50 | 200 |
| HESI Exam | 1 | 50 | 50 |
| Comprehensive Final | 1 | 100 | 100 |
| TOTAL POINTS | | | 565 |

Grading Scale:

| Grade | Percent | Points |
|-------|---------|---------|
| A | 92-100% | 520-565 |
| B | 84-91% | 475-519 |
| C | 75-83% | 424-474 |
| D | 66-74% | 373-423 |
| F | 0-65% | 0-372 |

- A grade of “C” or above is required to pass the course and progress in the program.
- Grades will not be rounded, and no extra credit will be given.

Attendance

Students are expected to attend regularly the class and laboratory session of courses in which they are registered. Regular attendance is necessary to the successful completion of a course of study and is an integral part of a student's educational experience. Each instructor shall make available on the first day of class what the attendance requirements are and what penalties shall be imposed for nonattendance.

Late Assignment

All assignments are to be turned in on time. No assignments will be accepted late without approval of the instructor, prior to the due date. If approval is given, the instructor will establish a new due date. If the student misses the new due date, it will result in a grade of zero.

COURSE TIMELINE

| Week | Date | Topic(s)/Readings | Graded Assignments /Due dates & times |
|------|------|--|--|
| 1 | | Course Introduction Critical Care Nursing Practice – Chapter 1 (Urden) and Chapter 10 Ignatavicus Ethical Issues – Chapter 2 (Urden) Legal Issues – Chapter 3 (Urden) | Genetic Issues in Complex Care Discussion Board |
| 2 | | Nutrition Alterations and Management - Chapter 7 Pain and Pain Management – Chapter 8 Sedation, Agitation and Delirium Management – Chapter 9 | Pain Management Case Study |
| 3 | | Cardiovascular Disorders and Therapeutic Management – Chapters 12-15 | Exam # 1 |
| 4 | | Cardiovascular Disorders and Therapeutic Management – Chapters 12-15 | Heart Failure Case Study |
| 5 | | Respiratory Disorders and Therapeutic Management – Chapters 16-20 | Pneumonia Case Study |
| 6 | | Respiratory Disorders and Therapeutic Management – Chapters 16-20 (Urden) and Chapter 29 (Ignatavicus) | COPD Case Study |
| 7 | | Neurological Disorders and Therapeutic Management – Chapters 21-23 (Urden) and Chapter 41 (Ignatavicus) | Exam # 2 Hemorrhagic Stroke Case Study |
| 8 | | Kidney Disorders and Therapeutic Management – Chapters 24-26 | Acute Renal Failure Case Study |
| 9 | | Gastrointestinal Disorders and Management – Chapters 28-29 | Acute Liver Failure Case Study |
| 10 | | Endocrine Disorders and Management – Chapters 30-32 | Exam # 3 Diabetes Case Study |
| 11 | | Multisystem Alterations – Trauma, Shock, Sepsis, MODS Chapters 33-34 (Urden) and Chapters 34 & 47 (Ignatavicus) | Sepsis Case Study |
| 12 | | Multisystem Alterations – Burns Chapter 35 (Urden) and Chapter 23 (Ignatavicus) | Burns Case Study |
| 13 | | Care of Transgender Patients – Chapter 68 (Ignatavicus) Complex Care of Special Populations – Chapters 38-40 (Urden) | Exam # 4 |
| 14 | | HESI Exam Organ Donation and Transplant | HESI Exam Organ Donation Case Study |
| 15 | | Comprehensive Final Exam | Final Exam |

The Course Timeline is subject to change.

Students will be notified of any changes through Blackboard communication.

Fairmont State University
1 Credit Hour
NURS 4444
NCLEX-RN Prep

Course Description: This course focuses on achievement of professional success by preparing for the RN licensure examination (Credit Hours: 1; Lecture 4 hours class per week).

Course Pre-requisite(s): Students must be in their last semester of the program.

Course Format: This course is an online course that uses the following delivery modalities: standardized testing, NCLEX-RN Review, learning modules, videos, assignments.

Course Outcomes and Assessment

| Course Outcome | Alignment to Program Outcome | Assessment Measure | Performance Indicator |
|--|--|---|---|
| Describe the application process to become licensed as a RN. (Concepts – Entry-level professional nurse and professional role) | <ul style="list-style-type: none"> Prepare entry-level profession nurses ongoing professional and leadership development through lifelong learning, graduate education, and specialization within their chosen career path. | <ul style="list-style-type: none"> Submission of RN licensure application. | 90% of students will submit licensure application prior to the end of the semester. |
| Explain in detail the NCLEX-RN test plan. (Concepts – Entry-level professional nurse and professional role) | <ul style="list-style-type: none"> Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. Prepare entry-level profession nurses ongoing professional and leadership development through lifelong learning, graduate education, and specialization within their chosen career path. | <ul style="list-style-type: none"> Discussion Board | 90% of students will obtain at least 80% of discussion board rubric. |
| Implement a comprehensive, personal plan of study for the NCLEX-RN exam. (Concepts – | <ul style="list-style-type: none"> Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to | <ul style="list-style-type: none"> Personal plan of study with weekly summary of | 100% of students will submit personal study plans. |

| | | | |
|--|--|--|--|
| <p>Entry-level professional nurse, professional role, clinical judgment, and person-centered care)</p> | <p>improve person-centered care and health systems-based outcomes.</p> <ul style="list-style-type: none"> • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. • Prepare entry-level profession nurses ongoing professional and leadership development through lifelong learning, graduate education, and specialization within their chosen career path. | <p>NCLEX-RN prep.</p> <ul style="list-style-type: none"> • Standardized testing and remediation. • Completion of practice assessments. | <p>100% of students will complete remediation activities and practice exams.</p> |
| <p>Satisfactorily complete a mock NCLEX-RN exam. (Concepts – Entry-level professional nurse, professional role, clinical judgment, and person-centered care)</p> | <ul style="list-style-type: none"> • Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. • Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. • Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. • Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. • Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person- | <ul style="list-style-type: none"> • Mock NCLEX-RN exam | <p>80% of students will obtain a 95% probability of passing the NCLEX-RN exam by the second attempt.</p> |

| | | | |
|--|---|--|--|
| | <p>centered and health system outcomes</p> <ul style="list-style-type: none"> • Prepare entry-level profession nurses ongoing professional and leadership development through lifelong learning, graduate education, and specialization within their chosen career path. | | |
|--|---|--|--|

Required Textbook and Resources with ISBN:

- LeCharity, L. A., Kumagai, C. K., & Hosler, S. (2021). Prioritization, delegation and assignment: Practice exercises for the NCLEX-RN Examination. (5th ed.). Elsevier. ISBN-10: 0323683169
- Silvestri, L. & Silvestri, A. (2019). Saunders Comprehensive review for the NCLEX-RN Examination. (8th ed.). Elsevier. ISBN-10: 0323358411.
- Standardized testing and review modules.
- All prior nursing textbooks.

Discussion Boards: All postings to an electronic discussion board must be complete sentences with correct proper grammar and syntax. *For discussion boards, students should prepare work in a Word Document, then cut and paste the submission into the discussion board versus typing it directly.* Through this method, the student can use Spell-checker, edit it, etc. Each discussion board contains at least two questions and instructions. Generally, the postings require no less than 15 complete sentences or around 250 words per response. There must be at least 2 different citations used in the activity. This activity is equivalent to a writing a short paper. Students are required to comment on at least three other student postings.

Scoring Rubrics: These are used to evaluate quality of submitted work for all assignments, discussions, written work and presentations. These are used to delineate consistent criteria for grading and evaluation of effort. All scoring rubrics will be placed in Blackboard.

Assignments:

| Item | Number | Points Each | Total Points |
|--|--------|-------------|--------------|
| Discussion Board regarding NCLEX-RN blueprint | 1 | 10 | 10 |
| Submission of RN licensure application and Affidavit of Graduation form | 1 | 10 | 10 |
| Personal Plan of Study | 1 | 25 | 25 |
| Weekly Updates of Study Pan Completion | 9 | 5 | 45 |
| Focused Practice Exams <ul style="list-style-type: none"> • Score 84% or higher – 10 points • Score 75% to 83% – 7 points • Score 66% – 74% - 4 points • Score 65% or lower – 0 points | 9 | 10 | 90 |
| | | | 180 |
| Mock NCLEX-RN Exam – must obtain a 94 th percentile of passing NCLEX score by the 2 nd attempt in order to pass the class. | | | |

Grading Scale:

| Grade | Percent | Points | Mock NCLEX-RN score by the 2 nd attempt |
|-------|---------|---------|---|
| A | 92-100% | 166-180 | Mock NCLEX-RN Exam score at or above the 94 th percentile score. |

| | | | |
|---|--------|---------|---|
| B | 84-91% | 152-165 | Mock NCLEX-RN Exam score at or above the 94 th percentile score. |
| C | 75-83% | 135-151 | Mock NCLEX-RN Exam score at or above the 94 th percentile score. |
| D | 66-74% | 119-134 | Mock NCLEX-RN Exam score at or below the 93 rd percentile score. |
| F | 0-65% | 0-118 | Mock NCLEX-RN Exam score at or below the 93 rd percentile score. |

- A grade of “C” or above is required to pass the course and progress in the program.
- Grades will not be rounded and no extra credit will be given.

Attendance

Students are expected to attend regularly the class and laboratory session of courses in which they are registered. Regular attendance is necessary to the successful completion of a course of study and is an integral part of a student's educational experience. Each instructor shall make available on the first day of class what the attendance requirements are and what penalties shall be imposed for nonattendance.

Late Assignment

All assignments are to be turned in on time. No assignments will be accepted late without approval of the instructor, prior to the due date. If approval is given, the instructor will establish a new due date. If the student misses the new due date, it will result in a grade of zero.

