

BEACON

Baccalaureate Entry Accelerates Career Opportunities in Nursing

Wright State University-Miami Valley College of Nursing and Health

Program Overview

The College of Nursing and Health has been working for the past 18 months to develop a new pathway in the BSN program to help address the shortage of nurses prepared at the baccalaureate level and above as well as the need to increase diversity in the nursing profession. To this end, after consultation with the Ohio Board of Nursing and the US Department of Health and Human Services, we are proposing an accelerated BSN program for students who already have a prior baccalaureate degree in a field other than nursing who want to enter the nursing workforce. This program has been reviewed and supported by the College of Nursing and Health Faculty through faculty forums, faculty meetings and through CONH Curriculum Committee meetings. Minutes from these meetings reflect the support and endorsement of the BEACON proposal.

BEACON, an acronym for Baccalaureate Entry Accelerates Career Opportunities in Nursing, is a post-baccalaureate entry into practice program, mainly for students from Ohio's two Historically Black Colleges and Universities. BEACON is designed to allow students to earn a BSN that is consistent with the existing BSN programs in the College of Nursing and Health. This initiative is in line with the recommendations of the American Association of Colleges of Nursing and the Ohio Board of Nursing requirements for nursing education programs.

Program Changes

The College of Nursing and Health currently has two tracks for earning a BSN. The traditional program is for students who are entering college without prior nursing experience. The RN-BSN program is for students who are already licensed as registered nurses but do not have a baccalaureate degree.

The proposed program will be a third track for students with a baccalaureate degree but without nursing licensure. Students will take both undergraduate and graduate level courses so that upon completion of the BSN in the BEACON program, they will have a head start on earning their master's degree in nursing. Table 1 presents a comparison of the proposed BEACON program of study with the existing BSN program. Nine new courses are being proposed. These courses combine content and learning experiences from existing BSN course work. Master's core courses will be used with senior permission, in lieu of BSN core courses, where the content is similar but at the graduate level. This will give BEACON graduates a head start on earning a Master of Science degree in Nursing.

In addition to a baccalaureate degree in a field other than nursing, pre requisite courses for entry into BEACON are the same as those required for all students entering the BSN program in the CONH. These include English composition, abnormal psychology, intro sociology, growth & development, organic chemistry, biology if not in high school, anatomy, physiology, microbiology, pharmacology, nutrition, and statistics. Students will be required to have a 3.0 undergraduate GPA for entry because of the inclusion of graduate level courses.

The program of study is a one-year full time 68 credit hour course with both didactic and clinical experiences (see Table 2). Upon successful completion of this program, the BSN will be awarded and graduates are eligible to take the NCLEX-RN, the national licensing examination for professional nurses. Once licensed, graduates will be eligible for entry into practice or direct entry into selected concentrations in the Masters of Science degree program in Nursing.

Program Implementation

We are asking for approval of this program for implementation to begin in Fall 2003. Because the modifications to the existing BSN program will not affect ongoing students or any students already admitted to the existing BSN tracks, we are requesting an exception to the one year waiting period after approval by the Faculty Senate. We believe that the requested implementation will not inconvenience students planning to enter this program. There will be no new requirements typically taken in the first two years of study. Any student considered for admission must already have earned a baccalaureate degree.

A transition plan is not applicable to this program of study because the CONH will continue with the existing tracks available for students to earn a BSN. The proposal is to add an entry option for a group of students who do not currently fit under the existing program criteria because of their previous academic experience. There is no anticipated burden for students in terms of beginning dates for the program. External funding is available to support course development for each of the new courses.

Curriculum Coordination

The BEACON proposal has been reviewed by faculty in the College of Nursing and Health. There are no changes to course or program requirements outside of the college. No courses outside of the college will be impacted in terms of enrollment by this program of study. The program of study is consistent with the conceptual framework and goals of the existing baccalaureate program.

Table 1
Major Program: Bachelor of Science in Nursing
Comparison of Proposed BEACON and Existing BSN Program of study

Proposed BEACON Program Requirements	Hours	Existing BSN Program Requirements	Hours
Baccalaureate degree including the following pre-requisite courses: English composition Abnormal psychology Intro sociology Growth & development Organic chemistry Biology if not in high school Anatomy Physiology Microbiology Pharmacology Nutrition Statistics	138	I. General Education Required Substitutions: Area I STT 160 Area III: PSY 105, SOC 200 Area V: CHM 102, ANT 201, ANT 202 Area VI: NUR 212 or HLT 201, or 202, or 203* (If HLT 201, 202, or 203 is taken as Area VI, NUR 212 is still a nursing major requirement)	57.5
III. Nursing Requirements** NUR 450* NUR 755 NUR 751 NUR 762 NUR 441*, 451* NUR 304 NUR 306 NUR 442* (WI), 452* NUR 443* (WI), 453* NUR 444*, 454* NUR 716 NUR 750 NUR 756 NUR 763 NUR 764	68	II. Support Courses M&I 220 P&B 301, 302 BMB 250 PHR 340 PSY 110, 311, 341	32
IV. Free Electives	0	III. Nursing Requirements** NUR 209, 305 NUR 210 NUR 212 NUR 217 NUR 218, 321, 324 NUR 304 NUR 306 NUR 322, 323 NUR 421, 422 NUR 423, 424 NUR 307 NUR 406 NUR 407 NUR 414 or 415 (elective)	97-101
Total	206	IV. Free Electives	1.5 - 5.5
		Total	192

