

# Washburn University

## School of Nursing

### Baccalaureate Curriculum Revision Proposal

2011

Washburn University  
2011 Baccalaureate Nursing Curriculum Revision Proposal  
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Washburn University

2011 Baccalaureate Curriculum Revision Proposal  
Planned Implementation Spring 2013

**Major Curriculum Change Request**

Date: August 23, 2011

Name of Program: Bachelors of Science in Nursing

Program Administrator including credentials: Dr. Monica Scheibmeir, PhD, ARNP, FAANP

Parent Institution: Washburn University, School of Nursing

Level of the Program for which the change is being requested: Undergraduate-BSN

Briefly describe the change being requested: A comprehensive revision of the pre-licensure (BSN) curriculum to comply with the 2008 standards of the School of Nursing's accrediting agency, the American Association of Colleges of Nursing.

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**Action Taken**

Academic Affairs Subcommittee Review \_\_\_\_\_  
Date

Faculty Senate Review \_\_\_\_\_  
Date

General Faculty \_\_\_\_\_  
Date

WASHBURN UNIVERSITY  
SCHOOL OF NURSING  
Proposed BSN Curricular Change

EXECUTIVE SUMMARY

Curriculum

- The proposed BSN curriculum will meet the 2008 *Essentials of Baccalaureate Education for Professional Nursing Practice* as required by the American Association of Colleges of Nursing.
- Informatics, leadership, quality, safety, and effective communication are strong themes in the proposed BSN curriculum.
- The total number of hours required for prerequisite courses has not changed from the existing BSN curriculum to the proposed curriculum.
- Changes in the prerequisite courses include the addition of pathophysiology as a prerequisite requirement for admission to the nursing program, and the deletion of Introduction to Physics as a prerequisite.
- The total credits required for the revised BSN program are 122-124.
- Didactic and practicum courses have been combined in the new curriculum.
- All technical skills courses have been integrated into the major practicum courses which will allow students to develop mastery in technical skills required of any BSN graduate.

Internal Resources

- The proposed BSN curricular changes have been vetted thoroughly by the School of Nursing faculty.
- The nursing faculty have the required knowledge and expertise to carry out the proposed baccalaureate changes as noted in such areas as informatics, leadership, and quality and safety.
- Adequate clinical resources will continue to be a focus of the faculty and administration as the proposed changes are enacted.

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Mission of the School of Nursing

Washburn University School of Nursing emphasizes excellence in teaching that prepares students to value life-long learning as professional nurses who embrace principles of evidence-based practice.

Washburn nursing graduates collaborate with communities applying ethical leadership, critical thinking, and technological skills to design caring, innovative health solutions for diverse populations.

Mission of Washburn University

Washburn University enriches the lives of students by providing opportunities for them to develop and to realize their intellectual, academic, and professional potential, leading to becoming productive and responsible citizens. We are committed to excellence in teaching, scholarly work, quality academic and professional programs, and high levels of faculty-student interaction. We develop and engage in relationships to enhance educational experiences and our community.

The mission of the School of Nursing is aligned with the broader mission of the university. The emphasis on student enrichment, life-long learning, quality academic programs, and a focus on innovation provided the backdrop for the proposed BSN curricular changes.

Rational for curriculum revision

In 2008 The American Association of Colleges of Nursing published the “*Essentials of Baccalaureate Education for the Professional Nursing Practice*” (Essentials). The Essentials evolved from the Institute of Medicine (IOM) recommendations for core knowledge required of health care professionals and Quality and Safety Education for Nurses (QSEN).

The School of Nursing’s accrediting body, The American Association of Colleges of Nursing revised the standards for the evaluation of baccalaureate nursing programs. The new standards in the 2008 *Essentials of Baccalaureate Education for the Professional Nursing Practice* emphasize interprofessional teams, patient-centered care, genetics/genomics, evidence-based practice, informatics, clinical reasoning, professionalism, quality improvement, cultural sensitivity and continued support for baccalaureate education to prepare the generalist nurse. Based upon the significant shift in the standards for baccalaureate education, the pre-licensure (BSN) curriculum was revised.

## Focus of the 2008 Essentials

The *Essentials* emphasize interprofessional teams, patient-centered care, genetics/genomics, evidence-based practice, informatics, clinical reasoning, professionalism, quality improvement, cultural sensitivity and continued support for baccalaureate education to prepare the generalist nurse. The new *Essentials* are the elements that are now being used for the framework for our baccalaureate nursing curriculum.

The 2008 Essentials are:

1. Liberal education for baccalaureate generalist nursing practice.
2. Basic organizational and systems leadership for quality care and patient safety.
3. Scholarship for evidence-based practice.
4. Information management and application of patient care technology.
5. Health care policy, finance, and regulatory environments.
6. Interprofessional communication and collaboration for improving patient health outcomes.
7. Clinical prevention and population health.
8. Baccalaureate generalist nursing practice.

The 2008 Essentials included significant changes from the 1998 AACN's Baccalaureate Essentials in the following domains:

- Increased emphasis on the professional requirements for BSN prepared nurses to be effective communicators with their patients and their health care colleagues
- Work effectively as a team member to enhance the quality and safety of nursing care
- Focus on the Microsystems in health care settings in which direct care is provided by nurses
- Continue to support the three roles of the nurse at the baccalaureate level to include direct and indirect care provider, manage, develop, and coordinate patient care, and as a member of a profession.

## Faculty Process in Revising the BSN Curriculum

The changes in the BSN Curriculum revision proposals being brought forth by the School of Nursing have undergone multiple iterations based upon strong faculty input. In the 2008-2009 academic year the curriculum committee of the School of Nursing began constructing a revised BSN curriculum based upon the 2008 *Essentials of Baccalaureate Education for the Professional Nursing Practice*. When the leadership for the School of Nursing changed in the Fall 2009 semester, a smaller BSN curriculum taskforce was established. The taskforce was chaired by Debbie Isaacson, and included the following BSN faculty: Dr. Maryellen McBride, Dr. Jane Carpenter, Dr. Ellen Carson, Jeanne Catanzaro, and Lori Edwards. Ex-officio members of the taskforce were the Associate Dean and Dean of the School of Nursing. The taskforce met on a monthly basis and the members were charged to refine and build upon the work of the School of Nursing's curriculum committee 2008-2009 BSN revisions. The first job of the BSN taskforce was to revisit and refine the program outcomes of the new BSN program. From there, the taskforce members re-aligned the sequencing of courses to better meet the new program outcomes and to improve student learning opportunities. In the spring of

2010, the BSN curriculum taskforce held three brown-bag sessions to discuss the re-aligned course sequencing and to discuss with the larger group of faculty the more difficult curricular issues left unresolved by the taskforce's members. All faculty were invited to attend one of the brown bag sessions to discuss their concerns about the proposed changes to the BSN curriculum as well as offer suggestions for how to improve the draft blueprints of the new curriculum. In addition to the brown-bag sessions held by members of the taskforce, specific faculty were invited to attend one or more of the monthly BSN taskforce meetings to discuss a particular topic in detail. An example of this kind of work occurred with the discussion about the pros and cons of requiring pathophysiology content as a prerequisite to the nursing program. The nursing faculty who teach in either the Pathophysiology/Pharmacology I or Pathophysiology/Pharmacology II (NU 313 or NU 343 respectively) met with the BSN taskforce to outline the content for the new pathophysiology course and to lay out a plan for integration of the Pathophysiology/Pharmacology II content within the proposed upper division nursing courses. Included in the spring 2010 work on the curricular changes for the bachelor's program was a conversation with the Dean of the College of Arts and Sciences to discuss the pre-nursing requirements and how the proposed changes would affect any of the departments within the College of Arts and Sciences.

In August of 2010, the BSN curriculum taskforce submitted their proposal for a vote by all voting members within the School of Nursing at the Academic Policy Committee meeting in August, 2010. The vote to support the new curriculum passed. The BSN taskforce was re-aligned, following the full-faculty vote in August, to include faculty who had not participated in the first BSN curricular taskforce but who would be instrumental in constructing the final pieces of the curriculum reconstruction. Debbie Isaacson was asked to continue to chair the BSN taskforce, and new members included Crystal Acker, Barb Stevenson, and Dr. Marilyn Masterson. The Dean for the School of Nursing was an ex-official member of this taskforce. During the 2010-2011 academic year, this group developed the matrix which mapped the new curriculum to the AACN 2008 Essentials as well as the new program outcomes. The second task of this group was to refine and standardize the syllabi for the proposed nursing course (see Appendix for all course syllabi). The result of this extensive process is a well-constructed inclusive curricular revision of the BSN program at Washburn University School of Nursing.

### Conceptual Framework for the School of Nursing

The theoretical foundation for the School of Nursing's curriculum was based upon the writings of Dr. Martha Rogers, and her Science of Unitary Human Beings Theory. Dr. Roger's work included principles of Helicy, Resonancy, and Integrality, which were used to describe the basis for understanding the mutual process between human beings and the environment and to provide the organizational knowledge essential to the science and practice of nursing. The revised BSN curriculum will continue to support the discussion of the Science of Unitary Human Being by Dr. Rogers but will include a broader array of theoretical and scientific writings to help shape the revised curriculum. Much of the *Essentials* requirements for the revised BSN curriculum are based upon newer concepts such as Implementation Science, Evidence-Based Practice, and quality, safety, and informatics research. To meet the curricular requirements set forth by the new *Essentials*, it will require the School of Nursing to include a broad array of health-science related theories to help shape the content for the new curriculum. The modifications in the

conceptual framework to include more theoretical and scientific work is in keeping with the mission of the School of Nursing.

### Prerequisite changes

The revised BSN curriculum made two significant changes to the existing prerequisite courses for the BSN program. The first change occurs with the current requirements listed under the natural science and mathematics category. In the new BSN curriculum, pathophysiology will be a pre-requisite course for entrance into the BSN program. Currently there are two pathophysiology courses taught in the first two semesters of the nursing program (NU 313 Pathophysiology/Pharmacology I and NU 343 Pathophysiology/Pharmacology II). The content covered in the existing nursing pathophysiology/pharmacology courses will be split into separate courses—Pharmacology and Pathophysiology. The new pharmacology course will be taught in the first semester of the nursing curriculum. Pathophysiology will be required prior to enrolling in the first nursing course. These proposed changes are a deliberate action taken by the School of Nursing faculty to address critical gaps in our current BSN program.