COURSE TIMELINE

(Instructions for assignments will be located in in Blackboard under the week assigned)

| Week | Date | Topic(s)/Readings | Graded Assignments /Due dates & times |
|------|------|---|---|
| 1 | | Syllabus and Introduction NCLEX-RN Test Blueprint | Discussion Board |
| 2 | | Application process for RN licensure Review Board of Nursing website for the state in which you want to be licensed. Develop plan of study. | Submit verification of RN application submission. Submit Affidavit of Graduation form. Submit Plan of study. |
| 3 | | Individual meetings with faculty to discuss individualized plan of study. | Schedule meeting with faculty member to discuss plan of study. |
| 4 | | Individualized plan of study implemented. Focus - Fundamentals | Each week student to e-mail course faculty documenting proof of his/her individual completion of 100 NCLEX-RN questions related to student's identified areas of weakness and study activities. Must receive a 80% or higher on online assessment test of focus area(s). |
| 5 | | Individualized plan of study implemented. | Each week student to e-mail course faculty documenting proof of his/her |

| | | | |
|----|--|--|---|
| | | Focus – Fluid & Electrolytes, Acid-Base, Perioperative | individual completion of 100 NCLEX-RN questions related to student's identified areas of weakness and study activities. Must receive a 80% or higher on online assessment test of focus area(s). |
| 6 | | Individualized plan of study implemented. Focus – Endocrine and Pharmacology | Each week student to e-mail course faculty documenting proof of his/her individual completion of 100 NCLEX-RN questions related to student's identified areas of weakness and study activities. Must receive a 80% or higher on online assessment test of focus area(s). |
| 7 | | Individualized plan of study implemented. Focus – Maternal-Newborn, Children | Each week student to e-mail course faculty documenting proof of his/her individual completion of 100 NCLEX-RN questions related to student's identified areas of weakness and study activities. Must receive a 80% or higher on online assessment test of focus area(s). |
| 8 | | Individualized plan of study implemented. Focus – Medical Surgical | Each week student to e-mail course faculty documenting proof of his/her individual completion of 100 NCLEX-RN questions related to student's identified areas of weakness and study activities. |
| 9 | | Individualized plan of study implemented. Focus – Medical Surgical | Each week student to e-mail course faculty documenting proof of his/her individual completion of 100 NCLEX-RN questions related to student's identified areas of weakness and study activities. Must receive a 80% or higher on online assessment test of focus area(s). |
| 10 | | Individualized plan of study implemented. Focus – Mental Health and Community Health | Each week student to e-mail course faculty documenting proof of his/her individual completion of 100 NCLEX-RN questions related to student's identified areas of weakness and study activities. Must receive a 80% or higher on online assessment test of focus area(s). |
| 11 | | Proctored predictor test. | Must receive a 94% probability of passing the NCLEX-RN exam by the second attempt. |
| 12 | | Individual meetings with faculty to discuss predictor test results and individualized plan of study. | Schedule meeting with faculty member to discuss plan of study. |

| | | | |
|----|--|---|---|
| 13 | | NCLEX-RN Review Course | Mandatory attendance. |
| 14 | | Individualized plan of study. | Each week student to e-mail course faculty documenting proof of his/her individual completion of 100 NCLEX-RN questions related to student's identified areas of weakness and study activities. |
| 15 | | Proctored predictor test | Must receive a 95% probability of passing the NCLEX-RN exam by the second attempt. |
| | | Graduation NCLEX-RN success Begin your nursing career | Celebrate your accomplishments then study for NCLEX-RN |

The Course Timeline is subject to change.

Students will be notified of any changes through Blackboard communication.

Fairmont State University
3 Credit Hours
NURS 4452
Clinical Capstone

Course Description: The practicum course will build on the concepts and knowledge gained from previous nursing courses allowing for the application of theories and concepts associated with nursing leadership, nursing research, and management of care. Students will complete an evidence-based change project for their clinical site (Credit Hours 5: Lecture 1 hour class per week and 180 hours of clinical during the semester).

Course Pre-requisite(s): Students must be in their last semester of the program.

Course Format: Face-to-face

Course Outcomes and Assessment:

| Course Outcome | Alignment to Program Outcome | Assessment Measure | Performance Indicator |
|---|---|--|--|
| Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. | <ul style="list-style-type: none"> Integrate a background in the liberal arts with the knowledge, skills, and values in entry-level professional nursing in order to improve person-centered care and health systems-based outcomes. | <ul style="list-style-type: none"> Change Project Contract Implementation Plan Clinical Reflections Clinical preceptor Clinical logs Simulation | 80% of students will obtain a 75% or higher in the course. |
| Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. | <ul style="list-style-type: none"> Prepare entry-level professional nurses to provide quality, safe, ethical, evidenced-based innovative, person-centered care that reflects clinical judgment, and interprofessional partnerships. | <ul style="list-style-type: none"> Interviews Products/Materials Journals Clinical preceptor Clinical logs Simulation | 80% of students will obtain a 75% or higher in the course. |
| Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. | <ul style="list-style-type: none"> Use information and healthcare technology to drive clinical decision making and innovation in the provision of quality person-centered care. | <ul style="list-style-type: none"> Project Presentations Feedback Communication Meeting Professional Portfolio Evaluation/Decision to Adopt an EBP change Clinical preceptor Clinical logs Simulation | 80% of students will obtain a 75% or higher in the course. |

| | | | |
|---|---|--|--|
| Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health.) | <ul style="list-style-type: none"> Apply principles of diversity, equity, inclusion, and social determinants in the development of health policy and delivery of population health. | <ul style="list-style-type: none"> Project Presentations Clinical Project Presentations Clinical preceptor Clinical logs Simulation | 80% of students will obtain a 75% or higher in the course. |
| Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | <ul style="list-style-type: none"> Contribute to the profession of nursing by engaging in leadership, scholarship, and interprofessional partnerships aimed at improving person-centered and health system outcomes. | <ul style="list-style-type: none"> Capstone project Logs Self-evaluation Preceptor evaluation Clinical preceptor Clinical logs Simulation | 80% of students will obtain a 75% or higher in the course. |

Required Textbook and Resources with ISBN:

- All previous and current textbooks

Assessments/Assignments

| Component | Points Each | Total Points |
|--|-------------|--------------|
| Project Journals-Students will create 1 page journal entries on the topic provided focused on their Evidence-Based Change Projects | 10 | 90 |
| Clinical Reflections-Students will create 2–3-page reflections of their clinical experiences) | 30 | 90 |
| Change Project Contract-Student will begin to develop their EBP change project | 65 | 65 |
| Implementation Plan-Students will create a plan to implement their EBP change project | 50 | 50 |
| Interviews-Students will conduct informal interviews to gather information relevant to their projects | 10 | 10 |
| Products/Materials-Students will create any necessary documents/posters/educational handouts/outlines, etc. needed for implementation | 50 | 50 |
| Project Presentation-Students will create a PowerPoint presentation to present to their classmates providing the background, significance, and implementation plan/products for their EBP change project | 30 | 30 |
| Group Presentation Feedback-Students will provide feedback to one another on the status of their projects from the Project Presentation | 10 | 10 |
| Communication Assignment: Students will attend a formal meeting and analyze communication dynamics | 50 | 50 |
| Evaluation of Project-Decision to Adopt an EBP Project-Students will complete a template provided to evaluate their projects and discuss any necessary changes to make it more successful | 60 | 60 |

| | | |
|---|----|------------|
| Clinical Project Presentations-Students will create a final presentation to discuss the outcomes met or not met by their projects and any suggestions for improvement | 30 | 30 |
| Clinical Project Self-Evaluation-Students will complete a self-evaluation tool | 5 | 5 |
| Preceptor Evaluations-Preceptors will provide an evaluation of the student | 0 | 0 |
| Discussions of Projects-Students will view Clinical Project Presentations and respond to at least 2 classmates | 10 | 10 |
| Professional Portfolio-Students will complete a Portfolio following guidelines provided | 85 | 85 |
| Clinical Logs-Students will submit final logs with hours, outcomes met, and preceptor signature | 10 | 10 |
| Total | | 645 |

Evaluation and Grading Scale

| Grade | Grading Scale | Points Needed |
|-------|---------------|---------------|
| A | 92-100% | 594-645 |
| B | 84-91% | 542-593 |
| C | 75-83% | 484-645 |
| D | 66-74% | 426-645 |
| F | 0-65.9% | 0-425 |

A grade of “C” or above is required to pass the course and progress in the program. Grades will not be rounded, and no extra credit will be given.

Course Timeline:

| Week/Unit | Date | Topic(s)/Readings | Deliverables/Due dates & times |
|-----------|------|---|---|
| 1 | | Introduction to the Course | Required Hospital Documentation, and Journal #1 due *Sign up for Calendly Appointment with faculty and preceptor. |
| 2 | | Evidence-Based Practice and Reflection | Preceptor Letter and Journal #2 Due |
| 3 | | Description & Significance Addressing the Problem | Change Project Contract Due |
| 4 | | Implementation Planning | Implementation Plan & Journal #3 Due Clinical Reflection #1 Due |
| 5 | | Implementation Planning Stakeholders | <i>Interviews Due</i> Journal #4 due |
| 6 | | Communication and Interprofessional Collaboration | Interviews Due <i>Communication Meeting</i> |
| 7 | | Materials/Products | Products/Materials, Journal #5 |
| 8 | | Implementing a Change | Project Presentation Clinical Reflection #2 Due |

| | | | |
|-----------|--|-------------------------------------|--|
| 9 | | Implementing a Change | Project Presentations cont. Journal #6 Due |
| 10 | | Implementing a Change | Project Presentation cont. Communication Meeting and Journal #7 Telehealth simulation |
| 11 | | Implementing a Change | Journal #8 |
| 12 | | Evaluation of EBP Projects | Evaluation/ Decision to Adopt an EBP Clinical Reflection #3 Due Multi-patient simulation |
| 13 | | Disseminating Projects | Clinical Project Presentations, Preceptor Evaluation, and Clinical Self-Evaluation |
| 14 | | Evaluation/Clinical Self-Reflection | Discussion of Presentations and Journal #9 Professional Portfolio |
| 15 | | Self-Reflection/Finals Week | Clinical Logs |

Appendix B
Master Syllabi for Existing Courses

**Fairmont State University
Nursing Ethics
3 Credit Hours
NURS 3360**

| Name | Office Location | Office Hours | Office Phone | Email |
|---------------------------|---------------------------------------|--|--|---|
| Dr. Ashley Shroyer | Big Blue Button Via Blackboard | Mondays 10a-1p Tuesdays 10a-12p | 304-367-4003 (Mrs. Hawkins office number) | Ashley.Shroyer@fairmontstate.edu |

COURSE DESCRIPTION/PREREQUISITES:

This course is designed to explore ethical issues in professional nursing practice across the lifespan. (3 credit theory). PR: Completion of 1st year of ASN program or admission to the BSN program.

CREDIT BREAKDOWN:

3 Theory credit hours/week

COURSE FORMAT:

This course is a face-to-face course that uses the following delivery modalities: PowerPoints, Articles, Case Studies, Discussions, and Videos.

COURSE OUTCOMES:

- Examine ethical issues that relate to professional nursing practice.
- Explain how ethical nursing practice impacts patient-centered care.
- Examine cultural issues in health care ethics.
- Apply decision-making models and concepts to solve ethical issues.

REQUIRED TEXTBOOK AND RESOURCES WITH ISBN:

- Butts, J. & Rich, K. (2019). *Nursing ethics: Across the curriculum and into practice* (5th. ed) Burlington, Mass.: Jones & Bartlett. ISBN: 978-1-284-17022-1
- American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000> ISBN: 9781433832178

BLACKBOARD INFORMATION:

This course uses Blackboard Management System to deliver instruction, supply course materials, and to facilitate communication between students and faculty. If you are new to using Blackboard, then it is recommended that you complete the Blackboard Tutorial once you log into the course. The tutorial can be accessed using the "Blackboard Help" link in the menu in the left hand column of the Course Page. The tutorial is designed to help you learn how to navigate Blackboard. Students should log into Blackboard on a daily basis to receive any course updates from your instructors.