* Indicates new course

** Nursing courses are aligned in these columns to indicate course equivalency across programs.

Table 2

BEACON Program of Study					
Fall 18 cr. 160 hr clinical 40 lab	Legal, ethical, professional foundations of nsg practice (NUR 450, 2 cr.)	Concepts altered health states (NUR 306, 3 cr.)	Advanced health assessment (NUR 762, 3 cr.)	Clinical nursing 1: Foundations; adults and aging (NUR 441, 8 cr.)	BEACON 1 Seminar (NUR 451, 2 cr)
Winter 14-17 cr. 160 hr clinical	Nsg informatics in healthcare (NUR 755, 2 cr.)	Applied pharmacology (NUR 764, 3 cr.)	Intro nsg research (NUR 304, 3 cr.)	Clinical nursing 2: Childbearing & Childrearing (NUR 442, 7 cr.)	BEACON 2 Seminar (NUR 452, 2 cr)
Spring 17 cr. 200 hr clinical	Advanced practice of family nursing (NUR 716, 2 cr.)	Health & wellbeing (NUR 751, 3 cr.)	Professional role development (NUR 756, 3 cr.)	Clinical nursing 3: Community & Mental health (NUR 443, 7 cr.)	BEACON 3 Seminar (NUR 453, 2 cr)
Summer 16 cr. 240 hr clinical	Health policies, politics & issues (NUR 750, 3 cr.)	Principles of epidemiology (NUR 763, 2 cr.)		Clinical nursing 4: Adults II & high acuity (NUR 444, 9 cr.)	BEACON 4 Seminar (NUR 454, 2 cr)
Total 800 hr clinical	BSN awarded. Eligible for NCLEX RN				68 cr.
Fall	Licensure Examination with successful passing score, the following options: <ul style="list-style-type: none"> • Entry into practice, or • Paid internship before master's entry for PNP, FNP, ACNP concentrations, or • Direct entry into master's program for adult, community, school, or administrative concentrations for accelerated Master's degree. 				

Several issues were identified during the planning process and were addressed to assure a smooth transition and the opportunity for BEACON graduates to have a head start on earning a Master of Science degree in Nursing. The following list outlines some of the implementation issues that have been addressed:

- When students transfer in with a baccalaureate degree, they are given 138 credit hours from their previous baccalaureate degree.
- 182 credits are required for a baccalaureate from WSU and students must have at least 45 hours at WSU to graduate.
- At least 30 of those 45 hours must be at the 300 level or above for a BSN from WSU.
- The BEACON pre-licensure BSN portion is 68 hours which meets the requirements as outlined above.
- All students will have Senior Permission to take the graduate level courses.

Table 3 includes the descriptions of the courses that are included in the BEACON course of study. New courses are indicated with an asterisk. New course syllabi (NUR 441, 442, 443, 444, 450, 451, 452, 453, and 454) are attached with Course Inventory Requests.