The second change in our prerequisites involves modifying the requirement of the Introduction to Physics course as a requirement for the BSN degree. The basis for requiring physics was directly related to the conceptual framework used by the School of Nursing, which was the Science of Unitary Human Beings. The decision to broaden the scientific and theoretical knowledge within the BSN curriculum allowed for an in-depth review of all of the pre-requisite courses for the nursing major. A strong scientific foundation is fundamental for any nursing program, and the revised curriculum proposal requires applicants to complete 26 credits in the natural science and mathematics without having to complete the Introduction to Physics course. The emphasis is changing in BSN curriculum across the United States to focus on the science underpinning patient safety, informatics, and genetics. The proposed changes for the revised BSN curriculum will allow the School of Nursing to maintain the rigor required for educating the professional nurse.

In Table 1 there is a list of the current prerequisites for the BSN program and the proposed changes to the BSN prerequisites.

Table 1. Curricular Changes for Prerequisite Courses in the Baccalaureate Program

<b>Prerequisites: EXISTING REQUIREMENTS</b>	<b>Prerequisites: PROPOSED CHANGES</b>
<p><b>I. General Education Requirements</b></p> <p><b>A. Humanities Courses: 9 credit hours required in at least 2 subject areas—Three hours of Music, Art, or Theatre are required</b></p> <ol style="list-style-type: none"> <li>1. English</li> <li>2. Philosophy</li> <li>3. Religion</li> <li>4. Music</li> <li>5. Art</li> <li>6. Mass Media</li> <li>7. Modern Foreign Language</li> <li>8. Theater</li> <li>9. Communication</li> </ol> <p><b>B. Social Sciences: 9 credit hours</b></p> <ol style="list-style-type: none"> <li>1. +General Psychology-3credits</li> <li>2. + General Sociology-3 credits</li> <li>3. +Cultural Anthropology- 3 credits</li> </ol> <p><b>C. Natural Sciences and Mathematics: 26-28 credit hours</b></p> <ol style="list-style-type: none"> <li>1. +Introduction to Biology/Lab-4-5 credits</li> <li>2. +Human Anatomy/Lab-4 credits</li> <li>3. +Human Physiology/Lab-4 credits</li> <li>4. +General Chemistry/Lab-4-5 credits</li> <li>5. +Introduction to Physics-3 credits</li> <li>6. +Microbiology/Lab-4 credits</li> <li>7. +Statistics-3 credits</li> </ol> <p><b>II. Supporting Courses: 6 credit hours</b></p> <ol style="list-style-type: none"> <li>1. +Nutrition-3 credits</li> <li>2. +Principles of Human Development-3 credits</li> </ol> <p><b>III. University Requirements Common to all Bachelor Degrees:</b></p> <ol style="list-style-type: none"> <li>1. Six (6) credit hours of English Composition: EN 101- Freshman Composition EN 300-Junior Composition</li> <li>2. Lifetime Wellness- 2 hours (KN 198)</li> <li>3. College Algebra- 3 hours (MA 116 or MA 110)</li> </ol> <p><b>IV. Unrestricted Electives: 6 credit hours required +Nursing major prerequisite courses. Satisfactory completion of these courses is required to begin nursing courses.</b></p> <p><i>Students may complete up to 9 hours of Humanities, University requirements and/or unrestricted electives in summer session after admission to the nursing major.</i></p>	<p><b>I. General Education Requirements</b></p> <p><b>A. Humanities Courses: 9 credit hours required in at least 2 subject areas—Three hours of Music, Art, or Theatre are required.</b></p> <ol style="list-style-type: none"> <li>1. English</li> <li>2. Philosophy</li> <li>3. Religion</li> <li>4. Music</li> <li>5. Art</li> <li>6. Mass Media</li> <li>7. Modern Foreign Language</li> <li>8. Theater</li> <li>9. Communication</li> </ol> <p><b>B. Social Sciences: 9 credit hours</b></p> <ol style="list-style-type: none"> <li>1. +General Psychology-3credits</li> <li>2. +General Sociology-3 credits</li> <li>3. +Cultural Anthropology- 3 credits</li> </ol> <p><b>C. Natural Sciences and Mathematics: 23-25 credit hours</b></p> <ol style="list-style-type: none"> <li>1. +Introduction to Biology/Lab-4-5 credits</li> <li>2. +Human Anatomy/Lab-4 credits</li> <li>3. +Human Physiology/Lab-4 credits</li> <li>4. +General Chemistry/Lab-4-5 credits</li> <li>5. +Microbiology/Lab-4 credits</li> <li>6. +Statistics-3 credits</li> </ol> <p><b>II. Supporting Courses: 10 credit hours</b></p> <ol style="list-style-type: none"> <li>1. +Nutrition-3 credits</li> <li>2. +Principles of Human Development-3 credits</li> <li>3. +Pathophysiology -4 credits*</li> </ol> <p><b>III. University Requirements Common to all Bachelor Degrees:</b></p> <ol style="list-style-type: none"> <li>1. Six (6) credit hours of English Composition: EN 101- Freshman Composition EN 300-Junior Composition</li> <li>2. Lifetime Wellness- 2 hours (KN 198)</li> <li>3. College Algebra- 3 hours (MA 116 or MA 110)</li> </ol> <p><b>IV. Unrestricted Electives: 6 credit hours required +Nursing major prerequisite courses. Satisfactory completion of these courses is required to begin nursing courses. <u>Introduction to Physics has been omitted as a requirement. Pathophysiology is moved to be a prerequisite to the nursing major.</u></b></p> <p><i>Students may complete up to 9 hours of Humanities, University requirements and/or unrestricted electives in summer session after admission to the nursing major.</i></p>

### Clinical hours/lab differences

In the proposed BSN curriculum, the didactic and practicum courses are combined. The reasons for this are threefold. First, classroom and clinical learning will be more synchronized for students, and students could see a direct relationship between the classroom topics/teaching and the application to clinical practice. Blended courses provide a natural logical connection to their overall learning needs. Second, combining courses would possibly assist with reducing grade inflation. Students who perform poorly in the course often pass their counterpart clinical course with a better than satisfactory grade (A or B). Consistent evaluation of clinical competency of students is difficult due to a variety of factors that influence the grade, e.g. adjunct faculty, assignments that can be copied, group projects, etc. The final rationale for the change focuses on students who fail either the didactic or practicum courses. Currently students who fail either the didactic or practicum course repeat the course they failed. Faculty for some time have wanted students to repeat both the practicum and didactic content within a specific course (e.g. pediatric didactic and practicum courses) to better learn and apply the content they have struggled with in the past. In the state of Kansas, Baker University, Wichita State University, Pittsburg State University, and the University of Kansas all have combined their didactic and clinical requirements within their program of study.

In addition to the change in which didactic and practicum courses will be combined into one course, the three nursing technology/skills courses (Nursing Technology I, Nursing Technology II, and Nursing Technology III) have been removed from the new curriculum. Instead all of the content covered in those abbreviated courses (technology courses range from 2-6 weeks in length) will be integrated into the combined didactic/practicum courses for a particular level. For example, content covered in Nursing Technology I will be infused throughout the Fundamentals of Nursing Practice/Practicum course in the new curriculum. Table 2 reports the clinical hour differences between the existing BSN curriculum and the proposed changes.

Table 2. Clinical practicum and laboratory credits in the existing versus proposed BSN curriculum.

Existing Course	Number of clinical hours	Number of lab hours	Proposed Course	Number of clinical hours	Number of lab hours
<b>Level 1</b>					
NU 303 Nursing Tech I		45	NU 311 Fundamentals of Nursing Practice /Practicum	90	
NU 304 Health Assessment		0	NU 306 Health Assessment and Promotion/Lab		45
NU 315 Nursing I Practicum	90		NU 316 Pharmacology/lab		45
<b>Level 2</b>					
NU 340 Nursing Technology 2		45			
NU 387 Nursing II practicum	45		NU 386 Nursing of older adults/practicum	90	0
NU 359 Nursing of Children Practicum	45				
NU 357 Nursing of Childbearing Families Practicum	45		NU 356 Maternal, Women's and Newborn Nursing Practicum	45	0
<b>Level 3</b>					
NU 440 Nursing Technology 3		45			
NU 441 Medical-Surgical Integrative Seminar	30	*simulation Lab	NU 441 Adult Medical/Surgical Integrative Seminar	30	
NU 476 Adult Medical-Surgical Practicum	180		NU 456 Adult Medical/Surgical with Practicum	135	
			NU 446 Psychiatric/Mental Health Nursing/Practicum	90	
<b>Level 4</b>					
NU 483 Community/Public Health Nursing Practicum	90		NU 465 Clinical Prevention and Population Health/Practicum	45	
NU 486 Mental Health Nursing Practicum	90		NU 468 Pediatric Medical-Surgical Nursing/Practicum	45	
NU 490 Capstone	90		NU 494 Capstone/Seminar	180	
<b>Total Hours</b>	<b>705 practicum</b>	<b>135 lab</b>		<b>750 practicum</b>	<b>90 lab</b>
<b>Combined Total</b>	<b>840</b>		<b>Combined Total</b>	<b>840</b>	

## End of program outcomes

New program outcomes have been derived for the revised BSN curriculum. These program outcomes reflect the benchmarks or competencies that are expected of graduates upon completion of the bachelor degree in nursing from Washburn University.

1. Apply principles of leadership to deliver quality patient care in complex systems.
2. Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in the planning, implementation, and evaluation of patient care.
3. Demonstrate skill in using patient care technologies, information systems, and communication devices to support quality nursing practice.
4. Practice strategies to change local and global health policy by influencing sociocultural, economic, legal, and political systems.
5. Integrate interprofessional communication patterns into nursing practice.
6. Participate with community partners in clinical prevention and population-focused interventions that are timely, effective, safe, efficient, equitable, and patient centered.
7. Incorporate professional values in formation of ethical comportment and personal accountability for nursing practice.
8. Integrate knowledge, skills, and attitudes necessary for baccalaureate generalist nursing practice.

The end-of-program and level outcomes were matched to the 2008 *Essentials of Baccalaureate Education for the Professional Nursing Practice*. This information is provided in Appendix 1.