TECHNOLOGY ASSISTANCE INFORMATION

Teaching & Learning Commons Help Information

Phone: 304-367-4810 Option 3

Email: help@fairmontstate.edu

Hours: See Website for most current hours of operation

Weblink: <http://www.fairmontstate.edu/it/teaching-learning-commons>

For Blackboard assistance outside of normal Teaching & Learning Commons business hours, contact WVNET at 304-293-5192.

EVALUATION METHODS

| Assignment | Rubric Location | Points |
|---------------------------------------|-----------------|--------------------------------------|
| Introduction Discussion | Week 1 | 10 |
| Bioethical Reflection | | 50 |
| Nurse Jane and the Surgeon Discussion | Week 2 | 50 |
| Prevention Education Presentation | Week 3 | 70 |
| Ethical Organ Donation Reflection | Week 4 | 45 |
| Movie Reflection Paper | Week 5 | 100 |
| Leadership Discussion | Weeks 6 & 7 | 50 |
| | | Total Possible Points 375 |

GRADING SCALE

A = 92-100% (345 points)

B = 84-91% (315 points)

C = 75-83% (282 points)

D = 66-74%

F = <66%

A grade of "C" or above is required to pass the course and progress in the program. Grades will not be rounded and no extra credit will be given.

COURSE TIMELINE

(Instructions for assignments will be located in in Blackboard under the week assigned)

| Week/Unit | Date | Topic(s)/Readings | Graded Assignments /Due dates & times |
|-----------|----------|--|---|
| 1 | March 8 | Syllabus and Introduction Introduction to Ethics Chapter 1 Introduction to Bioethics and Ethical Decision Making Chapter 2 | Introduction Discussion, Due Wed. March 10 th by noon Bioethical Reflection due Fri. March 12 th by noon |
| 2 | March 15 | Ethics in Professional Nursing Practice Chapter 3 Reproductive Issues and Nursing Ethics Chapter 4 | Nurse Jane and the Surgeon Discussion due Wed March 17 th and Responses Due Fri. March 19 th by noon |

| | | | |
|---|----------|---|---|
| 3 | March 22 | Infant and Child Nursing Ethics Chapter 5 Adolescent Nursing Ethics Chapter 6 | Prevention Education Presentation due Fri. March 26 th by noon |
| 4 | March 29 | Adult Health Nursing Ethics Chapter 7 Ethics and the Nursing Care of Elders Chapter 8 | Ethical Organ Donation Reflection Due Fri. April 2 nd by noon |
| 5 | April 5 | Ethical Issues in the End-of-Life Nursing Care Chapter 9 Psychiatric/Mental Health Nursing Ethics Chapter 10 | Movie Reflection Paper Due Fri. April 9 th by noon |
| 6 | April 12 | Public Health Nursing Ethics Chapter 11 Ethics in Organizations and Leadership Chapter 12 | Leadership Discussion Posting due Fri. April 16 th by noon |
| 7 | April 19 | Finals Week | Leadership Discussion Response due Tuesday April 20th by noon |

The Course Timeline is subject to change.

Students will be notified of any changes through Blackboard communication.

Fairmont State University
3 Credit Hours
NURS 3370
Nursing Informatics and Healthcare Technologies

Theory Professors

| Instructor Name and Title | Phone | E-mail | Office Location | Office Hours |
|---------------------------|--|--------|-----------------|------------------------------------|
| Dr. Denice Kirchoff | Office: 304-367-4391 Cell: 304-282-4526 | | 244 ED | Mondays 10a-1p Tuesdays 10a-12p |

Classroom Location: Blackboard

Description

This course prepares the student to utilize informatics and health care technologies in the management of individuals, groups and organizations for the improvement of patient outcomes.

Course Prerequisites

Textbook and Course Materials

Title: Informatics for Health Professionals
 Author: Mastrian & McGonigle
 Publisher: Jones and Bartlett Learning LLC (2021)
 Edition: Second
 Textbook ISBN: 978-1-284-18209-5

Technology Requirements

[Include any necessary information about technology requirements. Include specific technologies/software/programs that will be used in the course.]

Minimum Technical Requirements

You will need the following software in order to complete the activities in this class:

1. Word Processing package, such as Microsoft Word or Open Office. Please save your documents as a Microsoft Word file (with a file extension of .doc or .docx) before submitting your project assignments.
2. Adobe Acrobat Reader: Test your computer by trying to open this file: PDF File . If you do not have Adobe Acrobat Reader, you can download it free from:
<http://www.adobe.com/products/acrobat/readstep.html>
3. Virus Protection Software. This course requires you to download and upload files from your PC. Virus protection software protects your computer and mine.

BLACKBOARD Information

This course uses Blackboard Management System to deliver instruction, supply course materials, and to facilitate communication between students and faculty. If you are new to using Blackboard, then it is recommended that you complete the Blackboard Tutorial once you log into the course. The tutorial can be accessed using the “Blackboard Help” link in the menu in the left-hand column of the Course Page. The tutorial is designed to help you learn how to navigate Blackboard. Students should log into Blackboard on a daily basis to receive any course updates from your instructors. **Please read the Announcements.**

Technology Assistance Information

1. Located on BlackBoard under START HERE "Minimum Technology Requirements."
2. Teaching & Learning Commons Help Information
 - a. Phone: 304-367-4810 Option 3
 - b. Email: help@fairmontstate.edu
 - c. Hours: See Website for most current hours of operation
 - d. Weblink: <http://www.fairmontstate.edu/it/teaching-learning-commons>

Course Delivery

This course is offered asynchronously online. Students should expect to spend 4-6 hours per credit hour each week. Please keep in mind this is a 7-week course. This equates to 12-18 hours per week on this course.

| Type of Hour | Credit Hours | Number of Hours |
|--------------|--------------|-----------------|
| Theory | 3 | 45 |

Course Learning Outcomes

| Concept | Outcome(s) |
|-------------------------------|--|
| Patient Centered Care | <ul style="list-style-type: none">• Analyze current and emerging technologies to optimize safety, cost effectiveness and health outcomes |
| Professional Role Development | <ul style="list-style-type: none">• Promote policies that incorporate ethical principles and legal standards in the use of health and information technologies |
| Critical Thinking | <ul style="list-style-type: none">• Investigate the process and advantages of healthcare data mining in nursing practice. |
| Nurse Generalist | <ul style="list-style-type: none">• Utilize select theories that guide the application of informatics in health care and health education |

Assessments/Assignments

| Component | Points Each | Total Points |
|---|-------------|--------------|
| Acronym Discussion | 50 | |
| Competency Discussion | 60 | |
| Foundation of Knowledge Paper | 100 | |
| Ethics Case Study discussion | 50 | |
| HITECH/HIPAA Discussion | 50 | |
| Ergonomics Assignment | 30 | |
| Interoperability Assignment | 30 | |
| Security Discussion | 50 | |
| Workflow Assignment | 50 | |
| Quality and Safety Case Study | 50 | |
| Linking Informatics to the Joint Commission's National Patient Safety Goals | 30 | |
| Data Mining Assignment | 125 | Total 675 |

Course Map/Connecting Learning Outcomes and Assessments

| Course Learning Outcomes | Assessments/ Assignments |
|--------------------------|-----------------------------|
|--------------------------|-----------------------------|

| | |
|--|---|
| Analyze current and emerging technologies to optimize safety, cost effectiveness and health outcomes | Linking Informatics to the Joint Commission national Patient Safety Goals |
| Utilize select theories that guide the application of informatics in health care and health education | Foundation of Knowledge Paper |
| Promote policies that incorporate ethical principles and legal standards in the use of health and information technologies | HITECH/HIPPA Discussion |
| Investigate the process and advantages of healthcare data mining in nursing practice. | Data Mining Assignment |

Evaluation and Grading Scale

[Clearly specify how a final letter grade will be determined. This should include a breakdown of all graded assessments, and a grading scale. Grading policy should also specify how students will have access to their grades throughout the semester, and how they can review their work (including final exam). Evaluation rubrics should be made available on Blackboard.]

| Grade | Grading Scale | Points Needed |
|-------|---------------|---------------|
| A | 92-100% | 621-675 |
| B | 84-91% | 567-620 |
| C | 75-83% | 506-566 |
| D | 66-74% | 445-505 |
| F | 0-65.9% | |

A grade of “C” or above is required to pass the course and progress in the program. Grades will not be rounded, and no extra credit will be given.

Course Outline

| <u>Week</u> | <u>Date</u> | <u>Topic(s)</u> | <u>Graded Assignments /Due dates & times</u> |
|-------------|-----------------|--|--|
| 1 | Wed. Sept 29 | Syllabus and Introduction Module | <ul style="list-style-type: none"> Acronym Discussion Competency Discussion Due: Sunday, 10/3 1130 pm |
| 2 | Monday 10/4 | The Foundation of Knowledge Model: Ch.1-2 | <ul style="list-style-type: none"> Foundation of Knowledge Paper Due: Sunday, 10/10 1130pm |
| 3 | Monday 10/11 | Ethical and Legal Aspects of Informatics: Ch. 5 | <ul style="list-style-type: none"> Ethics Case Study Discussion HITECH and HIPAA Discussion Due: Sunday, 10/17 |
| 4 | Monday 10/18 | Systems Development Life Cycle and Human-Technology Interface: Ch. 6 & 8 | <ul style="list-style-type: none"> Ergonomics Assignment Interoperability Assignment Due: Sunday, 10/24 |
| 5 | Monday 10/25 | Workflow and Beyond Meaningful Use: Chapter 9 & 10 | <ul style="list-style-type: none"> Security Discussion Workflow Assignment Due: Sunday, 10/31 1130pm |
| 6 | Monday 11/1 | The Electronic Health Record and Informatics Tools to Support | <ul style="list-style-type: none"> Quality and Safety Case Study |

| | | | |
|---|----------------|---|--|
| | | Healthcare Professional Education and Continuing Education Chapter 11 &12 | <ul style="list-style-type: none"> Linking Informatics to the Joint Commission's National Patient Safety Goals Due: Sunday, 11/7 1130pm |
| 7 | Monday 11/8 | Data Mining and Research in Practice: Ch. 16 & 17 | <ul style="list-style-type: none"> Data Mining Assignment Due: Sunday, 11/14 1130 pm |

**The Course Timeline is subject to change.
Students will be notified of any changes through Blackboard communication.**

**Fairmont State University
3 Credit Hours
NURS 3380
Evidence Based Practice**

| Name | Office Location | Office Hours | Office Phone | Email |
|---|--------------------------------|---|-------------------------|---------------------------------|
| Dr. Fran T. Young | Room 236 Education Building | Monday 10:00a-1:00p Tuesday 10:00a-12:00p Virtual by appointment. | Office: 304-367-4002 | fyoung@fairmontstate.edu |
| Dr. Laura Clayton | Room 245 Education Building | By appointment | Office: 304-367-4074 | Laura.Clayton@fairmontstate.edu |
| Faculty may not be available on the weekends, if you have any questions, please let us know by noon on Friday each week. | | | | |

Description

This course focuses on using EBP to provide patient centered care. This is a writing intensive course.