Table 3
Course Descriptions

Course Title, Description, Pre requisites	
NUR 304 3 cr.	<i>Foundations of Nursing Research</i> Basic elements of the research process. Emphasizes the critique and application of research findings to professional nursing practice. (Required if no undergraduate course in research).
NUR 306 3 cr.	<i>Concepts of Altered Health States</i> Focus is the relationship of normal body functioning to the physiological changes that occur as a result of illness including the body's compensatory mechanisms. Emphasis is placed on alterations in body function and system organ failures.
NUR 441 8 cr	<i>Clinical Nursing 1: Foundations: Adults and Aging*</i> Introduction to role and practice of nurses in providing care, with focus on fundamental nursing skills, nursing diagnoses, interventions and evaluation related to professional standards when providing nursing care for adult and aging clients.
NUR 442 7 cr.	<i>Clinical Nursing 2: Childbearing and Childrearing* (writing intensive)</i> Introduction to role and practice of nurses in providing care during childbearing and childrearing. Professional standards of practice, nursing skills, diagnoses and interventions and evaluation related to professional standards of practice. Pre req: NUR 306, 441, 450, 451, 762
NUR 443 7 cr.	<i>Clinical Nursing 3 : Community and Mental Health* (writing intensive)</i> Introduction to role and practice of providing nursing care related to community and mental health including nursing skills, diagnoses, interventions and evaluation related to professional standards. Pre req: NUR 304, 442, 452, 755, 764
NUR 444 9 cr	<i>Clinical Nursing 4: Adults II and High Acuity*</i> Integration of theory and practice, with emphasis on complexity of design and management of nursing care for individuals and families in high acuity settings. Provides concentrated clinical practice and evaluation related to professional standards. Pre req: NUR 443, 453, 716, 751, 756
NUR 450 2 cr.	<i>Legal, ethical and professional foundations of nursing practice*</i> Introduction to foundations of nursing practice including history, state and national laws governing practice, roles and scope of practice; nursing theories, processes, decision making, professional organizations, standards of nursing and codes of conduct.
NUR 451 2 cr	<i>BEACON Seminar 1*</i> Seminar on role of nurses in meeting national health goals in caring for adult and aging clients. Guidelines for practice and success strategies in caring for self and others.
NUR 452 2 cr	<i>BEACON Seminar 2*</i> Seminar on role of nurses in meeting national health goals in caring for clients during childbearing and childrearing. Guidelines for practice and success strategies in caring for self and others. Pre req: NUR 441
NUR 453 2 cr	<i>BEACON Seminar 3*</i> Seminar on role of nurses in meeting national health goals in community and mental health care. Guidelines for practice and success strategies in caring for self and others. Pre req: NUR 442
NUR 454 2 cr	<i>BEACON Seminar 4*</i> Seminar on role of nurses in meeting national health goals in caring for individuals and families in high acuity settings. Guidelines for practice and success strategies in caring for self and others. Pre Req: NUR 443
NUR 716 2 cr	<i>Advanced Practice of Family Nursing</i> Family science and nursing theories are used as a framework to assess and analyze family functioning including health promotion and risk identification of families experiencing health issues. Therapeutic interventions are discussed including multidisciplinary approaches.
NUR 750 3 cr	<i>Health Policy, Politics, and Issues</i> Critical analysis of public policies and issues affecting nursing and health care delivery. Encompasses economic, political, social, technological, ethical and legal influences on consumers and health care providers from a global perspective. Overview of U.S. health care system and international health care systems and trends in health policy. Health policy development, strategies, process and issues.

Course Title, Description, Pre requisites	
NUR 751 3 cr	<i>Health and Well Being</i> Identification of theoretical foundations of health promotion, disease prevention, and well-being for individuals and aggregates. Application and investigation of epidemiological concepts, cultural diversity, multidisciplinary collaboration, and national goals and trends affecting health care.
NUR 755 2 cr	<i>Informatics in Health Care Seminar</i> Introduction to trends and issues of informatics in health care with an emphasis on effective use of hardware and software in information technology. Laboratory experience included. National and regional networks for information technology and electronic communication. Ethical-legal issues and use of informatics in practice, education, administration and research. Software reviewed.
NUR 756 3 cr	<i>Professional Role Development and Leadership for Advanced Practice Nursing</i> Focus on understanding and synthesizing concepts and theories that will facilitate professional role development and leadership in clinical practice, nursing administration or nursing education. Models of practice, role implementation, economic and financial issues, health care delivery systems, current trends in health care, selected theories and processes and issues.
NUR 762 3 cr	<i>Advanced Health Assessment</i> Application of cognitive processes and psychomotor skills needed for comprehensive health assessment. Emphasis on health history; physical, developmental and nutritional assessment; and identification of common client problems across the life span.
NUR 763 2 cr	<i>Principles of Epidemiology</i> Study of epidemiological concepts, principles and methods with application to health and disease surveillance, investigation of disease outbreaks, and health planning. Critical analysis of published epidemiological research with regard to implications for clinical practice.
NUR 764 3 cr	<i>Applied Pharmacology for the Advanced Practice Nurse</i> Focus on the prescriptive knowledge of pharmacological agents used in the treatment of common primary health care problems and stable chronic disease states. Emphasis on indications, mechanisms of action, drug interactions, side effects and client education. Examination of cultural implications of pharmacological management. Analyze effects of age, gender and ethnic group on pharmacological management.

Resource Coordination

Student enrollment in the BEACON program will be kept to small cohort groups of 10 students due to the intensive nature of the program. Adequate library and computer resources already exist to meet the needs of BEACON students. Funding has been received for educational materials to supplement classroom and online teaching in the program, further easing any potential resource burden.

For further information, contact:

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Wright State University-Miami Valley
College of Nursing and Health

COURSE NUMBER: NUR 450

COURSE TITLE: Legal, ethical and professional foundations of nursing practice

PLACEMENT IN CURRICULUM: BEACON Year 1

PREREQUISITES: Baccalaureate degree

CATALOG DESCRIPTION: Introduction to foundations of nursing practice including history, state and national laws governing practice, roles and scope of practice; nursing theories, processes, decision making, professional organizations, standards of nursing and codes of conduct.