## Evaluating the Existing and Proposed Curriculum

Appendix II provides a comparison of the existing curriculum with the proposed curriculum that includes both the didactic as well as the practicum changes. Listed here are the changes between the existing curriculum and the proposed curriculum:

- Separate pharmacology course in Level 1 with a laboratory component added to the course.
- Increase in the credit hours for Health Assessment by 1 credit. This will allow for increased time to include health promotion activities within the laboratory training.
- Additionally, the transitional care model will be used to refine the nursing practicum in Level 1 which will allow the School of Nursing to develop underutilized clinical sites and to assist students in their preparation to work in complex health care environments.
- The leadership content has increased from 3 credits (existing curriculum) to 6 credits. The increased credit allocation is sequential and will occur over a three semester time period, allowing faculty time to address critical content in quality and safety in the health care environments.
- A nursing informatics course will be required of all BSN students and it will be taught in Level 2.

- The BSN nursing research course will be modified to an Evidence-Based Nursing course and that content will be taught earlier in the BSN program (going from Level 3 to Level 2).
- The pediatric didactic and practicum content has been moved from Level 2 (existing curriculum) to Level 4 (proposed curriculum). This will allow students more in-patient (hospital) experience in their final semester.
- The mental health didactic and practicum content has been moved from Level 4 (existing curriculum) to Level 3 (proposed curriculum).

### BSN Curriculum Implementation

Appendix III shows the proposed implementation of the new BSN curriculum with the current BSN curriculum. As noted in the diagram, there will be two semesters where no pediatric content is taught, and there will be one semester where the existing and new mental health practicum and didactic courses will overlap. The pediatric faculty will be provided other teaching opportunities while the gap between the existing and new curriculum take hold. The management of the semester where two mental health courses including practicum are taught will need to be addressed in multiple ways such as having out-of-sequence clinical rotations, temporarily increasing the number of mental health faculty for one semester, and evaluating more community-based mental health clinical sites as options for student placements.

Appendix I. Level and End of Program Outcomes with 8 Essentials

Essential Concepts	Level 1 outcomes	Level 2 outcomes	Level 3 outcomes	Program outcomes
1. Leadership	Identify principles of leadership to deliver quality patient care in complex systems	Explain the role of the professional nurse in the delivery of care in complex systems.	Use principles of organization and system leadership, quality improvement, and safety to promote high quality patient care.	Apply principles of leadership to deliver safe and quality patient care in complex systems
2. Clinical Reasoning	Discuss the influence of clinical judgment, interprofessional perspectives, and patient preferences in patient care.	Interpret the value of evidence with select patient populations in the development of professional nursing practice.	Implement individualized evidence-based health solutions for patients.	Integrate best evidence, clinical judgment, interprofessional perspectives, and patient preferences in the planning, implementation, and evaluation of patient care
3. Skills	Imitate beginning level skills to support quality nursing practice.	Implement beginning and more advanced nursing skills to support quality nursing practice.	Perform quality patient care using a variety of technologies, including information systems and communication devices.	Demonstrate skill in using patient care technologies, information systems and communication devices to support quality nursing practice.
4. Policy	Recognize local health policies affecting sociocultural, economic, legal, and political systems.	Discuss the link between health-related policies and the well-being of patients.	Manage patient care in the context of current health care policies.	Practice strategies to change local and global health policy by influencing sociocultural, economic, legal, and political systems
5. Communication	Recognize basic skills in communication and collaboration in interactions with patients and health care professionals.	Implement effective communications strategies in a complex health care setting.	Use intra- and interprofessional communication and collaborative skills to optimize patient outcomes.	Integrate interprofessional communication patterns into nursing practice.
6. Community and health promotion	Assist health team members in clinical prevention and population focused health assessment and promotion activities.	Recognize community and population interventions that are timely, effective, safe, efficient, equitable, and patient-centered.	Develop strategies for health risk reduction interventions that lead to timely, effective, safe, efficient, equitable, and patient-centered care.	Participate with community partners in clinical prevention and population-focused interventions that are timely, effective, safe, efficient, equitable, and patient centered
7. Values and ethics	Discuss values of ethical nursing practice and personal accountability.	Clarify values related to ethical nursing practice and personal accountability	Commit to the values of ethical nursing practice, including altruism, human dignity, integrity and social justice.	Incorporate professional values in formation of ethical comportment and personal accountability for nursing practice
8. Baccalaureate generalist practice	Identify basic knowledge, skills, and attitudes necessary for baccalaureate generalist nursing practice.	Interpret knowledge, skills, and attitudes necessary for baccalaureate generalist nursing practice.	Apply knowledge, skills, and attitudes necessary for baccalaureate generalist nursing practice.	Integrate knowledge, skills, and attitudes necessary for baccalaureate generalist nursing practice.

Appendix II:  
Curricular Changes for Washburn University School of Nursing: Baccalaureate Program  
Proposed Nursing Course Changes for New BSN program

Existing number	Course Title – existing courses	Hours		Proposed number	Course Title, proposed courses	Hours
<b>Semester 1</b>						
304	Health Assessment	3		306	Health Assessment and Promotion/Lab	4
303	Nursing Tech I	1		311	Fundamentals of Nursing Practice/Practicum	6
309	Nursing Concepts	3				
315	Nursing I Practicum	2				
313	Pathophysiology/Pharmacology I	4		316	Pharmacology/lab	3
307	Family Health	2				
				318	Professional Transformation	1
<b>Total credits in the semester</b>		<b>15</b>				<b>14</b>
<b>Semester 2</b>						
				325	Informatics	2
340	Nursing Technology 2	1				
385	Nursing II	4		386	Nursing of older adults/practicum	6
387	Nursing II practicum	1				
				328	Evidence Based Nursing	2
343	Pathophysiology/pharmacology II	3				
355	Nursing of Childbearing Families	2		356	Maternal, Womens and Newborn Nursing/ Practicum	3
357	Nursing of Childbearing Families/practicum	1				
358	Nursing of Children	2		(content moved to final semester)		
359	Nursing of Children/Practicum	1				
	*elective	(2)			*elective	(2)
<b>Total credits in the semester</b>		<b>15</b>				<b>13</b>

Semester 3						
440	Technology 3	1				
441	Medical-Surgical Integrative Seminar	1		441	Adult Medical/Surgical Integrative Seminar	1
473	Adult Medical-Surgical Nursing	4		456	Adult Medical/Surgical with Practicum	7
476	Adult Medical-Surgical Practicum	4				
479	Professional Nursing Leadership	3		450	Leadership, Management, and Health Policy	3
				446	Psychiatric/Mental Health Nursing/Practicum	5
475	Nursing Research	2				
	*elective	(2)			*elective	(2)
	<b>Total credits in this semester</b>	<b>15</b>				<b>16</b>
Semester 4						
482	Community/Public Health Nursing	3		465	Clinical Prevention and Population Health/Practicum	4
483	Community/Public Health Nursing Practicum	2				
				468	Pediatric Medical-Surgical Nursing/Practicum	3
490	Capstone	2		494	Capstone/Seminar	4
484	Mental Health Nursing	3		(moved to 3 <sup>rd</sup> semester)		
486	Mental Health Nursing Practicum	2				
				462	Quality and Safety in Health Care	2
	<b>Total credits in the semester</b>	<b>12</b>				<b>13</b>
	<b>Total nursing school hours</b>	<b>59</b>			<b>Total nursing school hours</b>	<b>58</b>
	<b>Total pre-requisite hours</b>	<b>64-68</b>			<b>Total pre-requisite hours</b>	<b>64-68</b>
	<b>Total for BSN</b>	<b>123-125</b>			<b>Total for BSN</b>	<b>122-124</b>

Appendix III. BSN Curriculum Implementation Diagram

Pre-REQ Patho Course	Level	Semester I	Semester II	Semester III	Semester IV
		<b>Start of New Curriculum</b>			
NU 290	1	<b>NU 306</b> Health Assessment & Promotion (lab) <b>NU 311</b> Fundamentals of Nursing Practice (clinical) <b>NU 316</b> Pharmacology (lab) <b>NU 318</b> Professional Transformation	<b>NU 306</b> Health Assessment & Promotion (lab) <b>NU 311</b> Fundamentals of Nursing Practice (clinical) <b>NU 316</b> Pharmacology (lab) <b>NU 318</b> Professional Transformation	<b>NU 306</b> Health Assessment & Promotion (lab) <b>NU 311</b> Fundamentals of Nursing Practice (clinical) <b>NU 316</b> Pharmacology (lab) <b>NU 318</b> Professional Transformation	<b>NU 306</b> Health Assessment & Promotion <b>NU 311</b> Fundamentals of Nursing Practice (clinical) <b>NU 316</b> Pharmacology (lab) <b>NU 318</b> Professional Transformation
	2	<b>NU 340</b> Tech 2 <b>NU 357/358</b> OB <b>NU 358/359</b> Peds <b>NU 385/387</b> M/S <b>NU 343</b> Patho 2	<b>NU 325</b> Informatics (8wks) <b>NU 328</b> Evidence Based Nursing (8wks) <b>NU 356</b> Maternal, Women’s and Newborn Nursing (clinical) <b>NU 386</b> Nursing of Older Adults (clinical)	<b>NU 325</b> Informatics (8wks) <b>NU 328</b> Evidence Based Nursing (8wks) <b>NU 356</b> Maternal, Women’s and Newborn Nursing (clinical) <b>NU 386</b> Nursing of Older Adults (clinical)	<b>NU 325</b> Informatics (8wks) <b>NU 328</b> Evidence Based Nursing (8wks) <b>NU 356</b> Maternal, Women’s and Newborn Nursing (clinical) <b>NU 386</b> Nursing of Older Adults (clinical)
	3	<b>NU 440</b> Tech 3 <b>NU 479</b> Leadership <b>NU 476</b> M/S <b>NU 475</b> Research	<b>NU 440</b> Tech 3 <b>NU 479</b> Leadership <b>NU 476</b> M/S <b>NU 475</b> Research	<b>NU 441</b> Adult Medical-Surgical Integrative Seminar <b>NU 456</b> Adult Medical-Surgical Nursing (clinical) <b>NU 450</b> Leadership, Management, and Health Policy <b>NU 446</b> Psychiatric/Mental Health Nursing (clinical)	<b>NU 441</b> Adult Medical-Surgical Integrative Seminar <b>NU 456</b> Adult Medical-Surgical Nursing (clinical) <b>NU 450</b> Leadership, Management, and Health Policy <b>NU 446</b> Psychiatric/Mental Health Nursing (clinical)
	4	<b>NU 482/483</b> Community/Public <b>NU 484/486</b> Mental Health <b>NU 490</b> Capstone	<b>NU 482/483</b> Community/Public <b>NU 484/486</b> Mental Health <b>NU 490</b> Capstone	<b>NU 482/483</b> Community/Public <b>NU 484/486</b> Mental Health <b>NU 490</b> Capstone	<b>NU 462</b> Quality and Safety in Health Care <b>NU 465</b> Clinical Prevention and Population Health (clinical) <b>NU 468</b> Pediatric Medical-Surgical Nursing (clinical) <b>NU 494</b> Capstone with Seminar
			<b>No Pediatrics</b>	<b>No Pediatrics</b>	
				<b>2 Classes of Mental Health</b>	
		Blue – OLD curriculum Pinks – NEW curriculum Yellow – 1 <sup>st</sup> NEW Class			

## Appendix IV:

### Syllabi for Proposed Courses in BSN Revised Curriculum

#### **Prerequisite Course**

#### WASHBURN UNIVERSITY SCHOOL OF NURSING COURSE SYLLABUS

COURSE NAME: Pathophysiology

CREDIT HOURS: 4 credit hours

COURSE DESCRIPTION: This course focuses on pathological factors that influence the disease process. Emphasis is on understanding the disruptive mechanisms that impact normal cell function and the physiological responses to the disease process. Risk factors and disease prevention are discussed to provide a foundation for health promotion, risk reduction, and disease management.