Course Prerequisites

Pre-requisite: Admission to the BSN Program. Must have an unencumbered WV or multistate RN license, and a 3-credit statistics course. Co-requisite: NURS 3320, NURS 3360 and 3-credit statistics course

Textbooks and Course Materials

Grove, S. K. and Gray, J. R. (2019). Understanding nursing research: Building an evidence-based practice (7th ed.) Elsevier. ISBN 978-0-323-53205-1

Grove, S. K. & Ciper, D. J. (2020). Statistics for nursing research: A workbook for evidence-based practice (3rd ed.). Elsevier. ISBN-978-0-323-65411-1

American Psychological Association (APA). (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association. ISBN: 978-1433832178

Technology Requirements

Minimum Technical Requirement

You will need the following software in order to complete the activities in this class:

4. Word Processing package, such as Microsoft Word or Open Office. Please save your documents as a Microsoft Word file (with a file extension of .doc or .docx) before submitting your assignments.
5. Adobe Acrobat Reader: Test your computer by trying to open this file: PDF File. If you do not have Adobe Acrobat Reader, you can download it free from:
<http://www.adobe.com/products/acrobat/readstep.html>
6. Virus Protection Software. This course requires you to download and upload files from your PC. Virus protection software protects your computer and mine.

Blackboard Information

This course uses Blackboard Management System to deliver instruction, supply course materials, and to facilitate communication between students and faculty. If you are new to using Blackboard, then it is recommended that you complete the Blackboard Orientation Module located in the “START HERE” menu once you log into the course. The blackboard orientation is located in the menu on the left-hand column of the Course Page. The orientation is designed to help you learn how to navigate Blackboard. Students should log into Blackboard on a daily basis to receive any course updates from your instructors. **Please read the Announcements.**

Technology Assistance Information

Teaching & Learning Commons Help Information

Phone: 304-367-4810 Option 3

Email: help@fairmontstate.edu

Hours: See Website for most current hours of operation

Weblink: <http://www.fairmontstate.edu/it/teaching-learning-commons>

Course Delivery

This course is an asynchronous online course. Videos and PowerPoints will be used in this course. Students will participate in individual and group assignments. Plan to allow 3 hours per week to read/listen to the online content for this course. In addition, expect to spend an additional 3 hours per credit hour each week on assignments. This equates to 12 hours per week on this course.

Course Outcomes:

1. Articulate EBP questions that address clinically relevant patient care issues.
2. Utilize literature searches to obtain best evidence for patient centered care.
3. Critique research studies for use in patient centered care.
4. Discuss approaches for fostering adoption of evidence-based changes for nursing practice.
5. Apply knowledge of statistics to critique nursing and health care related literature.

Assignments / Assessments

| Assignment | Rubric Location | Points |
|--|-----------------|--------|
| Data Form | Week 1 | 5 |
| RN-BSN Program Orientation Quiz | Week 1 | 0 |
| Introduction Discussion | Week 2 | 10 |
| Week 2 Assignment | Week 2 | 10 |
| EBP Workbook: Ex. 1 | Week 2 | 10 |
| Types of Quantitative Studies Assignment | Week 3 | 20 |
| EBP Workbook: Ex. 2 | Week 3 | 10 |
| Topic of Interest for EBP Presentation | Week 4 | 10 |
| EBP Workbook: Ex. 3 | Week 4 | 10 |
| Select an Article for Critical Appraisal | Week 5 | 10 |
| Citi Training Certificate | Week 5 | 50 |
| EBP Workbook: Ex. 8 | Week 5 | 10 |
| EBP Workbook: Ex. 10 | Week 6 | 10 |

| | | |
|--|------------------------------|----------------|
| Critique Paper (1 st submission) | Week 7 | * (see Week 9) |
| EBP Workbook: Ex. 12 | Week 7 | 10 |
| EBP Workbook: Ex. 13 | Week 8 | 10 |
| Critique Paper (2 nd submission) | Week 9 | 100 |
| EBP Workbook: Ex. 15 | Week 9 | 10 |
| EBP Discussion 1 | Week 10 | 20 |
| EBP Workbook: Ex. 16 | Week 10 | 10 |
| EBP Discussion 2 | Week 11 | 45 |
| EBP Workbook: Ex. 17 | Week 11 | 10 |
| Final PICOT Question, Reference List with Articles | Week 12 | 25 |
| Matrix | Week 13 | 35 |
| EBP Discussion 3 | Week 14 | 30 |
| EBP Project Summary Presentation Assignment | Week 14 | 40 |
| EBP Discussion 4 | Week 15 | 40 |
| Team Evaluation/Critique | Week 15 | 30 |
| | Total Possible Points | 580 |

Course Map/Connecting Learning Outcomes and Assessments

| Course Learning Outcomes | Assessments/ Assignments |
|---|--|
| Articulate EBP questions that address clinically relevant patient care issues. | <ul style="list-style-type: none"> EBP Discussion 2 Final PICOT Question, Reference List with Articles |
| Utilize literature searches to obtain best evidence for patient centered care. | <ul style="list-style-type: none"> Types of Quantitative Studies Assignment Topic of Interest for EBP Presentation Matrix |
| Critique research studies for use in patient centered care. | <ul style="list-style-type: none"> Select an Article for Critical Appraisal Citi Training Certificate Critique Paper (1st submission) Critique Paper (2nd submission) |
| Discuss approaches for fostering adoption of evidence-based changes for nursing practice. | <ul style="list-style-type: none"> Week 2 Assignment EBP Discussion 1 EBP Discussion 3 EBP Project Summary Presentation Assignment EBP Discussion 4 Team Evaluation/Critique |
| Apply knowledge of statistics to critique nursing and health care related literature. | <ul style="list-style-type: none"> EBP Workbook Assignments |

Evaluation and Grading Scale

- A = 92-100% (534-580 points)
- B = 84-91% (488-533 points)
- C = 75-83% (435-487 points)
- D = 66-74%
- F = <66%

A grade of “C” or above is required to pass the course and progress in the program. Grades will not be rounded and no extra credit will be given.

Course Outline

Instructions for assignments will be located in in Blackboard under the week assigned

| Week/Unit | Date | Topic(s)/Readings | Graded Assignments /Due dates & times |
|-----------|--------|--|---|
| 1 | Aug 9 | Syllabus and Introduction to Course | 1. Data Form 2. RN-BSN Program Orientation Quiz in <i>either 3320 or 3380</i> Due Sun. Aug 15th by 11:30 p.m. |
| 2 | Aug 16 | Introduction to Nursing Research and EBP Grove & Gray: Chapter 1 APA Manual 7th: Ch. 1 - Scholarly Writing and Publishing Principles Ch. 2 – Paper Elements and Format EBP Workbook: Ch. 1 – Identifying Levels of Measurement | 1. Introduction Discussion 2. Week 2 Assignment 3. EBP Workbook: Ex. 1 Questions to be graded Due Sun. Aug 22nd by 11:30 p.m. |
| 3 | Aug 23 | Introduction to Quantitative Research Grove & Gray: Chapter 2 Clarifying Quantitative Research Design Grove & Gray: Chapter 8 EBP Workbook: Ch 2 – Identifying Probability & Nonprobability Sampling Methods in Studies | 1. Types of Quantitative Studies Assignment 2. EBP Workbook: Ex. 2 Questions to be graded Due Sun. Aug 29th by 11:30 p.m. |
| 4 | Aug 30 | Introduction to Qualitative Research Grove & Gray: Chapter 3 APA Manual 7th: Ch. 4 - Writing Style and Grammar EBP Workbook: Ch. 3 – Understanding the Sampling Section of a Research Report | 1. Topic of Interest for EBP Presentation 2. EBP Workbook: Ex. 3 Questions to be graded Due Sun. Sept 5th by 11:30 p.m. |
| 5 | Sept 6 | Critical Appraisal of Quantitative and Qualitative Research for Nursing Practice Grove & Gray: Chapter 12 Examining Ethics in Nursing Research Grove & Gray: Chapter 4 APA Manual 7th: Ch. 6 - The Mechanics of Style (pp. 153 – 180) EBP Workbook: Ch. 8 – Measures of Central Tendency | 1. Select an Article for Critical Appraisal. 2. Citi Training Certificate 3. EBP Workbook: Ex. 8 Questions to be graded Due Sun. Sept 12th by 11:30 p.m. |

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|----|---------|--|--|
| 6 | Sept 13 | Examining Research Problems, Purposes, and Hypotheses Grove & Gray: Chapter 5 Understanding and Critically Appraising the Literature Review Grove & Gray: Chapter 6 Understanding Theory and Research Frameworks Chapter 7 EBP Workbook: Ch. 10 – Description of a Study Sample | : Ex. 10 Questions to be graded on Critique Paper (1 st submission) due by 11:59 p.m. Due Sun. Sept 19th by 11:30 p.m. |
| 7 | Sept 20 | Examining Populations and Samples in Research Grove & Gray: Chapter 9 Clarifying Measurement and Data Collection in Quantitative Research Grove & Gray: Chapter 10 EBP Workbook: Ch. 12 – Algorithm for Determining the Appropriateness of Inferential Statistical Techniques | 1. Critique Paper (1 st submission) 2. EBP Workbook: Ex. 12 Questions to be graded Due Sun. Sept 26th by 11:30 p.m. |
| 8 | Sept 27 | Understanding Statistics in Research Grove & Gray: Chapter 11 APA Manual 7th: Ch. 8 – Works Credited in the Text EBP Workbook: Ch. 13 – Understanding Pearson Product-Moment Correlation Coefficient | 1. EBP Workbook: Ex. 13 Questions to be graded Due Sun. Oct 3th by 11:30 p.m. |
| 9 | Oct 4 | Introduction to Additional Research Methodologies in Nursing: Mixed Methods and Outcomes Research Grove & Gray: Chapter 14 EBP Workbook: Ch. 15 – Understanding Multiple Linear Regression | 1. Critique Paper (2 nd submission) 2. EBP Workbook: Ex. 15 Questions to be graded Due Sun. Oct 10th by 11:30 p.m. |
| 10 | Oct 11 | Building an Evidence-Based Nursing Practice: Teamwork & Collaboration Grove & Gray: Chapter 13 EBP Workbook: Ch. 16 – Understanding Independent Samples <i>t</i> -Test | 1. EBP Discussion 1: Team work & Collaboration 2. EBP Workbook: Ex. 16 Questions to be graded Due Sun. Oct 17th by 11:30 p.m. |
| 11 | Oct 18 | Building an Evidence-Based Nursing Practice: PICOT Question (Revisit Chapters 1 & 13) EBP: Developing a spirit of inquiry, identifying a clinical problem, formulating a PICOT Question | 1. EBP Discussion 2: Problem, Significance, Purpose, PICOT Discussion 2. EBP Workbook: Ex. 17 Questions to be graded Due Sun. Oct 24th by 11:30 p.m. |