CREDIT ALLOCATION: 2 credit hours

Objectives

1. Describe selected concepts, models, and theories which provide a framework for professional nursing.
2. Describe the historical development of nursing.
3. Describe nursing roles in the health care system and society.
4. Describe the health care system.
5. Identify legal and ethical boundaries for professional nursing practice.
6. Analyze relationships between law, values and ethics.
7. Demonstrate techniques of therapeutic communication in the conduct of a health assessment.
8. Use appropriate terminology in collaborating with clients and health professionals.

TEXTBOOKS:

O'Keefe, M.E. (2001). *Nursing practice and the law*. Philadelphia: F.A. Davis.
American Psychological Association. (2001). *Publication manual* (5th ed.). Washington, DC: American Psychological Association.
Anderson, K.N., Anderson, L.E., & Glanze, W.D. (1994). *Mosby's medical, nursing and allied health dictionary* (4th ed.). St. Louis: Mosby.
Chitty, K. K. (2001). *Professional nursing: Concepts and challenges* (2nd ed.). Philadelphia: Davis.
George, J. (2002). *Nursing theories: The base for professional nursing practice* (5th ed.). E. Norwalk, CT: Appleton and Lange.
Boyer, M. J. (1998). *Math for nurses* (4th Ed.). Philadelphia: Lippincott.

TEACHING STRATEGIES: lecture, CAIs, case studies, discussion, on-line modules, labs, etc.

REQUIREMENTS & EVALUATION METHODS: Examinations, papers, presentations, demonstration, etc.

TOPICAL OUTLINE for NUR 450:

- Individuals, families, community, health, well-being, and culture.
- WSU-CONH philosophy and conceptual framework
- Nursing history, influences of societal trends on nursing & its future; nurse practice acts; professional organizations
- Standards of nursing, decision making, nursing process, critical thinking process, clinical nursing judgments, nursing research process
- USDHHS, Financing of Health Care, HIPAA: Health Information Portability & Accountability Act; roles in the health care system; opportunities for nurses; political implications
- Ethical decision making, ethical conflicts, ethical codes, judicial basis, malpractice, negligence, liability.
- Accountability, responsibility, legal risks
- Communication techniques: Interviewing, Health History, Cultural Assessment, Assessment techniques related to development, mental health, sleep/activity, nutrition, spirituality, and sexuality.
- Communicating in health care. Medication communications: % and ratios, conversions and measurements, oral dosage calculations, IV therapies, unit doses, special doses, parenteral doses & solutions; abbreviations in nursing and health care; vital signs.

LAB SKILLS: Interviewing, dosage calculation, vital signs

CLINICAL EXPERIENCE: Skills lab

Wright State University-Miami Valley
College of Nursing and Health

COURSE NUMBER: NUR 441

COURSE TITLE: Clinical Nursing 1: Foundations: Adults and Aging

PLACEMENT IN CURRICULUM: BEACON Year 1

PREREQUISITE: Baccalaureate degree; COREQUISITE: NUR 306, 450, 451, 762

CATALOG DESCRIPTION:

Introduction to role and practice of nurses in providing care, with focus on fundamental nursing skills, nursing diagnoses, interventions and evaluation related to professional standards when providing nursing care for adult and aging clients.

CREDIT ALLOCATION: 8 credit hours (3 credits lecture, 5 credits clinical)

1. Demonstrate basic nursing skills and the nursing process in provision of care to adults and aging adults in various settings.
2. Provide professional nursing care to diverse adults across the life span experiencing altered health states in a variety of settings.
3. Analyze the role of the professional nurse in acute and long-term care.
4. Apply strategies of wellness and restorative care for adults and aging adults in a variety of settings.
5. Demonstrate responsibility and accountability for care of adults and aging adults in altered health states through safe and effective care, advocacy, attention to financial, legal and ethical issues, and collaboration with the client and other health care providers.
6. Demonstrate effective communication skills in working with adults and aging adults.
7. Demonstrate evidence-based practice through the utilization of research in the nursing process.

TEXTBOOKS:

Boyer, M.J. (2001). *Math for nurses* (5th ed.). Philadelphia: Lippincott.
Ellis, K.M. (2002) *EKG plain and simple*. New Jersey: Prentice Hall.
Gaedeke, M. (2001). *Laboratory and diagnostic test handbook*. (2nd ed.) Menlo Park, CA: Addison-Wesley.
Holloway, B.W. (2000). *Stat facts; The clinical pocket reference for nurses* (2nd ed.). Philadelphia: Davis.
Lewis, S., Collier, I. & Heitkemper, M. (2000). *Medical-surgical nursing: Assessment and management of clinical problems* (5th ed). St. Louis: Mosby.
Lewis, S., Collier, I. Heitkemper, M. (2000). *Study guide for medical surgical nursing*. (3rd ed.) St. Louis: Mosby.
Lueckenotte, A. (2000). *Gerontological nursing* (2nd edition). St. Louis: Mosby
Potter, P. A., & Perry, A. G. (2001). *Fundamentals of nursing: Concepts, process, and practice*. (5th ed.). St. Louis: Mosby.