COURSE PREREQUISITES: Anatomy and Physiology

COURSE OUTCOMES: Upon completion of this course, the learner will be able to:

1. Describe the basic concepts of pathophysiology at the cellular level related to alterations in genetics, cellular proliferation, environment, cell signaling and body defense mechanisms.
2. Describe clinical manifestations associated with specific disease states.
3. Identify risk factors for health promotion based on knowledge of disease mechanisms and pathophysiological processes.

COURSE METHODOLOGY: Lecture, required readings, independent home-work assignments web-assisted learning activities, and instructor guided classroom discussion, quizzes and examinations.

METHODS OF EVALUATION: Exams, quizzes, comprehensive final

#### CONTENT OUTLINE:

##### Unit I. General Concepts of Pathophysiology

- A. Homeostasis
- B. Characteristics and classification of disease
- C. Principles of pathophysiology: Mechanisms of disease
- D. Cells and tissues: Structure and function in health and disease
- E. Cellular adaptation to environment, injury and aging
- F. Fluids, Electrolytes and Acid-Base Balance
- G. Genetics, tissue differentiation and genetic abnormalities and disease

##### Unit II. The Body's Protective Mechanisms

- A. The Stress Response
- B. The Inflammatory Response
- C. The Immune Response

- Unit III. Mechanisms of Disease: Inflammation, Alterations in Immunity, Infection and Neoplasia
  - A. Selected diseases of inflammation
  - B. Selected diseases of immunity
  - C. The process of infection
  - D. Neoplasia
- Unit IV. The Hematological and Lymphatic Systems
  - Review structures and function
  - B. Selected diseases of the red blood cells
  - C. Selected diseases of white blood cells and the lymphatic system
- Unit V. The Pulmonary System
  - A. Review structures and function of the pulmonary system
  - B. Clinical manifestations of pulmonary disease
  - C. Selected diseases of the pulmonary system
- Unit VI. The Cardiovascular System
  - A. Review structures and function
  - B. Selected diseases of cardiovascular function and blood flow
- Unit VII. Perfusion Failure/Shock
  - A. Definition and concepts
  - B. Compensatory mechanisms and cellular function
  - C. Classifications and clinical manifestations
  - D. Complications
- Unit VIII. Renal System
  - A. Review structures and function
  - B. Selected diseases of the renal system
- Unit IX. Endocrine System
  - A. Review structures and function
  - B. Selected diseases of endocrine function
- Unit X. Neurological System
  - A. Review structures and function
  - B. Pain
  - C. Selected diseases of the nervous system
- Unit XI. Gastrointestinal System
  - A. Review structures and function
  - B. Selected diseases of digestive function and elimination
- Unit XII. Integumentary and Musculoskeletal System
  - A. Review structures and function
  - B. Selected diseases of the skin and bones

## Level 1 Courses

### WASHBURN UNIVERSITY SCHOOL OF NURSING COURSE SYLLABUS

COURSE NAME: NU 306 Health Assessment and Promotion

CREDIT HOURS: 4 credit hours total (3 credit hours didactic=45 clock hours) (1 credit hour lab=45 hours)

COURSE DESCRIPTION: This course focuses on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of disease in patients across the life span. This course introduces processes of health assessment: interviewing, history-taking, and physical assessment. Dominant models, theories and perspectives are used to explain health behavior and considered in relation to evidence-based health promotion and health education strategies. Students are also expected to identify and apply pathophysiological principles to selected health issues across the lifespan. Incorporated throughout the course is the importance of communication and collaboration across culturally diverse urban populations.

COURSE PREREQUISITES: Admission to the Nursing Major

COURSE OUTCOMES: At the completion of this course the student will be prepared to:

1. Demonstrate skill in data collection methods: Interviewing, observation, and physical examination.
2. Use anatomical, physiological, psychosocial, nutritional, developmental norms and theories, cultural and environmental factors to interpret health assessment data.
3. Identify information technology sources to generate assessment data.
4. Document health assessment findings systematically.
5. Discuss common pathophysiological mechanisms in relation to health assessment, health promotion and disease prevention.
6. Describe the role of the nurse in using the comprehensive health assessment.
7. Perform interventions appropriate to promoting health and quality of life across the lifespan process in various health care settings
8. Apply principles of learning and teaching to health promotion/education activities.

COURSE METHODOLOGY: Lecture, lab, simulation, health promotion activities, group work.

METHODS OF EVALUATION: Examinations, quizzes, physical examination skills

CONTENT OUTLINE:

- I. Evidence-Based Assessment, Cultural Competency, the Interview, and the Complete Health History
- II. Assessment of the Integument and Musculoskeletal
- III. Assessment of the Nervous System and Mental Status Exam
- IV. Assessment of the Thorax & Respiratory System and Assessment of the Breasts
- V. Assessment of the Heart & Neck Vessels and Assessment of the Genitourinary System

- VI. Peripheral Vascular System and Lymphatics
- VII. Assessment of the Abdomen
- VIII. Assessment of the Head, Face, and Neck Lymphatics and Eyes
- IX. Ears, Nose and Mouth
- X. Assessment and health promotion of the Child and Newborn
- XI. Assessment and health promotion of the Aging
- XI. Putting It All Together: The Head to Toe Assessment, Domestic Violence, and Substance

WASHBURN UNIVERSITY SCHOOL OF NURSING  
COURSE SYLLABUS

COURSE NAME: NU 311 Fundamentals of Nursing Practice/Practicum

CREDIT HOURS: 6 credit hours total (4 credit hours didactic=60 clock hours) (2 credit hours practicum=90 clock hours)

COURSE DESCRIPTION: This course is designed to provide the student with the evidence based theory, rationale and procedure for performing the skills needed for entry level nursing practice. This course will familiarize the learner with the problem-solving process, basic communication, collaborative interaction, the teaching-learning process, and critical thinking. The emphasis will be on recognizing cultural influence on health care, and understanding the impact of local and global health policies and issues on the quality and safety in nursing practice. Health promotion and prevention of disease will also be emphasized. Additionally, this course introduces the student to nursing as a professional discipline.

COURSE PREREQUISITES: Admission to the Nursing Major

COURSE OUTCOMES: At the completion of this course the student will be prepared to:

1. Practice leadership as a component of quality patient care in clinical practice.
2. Explain how evidence, clinical judgment, interprofessional perspectives and patient preferences are included in patient care.
3. Demonstrate skill in using patient care technologies, information systems, and communication devices.
4. Identify how local and global health policies affect the quality and safety of patient care delivered.
5. Use basic communication and collaborative skills to optimize patient outcomes
6. Describe the role of the nurse as a health team member in the health promotion and prevention of disease or injury in the community setting.
7. Illustrates how the nurse incorporates professional values into ethical nursing practice and personal accountability.

COURSE METHODOLOGY: Lecture, discussion, demonstrations, interviews, pre and post clinical discussions, supervised client nursing care, faculty-student conferences, reflective documentation, observational and teaching experiences, simulation

COURSE POLICIES: The practicum is graded as a pass/fail. A grade of Fail in the practicum results in a failing grade for the course.

METHODS OF EVALUATION: Exams, skill competency validation, quizzes, class activities, clinical performance evaluation

CONTENT OUTLINE:

- I. Exploration of the Profession of Nursing

- a. Introduction to professions, policy
- II. Patient Centered Care Concepts
  - a. Patient perspectives, diversity, health and illness
  - b. Communication
- III. Patient Care Technology
  - a. Documentation
  - b. Clinical decision making and nursing process
  - c. Patient care equipment
- IV. Components and Skills of Patient Care
  - a. Infection Control, Safety, Hygiene, Skin Integrity, Oxygenation, Mobility
  - b. Psychosocial, Spirituality, Pain
  - c. Nutrition/Elimination
- V. Nurse/Patient Environment
  - a. Teaching/Learning
  - b. Stress Management

WASHBURN UNIVERSITY SCHOOL OF NURSING  
COURSE SYLLABUS

COURSE NAME: NU 316 Pharmacology with Lab

CREDIT HOURS: 3 credit hours total (2 credit hours didactic=30 clock hours) (1 credit hour lab=45 clock hours)

COURSE DESCRIPTION: This course builds on previously learned knowledge of physiology, pathophysiology, chemistry, and genetics. The course introduces concepts of pharmacologic therapy for collaborative nursing practice. Selected medication categories are studied with emphasis on nursing responsibility, accountability, and safety. Case-study-based critical thinking exercises further focuses learning on lifespan issues, patient assessment, and therapeutic response. The psychomotor skills of medication administration will be addressed in the laboratory component.

COURSE PREREQUISITES: Pathophysiology NU 290 and admission to the School of Nursing or consent of instructor

COURSE OUTCOMES: At the completion of this course, the student will be able to:

1. Describe the therapeutic actions, indications, pharmacokinetics, contraindications, most common adverse reactions, and important drug-drug interactions associated with selected drugs.
2. Examine what is involved in each step of the nursing process as it relates to drug administration of select drugs.
3. Define the effects of the local and global environment on pharmacology principles.
4. Analyze the mechanisms that are necessary to assure safety and quality in medication administration.