| | | | |
|----|--------|--|--|
| | | EBP Workbook: Ch. 17 – Understanding Paired or Dependent Samples <i>t</i>-Test | |
| 12 | Oct 25 | Building an Evidence-Based Nursing Practice: Searching for the Best Evidence (Revisit Chapters 1 & 13) APA Manual 7th: Chapter 9 - Reference List EBP Workbook: Ch. 18 – Understanding ANOVA and Post Hoc Analyses | 1. EBP PICOT Question, Reference List with Articles (Submit five (2) peer reviewed research studies supporting your PICOT) Due Sun. Oct 31st. by 11:30 p.m. |
| 13 | Nov 1 | Building an Evidence-Based Nursing Practice: Critical Appraisal of the Evidence Supplemental Readings EBP Workbook: Ch. 19 – Understanding Pearson Chi-Square | 1. Matrix Due Sun. Nov 7th by 11:30 p.m. |
| 14 | Nov 8 | Building an Evidence-Based Nursing Practice: Planning for Sustainable Change Supplemental Reading | 1. EBP Discussion 3: Stake Holders & Rationale, and Responses 2. Project Summary Presentation Assignment 3. EBP Discussion 4: Project Summary Presentation Post in Week 15 Due Sun, Nov 14th by 11:30 p.m. |
| 15 | Nov 15 | Finals Week (Nov 16-19) | 1. EBP Discussion 4: Response 2. Team Evaluation/Critique Due Tuesday Nov 16th! |

The Course Outline is subject to change.

Students will be notified of any changes through Blackboard communication.

**Fairmont State University
3 Credit Hours
NURS 4410
Population Health Nursing**

| Name | Office Location | Office Hours | Office Phone | Email |
|---|--------------------------------|---|-------------------------|--------------------------|
| Dr. Fran T. Young | Room 236 Education Building | Monday 10:00a-1:00p Tuesday 10:00a-12:00p Virtual by appointment. | Office: 304-367-4002 | fyoung@fairmontstate.edu |
| Faculty may not be available on the weekends, if you have any questions, please let us know by noon on Friday each week. | | | | |

Description

This course focuses on understanding the role of the Nurse Generalist in providing care for vulnerable groups and populations. Students complete a population health assessment and prioritize needs. Based on the identified needs, evidence-based strategies and health promotion, health education, or illness prevention are implemented and evaluated.

Course Prerequisites

Active, unencumbered nursing license required. PR: NURS 3380. Co-requisites: NURS 3370, NURS 4430

Textbooks and Course Materials

Stanhope, M. and Lancaster, J. (2020). *Public health nursing: Population –centered health care in the community* (10th ed.). Elsevier. ISBN 9780323582247

Technology Requirements

Minimum Technical Requirement

You will need the following software in order to complete the activities in this class:

7. Word Processing package, such as Microsoft Word or Open Office. Please save your documents as a Microsoft Word file (with a file extension of .doc or .docx) before submitting your assignments.
8. Adobe Acrobat Reader: Test your computer by trying to open this file: PDF File. If you do not have Adobe Acrobat Reader, you can download it free from:
<http://www.adobe.com/products/acrobat/readstep.html>
9. Virus Protection Software. This course requires you to download and upload files from your PC. Virus protection software protects your computer and mine.

Blackboard Information

This course uses Blackboard Management System to deliver instruction, supply course materials, and to facilitate communication between students and faculty. If you are new to using Blackboard, then it is recommended that you complete the Blackboard Orientation Module located in the “START HERE” menu once you log into the course. The blackboard orientation is located in the menu on the left-hand column of the Course Page. The orientation is designed to help you learn how to navigate Blackboard. Students

should log into Blackboard on a daily basis to receive any course updates from your instructors. **Please read the Announcements.**

Technology Assistance Information

Teaching & Learning Commons Help Information

Phone: 304-367-4810 Option 3

Email: help@fairmontstate.edu

Hours: See Website for most current hours of operation

Weblink: <http://www.fairmontstate.edu/it/teaching-learning-commons>

Course Delivery

This course is an asynchronous online course. Videos and PowerPoints will be used in this course. Students will participate in individual and group assignments. Plan to allow 3 hours per week to read/listen to the online content for this course. In addition, expect to spend an additional 3 hours per credit hour each week on assignments. This equates to 12 hours per week on this course on theory. For clinical students should expect to spend approximately 4 to 6 hours/week on their clinical projects. The course is a combination of theory and clinical hours; the breakdown is as follows:

| Type of Hour | Credit Hours | Number of Hours |
|---------------------|--------------|-----------------|
| 3 class hours | 3 | 45 |
| 2 hour-lab per week | 2 | 60 |

Course Outcomes:

- Provide patient-centered care to groups, communities, and populations.
- Conduct a population health assessment to identify priority health needs.
- Collaborate with interprofessional in addressing population health needs.
- Critique implemented evidence-based strategies aimed at population health needs

Assignments / Assessments

| Assignment | Rubric Location | Points |
|---|-----------------|--------|
| Introduction Discussion | Week 1 | 10 |
| Module 2 Assignment | Week 2 | 30 |
| Health Problem Assignment | Week 3 | 35 |
| Pre-Req Quiz | Week 3 | 15 |
| Academic Partnerships to Improve Health (APIH) entitled Navigating a Foodborne Outbreak: Preparation for Interprofessional Practice Certificate | Week 4 | 30 |
| Windshield Assessment (part of Population Health Project) | Week 4 | 15 |
| Community Resource Assessment (part of Population Health Project) | Week 5 | 25 |
| Educational Principles Assignment | Week 5 | 20 |
| Goals and Outcomes (part of Population Health Project) | Week 6 | 20 |
| Health Statistics Assignment | Week 6 | 25 |
| Interventions & Timeline (part of Population Health Project) | Week 8 | 45 |

| | | |
|---|------------------------------|------------|
| E-mail of Approval of materials for Population Health Project by the University Marketing and Relations | Week 8 | 10 |
| Aggregates of the Population Assignment | Week 9 | 20 |
| Case Management Short Essay | Week 10 | 25 |
| Project Log (part of Population Health Project) | Week 11 | 15 |
| Evaluation (part of Population Health Project) | Week 11 | 15 |
| Reflection (part of Population Health Project) | Week 11 | 15 |
| Population Health Project Presentation | Week 11 | 30 |
| Population Health Project Presentation Discussion | Week 12 | 10 |
| Vulnerable Populations and Health Problems Paper | Week 12 | 50 |
| Population Nursing Role Presentation | Week 13 & 14 | 30 |
| Discussion Postings for Population Nursing Role Presentation | Week 13 & 14 | 35 |
| Journey Entry | Week 1-12 | 120 |
| | Total Possible Points | 645 |

Course Map/Connecting Learning Outcomes and Assessments

| Course Learning Outcomes | Assessments/ Assignments |
|---|--|
| Provide patient-centered care to groups, communities, and populations. | <ul style="list-style-type: none"> • Module 2 Assignment • Educational Principles Assignment • Goals and Outcomes (part of Population Health Project) • Interventions & Timeline (part of Population Health Project) • Aggregates of the Population Assignment • Project Log (part of Population Health Project) • Population Health Project Presentation • Population Nursing Role Presentation |
| Conduct a population health assessment to identify priority health needs. | <ul style="list-style-type: none"> • Windshield Assessment (part of Population Health Project) • Community Resource Assessment (part of Population Health Project) • Vulnerable Populations and Health Problems Paper |
| Collaborate with interprofessionals in addressing population health needs. | <ul style="list-style-type: none"> • Academic Partnerships to Improve Health (APIH) entitled Navigating a Foodborne Outbreak: Preparation for Interprofessional Practice Certificate • E-mail of Approval of materials for Population Health Project by the University Marketing and Relations • Case Management Short Essay |
| Critique implemented evidence-based strategies aimed at population health needs | <ul style="list-style-type: none"> • Evaluation (part of Population Health Project) |

| | |
|--|--|
| | <ul style="list-style-type: none"> • Reflection (part of Population Health Project) • Health Statistics Assignment • Health Problem Assignment • Population Health Project Presentation Discussion • Discussion Postings for Population Nursing Role Presentation |
|--|--|

Evaluation and Grading Scale

A = 92-100% (593-645 points)

B = 84-91% (541-592 points)

C = 75-83% (483-540 points)

D = 66-74%

F = <66%

A grade of "C" or above is required to pass the course and progress in the program. Grades will not be rounded and no extra credit will be given.

Course Outline

Instructions for assignments will be located in in Blackboard under the week assigned

| Week/Unit | Date | Topic(s)/Readings | Graded Assignments /Due dates & times |
|-----------|--------|--|---|
| 1 | Aug 9 | Syllabus and Introduction to Course and Population Health Project | 1. Introduction Discussion 2. Journal Entry #1 Due Sun. Aug 15th By 11:30 p.m. |
| 2 | Aug 16 | Intro to Public Health Nursing and Population Health Chapter 1: Public Health Foundations and Population Health Chapter 2: History of Public Health and Public and Community Health Nursing Chapter 3: Public Health, Primary Care, and Primary Health Care Systems Appendix G: American Nurses Associate Scope and Standards of Practice | 1. Module 2 Assignment 2. Journal Entry #2 Due Sun. Aug 22nd by 11:30 p.m. |
| 3 | Aug 23 | Groups, Communities, And Populations as Client Chapter 17: Community As Client Assessment and Analysis Chapter 31: Health Equity and Care of Vulnerable Populations Website: Health People 2020/2030 | 1. Pre-Req Quiz for Population Health Project 2. Health Problem Assignment 3. Journal Entry #3 Due Sun. Aug 29th by 11:30 p.m. |
| 4 | Aug 30 | Groups, Communities, And Populations as Client cont. | 1. Windshield Assessment for Population Health Project |