Wilson, B., Shannon, M., & Stang, C. (2002). *Nurses' Drug Guide 2002*. Stamford, CT: Appleton & Lange.

TEACHING STRATEGIES: lecture, CAIs, case studies, discussion, on-line modules, clinical experience, etc.

REQUIREMENTS and EVALUATION METHODS: Examinations, papers, presentations, demonstration, clinical performance, written and computer assignments, etc.

TOPICAL OUTLINE for NUR 441:

Critical Thinking

Nursing Process and the role of the professional nurse: Assessment, Diagnosis, Plan, Implementation, Evaluation

Client Systems: Age-related changes (tutorial)

Physical & Psychosocial concerns

Environments of care

Nursing Therapeutics and age-related concerns

Dosage calculation, IV solutions, Medication Administration (supplementary module)

Nutrition

Pain Management

Ostomy and wound care

Perioperative nursing

Elimination

Basic cardiac dysrhythmias

Client Systems: Altered Health States and age-related concerns

Endocrine impairments

Diabetes

Renal Disease

Acute renal failure

Neurological impairments

Musculoskeletal impairments

Gastrointestinal disorders

Liver and gallbladder

Respiratory disorders

Cardiovascular disorders

Hypertension

Heart failure

Vascular disorders

Human Immunodeficiency

Cancer

Leadership and management roles in the clinical area

Ethical and legal issues in nursing decision making

Collaboration with other health care professionals

Responsibility and accountability when implementing nursing care

Discuss research findings applicable to the clinical area

LAB SKILLS: Fundamental skills plus skills related to topical outline

CLINICAL EXPERIENCE: Supervised hospital and long care experiences with adults.

Wright State University-Miami Valley
College of Nursing and Health

COURSE NUMBER: NUR 442

COURSE TITLE: Clinical Nursing 2: Childbearing and Childrearing

PLACEMENT IN CURRICULUM: BEACON Year 1

PREREQUISITE: NUR 306, 441, 450, 451, 762

CATALOG DESCRIPTION: Introduction to role and practice of nurses in providing care during childbearing and childrearing. Professional standards of practice, nursing skills, diagnoses and interventions and evaluation related to professional standards of practice. (Writing Intensive)

CREDIT ALLOCATION: 7 credit hours (3 credits lecture, 4 credits clinical)

Objectives

1. Analyze knowledge from nursing, physical and behavioral sciences, and humanities when providing care during childbearing and childrearing.
2. Use the nursing process to promote the maximum health potential of individuals, families, and communities during childbearing and childrearing in a variety of settings.
3. Perform therapeutic nursing interventions using appropriate clinical judgments in an accurate, safe and timely manner during childbearing and childrearing.
4. Demonstrate effective communication skills in the practice of professional nursing during childbearing and childrearing.
5. Discuss the role of the professional nurse in health promotion and illness prevention during childbearing and childrearing.
6. Demonstrate responsibility and accountability in providing care during childbearing and childrearing.
7. Identify implications of nursing research on promoting care during childbearing and childrearing.

TEXTBOOK:

Wong, D., Perry S. & Hockenberry, M. (2002). *Maternal Child Nursing Care* (2nd Ed.) St. Louis: Mosby, Inc.

TEACHING STRATEGIES: lecture, CAIs, case studies, discussion, on-line modules, clinical experience, etc.

WRITING ACROSS THE CURRICULUM: NUR 442 is designated as a writing intensive course in the writing in the major portion of the Writing Across the Curriculum program, which has the following three principal goals:

- To help students learn the course material better by thinking critically about it via their writing;
- To give students a chance to exercise their editing skills;
- To help students learn the conventions of writing in their own field of study

In addition to a letter grade for the course, you will also have an entry on your transcript to indicate that you have satisfied the writing intensive requirements of the class. (If you do not pass that portion of a writing intensive class, only the course grade will appear on your official transcript.) To receive that credit in any writing intensive course, you must make a C or above on the writing portion of your grade.

REQUIREMENTS & EVALUATION METHODS: Examinations, papers, presentations, demonstration, etc.

TOPICAL OUTLINE for NUR 442:

- Growth & development; adaptation; change;
- Acute and chronic illness
- Biological, social, cultural, and spiritual diversity; vulnerability;
- Family Centered Care
- Pre, intra & postpartum care;
- Newborn, infant, toddler & adolescent care.
- Cardiac, respiratory, & gastrointestinal illnesses
- Regulatory mechanism dysfunctions: endocrine; & genitourinary; hematological;
- Immunology dysfunction and cancer
- Interference in physical mobility, musculoskeletal, cerebral and neuromuscular functioning.
- Fetal assessment, health screening, Denver II, Apgar;
- Health education.
- Cultural considerations
- Speech, hearing and communication issues; cerebral palsy.
- Collaboration; Advocacy;
- Sports injuries; Car seats, experiencing loss and death
- Ethical & legal issues; termination of pregnancy; consent & confidentiality; FERPA; high risk care; reproductive rights
- Social and Political Issues; Child Abuse

LAB SKILLS: Apgar assessment, newborn bathing, feeding and care; fetal monitoring, perineal care, breast care, Denver II, vision, hearing and scoliosis screening.