COURSE METHODOLOGY: Lecture, discussion, case-studies, laboratory practice and application

METHODS OF EVALUATION: Exams, quizzes, forums, observation in lab

CONTENT OUTLINE:

- I. Introduction to Nursing Pharmacology  
Including goals of pharmacological therapies, the nursing role, and lifespan considerations. Dose Calculations and Safety, Classifications and routes
- II. Chemotherapeutic Agents  
Anti-Infective Agents, Antibiotics, Antiviral Agents, Antifungal Agents, Antineoplastic Agents
- III. Drugs Acting on the Immune System  
Salicylates, Nonsteroidal Anti-Inflammatory and Related Agents, Immune Modulators
- IV. Drugs Affecting the Cardiovascular System: Acute and Chronic  
Anti-hypertensives, Anti-anginal, Anti-dysrhythmics, Anti-lipemic, Cardiac glycosides
- V. Drugs Affecting the Respiratory System
- VI. Drugs Acting on the Renal System

- Diuretics, IV fluids and electrolytes, delivery methods for fluids
- VII. Drugs Affecting the Central Nervous System
  - Analgesic Agents, Acute neurological, Sedatives and hypnotics, Chronic Neurological, Psychotropic
- VIII. Drugs Affecting the Endocrine System
  - Hypothalamic and Pituitary Agents, Thyroid and Parathyroid Agents, Adrenocortical Agents, Agents to Control Blood Glucose Levels
- IX. Drugs Affecting the Gastrointestinal System
  - Acid-Controlling Agents, Anti-diarrheal and Laxatives, Antiemetic and Anti-nausea Drugs
- X. Antidotes, Agonists, and Antagonists
- XI. Other: Reproductive system Agents, Vitamins, Minerals, and Supplements

WASHBURN UNIVERSITY SCHOOL OF NURSING  
COURSE SYLLABUS

COURSE NAME: NU 318 Professional Transformation

CREDIT HOURS: 1 credit hours (15 clock hours)

COURSE DESCRIPTION: Introduction to professional nursing expectations. Learning to establish therapeutic relationships is the foundation of professional nursing practice and requires personal accountability and a commitment to life-long learning. An emphasis is placed on legal issues and the principles of altruism, caring, ethics, communication. The value of self-care and reflection in relation to professional transformation is explored.

COURSE PREREQUISITES: Admission into the nursing major

COURSE OUTCOMES: Upon completion of this course the adult learner will be able to:

1. Demonstrate the professional standards of moral, ethical, and legal conduct
2. Assume accountability for personal and professional behaviors
3. Demonstrate professionalism, including attention to appearance, demeanor, and respect for self and others, and attention to professional boundaries
4. Reflect on one's own beliefs and values as they relate to professional practice
5. Protect patient privacy and confidentiality of patient records and other privileged communications
6. Access interprofessional and intraprofessional resources to resolve ethical and other practice dilemmas
7. Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development
8. Recognize the relationship between personal health, self renewal, and the ability to deliver sustained quality care

COURSE METHODOLOGY: Lecture, discussion, case studies, small group work

METHODS OF EVALUATION: Case studies, written paper

CONTENT OUTLINE:

- I. Introduction to Professional Nursing
- II. Historical Perspectives of Professional Nursing
- III. Health Care Ethics
- IV. Legal Aspects of Nursing
- V. Therapeutic Relationships

## Level Two Courses

### WASHBURN UNIVERSITY SCHOOL OF NURSING COURSE SYLLABUS

COURSE NAME: NU 325 Nursing Informatics  
CREDIT HOURS: 2 Credit Hours (30 clock hours)

COURSE DESCRIPTION: This course provides a systematic application of information and computer technology to related nursing practice. Emphasis is on integrating nursing practice systems and informatics technology. Examination of the evolution, future and role of nursing informatics is discussed.

COURSE PREREQUISITES: NU311 or by permission of instructor.

COURSE OUTCOMES: At the completion of this course, the student will be able to:

1. Use computer technology to accomplish course activities
2. Use computer technology to access information relevant to nursing practice.
3. Evaluate technology, information, and its sources critically.
4. Describe issues related to privacy, security, client rights, and ethics, as they pertain to computerized information management.
5. Describe how technology can facilitate quality patient care outcomes.
6. Discuss the future impact of information technology on nursing practice.
7. Discuss the role of the informatics nurse specialist.

COURSE METHODOLOGY: Discussions, readings, written assignments, case studies, quizzes, examinations

#### CONTENT OUTLINE:

- I. The Building Blocks of Nursing Informatics
  - a. Nursing Science and the Foundation of Knowledge
  - b. Introduction to Information, Information Science, and Information Systems
  - c. Computer Science and the Foundation of Knowledge Model
  - d. Introduction to Cognitive Science
  - e. Improving the Human-Technology Interface
- II. Perspectives on Nursing Informatics
  - a. Overview of Nursing Informatics
  - b. Developing Standardized Terminologies in Nursing Informatics
  - c. Nursing Informatics Roles, Competencies and Skills
  - d. Information and Knowledge Needs of Nurses in the 21<sup>st</sup> Century
- III. Nursing Informatics Applications: Nursing Administration and Nursing Practice
  - a. Ethical Applications of Informatics
  - b. Overview of the Health Insurance Portability and Accountability Act
  - c. Securing Information in a Network
  - d. An Insider's View of the Utility of a Clinical Information System

- e. Administrative and Clinical Health Information Systems
  - f. The Electronic Health Record and Clinical Informatics
  - g. Supporting Consumer Information and Education Needs
  - h. Using Informatics to Promote Community & Population Health
  - i. Overview of Home Telehealth
  - j. Telenursing and Remote Access Telehealth
- IV. Nursing Informatics Applications: Nursing Research and Nursing Education
- a. Nursing Research: Data Collection, Processing and Analysis
  - b. Translational Research: Generating Evidence for Practice
  - c. Nursing Informatics and Nursing Education
  - d. E-Portfolios: Processing and Dissemination of Professional Accomplishments

WASHBURN UNIVERSITY SCHOOL OF NURSING  
COURSE SYLLABUS

**COURSE NAME:** NU 328 Evidence Based Nursing

**CREDIT HOURS:** 2 credit hours (30 clock hours)

**COURSE DESCRIPTION:** This course emphasizes appraisal of research studies as the foundation for evidence based nursing practice.

**COURSE PREREQUISITES:** MA 140 or equivalent, and NU 311.

**COURSE OUTCOMES:** Upon completion of this course, the learner will be able to:

1. Analyze current nursing care situations for identification of potential research questions.
2. Synthesize research findings into an evidence-based nursing paper
3. Utilize multiple electronic databases to investigate a chosen research topic.
4. Critically appraise published research in a scholarly manner.
5. Identify collaboration opportunities for both interdisciplinary and international research.
6. Contrast quantitative, qualitative, and integrated research designs, data collection & analysis methods.
7. Examine the ethical issues surrounding the conduct of research with human subjects

**COURSE METHODOLOGY:** This seven week course will spend half of each class on online lecture/presentation with a quiz to be completed prior to the small group (in-person) application to critique assigned research studies. Reading assignments, use of electronic databases, online investigation, and resource utilization will be other teaching methods used in the course.

**METHODS OF EVALUATION:** Quizzes, article critiques, exams, written work

**CONTENT OUTLINE:**

- I. Evidence Based Nursing (EBN)
  - A. Connection between Practice and Research
  - B. Overview of the Research Process
- II. Components of the Research Process
  - A. Ethics and Use of Human Subjects in Research
  - B. Research Questions – PICOT format
  - C. Literature Review and APA Guidelines
  - D. Relationship of Research and Theory
  - E. Sampling; Probability and Nonprobability Methods
  - F. Research Designs; Quantitative Approaches
  - G. Research Designs; Qualitative Approaches

- H. Research Designs; Mixed Method, Integrated Approaches
  - H. Data Collection in Quantitative and Qualitative Designs
  - I. Reliability, Validity & Trustworthiness
  - J. Data Analysis; Understanding Statistics in Quantitative Research
- III. Research Appraisal
- A. Critical Appraisal of Quantitative and Qualitative Research
  - B. Building an EBN Practice

Washburn University School of Nursing  
Course Syllabus

**COURSE NAME:** NU 356 Maternal, Women's, & Newborn Nursing

**CREDIT HOURS:** 3 credit hours total (2 credit hours didactic = 30 clock hours) (1 credit hour practicum = 45 clock hours)

**DIDACTIC DESCRIPTION:** This course is the study of the human life process from conception through the newborn period. Basic theory and concepts related to the maternity cycle, care of the newborn, and nursing care of the mother are emphasized. General knowledge of women's health is introduced. **PRACTICUM DESCRIPTION:** Hospital and community-based learning experiences are provided with individual families during the childbearing phase of the life process. Students utilize application of the nursing process with emphasis on family teaching and health promotion.

**COURSE PREREQUISITES:** NU 311

**DIDACTIC OUTCOMES:** At the completion of this course, the student will be able to:

1. Understand the role of the nurse, midwife, and physician in obstetrical care
2. Describe routine maternal and fetal assessments in pregnancy and the prevention, identification, and management of common pregnancy and neonatal complications
3. Identify normal and at-risk basic fetal monitoring patterns and provide appropriate nursing interventions; describe factors that impact fetal oxygenation and that influence fetal heart rate (FHR) regulation; indicate clinical interventions for the FHR patterns.
4. Collaborate with other health care professionals in implementing evidence-based standards of care relevant to pregnancy, childbirth, the postpartum period, and women's health
5. Explore population-focused women's and maternity nursing issues and risk reduction strategies to meet changing health care needs in a global society; understand healthcare policy as it affects care of low-income women in the United States and in underdeveloped countries
6. Describe the legal and ethical perspectives which are important in the provision of care of women and their families
7. Analyze nursing care management strategies for the health care problems of the woman, fetus, and newborn that include collaboration with other members of the health care team and utilization of community resources; explore specific disease processes as they relate to women
8. Describe variations in health assessment and alterations in physical findings for women from diverse backgrounds; identify mothers, fetuses, and neonates at risk; integrate nursing knowledge, theory, and research findings with knowledge from the humanities and science as a framework to discuss the nursing care of the woman, fetus, and neonate.