| | | | |
|---|---------|---|--|
| | | <p>Chapter 4: Perspectives in Global Health</p> <p>Chapter 6: Environmental Health</p> <p>Chapter 8: Achieving Cultural Competence in Community Health</p> | <p>2. Academic Partnerships to Improve Health (APIH) entitled Navigating a Foodborne Outbreak: Preparation for Interprofessional Practice Certificate</p> <p>3. Journal Entry #4 Due Sun. Sept 5th by 11:30 p.m.</p> |
| 5 | Sept 6 | <p>Scientific Frameworks of Community/Public Health Nursing</p> <p>Chapter 11: Population-Based Public Health Nursing Practice: The Intervention Wheel</p> <p>Chapter 12: Genomics in Public Health Nursing</p> <p>Chapter 19: Health Education Principles Applied in Communities, Groups, Families</p> | <p>1. Community Resource Assessment for Population Health Project</p> <p>2. Educational Principles Assignment</p> <p>3. Journal Entry #5 Due Sun. Sept 12th by 11:30 p.m.</p> |
| 6 | Sept 13 | <p>Scientific Frameworks of Community/Public Health Nursing cont.</p> <p>Chapter 13: Epidemiology</p> <p>Chapter 14: Infectious Disease Prevention and Control</p> <p>Chapter 22: Public Health Surveillance and Outbreak Investigation</p> | <p>1. Outcomes for Population Health Project</p> <p>2. Health Statistics Assignment</p> <p>3. Journal Entry #6 Due Sun. Sept 19th by 11:30 p.m.</p> |
| 7 | Sept 20 | <p>Examining Populations and Samples in Research</p> <p>Grove & Gray: Chapter 9</p> <p>Clarifying Measurement and Data Collection in Quantitative Research</p> <p>Grove & Gray: Chapter 10</p> <p>EBP Workbook: Ch. 12 – Algorithm for Determining the Appropriateness of Inferential Statistical Techniques</p> | <p>1. Revisions of Outcomes (if needed) for Population Health Project</p> <p>2. Journal Entry #7 Due Sun. Sept 26th by 11:30 p.m.</p> <p><i>Planned Interventions & Timeline for Population Health Project Due Sun. Oct 3rd by 11:30 p.m.</i></p> |
| 8 | Sept 27 | <p>Health Promotion of Target Population</p> <p>Chapter 28: Child and Adolescent health</p> <p>Chapter 29: Major Health Issues and Chronic Disease Management of Adults Across the Life Span</p> <p>Chapter 30: Disability health care across the life span</p> | <p>1. Planned Interventions & Timeline for Population Health Project</p> <p>2. E-mail of Approval of materials for Population Health Project by University Marketing and Relations</p> <p>3. Journal Entry #8 Due Sun. Oct 3rd by 11:30 p.m.</p> <p><i>Aggregates of the Population Due Sun. Oct 10th by 11:30 p.m.</i></p> |

| | | | |
|----|--------|--|---|
| 9 | Oct 4 | Influences on Community & Population-Focused Nursing Chapter 5: Economics of health care delivery Chapter 7: Application of ethics in the community Chapter 9: Public health policy Revisit Chapter 6: Environmental health | 1. Aggregates of the Population 2. Journal Entry #9 Due Sun. Oct 10th by 11:30 p.m. <i>Time to begin implementing population health project and work on future assignments</i> <i>(See course message for Population Nurses' Role Group Assignments)</i> |
| 10 | Oct 11 | Population-Focused Nursing Chapter 21: Public Health Nursing Practice and the Disaster Management Cycle Chapter 23: Program Management Chapter 25 Case Management | 1. Case Management Short Essay 2. Journal Entry #10 Due Sun. Oct 17th by 11:30 p.m. <i>Population Health Project Presentation, Clinical Reflection, Clinical Log, & Evaluation for Population Health Project due Sun. Oct 24th by 11:30 p.m.</i> |
| 11 | Oct 18 | Vulnerable Populations Chapter 32: Population-Centered Nursing in Rural and Urban Environments Chapter 33: Poverty and Homelessness Chapter 34: Migrant Health Issues | 1. Population Health Project Presentation 2. Clinical Reflection, Clinical Log, & Evaluation for Population Health Project 3. Journal Entry #11 Due Sun. Oct 24th by 11:30 p.m. <i>Vulnerable Populations and Health Problems paper due Sun. Oct 31st. by 11:30 p.m.</i> |
| 12 | Oct 25 | Vulnerable Populations Chapter 35: Teen Pregnancy Chapter 36: Mental Health Issues Chapter 37: Alcohol, Tobacco, and Other Drug Problems Chapter 38: Violence and Human Abuse | 1. Population Health Projects Discussion 2. Vulnerable Populations and Health Problems paper 3. Journal Entry #12 Due Sun. Oct 31st. by 11:30 p.m. |
| 13 | Nov 1 | Population Nursing Role Chapter 40: The Nurse Leader in The Community Chapter 41: The nurse in home health and hospice Chapter 42: The nurse in the schools | Online Population Nursing Role Presentations: Home Health Nursing, Hospice Nursing, and School Nursing Due Fri. Nov 5th by noon Discussion Posting for Population Nursing Role Presentations: HHN, HN, SN Due Sun. Nov 7th by 11:30 p.m. |
| 14 | Nov 8 | Population Nursing Role | Online Population Nursing Role Presentations: Occupational Health |

| | | | |
|----|--------|---|---|
| | | Chapter 43: The nurse in occupational health Chapter 44: Forensic nursing in the community Chapter 45: The nurse in faith community | Nursing, Forensic Nursing, and Faith Community Nursing Due Sun, Nov 14th by 11:30 p.m. |
| 15 | Nov 15 | Finals Week (Nov 16-19) | Discussion Posting for Population Nursing Role Presentations: OHN, FN, & FCN Due Tuesday Nov 16th! |

The Course Outline is subject to change. Students will be notified of any changes through Blackboard communication.

**Fairmont State University
3 Credit Hours
NURS 4430
Nursing Leadership**

Theory Professors

| Instructor Name and Title | Phone | E-mail | Office Location | Office Hours |
|----------------------------------|--------------------------------|--|------------------------|------------------------------------|
| Dr. Ashley Shroyer | 304-367-4003 (leave a message) | Ashley.Shroyer@fairmontstate.edu | Blackboard Collaborate | Mondays 10a-1p Tuesdays 10a-12p |

Classroom Location: Blackboard

Description

This course will explore the role of the nurse-leader and enable students to recognize and develop leadership skills (3 credit theory).

Course Prerequisites

NURS 3380 and BSBA 2209 or MGMT 3308

Textbook and Course Materials

- Required: American Psychological Association. (2020). Publication Manual of the American Psychological Association. 7th Edition. ISBN: 978-1433832178
- Required Program: CoursePoint Enhanced access for Marquis and Huston: Leadership Roles and Management Functions in Nursing ISBN: 9781975155292

Technology Requirements

Minimum Technical Requirements

You will need the following software in order to complete the activities in this class:

10. Word Processing package, such as Microsoft Word or Open Office. Please save your documents as a Microsoft Word file (with a file extension of .doc or .docx) before submitting your project assignments.
11. Adobe Acrobat Reader: Test your computer by trying to open this file: PDF File . If you do not have Adobe Acrobat Reader, you can download it free from:
<http://www.adobe.com/products/acrobat/readstep.html>
12. Virus Protection Software. This course requires you to download and upload files from your PC. Virus protection software protects your computer and mine.

BLACKBOARD Information

This course uses Blackboard Management System to deliver instruction, supply course materials, and to facilitate communication between students and faculty. If you are new to using Blackboard, then it is recommended that you complete the Blackboard Tutorial once you log into the course. The tutorial can be accessed using the "Blackboard Help" link in the menu in the left-hand column of the Course Page. The tutorial is designed to help you learn how to navigate Blackboard. Students should log into

Blackboard on a daily basis to receive any course updates from your instructors. **Please read the Announcements.**

Technology Assistance Information

3. Located on BlackBoard under START HERE “Minimum Technology Requirements.”
4. Teaching & Learning Commons Help Information
 - a. Phone: 304-367-4810 Option 3
 - b. Email: help@fairmontstate.edu
 - c. Hours: See Website for most current hours of operation
 - d. Weblink: <http://www.fairmontstate.edu/it/teaching-learning-commons>

Course Delivery

This course is offered asynchronously online. Students should expect to spend 4-6 hours per credit hour each week. Please keep in mind this is a 7-week course. This equates to 12-18 hours per week on this course.

| Type of Hour | Credit Hours | Number of Hours |
|--------------|--------------|-----------------|
| Theory | 3 | 45 |

Course Learning Outcomes

| Concept | Outcome(s) |
|-------------------------------|--|
| Patient Centered Care | <ul style="list-style-type: none"> • Analysis leadership and management principles to achieve high quality patient-centered care and effective healthcare team coordination in a variety of setting. |
| Professional Role Development | <ul style="list-style-type: none"> • Apply concepts of quality improvement and safety to monitor patient outcomes. • Evaluate how technology impacts healthcare systems and professional nursing practice. |
| Critical Thinking | <ul style="list-style-type: none"> • Integrate critical thinking processes to solve professional problems and to provide patient-centered care. |
| Nurse Generalist | <ul style="list-style-type: none"> • Incorporate effective interprofessional communication techniques to produce positive professional working relationships to deliver evidence-based patient-centered care. |

Assessments/Assignments

| Component | Points Each | Total Points |
|--|--|--------------|
| Course Point: <i>Students will access Course Point and complete various learning modules and work through various case studies.</i> <ul style="list-style-type: none"> • Leadership Module 1.01 • Leadership Module 8.02 • Leadership Module 8.04 • Leadership Module 1.03 • Leadership Case: Leadership Succession and Creating a Motivating Climate • Leadership Module 10.02 | 10 10 10 10 20 10 10 10 | 340 |

| | | |
|--|--|----|
| <ul style="list-style-type: none"> • Leadership Module 10.05 • Leadership Module 10.06 • Leadership Module 1.02 • Leadership Module 6.02 • Leadership Case: Ethics and End-of-Life Care • Leadership Case: Change Management • Leadership Module 9.01 • Leadership Module 9.02 • Leadership Module 9.03 • Leadership Module 9.04 • Leadership Module 2.03 • Leadership Module 3.01 • Leadership Module 3.02 • Leadership Case: Staffing Shortage: Who Can Handle CRRT? • Leadership Case: Handling Conflict Among Staff • Leadership Module 4.01 • Leadership Module 4.02 • Leadership Case: EBP and QI • Leadership Module 4.03 • Leadership Module 4.04 • Leadership Case: Problems in Prioritization: Preventing Poor Outcomes | 10 10 20 20 10 10 10 10 10 10 10 10 20 10 10 20 10 10 10 20 | |
| <p>Introduction Discussions: <i>Students will complete an Introductory VoiceThread Discussion and respond to at least 2 students.</i></p> | 10 | 10 |
| <p>Problem Solving Discussion/Response: <i>Students will choose a learning exercises throughout Chapters 4 & 5. Be sure to apply an appropriate problem- solving/decision-making model in determining what you should do. Justify your decision with supporting evidence from at least 2 sources other than your textbook (peer-reviewed nursing-focused journal articles that are < 5 years old).</i></p> | 50 | 50 |
| <p>Reverse Case Study #3: <i>Students will create a history of the problem that could lead to this scenario, including the experiences and actions of the primary character involved; a list of other persons/characters (nurses, staff, patients, etc.) involved, including their roles and previous actions that led to the scenario outcome(s); and future actions the primary character may take to address the situation, as well as evaluation criteria for determining the effectiveness of these actions. This information may be presented in a concept map or narrative form, or in any form of the student's choosing.</i></p> | 60 | 60 |
| <p>Leadership Paper: <i>Students will explore roles of leader and manager in nurse generalist practice. This assignment asks you to identify a new technology your unit has received or one that you think may well suited for your unit. Please include concepts such as conflict management, communication, teamwork, cultural competence, power, politics, staffing etc. Students should identify a leadership style to work through this new implementation of a technology as the nurse leader.</i></p> | 80 | 80 |