CLINICAL EXPERIENCE: Supervised experiences in maternity units, nurseries, and pediatric settings.

Wright State University-Miami Valley
College of Nursing and Health

COURSE NUMBER: NUR 443

COURSE TITLE: Clinical Nursing 3: Community and Mental Health

PLACEMENT IN CURRICULUM: BEACON Year 1

PREREQUISITE: Baccalaureate degree; NUR 304, 442, 452, 755, 764

CATALOG DESCRIPTION:

Introduction to role and practice of providing nursing care related to community and mental health including nursing skills, diagnoses, interventions and evaluation related to professional standards. (Writing Intensive)

CREDIT ALLOCATION: 7 credit hours (3 credits lecture, 4 credits clinical)

OBJECTIVES

1. Use concepts and theories from the arts, humanities, nursing and other sciences to provide professional nursing care in community and mental health settings.
2. Examine nursing's role in community and mental health care systems.
3. Analyze processes which influence community and mental health across the lifespan.
4. Use critical thinking to make clinical judgments.
5. Demonstrate beginning competency in therapeutic nursing interventions with community and mental health systems.
6. Apply research findings to clinical practice.
7. Communicate effectively with individuals, families, groups, aggregates, and communities.
8. Provide cost effective, high quality care through collaboration with clients, other health care disciplines, and community systems.
9. Examine change strategies appropriate to social-economic and political forces that would improve the health of families and communities.
10. Apply ethical, legal and professional standards in nursing practice.
11. Demonstrate responsibility and accountability in the practice of professional nursing in a multi disciplinary context.

TEXTBOOKS:

Stuart, G.W. & Laraia, M. T. (2001). *Principles and Practice of Psychiatric Nursing* (7th Ed.) St. Louis: Mosby.

Smith, C. & Mauer, P. (2000). *Community health nursing: Theory and practice* (2nd ed.). Philadelphia: Sanders.

TEACHING STRATEGIES: lecture, CAIs, case studies, discussion, on-line modules, clinical experience, etc.

WRITING ACROSS THE CURRICULUM: NUR 443 is designated as a writing intensive course in the writing in the major portion of the Writing Across the Curriculum program, which has the following three principal goals:

- To help students learn the course material better by thinking critically about it via their writing;
- To give students a chance to exercise their editing skills;
- To help students learn the conventions of writing in their own field of study

In addition to a letter grade for the course, you will also have an entry on your transcript to indicate that you have satisfied the writing intensive requirements of the class. (If you do not pass that portion of a writing intensive class, only the course grade will appear on your official transcript.) To receive that credit in any writing intensive course, you must make a C or above on the writing portion of your grade.

REQUIREMENTS and EVALUATION METHODS: Examinations, papers, presentations, demonstration, clinical performance, written and computer assignments, etc.

TOPICAL OUTLINE for NUR 443:

Community nursing models

Health promotion and disease prevention; balance, harmony and vitality
Primary, secondary, and tertiary care; resources; diverse community settings.
Prioritizing; Pender; PRECEDE; Sunrise Model; H-A-E and Dever's 4-component framework; Holistic nursing care; epidemiological model; natural History of disease; health statistics

Mental health and public health care delivery systems: core functions and goals.

Standards of care; National health goals r/t mental and community health
Political, social, cultural and environmental issues; History of role of nurse in mental health and community health; Effects of poverty; Care Case Management
Consult Liaison Nursing

Community as a client:

Aggregates; Assessment: boundaries, windshield survey, data collection methods, tools, and key informants; Analysis and community health nursing diagnosis
Healthy versus unhealthy community; determining high risk groups and poverty indicators

Therapeutic use of self as a caring person

TNIs with groups, aggregates, and communities
Nurse-patient Relationship
Crisis Intervention Stress Interventions
Group & Family Therapy

Use of nursing process r/t: anxiety response; disorders: anxiety, dissociative, mood, depression, bipolar, thought and personality; aggressiveness; substance abuse; special population needs including children and adolescents; violence, abuse and rape
Legal and ethical issues r/t mental & community health: competency; consent & confidentiality; resource allocation versus vulnerable populations.

LAB SKILLS: Immunization administration

CLINICAL EXPERIENCE: Supervised experiences in community and mental health settings

Wright State University-Miami Valley
College of Nursing and Health

COURSE NUMBER: NUR 444

COURSE TITLE: Clinical Nursing 4: Adults II and High Acuity

PLACEMENT IN CURRICULUM: BEACON Year 1

PREREQUISITE: Baccalaureate degree; NUR 450, 441, 442, 443, 453, 716, 751, 756

CATALOG DESCRIPTION: Integration of theory and practice, with emphasis on complexity of design and management of nursing care for individuals and families in high acuity settings. Provides concentrated clinical practice and evaluation related to professional standards.