**PRACTICUM OUTCOMES:** At the completion of this practicum, the student will be prepared to:

1. Assume responsibility for professional behavior to ensure quality nursing practice; apply nursing care management strategies to ensure responsible nursing practice

2. Utilize critical thinking skills to generate nursing diagnoses, goals, and interventions germane to morbidity and mortality of childbearing women and their fetuses/neonates.
3. Utilize healthcare technologies for safe practice including monitoring in antepartum, intrapartum, and postpartum
4. Recognize and deliver culturally appropriate care to women and infants; understand security precautions, need for immunizations and RhoGam
5. Work as collaborative member of the interdisciplinary healthcare team in caring for childbearing woman and family; collaborate with clients, families, community resources, and health care management team members to provide quality health care
6. Refer women to community agencies such as WIC and M&I programs, La Leche League; teach families about prevention of infection, normal nutrition for mom and baby, typical feeding and elimination for neonates; when to notify health care personnel
7. Provide advocacy for mothers, fetuses, and neonates including breastfeeding education
8. Demonstrate basic postpartum and neonatal assessments; Integrate nursing knowledge, theory, and research from the humanities and sciences to provide a structure for nursing practice with women and childbearing families

**COURSE METHODOLOGY:** Discussion, lectures, videos, simulation, clinical participation

**METHODS OF EVALUATION:** Exams, quizzes, clinical performance evaluation

**PRACTICUM POLICY:** The practicum is graded as a pass/fail. A grade of Fail in the practicum results in a failing grade for the course.

**CONTENT OUTLINE:**

Pregnancy

Birth

Postpartum

Newborn

Women's health issues

WASHBURN UNIVERSITY SCHOOL OF NURSING  
COURSE SYLLABUS

COURSE NAME: NU 386 Nursing of Older Adults

CREDIT HOURS: 6 credit hours total (4 credit hours didactic=60 clock hours) (2 credit hours clinical=90 clock hours)

COURSE DESCRIPTION: The course is designed to build upon learning in previous nursing courses with an emphasis on the aging phase of the life process. Assimilation of intellectual, interpersonal and technological skills is stressed in caring for adults in varying stages of health in a variety of settings. PRACTICUM DESCRIPTION: Emphasizes the life process of adulthood and aging. Integration of nursing science into the problem solving process and extension of intellectual, interpersonal and clinical skills in the nursing care of older adults, in varying stages of health, in the acute care setting

COURSE PREREQUISITES: NU 311, NU 306, NU 316

DIDACTIC OUTCOMES: At the completion of this course, the student will be able to:

1. Define role as client advocate for the elderly in health-related policy issues.
2. Relate the pathophysiology of disease to appropriate nursing diagnoses and the outcomes of intervention strategies, such as medical treatments and surgical procedures, for gerontological clients with chronic processes.
3. Interpret comprehensive assessment data of culturally diverse gerontological clients and their families.
4. Use knowledge from the sciences, ethics, and prerequisite nursing courses when planning intervention strategies to enhance quality of life for culturally diverse older adults with chronic disease processes.
5. Discuss the importance of communicating current research findings in chronic disease prevention and management as well as in nursing practice for care of culturally diverse older adults.
6. Combine cultural awareness and sensitivity in developing health promotion strategies.
7. Use ethical principles in considering potential responses to situations and issues of older people while respecting diversity and promoting dignity.
8. Use knowledge from the arts, sciences and humanities in making nursing practice decisions for adult patients experiencing chronic medical surgical needs.

PRACTICUM OUTCOMES: At the completion of this practicum, the student should be able to:

1. Examine principles of leadership as they apply in working as a patient-care team.
2. Apply nursing care management strategies using evidence-based nursing to provide care for the older adult.
3. Demonstrate progressive development of competence in clinical skills and technology including computerized informational systems in acute care settings.
4. Apply health care agency policies to current health needs of older clients and their

- families, using knowledge from nursing theory and research.
5. Demonstrate effective communication skills with older adults/families and members of the health care team.
  6. Teach health promotion and disease management strategies to assigned clients.
  7. Demonstrate professional values and ethical principles in considering the nurse's role with respect to the older client while respecting diversity and promoting dignity.
  8. Integrate nursing knowledge, theory, and research from the humanities and sciences to provide a structure for nursing practice for those with chronic disease.

#### COURSE METHODOLOGY:

Active learning is a process that requires one to be accountable or responsible for their learning experiences. It is the desire of the course faculty to use strategies in class that will support or enhance the learning that occurs outside the classroom setting. In other words, please do not anticipate a passive learning experience of lecture and note taking.

#### PRACTICUM POLICY:

This practicum is graded as a pass/fail. A grade of Fail in the practicum results in a failing grade for the course.

**METHODS OF EVALUATION:** Exams, quizzes, case studies, clinical performance evaluation

#### CONTENT OUTLINE:

1. The Aging Process
  - a. Overview of the Aging Population
  - b. Assessment and Care of the Older Adult
  - c. Health Care Delivery for the Aging Population
  - d. Aging Issues
  - e. Cancer and the Older Adult
2. Alteration in Oxygenation and Fluid Transport
  - a. Effects of Altered Oxygen Perfusion: Respiratory
  - b. Effects of Altered Oxygen Transport: Cardiac & Vascular
  - c. Effects of Altered Cellular Oxygen Transport: Hematology
  - d. Effects of Altered Fluid Excretion: Renal
3. Alteration in Sensation, Motion, and Cognition
  - a. Effects of Altered Perception: Visual & Auditory
  - b. Effects of Altered Cognition: Dementia & Delirium
  - c. Effects of Obstructive Process on Cognition: CVA & Intracranial Tumors
  - d. Effects of Limited Physical Mobility: Upper & Lower extremities
  - e. Effects of Limited Physical Mobility: Upper & Lower extremities
4. Alteration in Metabolism, Nutrition, and Elimination
  - a. Effects of Altered Metabolic Patterns: Cirrhosis
  - b. Effects of Altered Metabolic Patterns: Diabetes
  - c. Effects of Inflammatory Processes on Digestion: Esophageal & Intestinal
  - d. Effects of Obstructive Processes on Elimination: Bowel

5. Alteration in Sexuality
  - a. Effects of Obstructive Process on Sexual Patterns: Male & Female
  - b. Effects of Breast Cancer: Diagnostics & Treatment

## Level Three Courses

### Washburn University School of Nursing Course Syllabus

COURSE NAME: NU 441 Integrative Seminar  
CREDIT HOURS: 1 Credit Hour =30 Clinical Hours

COURSE DESCRIPTION: Provides uniform mastery and reflective learning experiences to promote the integration of quality health care concepts into nursing practice. Emphasis is placed on holistic, patient-centered, safe, effective, timely, efficient, and equitable health care for patients and families experiencing health crisis in tertiary care settings.

COURSE PRE-REQUISITES: Prerequisite: All Level I and II courses and health clearance.

COURSE OUTCOMES: Upon completion of this course the student will be able to:

1. Discuss ethical dilemmas presented in simulation threading examples from practicums.
2. Discuss the importance of incorporating evidence based quality measures into practice.
3. Demonstrate appropriate use of principles of medication administration in simulation.
4. Demonstrate the assessment and inclusion of the human simulator's relationships, cultural orientation, self-esteem, and emotional status in planning of collaborative nursing care.
5. Demonstrate accurate technique in performing adult physical assessments and the ability to interpret findings during simulation threading examples from practicums.
6. Demonstrate principles of appropriate delegation and managing team dynamics.
7. Describe the contributions to patient care for members of the Interprofessional Health Care Team (IHCT).
8. Report purpose, indication, nursing responsibilities & implications of all prescribed laboratory and diagnostic studies accurately.
9. Discuss application of principles of palliative care threading examples from practicums.
10. Discuss the barriers to health services for the underserved and vulnerable patient groups.

COURSE METHODOLOGY: Reading Text, Journal Writing, Website Discussion & Project, Readings & Review Simulation and Clinical Experiences. Sharing of information will occur in seminar through face to face simulation debriefing sessions, online and seminar discussion, reflective thinking assignments. Patient confidentiality/HIPAA will be ensured. ATI comprehensive examinations will also be included in course methodology.

METHODS OF EVALUATION: Simulation, seminar participation, exams, reflections, active listening and contributing to discussion in significant and substantial ways (thought out ideas and opinions that are shared in a respectful manner and supportive of peers).

CONTENT OUTLINE:

Seminar Sessions I-III:

- Ethical dilemmas in nursing practice

- Evidenced based quality measures in nursing practice
- Safe medication administration in nursing practice
- Cultural awareness and humility in nursing practice
- Focused physical assessment in nursing practice
- Communication and appropriate delegation in nursing practice
- Nurse-Physician-Interprofessional Health Care Team communication in nursing practice
- Evaluation of abnormal and pertinent laboratory and diagnostic studies
- Palliative care in nursing practice
- Equitable treatment in nursing and health care

Simulation Sessions I-II:

- Alteration in oxygenation
  - Integrating quality, safety, and leadership principles
- Alteration in digestion and absorption
  - Integrating quality, safety, and leadership principles

WASHBURN UNIVERSITY SCHOOL OF NURSING  
COURSE SYLLABUS

COURSE NAME: NU 446 Psychiatric Mental Health Nursing

CREDIT HOURS: 5 credit hours total (3 credit hours didactic=45 clock hours) (2 credit hours practicum=90 clock hours)

COURSE DESCRIPTION: Basic theories and concepts related to psychiatric care of children, adolescents, adults and older adults are presented. Emphasis on pharmacological, medical management and nursing management establishes the biophysiologic basis for mental health care and provides knowledge necessary for a beginning practitioner. PRACTICUM DESCRIPTION: Application of theories and concepts related to the care of psychiatric clients. Emphasis on knowledge of pharmacological, medical and nursing management as well as advanced communication skills provide the basis of the clinical experiences in psychiatric nursing necessary for preparation as a beginning practitioner.

COURSE PREREQUISITES: All level 1 and 2 courses.

DIDACTIC OUTCOMES: At the completion of this course the student will be prepared to:

1. Prioritize nursing actions to maximize mental health and wellness.
2. Demonstrate knowledge of psychopathologies and incorporation of evidence based care for clients with mental illness.
3. Evaluate the need and indications for technologies to improve and enhance care of the psychiatric client.
4. Identify mental health policy issues that affect health care at the state, national and international levels.
5. Distinguish the importance of the nurse's therapeutic use of self and therapeutic communication skills in the care of mentally ill clients.
6. Integrate knowledge of the acute care and community based partnerships necessary to establish health promotion and risk reduction behaviors in mentally ill consumers.
7. Incorporate professional nursing values into ethical care for mentally ill consumers.
8. Apply the knowledge, skills, and attitudes related to the care of clients with psychiatric illness necessary for the generalist in nursing practice.