Course Map/Connecting Learning Outcomes and Assessments

| Course Learning Outcomes | Assessments/ Assignments |
|--|--|
| Analysis leadership and management principles to achieve high quality patient-centered care and effective healthcare team coordination in a variety of setting. | Course Point Activities Reverse Case Study Leadership Paper |
| Integrate critical thinking processes to solve professional problems and to provide patient-centered care. | Course Point Activities Problem Solving Discussion/Response Leadership Paper |
| Apply concepts of quality improvement and safety to monitor patient outcomes. | Course Point Activities Leadership Paper |
| Evaluate how technology impacts healthcare systems and professional nursing practice. | Course Point Activities Leadership Paper |
| Incorporate effective interprofessional communication techniques to produce positive professional working relationships to deliver evidence-based patient-centered care. | Course Point Activities Leadership Paper |

Evaluation and Grading Scale

[Clearly specify how a final letter grade will be determined. This should include a breakdown of all graded assessments, and a grading scale. Grading policy should also specify how students will have access to their grades throughout the semester, and how they can review their work (including final exam). Evaluation rubrics should be made available on Blackboard.]

| Grade | Grading Scale | Points Needed |
|-------|---------------|---------------|
| A | 92-100% | 497-540 |
| B | 84-91% | 454-496 |
| C | 75-83% | 405-453 |
| D | 66-74% | 357-404 |
| F | 0-65.9% | 0-356 |

A grade of “C” or above is required to pass the course and progress in the program. Grades will not be rounded, and no extra credit will be given.

Course Outline

| Week | Date | Topic(s)/Readings | Deliverables/Due dates & times |
|------|-------|--|--|
| 1 | Aug 9 | Syllabus and Introduction Module Decision Making, Problem Solving, and Critical Thinking; Overview of Leadership (Chapters 1, 2, 3) | Introduction Discussion Initial Post Due Wed. August 11 th by 1130pm; Responses due Sun. Aug. 15 th by 1130pm. Course Point: <ul style="list-style-type: none"> • Leadership Module 1.01 • Leadership Module 8.02 • Leadership Module 8.04 • Leadership Module 1.03 • Leadership Case: Leadership Succession and Creating a Motivating Climate Due Sun., Aug. 15 th by 11:30pm |

| | | | |
|---|---------|---|--|
| 2 | Aug 16 | Ethical, Legal, and Legislative Issues (Chapters 4 & 5) Organizational Planning/Planned Change (Chapters 7 & 8) | <p>Problem Solving Initial Post Discussion Due Wednesday Aug. 18th by 11:30pm Response Due Sun. Aug. 22nd by 11:30pm</p> <p>Course Point:</p> <ul style="list-style-type: none"> • Leadership Module 10.02 • Leadership Module 10.05 • Leadership Module 10.06 • Leadership Module 1.02 • Leadership Module 6.02 • Leadership Case: Ethics and End-of-Life Care • Leadership Case: Change Management |
| 3 | Aug 23 | Fiscal Planning and Health Care Reimbursement/Organizational Structure (Chapters 10 & 12) | <p>Course Point:</p> <ul style="list-style-type: none"> • Leadership Module 9.01 • Leadership Module 9.02 • Leadership Module 9.03 • Leadership Module 9.04 <p>Due Sun. Aug. 29th by 11:30pm</p> |
| 4 | Aug 30 | Organizational, Political, and Personal Power/Organizing Patient Care (Chapters 13, 14) | <p>Course Point:</p> <ul style="list-style-type: none"> • Leadership Module 2.03 • Leadership Module 3.01 • Leadership Module 3.02 • Leadership Case: Staffing Shortage: Who Can Handle CRRT? • Leadership Case: Handling Conflict Among Staff <p>Due Sun. Sept. 5th by 11:30pm</p> |
| 5 | Sept 6 | Creating a Motivating Climate/Organization, Interpersonal, & Group Communication in Team Building (Chapters 18 & 19) | <p>Reverse Case Study #3: Why Can I not Keep Staff? Due Sunday, Sept 12th by 11:30pm</p> |
| 6 | Sept 13 | Delegation/Conflict, Workplace Violence & Negotiation (Chapters 20 & 21) | <p>Leadership Paper Due Sun. Sept 19th by 11:30pm</p> |
| 7 | Sept 20 | Quality Control in Creating a Culture of Patient Safety/Performance Appraisal (Chapters 23 & 24) | <p>Course Point:</p> <ul style="list-style-type: none"> • Leadership Module 4.01 • Leadership Module 4.02 • Leadership Case: EBP and QI <p>Due Sun. Sept 26th by 11:30pm</p> <p>Course Point:</p> <ul style="list-style-type: none"> • Leadership Module 4.03 • Leadership Module 4.04 • Leadership Case: Problems in Prioritization: Preventing Poor Outcomes <p>Due Sun Sept 26th by 11:30pm</p> |

**The Course Timeline is subject to change.
Students will be notified of any changes through Blackboard communication.**

Fairmont State University
3 Credit Hours
NURS 4450
Healthcare Delivery Systems Political Social and Economic Influences

Theory Professors

| Instructor Name and Title | Phone | E-mail | Office Location | Office Hours |
|---------------------------|-------|--------------------------------|-----------------|--------------|
| Dr. Mary Fanning | | Mary.Fanning@fairmontstate.edu | Virtual | |

Classroom Location: Course is delivered online.

Description

This course will analyze the healthcare delivery system and its appropriateness for meeting the dynamic and ever-changing health needs of diverse patients through analysis of political, social and economic influences.

Course Prerequisites

Corequisite: NURS 4440. This course must be taken in the last semester of the RN-BSN program.

Textbook and Course Materials

Shi, L. & Singh, D. A. (2019). Delivering health care in America: A systems approach. (7th ed.). Burlington, MA: Jones & Bartlett Learning. ISBN: 978-1-12449-1.

Technology Requirements

Minimum Technical Requirements

You will need the following software in order to complete the activities in this class:

13. Word Processing package, such as Microsoft Word or Open Office. Please save your documents as a Microsoft Word file (with a file extension of .doc or .docx) before submitting your project assignments.
14. Adobe Acrobat Reader: Test your computer by trying to open this file: PDF File . If you do not have Adobe Acrobat Reader, you can download it free from:
<http://www.adobe.com/products/acrobat/readstep.html>
15. Virus Protection Software. This course requires you to download and upload files from your PC. Virus protection software protects your computer and mine.

BLACKBOARD Information

This course uses Blackboard Management System to deliver instruction, supply course materials, and to facilitate communication between students and faculty. If you are new to using Blackboard, then it is recommended that you complete the Blackboard Tutorial once you log into the course. The tutorial can be accessed using the "Blackboard Help" link in the menu in the left-hand column of the Course Page. The tutorial is designed to help you learn how to navigate Blackboard. Students should log into Blackboard on a daily basis to receive any course updates from your instructors. **Please read the Announcements.**

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5. Located on BlackBoard under START HERE “Minimum Technology Requirements.”
6. Teaching & Learning Commons Help Information
 - a. Phone: 304-367-4810 Option 3
 - b. Email: help@fairmontstate.edu
 - c. Hours: See Website for most current hours of operation
 - d. Weblink: <http://www.fairmontstate.edu/it/teaching-learning-commons>

Course Delivery

Students should expect to spend 2-3 hours for each credit hour for theory outside of class time. This would equate to approximately 3-4 hours on theory. For clinical students should expect to spend approximately 8 hours/week on their clinical projects.

This course is offered asynchronously online.

| Type of Hour | Credit Hours | Number of Hours |
|--------------|--------------|-----------------|
| Theory | 3 | 45 |

Course Learning Outcomes

| Concept | Outcome(s) |
|-------------------------------|---|
| Patient Centered Care | <ul style="list-style-type: none"> • Analyze health care delivery systems for appropriateness in meeting the dynamic and ever-changing health profile of patients. • |
| Professional Role Development | <ul style="list-style-type: none"> • Identify the social, legal and economic influences that affect the delivery of healthcare. • Analyze a critical health policy issue in the US and explain its impact on healthcare delivery systems and future trends in healthcare. |
| Critical Thinking | <ul style="list-style-type: none"> • Analyze and interpret healthcare data. • Integrate evidence-based nursing interventions and standards of care to address the political, social, and economic influences on the health care delivery system. |
| Nurse Generalist | <ul style="list-style-type: none"> • Prepare a healthcare delivery system policy brief. |

Assessments/Assignments

| Component | Points Each | Total Points |
|---|-------------|--------------|
| Week 1 Chapter 1 and 3 | | |
| D: Introduce yourself | 20 | |
| A: Health System Comparison | 20 | |
| CS: Aid to governor | 35 | |
| Week 2 Chapter 2 | | |
| D: Scare Health Resources and Healthcare Values and Beliefs | 20 | |
| A: Community's Economic Stability | 20 | |
| Week 3 Chapter 2 | | |
| CS: A and B | 35 | |
| Week 4 Chapter 4 | | |

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| Global Shortage of Health and Relying on Telemedicine | 20 | |
| Geographic Maldistribution | 20 | |
| HPSA and MUSA/P score | 35 | |
| Week 5 Chapter 5 | | |
| D: Balance Between Clinical Efficacy and Economic Worth | 20 | |
| A: Impact of Covid 19 | 20 | |
| CS: Physician in Appalachia | 35 | |
| Week 6 Chapter 6 | | |
| D: Recent Graduate | 20 | |
| A Mr. and Mrs. Falcon | 20 | |
| Week 7 Chapter 6 | | |
| CS: VP for Nursing | 35 | |
| Week 8 Chapter 7 | | |
| D: Hospital Emergency Department and US Health care | 20 | |
| A Chapter 7 Question 6 and Complementary Medicine | 20 | |
| CS: Margaret | 35 | |
| Week 9 Chapter 8 and 10 | | |
| D: US per Capita | 20 | |
| A: Chapter 8 Question 13 | 20 | |
| Week 10 Chapter 8 and 10 | | |
| CS: Washington Lobbyist | 35 | |
| CS: Tom Peters | 35 | |
| Week 11 Chapter 9 | | |
| D: Cost and Quality of Healthcare | 20 | |
| A: Chapter 9 Question 9 | 20 | |
| CS: ACO Opportunity | 35 | |
| CS: Managed Care | 35 | |
| Week 12: Chapter 11 | | |
| D: Eastern Panhandle | 20 | |
| A: Chapter 11 Question 11 | 20 | |
| Week 13: Chapter 12 | | |
| D: Rising Costs of Healthcare | 20 | |
| A: Chapter 12 Questions 9, 20, 23 | 20 | |
| CS: Community Hospital NICU | 35 | |
| CS Partially Integrated Healthcare Delivery System | 35 | |
| Week 14: Chapter 12 | | |
| D: Administrator of local county health dept | 20 | |
| PB: Health Policy Brief | 40 | |
| Week 15 Chapter 14 | | |
| Elevator Speech | 30 | |
| CS: Healthcare Reform | 35 | Total 945 |