CREDIT ALLOCATION: 9 credit hours (3 credits lecture, 6 credits clinical)

Objectives

1. Use concepts and theories from the arts, humanities, nursing and other sciences to provide professional nursing care for adults in high acuity settings.
2. Provide holistic nursing care to promote health and well-being for individuals and families experiencing acute illnesses.
3. Use critical thinking process, clinical judgments, and skills to meet complex health needs of individuals, families, or groups.
4. Demonstrate competency in therapeutic nursing interventions necessary to provide professional nursing care.
5. Apply research findings related to nursing care of critically ill individuals.
6. Communicate effectively with individuals and families.
7. Enact the professional nursing role based on the analysis of social, political, cultural, ethical, legal, and economic forces affecting health and nursing.
8. Apply ethical, legal, and professional standards in nursing practice.
9. Collaborate with members of the health team and relevant public to plan, provide, and evaluate health care delivery.
10. Demonstrate a commitment to continued learning and ongoing professional development.
11. Demonstrate responsibility and accountability in the practice of professional nursing.
12. Articulate a clear philosophy of nursing that demonstrates a synthesis of major concepts in the curriculum.
13. Demonstrate beginning leadership and management skills in health care delivery settings.

TEXTBOOKS:

Ellis, K. M. (2002). *EKG Plain and simple: From rhythms strips to 12-leads*. Upper Saddle River, NJ: Prentice-Hall.

Kidd, S.P. & Wagner, K.D. (2001). *High acuity nursing, 3rd ed.* Upper Saddle River, NJ: Prentice-Hall..

Lewis, S. M., Collier, I. C., & Heitkemper, M. M. (2000). *Medical-surgical nursing: Assessment and management of clinical problems, 5th Ed.* St. Louis: Mosby-Year Book, Inc.

Price, S.A. & Wilson, L.M. (1997). *Pathophysiology: Clinical concepts of disease processes, 5th ed.* St. Louis: Mosby -Year Book, Inc.

TEACHING STRATEGIES: lecture, CAIs, case studies, discussion, on-line modules, clinical experience, etc.

REQUIREMENTS and EVALUATION METHODS: Examinations, papers, presentations, demonstration, clinical performance, written and computer assignments, etc.

TOPICAL OUTLINE for NUR 444:

Care of the High Acuity Cardiac Patient

- Life-threatening Dysrhythmias
- Coronary Artery Disease
- Acute Coronary Syndrome
- Cardiomyopathy
- Open Heart Surgery
- Hemodynamic Monitoring

Care of the Patient with High Acuity Respiratory Problems

- Acute Respiratory Failure
- Adult Respiratory Distress Syndrome

Care of the Patient with High Acuity Neurologic Problems

- Neurologic Disorders
- Spinal Cord Injury
- Increased Intracranial Pressure
- Cranial Surgery
- Head injury

Care of the Patient with High Acuity Renal Problems

- Acute and Chronic Renal Failure
- Dialysis

Care of the Patient with High Acuity Multisystem Problems

- Burns
- Multiple
- Trauma
- Shock States
- Multiple System Organ Failure

LAB SKILLS: Simulations of various emergencies and codes.

CLINICAL EXPERIENCE: Precepted experiences in high acuity units of the hospital.

Wright State University-Miami Valley
College of Nursing and Health

COURSE NUMBER: NUR 451

COURSE TITLE: BEACON Seminar 1

PLACEMENT IN CURRICULUM: BEACON Year 1

PREREQUISITE: None; COREQUISITES: NUR 306, 441, 450, 762

CATALOG DESCRIPTION: Seminar on role of nurses in meeting national health goals in caring for adult and aging clients. Guidelines for practice and success strategies in caring for self and others.

CREDIT ALLOCATION: 2 credit hours (seminar)

OBJECTIVES

1. Analyze strategies and skills needed for providing care for adult and aging clients based on national health goals
2. Describe approaches for meeting professional standards when providing care for adult and aging clients.
3. Analyze issues related to professional practice when caring for adult and aging clients.
4. Analyze strategies and skills needed to care for self as a professional when caring for adult and aging clients.
5. Examine issues related to cultural competency when caring for adult and aging clients.
6. Examine role of collaborative partners in providing care for adult and aging clients.

TEXTBOOKS: Same as for NUR 441

TEACHING STRATEGIES: Seminar, case studies, on-line modules, role play.

REQUIREMENTS: Papers, presentations, participation, assignments.

TOPICAL OUTLINE

- National health goal priorities
- Standards of care: assessment, diagnosis, outcome identification, planning, implementation, evaluation
- Standards of professional performance: quality of care, performance appraisal, education, collegiality, ethics, collaboration, research, resource utilization, communication, program management, health education.
- Professional practice issues: consent, confidentiality, advanced directives, end-of-life, access, financing
- Cultural issues
- Collaborative partners: APN, CNA, rehab, OT, PT, long term care, ethicists, gerontologists, medical specialists, etc.

