

# Original Faculty Approved Nursing Program

*Professors* **INFORMATION NEEDED**

**P**rogram Description. The American Association of Colleges of Nursing (AACN) Essentials of Baccalaureate Education for Professional Nursing Practice provides the curricular elements and framework for building the baccalaureate nursing curriculum. The student will enroll in an Accelerated Bachelor of Science in Nursing program (ABSN) that will occur over a sixteen-month period and will graduate with a Bachelor of Science in Nursing (BSN) degree. The Baccalaureate Essentials are included in each course syllabus and provide the structure by which learning activities are planned and courses and program outcomes are achieved. Educating the baccalaureate nurse today includes a systematic look from the micro to macro units that make up healthcare. The Baccalaureate Essentials guide curriculum delivery to ensure the graduate has the knowledge, skills, and attitude to care for the diverse populations seen today. To understand and find new initiatives to address the aging population and other vulnerable populations including the very young, homeless, veterans, the uninsured, and the socially or physically disadvantaged. Baccalaureate nurses will use technology to guide best practices, communicate with rural populations through telemedicine and telehealth, and find new delivery models that provide the safest and most improved care. Managing patient care while collaborating with the interprofessional team will become the norm and with the interprofessional team new public policies will be developed to continue to improve the care of populations locally, nationally, and globally. (<https://www.aacnursing.org/Education-Resources/AACN-Essentials>).

The baccalaureate essentials that frame our curriculum are I) a liberal education for Baccalaureate generalist nursing practice, II) basic organizational and systems leadership for quality care and patient safety, III) scholarship for evidence-based practice, IV) information management and application of patient care technology, V) healthcare policy, finance, and regulatory environments, VI) interprofessional communication and collaboration for improving patient health outcomes, VII) clinical prevention and population health, VIII) professionalism and professional values, and IX) baccalaureate generalist nursing practice.

**P**rogram Distinctives. The unique distinctive of the ABSN program is that it incorporates a Christian perspective of the liberal arts, which is a primary link to the healing arts, uncommon in most Bachelor of Science in Nursing (BSN) programs. Westmont College adheres to a profound belief that the BSN program will acquaint students with a biblical perspective of patient care through interdisciplinary lenses to the topics of suffering and the cultivation of empathy and sympathy, and will explore compassionate care in light of social policies, health systems and social structures. This allows the student to serve God's kingdom by cultivating grateful servants and faithful leaders for global engagement with the academy, church and world. The ABSN program will provide an opportunity for the BSN student to experience wholistic care dynamics in a Christ-centered approach that responds to the needs of the community. It is indeed, a unique and privileged distinctive, often unseen in other nursing programs.

**Career choices.** Licensure as a baccalaureate prepared registered nurse opens your opportunities for diversity in care at the individual, community or population level. Roles include manager of patient care in an acute, ambulatory, or home setting, direct patient care delivery in specialties like Obstetrics, Pediatrics, Psychiatric/Mental Health, Intensive Care, Emergency Department and Trauma Services, Surgical Services and others. Baccalaureate registered nurses enjoy leadership positions, informatics, case management, school nursing, and public health nursing with endless possibilities caring for others.

## Bachelor of Science in Nursing

### Core Program Requirements (74 units):

Nursing Theory and Clinical Practice (51 units)

- NUR 200 Health Assessment (3)
- NUR 220 Fundamentals of Nursing (5)
- NUR 230 Beginning Medical/Surgical/Geriatric Nursing (6)
- NUR 240 Obstetrical Nursing (5)
- NUR 250 Pediatric Nursing (5)
- NUR 265 Psychiatric Mental Health Nursing (5)
- NUR 270 Intermediate Medical/Surgical/Geriatric Nursing (6)
- NUR 285 Advanced Medical/Surgical/Geriatric Nursing (6)
- NUR 290 Public Health Nursing (5)
- NUR 295 Nursing Leadership (5)

Professional Reflections (6 units)

- NUR 260 Nursing Research and Informatics (3)
- NUR 275 Professional Nursing Roles (3)

Upper-Division Supporting Sciences (10 units)

- NUR 210 Pathophysiology (3)
- SOC 200 Social Determinants of Health (4)
- MA XXX Statistics for Public Health (3)

Nursing and the Liberal Arts (7 units)

- PHI 200 Nursing for Human Flourishing (3)
- NUR 280 Nursing and the Liberal Arts (2 units each; 4 units total)

## Course Descriptions

**NUR 200 Health Assessment** (3) The Health Assessment course prepares the learner with the interviewing techniques and skills for a comprehensive biopsychosocial, cultural, religious, and physical assessment. Using palpation, auscultation, percussion, and inspection, a wholistic approach is taken to assess the whole patient.

**NUR 210 Pathophysiology** (3) Pathophysiology introduces the student to pathophysiology and disruptions in the normal body functioning in individuals across the life span. Objective and subjective manifestations of common health problems resulting from the environmental, genetic, and stress-related maladaptation's are assessed and analyzed. Assessment findings, diagnostic testing, and interventions for specific health problems are discussed. Pharmacologic treatments for specific health problems are explored.

**NUR 220 Fundamentals of Nursing** (5) The Fundamentals of Nursing course begins the four-part medical/surgical/geriatric series and introduces the learner to a variety of concepts and topics that provide the foundation of wholistic, patient-centered, and compassionate care. Quality management, ethics, legal, regulatory requirements and internal and external factors that influence nursing practice will be discussed. Evidence-based practice will be described allowing the learner to connect this practice to quality outcomes. The Quality and Safety in Nursing Education framework, used for clinical evaluation, will be fully explained and implemented in the clinical setting for the first clinical rotation. Initial skill development will take place in the skills and simulation lab.