Course Map/Connecting Learning Outcomes and Assessments

| Course Learning Outcomes | Assessments/ Assignments |
|---|---|
| <ul style="list-style-type: none"> Identify the social, legal and economic influences that affect the delivery of healthcare. | <ul style="list-style-type: none"> Health System Comparison |
| <ul style="list-style-type: none"> Analyze health care delivery systems for appropriateness in meeting the dynamic and ever-changing health profile of patients. | <ul style="list-style-type: none"> Vulnerable Population Paper |
| <ul style="list-style-type: none"> Integrate evidence-based nursing interventions and standards of care to address the political, social, | <ul style="list-style-type: none"> Case Study VP of Nursing |

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| and economic influences on the health care delivery system. | |
| <ul style="list-style-type: none"> Analyze and interpret healthcare data. | <ul style="list-style-type: none"> US per Capita Discussion |
| <ul style="list-style-type: none"> Prepare a healthcare delivery system policy brief. | <ul style="list-style-type: none"> Health Policy Brief |
| <ul style="list-style-type: none"> Analyze a critical health policy issue in the US and explain its impact on healthcare delivery systems and future trends in healthcare. | <ul style="list-style-type: none"> Health Policy Brief |

Evaluation and Grading Scale

| Grade | Grading Scale | Points Needed |
|-------|---------------|---------------|
| A | 92-100% | 869 |
| B | 84-91% | 793 |
| C | 75-83% | 708 |
| D | 66-74% | 623 |
| F | 0-65.9% | |

A grade of “C” or above is required to pass the course and progress in the program. Grades will not be rounded, and no extra credit will be given.

Course Outline

| Week | Date | Topic(s)/Readings | Graded Assignments Due Dates & Times <i>Due Date and Points</i> |
|------|--------|---|---|
| 1 | Aug 9 | <p>Course Introduction Review Blackboard and Course Syllabus</p> <p>System Foundations – Overview of US Healthcare Delivery System and The Evolution of Health Services in the US Review syllabus and grading rubrics Read Chapters 1 & 3 textbook Review PowerPoint slides</p> | |
| | | <p>Discussion Posting</p> <ul style="list-style-type: none"> Introduce Yourself (No points Assigned) | <p>20 points Initial discussion postings due Wednesday at 11:30 pm 8/11 Final response due Sunday at 11:30pm 8/15</p> |
| | | <p>Assignment x 1</p> <ul style="list-style-type: none"> Health System Comparison | <p>20 points Assignments due Sunday at 1130pm. 8/15</p> |
| | | <p>Case Study x 1</p> <ul style="list-style-type: none"> Aid to the Governor | <p>35 points Case Study due Sunday at 1130pm. 8/15</p> |
| 2 | Aug 16 | <p>System Foundations - Beliefs, Values and Health Read Chapter 2 of textbook</p> | |

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|---|--------|--|---|
| | | Read Support Your Patients Behavior Change Strategies – link in learning module Review PowerPoint | |
| | | Discussion Posting <ul style="list-style-type: none"> • Scarce Health Resources and Healthcare Values and Beliefs | 20 points Initial discussion postings due Wednesday at 11:30 pm 8/18 Final response due Sunday at 11:30 pm 8/22 |
| | | Assignment x 1 <ul style="list-style-type: none"> • Chapter 2 Question 15 • Community’s Economic Stability | 20 points Assignment due Sunday at 1130pm. 8/22 |
| 3 | Aug 23 | System Foundations - Beliefs, Values and Health Read Chapter 2 of textbook Read Support Your Patients Behavior Change Strategies – link in learning module Review PowerPoint | |
| | | Case Study x 1 <ul style="list-style-type: none"> • Case Study A or B | 35 points Case Studies due Sunday at 1130pm 8/29 |
| 4 | Aug 30 | System Resources – Health Care Professionals Read Chapter 4 textbook Review PowerPoint slides | |
| | | Discussion Postings x 2 <ul style="list-style-type: none"> • Global Shortage of Health and Relying on Telemedicine | 20 points Initial discussion postings due Wednesday at 11:30 pm 9/1 Final response due Sunday at 11:30 pm 9/5 |
| | | Assignment x 1 <ul style="list-style-type: none"> • Geographic Maldistribution | 20 points Assignments due Sunday at 1130 pm 9/5 |
| | | Case Study x 1 <ul style="list-style-type: none"> • HPSA and MUSA/P Score | 35 points Case Studies due Sunday at 1130pm 9/5 |
| 5 | Sept 6 | System Resources – Medical Technology Read Chapter 5 textbook Read article by Patel and colleagues – link in learning module Review PowerPoint slides | |
| | | Discussion Posting x 1 <ul style="list-style-type: none"> • Balance Between Clinical Efficacy and Economic Worth | 20 points Initial discussion postings due Wednesday at 11:30 pm 9/8 Final response due Sunday at 11:30pm 9/12 |
| | | Assignment x 1 <ul style="list-style-type: none"> • Impact of Covid 19 | 20 points Assignment due Sunday at 1130pm.9/12 |
| | | Case Study x 1 <ul style="list-style-type: none"> • Physician in Appalachia | 35 points Case Study due Sunday at 1130 pm 9/12 |

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|----|---------|---|---|
| 6 | Sept 13 | System Resources – Health Services Financing Read Chapter 6 textbook Review PowerPoint slides | |
| | | Discussion Posting x 1 • Recent Graduate | 20 points Initial discussion postings due Wednesday at 11:30 pm 9/15 Final response due Sunday at 11:30pm 9/19 |
| | | Assignment x 2 • Charles and Mr. and Mrs. Falcon | 20 points Assignments due Sunday at 1130pm. 9/19 |
| 7 | Sept 20 | System Resources – Health Services Financing Read Chapter 6 textbook Review PowerPoint slides | |
| | | Case Study x 1 • VP for Nursing | 35 points Case Study due Sunday at 1130pm 9/26 |
| 8 | Sept 27 | System Processes – Outpatient and Primary Care Read Chapter 7 textbook Review PowerPoint slides | |
| | | Discussion Posting x 2 • Hospital Emergency Department • US Healthcare System | 20 points Initial discussion postings due Wednesday at 11:30 pm 9/29 Final response due Sunday at 11:30 pm 10/3 |
| | | Assignment x 2 • Chapter 7 question 6 • Complementary Medicine | 20 points Assignments due Sunday at 1130pm. 10/3 |
| | | Case Study x 1 • Margaret | 35 points Case Study due Sunday at 1130pm 10/3 |
| 9 | Oct 4 | System Processes – Inpatient Facilities and Services and Long-Term Care Read Chapters 8 and 10 textbook Review PowerPoint slides | |
| | | Discussion Posting x 1 • US per Capita | 20 points Initial discussion postings due Wednesday at 11:30 pm 10/6 Final response due Sunday at 11:30pm 10/10 |
| | | Assignment x 2 • Chapter 8 Question 13 and Cases 1&2 Raymond and Tanya | 20 points Assignments due Sunday at 1130pm. 10/10 |
| 10 | Oct 11 | System Processes – Inpatient Facilities and Services and Long-Term Care Read Chapters 8 and 10 textbook Review PowerPoint slides | |
| | | Case Study x 2 • Washington Lobbyist | 70 points |

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|----|--------|---|--|
| | | Tom Peters | Case Studies due Sunday at 1130 pm 10/17 |
| 11 | Oct 18 | Chapter 9 | |
| | | Discussion Posting x 1 <ul style="list-style-type: none"> • Cost and Quality of Healthcare | 20 points Initial discussion postings due Wednesday at 11:30 pm 10/20 Final posting due Sunday at 11:30pm 10/24 |
| | | Assignment x 1 <ul style="list-style-type: none"> • Chapter 9, Question 9. | 20 points Assignments due Sunday at 1130pm 10/24 |
| | | Case Study x 2 <ul style="list-style-type: none"> • ACO Opportunity • Managed Care | 70 points Case Studies due Sunday at 1130pm 10/24 |
| 12 | Oct 25 | System Processes – Health Services for Vulnerable Populations Read Chapter 11 textbook Review PowerPoint slides | |
| | | Discussion Posting x 1 <ul style="list-style-type: none"> • Eastern Panhandle | 20 points Initial discussion postings due Wednesday at 11:30 pm, 10/27 Final posting due Sunday at 11:30pm 10/31 |
| | | Assignment x 1 <ul style="list-style-type: none"> • Chapter 11 Question 11 | 20 points Due Sunday at 1130pm 10/31 |
| 13 | Nov 1 | System Outcomes – Cost, Access and Quality Read Chapter 12 Review PowerPoint slides | |
| | | Discussion Posting x 1 <ul style="list-style-type: none"> • Rising Costs of Healthcare | 20 points Initial discussion postings due Wednesday at 11:30 pm 11/3 Final posting due Sunday at 11:30 pm 11/7 |
| | | Assignment x 3 <ul style="list-style-type: none"> • Chapter 12 – Questions 9, 20 and 23 | 20 points Due Sunday at 1130pm 11/7 |
| | | Case Study x 2 <ul style="list-style-type: none"> • Community Hospital NICU • Partially Integrated Healthcare Delivery System | 70 points Due Sunday at 1130pm 11/7 |
| 14 | Nov 8 | System Outcomes – Cost, Access and Quality Read Chapter 12 Review PowerPoint slides | |
| | | Discussion Posting x 1 <ul style="list-style-type: none"> • Administrator of local county Health department | 20 points Initial discussion postings due Wednesday at 11:30 pm 11/10 Final posting due Sunday at 11:30pm 11/14 |
| | | <ul style="list-style-type: none"> • Health Policy Brief | 40 points Policy Brief due Sunday at 1130pm 11/14 |

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|----|-----------------------------------|---|--|
| 15 | Nov 15 Finals Week | System Outlooks – Future of Health Care Delivery Read Chapter 14 Review – Elevator Speech, link in module Review PowerPoint slides | |
| | | <ul style="list-style-type: none"> • Elevator Speech | 30 points Elevator speech due Friday 1130 pm 11/19 |
| | | Case Study x 1 <ul style="list-style-type: none"> • Healthcare Reform | 35 points Case Study due Friday at 1130pm 11/19 |

**The Course Timeline is subject to change.
Students will be notified of any changes through Blackboard communication.**