PRACTICUM OUTCOMES: At the completion of this practicum the student will be prepared to:

1. Identify leadership roles in collaboration of an interdisciplinary treatment team in the planning and delivering of consumer care that best utilizes health care resources.
2. Demonstrates sound clinical judgment and integration of client preferences in providing an evidenced based plan of care for an individual (or group of consumers) with mental illness.
3. Assess the need, indications, and process methods for implementation of technologies to improve and enhance care of the psychiatric client.
4. Identify and discuss how health care policy determines mental health care and impacts mental health clients at the local, state and national levels.
5. Demonstrate and appraise effective *professional* and *therapeutic communication* with mental health clinicians and consumers during the clinical experience.

6. Participate as an interdisciplinary team member working to address prevention based and consumer centered care that is efficacious and equitable for the mental health client.
7. Demonstrate professional values through self-awareness and accountability in provision of ethical care.
8. Develop knowledge, skills and attitudes necessary for generalist practice in the provision of care for clients with psychiatric illness.

**COURSE METHODOLOGY:** Blended methods include video streamed lectures, in class discussion and application activities, videotapes of different topics pertinent to mental health, and guest speakers with select areas of mental health expertise. Practicum includes direct client care, observational experiences, clinical conferences, attendance at interdisciplinary meetings, and leading small groups.

**PRACTICUM POLICY:**

This practicum is graded as a pass/fail. A grade of Fail in the practicum results in a failing grade for the course.

**METHODS OF EVALUATION:** Exams, quizzes, in class activities, clinical performance evaluation

**CONTENT OUTLINE:** Specific class objectives will be shared at the beginning of each class

**UNIT I. Foundations**

Historical Overview of Psychiatry & Mental Health Nursing (MHN)

Theoretical Frameworks

DSMIV-TR

Role of the Mental Health Nurse & Evidence-based Best Nursing Practice

Ethical & Legal Considerations in MH

**UNIT II. Psychopathologies/Dysfunctional Patterns**

Anxiety and Anxiety Disorders

Post Traumatic Stress Disorder (PTSD)

Dissociative, Somatoform & Factitious Disorders

Mood Disorders; Depression and Bipolar (mania)

Suicide and Crisis Intervention

Personality Disorders

Schizophrenia & Severe and Persistent Mental Illness (SPMI)

Self-regulation Disorders; Eating, Sleeping and Psychosexual

Addictions

**UNIT III. Special Populations**

Working with Children and Adolescents

Working with Older Adults

Working with Survivors of Violence & De-escalation of Violence

WASHBURN UNIVERSITY SCHOOL OF NURSING  
COURSE SYLLABUS

COURSE NAME: NU 450 Leadership Management and Health Policy

CREDIT HOURS: 3 credit hours (45 clock hours)

COURSE DESCRIPTION: Leadership skills that emphasize ethical and critical decision-making, initiating and maintaining effective working relationships, communication and collaboration within interprofessional healthcare teams, care coordination, delegation, and developing conflict resolution strategies. A basic understanding of complex systems and the impact of power, politics, policy, and regulatory guidelines to these systems.

COURSE PREREQUISITES: NU 318 (Professional Transformation), NU 328 (Evidence-Based Nursing), and NU 325 (Informatics)

COURSE OUTCOMES: Upon completion of this course the adult learner will be able to:

1. Demonstrate an understanding of complex organizational systems, organizational mission, vision, philosophy, and values.
2. Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination.
3. Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments, including local, state, national, and global healthcare trends.
4. Examine legislative and regulatory processes relevant to the provision of health care.
5. Describe state and national statutes, rules, and regulations that authorize and define professional nursing practice.
6. Explore the impact of socio-cultural, economic, legal, and political factors influencing healthcare delivery and practice.
7. Discuss the implications of healthcare policy on issues of access, equity, affordability, and social justice in healthcare delivery.

COURSE METHODOLOGY: Lecture, discussions, small group work

METHODS OF EVALUATION: Exams, written papers, small group work

CONTENT OUTLINE:

- I. Leading and Managing
  - A. Thoughts on Leadership
  - B. Leadership Essentials
  - C. Leadership Styles
  - D. Theories of Leadership
  - E. Empowerment
  - F. Professionalism
  - G. Clinical Leadership
  - H. Changing Role of Nursing Management
- II. Managing Change
  - A. Change and the Healthcare System

- B. Complex Adaptive Systems
  - C. Nurse as Change Agent
  - D. Theories of Change
  - E. Change Process
- III. Health Policy
- A. Policy Process
  - B. Current Health Policy Issues
  - C. Ethical and Diversity Considerations
  - D. Policy Models
- IV. Professional Practice Issues
- A. Legal Issues
  - B. Nursing Malpractice and Liability
  - C. The Impaired Nurse
  - D. State Board of Nursing Licensure and Discipline
- V. Organizational Structures and Managing Care
- A. Organizing within an Institution
  - B. Determining Organizational Objectives
  - C. Organizing Care
  - D. Nursing Roles and Scope of Assignment
- VI. Communication Strategies
- A. Styles of Communication
  - B. Communication Theory
  - C. Communication Methods
- VII. Delegation
- VIII. Performance Management
- A. Managing Conflict
  - B. Managing Performance and Evaluation
  - C. Managing Teams
  - D. Collective Bargaining
- IX. Managing Resources
- A. Productivity, Effectiveness, and Efficiency
  - B. Budgeting Process
  - C. Determining Variance
  - D. Health Care Resources

WASHBURN UNIVERSITY SCHOOL OF NURSING  
COURSE SYLLABUS

COURSE NAME: NU 456 Adult Medical/Surgical

CREDIT HOURS: 7 hours total (4 credit hours didactic=60clock hours) (3 hours practicum=135 clock hours)

**COURSE DESCRIPTION:** Theory and concepts related to evidence based nursing care of adult individuals, families and groups with varying health-illness needs in a variety of settings. Emphasis is placed on integrating knowledge obtained from natural and social sciences, health assessment, pathophysiology, pharmacology and therapeutic nursing interventions to provide holistic health care, with an emphasis on evidence based, quality, and safe nursing care for baccalaureate generalist. **PRACTICUM DESCRIPTION:** Practicum in adult nursing builds on skills and practice in previous and current courses. Students will provide, delegate, and manage care of individual patients and their families in a complex health care settings. Students will apply evidence, clinical judgment, interprofessional perspectives, and patient preferences in the development and implementation of individualized health solutions for patients.

**COURSE PREREQUISITES:** Completion of Level I and II courses

**DIDACTIC OUTCOMES:** At the completion of this course, the student will be able to:

1. Identify pathological alterations in adults with a variety of illnesses and diseases, characterizing how the alterations cause the need for specific assessments in a complex system.
2. Discuss knowledge necessary to think critically and make sound judgments in order to care for adults in the acute care, home health, and complex care settings.
3. Plan nursing measures necessary to provide safe and accurate client care to adults in the acute, home health, and complex care settings.
4. Verbalize how laws and health policies affect illness and the impact on adult client care in the acute, home health, and complex care settings.
5. Identify communication skills that are most appropriate and effective when caring for adult clients, and their families, with a variety of wellness and illness levels.
6. List risk factors and lifestyles behavior modifications that promote the wellness of an individual; identify community partners able to assist in the different types of health promotions.
7. Demonstrates honesty and accountability for self-directed learning about care of adults with respect for human dignity in acute, home health, and complex care settings.
8. Identify specific assessments, related to adult health and disease states; applying the necessary knowledge, skills and attitudes necessary to be able to identify those that require more in-depth assessment.

**PRACTICUM OUTCOMES:** At the completion of this practicum, the student should be able to:

1. Apply principles of leadership in the design, coordination, and monitoring of safe and accurate patient care.
2. Integrate evidence, clinical judgment, interprofessional perspectives, and patient preferences in the development and implementation of individualized health solutions for patients.

3. Demonstrate skills in using patient care technologies, information systems, and communication devices that support quality care of patients experiencing crisis and end of life decision making.
4. Illustrate how economic, legal, and political factors influence nursing practice and health care delivery.
5. Integrate effective communication patterns into nursing practice to optimize patient care.
6. Develop strategies for health promotion and risk reduction; identify community partners able to assist in the different types of health promotions.
7. Incorporate own professional values, ethical decision-making skills, and personal accountability in nursing practice.
8. Integrate knowledge, skills and attitudes in the assembly of comprehensive assessment information through the use of data analysis and health care technology.

**DIDACTIC METHODOLOGY:** Sharing of information will occur in the classroom through PowerPoint presentations, class discussion of case studies and relevant clinical experiences (with respect to confidentiality/HIPAA), relevant movie clips, educational videos, guest speakers as available, small group discussions, small group presentations, individual case study completion, and examination.

**PRACTICUM METHODOLOGY:** Students will provide nursing care for patients in various health care settings. Students will participate in communication processes such as; collaborative clinical-care conferences, documentation, and clinical conference.

**PRACTICUM POLICY:**

This practicum is graded as a pass/fail. A grade of Fail in the practicum results in a failing grade for the course.

**METHODS OF EVALUATION:** Exams, quizzes, case studies, clinical performance evaluation  
**CONTENT OUTLINE:**

**Unit I. Problems Related to Movement and Coordination**

- Effect of the traumatic injury on cognition
- Effects of neurological impairment on Cognition
- Effects of altered cognition on patient and family wellness
- Effects of limited motion on patient and family wellness

**Unit II. Problems of Oxygenation: Perfusion**

- Effects of Coronary Artery Disease, Acute Coronary Syndrome, and Hypertensive Crisis
- Effects of Dysrhythmias
- Effects of Inflammatory and Structural Heart Disorders
- Effects of Blood Dyscrasias and Vascular Disorders

**Unit III. Problems of Oxygenation: Ventilation**

- Effects of Lower Respiratory Problems
- Effects of Upper Respiratory Problems
- Effects of Obstructive Pulmonary Disease

Unit IV. Problems Related to Regulatory Mechanisms

Effects of Endocrine Problems

Unit V. Problems of Ingestion, Digestion, Absorption, and Elimination

Effects of Liver, Pancreas, and Biliary Tract Problems

Effects of Upper and Lower Gastrointestinal Problems

Effects of Nutritional Problems

Effects of Acute Renal Failure

Unit VI. Problems Related to Altered Sensory Input

Effects of Burns

## Level Four Courses

### WASHBURN UNIVERSITY SCHOOL OF NURSING COURSE SYLLABUS

COURSE NAME: NU 462 Quality and Safety in Healthcare

CREDIT HOURS: 2 credit hours

COURSE DESCRIPTION: System leadership, quality improvement, and safety concepts are presented to promote high quality nursing practice in healthcare settings. Emphasis is placed on the application of evidence-based knowledge from the contemporary sciences and communication with interprofessional healthcare team (IHCT) members.