**NUR 230 Beginning Medical/Surgical/Geriatric Nursing** (6) This is the second in a four-part series of courses on the compassionate care of the medical/surgical/geriatric patient. This course will focus on patient-centered, compassionate care for older adults and elderly patients with chronic conditions in the acute and long-term care setting. Students will learn about the care and interprofessional management of respiratory conditions like asthma and pneumonia, cardiac conditions like hypertension, and basic EKG interpretation, endocrine conditions like diabetes mellitus, disorders of the eye and ear, and the surgical patient including the peri, intra, and postoperative nursing management. Students will learn their role on the interprofessional team as they organize direct care for their patients.

**NUR 240 Obstetrical Nursing** (5) Wholistic care of the patient and family through childbirth is the focus of NUR 240 Obstetrical Nursing. The role of the registered nurse in the care of the patient during the prenatal, antepartum, intrapartum, and postpartum phase of childbirth will be explained and how the family support system is integrated into this care. The emphasis of this course will be on the healthy woman and newborn but will also include the pathologic processes that can occur during pregnancy and throughout the life of a women.

**NUR 250 Pediatric Nursing** (5) Wholistic care of the pediatric patient through the stages of growth and development and along the illness to wellness continuum is the focus of NUR 250. The role of the parents during a child's hospitalization, the complex calculation of pediatric medications, play therapy, and common childhood conditions are topics that will be covered. Best practices in the care of children will be emphasized.

**NUR 260 Nursing Research and Informatics** (3) The nursing research course explores the basics of qualitative, quantitative, and mixed methodology to explore a variety of research designs and frameworks. Research problems, purposes and hypothesis will be explained and nursing students will learn how to write a PICOT question. Students will be exposed to statistical methods for data analysis. Nursing is an evidence-based practice and students will learn the importance of nurses conducting nursing research. This course will also integrate the importance of nursing informatics as a way to measure the outcomes of patient care by tracking, trending, and analyzing the data collected through the electronic medical records and other data collection applications.

**NUR 265 Psychiatric/Mental Health Nursing** (5) Psychiatric/mental health nursing challenges us to understand the complexities of the brain and human behavior. We are living in an age of fast-paced discoveries in neurobiology, genetics, and psychopharmacology. Researchers continue to

seek the most effective evidence-based approaches for patients and their families. This course will introduce the student to the epidemiology, comorbidity, risk factors, and clinical picture of people who live every day with a variety of mental-health conditions. The nursing process is used to formulate care plans for patient and education for their families. Nursing interventions follow the standards set forth in the Psychiatric-Mental Health Nursing: Scope and Standards of Practice (2014). Peggy Halter, PhD, APRN.

**NUR 270 Intermediate Medical/Surgical/Geriatric Nursing** (6) Intermediate medical/surgical/geriatric nursing is the third in a four-part series of courses that concentrates on the medical/surgical and geriatric care for patients with acute conditions involving the cardiac, genitourinary, gastrointestinal, hematological, and orthopedic injuries and conditions. Students will begin to manage patient care on the interprofessional healthcare team, refine their clinical judgement, and effectively communicate with the patient and their support system with discharge planning.

**NUR 275 Professional Nursing Roles** (3) Ethics, legal issues, politics and policy, healthcare reform, and quality of patient care will be explored in this course as professional roles are defined and described. Complex societal concerns like health disparities of the under or uninsured populations will be dissected with collegial conversation about possible ideas for change.

**NUR 280 Nursing and the Liberal Arts Seminar 1** (2) **INFORMATION NEEDED**

**NUR XXX Nursing and the Liberal Arts Seminar 2** (2) **INFORMATION NEEDED**

**NUR 285 Advanced Medical/Surgical/Geriatric Nursing** (6) In the last of the four-part Medical/Surgical/Geriatric Nursing course the student has become the manager and coordinator of care. Patients with multisystem, complex, and emergent conditions will be the focus of this course and clinical experience. Critical thinking and clinical judgement are refined, and all the pieces needed to determine quality, safe, compassionate care are realized. Students will care for up to four patients in the acute care settings.

**NUR 290 Public Health Nursing** (5) This course provides concepts and topic on the care of an individual, group, community, and population locally, regionally, nationally, and globally. The public health framework is described including care at the primary, secondary, and tertiary levels. Students will develop and refine critical thinking skills on a broader level with systems thinking. This course complies with CCR1491 of the CA Board of Registered Nursing Public Health Certificate and includes 90 hours of patient, family, community and population care in a variety of public health settings.

**NUR 295 Nursing Leadership** (5) Nursing Leadership will prepare the student nurse for experiences in leadership. Content is diverse and focuses on group dynamics, leadership theories, development of change, conflict and conflict resolution, the economy of healthcare and unit budgets, leading quality improvement initiatives, effective communication to subordinates, staff retention strategies, and policy development for a safe workplace.

**MA XXX Statistics for Public Health** (3) **INFORMATION NEEDED**

**PHI 200 Nursing for Human Flourishing** (3) An introduction to the main ideas and methods of philosophy and central problems, significant figures in the philosophic tradition, and some of the significant schools of thought. Attention is given to the assessment of world and life views and to the development of a Christian world and life view. This course provides self-reflection to understand the importance of human flourishing and the quest to reach self-actualization as a person and nurse to be able to provide compassionate care to others as support for their human flourishing.

**SOC 200 Social Determinants of Health (4) INFORMATION NEEDED**