COURSE PREREQUISITES: NU 318(Professional Transformation), NU 325 (Informatics), NU 328 (Evidence Based Nursing), NU 450 (Leadership, Management, and Health Policy)

COURSE OUTCOMES: Upon completion of this course the adult learner will be able to:

1. Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiatives within the context of the interprofessional healthcare teams
2. Apply concepts of quality and safety outcome measures to clinical questions
3. Participate in the development and implementation of innovative and creative strategies to enable system change
4. Apply quality improvement processes to effectively implement patient safety initiatives; and monitor performance measures, including nurse-sensitive indicators in the microsystem of care
5. Advocate the unique nursing perspective to interprofessional healthcare teams to optimize patient outcomes
6. Promote strategies that create a culture of safety and caring

COURSE METHODOLOGY: Lecture, Discussion, Small group work

METHODS OF EVALUATION: Examinations, written work, small group work

CONTENT OUTLINE:

The fundamentals of quality management

The systems approach

Achieving quality results in complex system

Teamwork and Collaboration

WASHBURN UNIVERSITY SCHOOL OF NURSING  
COURSE SYLLABUS

COURSE NAME: NU 465 Clinical Prevention and Population Health

CREDIT HOURS: 4 credit hours total (3 credit hour didactic=45 clock hours) (1 credit hour practicum =45 clock hours)

COURSE DESCRIPTION: This population focused nursing course will use the ecological model to explore the determinants of health of aggregates, communities and populations. Emphasis on public health science and epidemiology principles will guide students in the identification of the social, cultural, environmental and legislative issues within complex community systems.

PRACTICUM DESCRIPTION: Students will examine clinical prevention and health promotion strategies for effectiveness, efficiency and equity and work collaboratively with other health care professionals to identify resources and strategies that contribute to the populations overall health status.

COURSE PREREQUISITES: Completion of Level I, II, and III courses

COMBINED DIDACTIC/PRACTICUM OUTCOMES: At the completion of this course the student will be prepared to:

1. Assess protective and predictive factors, including genetics, which influence the health of individuals, families, groups, communities, and populations.
2. Collaborate with other healthcare professionals to develop culturally appropriate health promotion and disease and injury prevention interventions.
3. Conduct a health history, including environmental exposure and a family history that recognizes genetic risks, to identify current and future health problems.
4. Assess health/illness beliefs, values, attitudes, and practices of individuals, families groups, communities, and populations.
5. Assess the health status, healthcare access, and emergency preparedness needs of a defined population.
6. Use evidence based practices to guide the development of health teaching strategies that serve to improve health care outcomes for individuals, aggregates or populations.
7. Analyze the clinical judgment and decision making skills that are required to provide timely nursing care during disaster, mass casualty, or other emergency situations.
8. Advocate for social justice, including a commitment to the health of vulnerable populations and the elimination of health disparities.

DIDACTIC METHODOLOGY: Lecture, discussion, audio-visual materials, guest presentations, critical thinking assignments, and written assignments. (Consider service-learning and immersion activities?)

PRACTICUM METHODOLOGY: Participation in community and public health settings, service-learning and immersion activities

**PRACTICUM POLICIES:** This practicum is graded as a pass/fail. A grade of Fail in the practicum results in a failing grade for the course.

**METHODS OF EVALUATION:** Examinations, class activities, clinical performance tool

**CONTENT OUTLINE:**

Public Health Principles

Epidemiology

Outcomes measurement

Health surveillance

Determinants of health

Communication with the public

Clinical Prevention Services – health promotion

Screening & Counseling

Immunization

Health Systems and Health Policy

Relationships between clinical practice and public health

Advocacy

Community Aspects of Practice

Environmental and Occupational health

Global health

Cultural dimensions

WASHBURN UNIVERSITY SCHOOL OF NURSING  
COURSE SYLLABUS

COURSE NAME: NU 468 Pediatric Medical-Surgical Nursing

CREDIT HOURS: 3 credit hours total (2 credit hours didactic=30 clock hours) (1 credit hour clinical=45 clock hours)

COURSE DESCRIPTION: This course is designed to focus on basic theory and concepts related to adults, children and their families in varying stages of health (and in specialty settings). Emphasis will be placed on understanding situational crises of illness with adults, children and families in complex care environments. PRACTICUM DESCRIPTION: The practicum is designed to allow the student to apply principles of leadership, integrate best evidence based practice and integrate knowledge, skills, and attitudes in caring for adults, children, and their families in varying stages of health in specialty settings.

COURSE PREREQUISITES: NU 306, NU 316, NU 356, NU 386, NU 456

DIDACTIC OUTCOMES: At the completion of this course the student will be prepared to:

1. Apply principles of leadership to deliver safe and quality patient care when delivering quality patient care in various health care environments.
2. Integrate best evidence base practice and clinical judgment while planning, coordinating, implementing and evaluating the quality of care provided for the individual, child and family in various health care settings
3. Identify effective communication strategies and techniques, integrating skills using current patient care technologies and information systems, while providing quality nursing practice.
4. Identify economic, social and political factors that influence the wellness and illness levels of individuals and families and develop strategies to implement change.
5. Define effective intra and interprofessional communication skills and techniques that can be used that will have a positive influence on patient outcomes.
6. Facilitate family and professional collaboration in a timely manner in acute care, home and community settings, while recognizing and respecting cultural diversity.
7. Discuss the ethical, moral and legal dilemmas involving individuals, children and families that directly affect healthcare professionals, while understanding the personal accountability for nursing practice.
8. Exam own role in the health care system, with comprehensive understanding of health, scope of practice, and skills necessary for practice.

PRACTICUM OUTCOMES: At the completion of this practicum the student will be prepared to:

1. Demonstrate principles of leadership while delivering safe and quality nursing care to adults, children and their families in various health care settings.
2. Integrate and apply best evidence base practice and clinical judgment while planning, coordinating, implementing and evaluating the quality of care provided for the individual, child and family in acute care, community and complex health care environments.

3. Demonstrate effective communication strategies and techniques, integrating skills using current patient care technologies and information systems to support and provide quality nursing practice.
4. Identify economic, social and political factors that influence the wellness and illness levels of children and families and develop strategies to implement change.
5. Define and integrate effective communication skills and techniques that can be used that will have a positive influence on patient outcomes.
6. Facilitate and demonstrate how professional collaboration within various health care settings can assist in providing patient-centered care and can have impact on numerous factors which may include cost and safety, while recognizing and respecting cultural diversity.
7. Discuss and incorporate the ethical, moral and legal dilemmas involving individuals, children and families that directly affect health care professionals, while understanding the personal accountability for nursing practice.
8. Exam own role in the health care system, with comprehensive understanding of health, scope of practice, and skills necessary for practice.

**COURSE METHODOLOGY:** Discussion, lectures, role plays, group activities and in class assignments. Practicum includes participation in assigned clinical and community experiences. Placements may be varied with an emphasis on pediatrics.

**PRACTICUM POLICIES:** This practicum is graded as a pass/fail. A grade of Fail in the practicum results in a failing grade for the course.

**CONTENT OUTLINE:**

- I. Growth and Development from infancy to adolescents.
- II. The Hospitalized Child
- III. Pain Management for Children
- IV. The Child with a Fluid and Electrolyte Alteration
- V. The Child with an Infectious Disease
- VI. The Child with a Respiratory Alteration
- VII. The Child with a Cardiovascular Alteration
- VIII. The Child with a Hematologic Alteration
- IX. The Child with Alterations in Cellular Growth
- X. The Child with a Gastrointestinal Alteration
- XI. The Child with a Genitourinary Alteration
- XII. The Child with a Neurologic Alteration
- XIII. The Child with a Musculoskeletal Alteration
- XIV. The Child with an Endocrine Alteration
- XV. A Psychosocial Disorder/Social and Environmental Influences on the Child.
- XVI. The Child with a Life-Threatening Condition and End of Life Care

WASHBURN UNIVERSITY SCHOOL OF NURSING  
COURSE SYLLABUS

COURSE NAME: NU 494 Capstone/Seminar  
CREDIT HOURS: 4 hour practicum course (180 hours in a combined clinical/simulation/lab/seminar)

**COURSE DESCRIPTION:**

This final upper-division nursing course is where students will integrate all previous theoretical and clinical learning. The focus in clinical is on consolidation of clinical and leadership skills and to practice coordination and delegation of care. The seminar groups will allow time to process the clinical experience and focus on ethical, leadership, management and practice issues. Seminar time will also help the student prepare for the NCLEX-RN examination.

**COURSE PREREQUISITE:**

Student must successfully complete the first three levels of the nursing program and the level four courses they are concurrently enrolled in.

**COURSE OUTCOMES:** Upon completion of this capstone course the students will be able to:

1. Apply principles of leadership to deliver quality patient care in complex systems.
2. Integrate best evidence, clinical judgment, inter-professional perspectives, and patient preferences in the planning, implementation, and evaluation of patient care.
3. Demonstrate skill in using patient care technologies, information systems, and communication devices to support quality nursing practice.
4. Practice strategies to change local and global health policy by influencing sociocultural, economic, legal, and political systems.
5. Use intra-and inter-professional communication and collaborative skills to optimize patient outcomes.
6. Participate with community partners in clinical prevention and population-focused interventions that are timely, effective, safe, efficient, equitable, and patient centered.
7. Incorporate professional values in formation of ethical comportment and personal accountability for nursing practice.
8. Integrate knowledge, skills, and attitudes necessary for baccalaureate generalist nursing practice.

**COURSE METHODOLOGY:** Written assignments, precepted clinical experiences, seminar discussions, simulation time in learning center, portfolio preparation, oral presentations, ATI & NCLEX preparation, computerized testing & individual readings.

**METHODS OF EVALUATION:** Preceptors will participate in the evaluation process with the student and faculty member. The course outcomes will be incorporated into the clinical performance tool. Students will also be evaluated through written work, simulation, oral presentation, and ATI testing.

**CONTENT OUTLINE**

I. Foundations

Uncovering the knowledge embedded in clinical nursing practice

The Dreyfus Model of Skill Acquisition applied to nursing  
An interpretive approach to identifying and describing clinical knowledge

## II. Change and Competencies

Effective management of rapidly changing situations

Skilled performance

Contingency management

Identifying and managing a patient crisis

Critical incident documentation

Coordinating, prioritizing and meeting multiple patient needs and requests

Team work

Coping with staff shortages