EVALUATION: Pass/Unsatisfactory

Wright State University-Miami Valley
College of Nursing and Health

COURSE NUMBER: NUR 452

COURSE TITLE: BEACON Seminar 2

PLACEMENT IN CURRICULUM: BEACON Year 1

PREREQUISITE: NUR 441; CO-REQUISITE: NUR 442

CATALOG DESCRIPTION: Seminar on role of nurses in meeting national health goals in caring for clients during childbearing and childrearing. Guidelines for practice and success strategies in caring for self and others.

CREDIT ALLOCATION: 2 credit hours (seminar)

OBJECTIVES

1. Analyze strategies and skills needed for providing care for clients during childbearing and childrearing based on national health goals.
2. Describe approaches for meeting professional standards when providing care for clients during childbearing and childrearing.
3. Analyze issues related to professional practice when providing care for clients during childbearing and childrearing.
4. Analyze strategies and skills needed to care for self as a professional when caring for clients during childbearing and childrearing.
5. Examine issues related to cultural competency when caring for clients during childbearing and childrearing.
6. Examine role of collaborative partners in providing care clients during childbearing and childrearing.

TEXTBOOKS: Same as for NUR 442

TEACHING STRATEGIES: Seminar, case studies, on-line modules, role play

REQUIREMENTS: Papers, presentations, participation, assignments.

TOPICAL OUTLINE

- National health goal priorities
- Standards of care: assessment, diagnosis, outcome identification, planning, implementation, evaluation
- Standards of professional performance: quality of care, performance appraisal, education, collegiality, ethics, collaboration, research, resource utilization, communication, program management, health education.
- Professional practice issues: consent, confidentiality, loss, grief, access, financing
- Cultural issues
- Collaborative partners: CNM, PNP, doula, medical specialists, SN, IS, etc.

EVALUATION: Pass/Unsatisfactory

Wright State University-Miami Valley
College of Nursing and Health

COURSE NUMBER: NUR 453

COURSE TITLE: BEACON Seminar 3

PLACEMENT IN CURRICULUM: BEACON Year 1

PREREQUISITE: NUR 442; COREQUISITE: NUR 443

CATALOG DESCRIPTION: Seminar on role of nurses in meeting national health goals in community and mental health care. Guidelines for practice and success strategies in caring for self and others.

CREDIT ALLOCATION: 2 credit hours (seminar)

OBJECTIVES

1. Analyze strategies and skills needed for providing community and mental health care based on national health goals.
2. Describe approaches for meeting professional standards when providing community and mental health care.
3. Analyze issues related to professional practice when providing community and mental health care.
4. Analyze strategies and skills needed to care for self as a professional when providing community and mental health care.
5. Examine issues related to cultural competency when providing community and mental health care.
6. Examine role of collaborative partners in providing community and mental health care.

TEXTBOOKS: Same as for NUR 443

TEACHING STRATEGIES: Seminar, case studies, on-line modules, role play.

REQUIREMENTS: Papers, presentations, participation, assignments.

TOPICAL OUTLINE

- National health goal priorities
- Standards of care: assessment, diagnosis, outcome identification, planning, implementation, evaluation
- Standards of professional performance: quality of care, performance appraisal, education, collegiality, ethics, collaboration, research, resource utilization, communication, program management, health education.
- Professional practice issues: consent, confidentiality, access, financing, stigma
- Cultural issues
- Collaborative partners: home health, Occ Health, PHN, schools & medical specialists, etc.

EVALUATION: Pass/Unsatisfactory

Wright State University-Miami Valley
College of Nursing and Health

COURSE NUMBER: NUR 454

COURSE TITLE: BEACON Seminar 4

PLACEMENT IN CURRICULUM: BEACON Year 1

PREREQUISITE: NUR 443; COREQUISITE: NUR 444

CATALOG DESCRIPTION: Seminar on role of nurses in meeting national health goals in caring for individuals and families in high acuity settings. Guidelines for practice and success strategies in caring for self and others.

CREDIT ALLOCATION: 2 credit hours (seminar)

OBJECTIVES

1. Analyze strategies and skills needed to care for individuals and families in high acuity settings based on national health goals.
2. Describe approaches for meeting professional standards when providing care for individuals and families in high acuity settings.
3. Analyze issues related to professional practice when caring for individuals and families in high acuity settings.
4. Analyze strategies and skills needed to care for self as a professional when caring for individuals and families in high acuity settings.
5. Examine issues related to cultural competency when caring for individuals and families in high acuity settings.
6. Examine role of collaborative partners in providing care for individuals and families in high acuity settings.
7. Describe strategies for evaluating professional care.

TEXTBOOKS: Same as for NUR 444

TEACHING STRATEGIES: Seminar, case studies, on-line modules, role play.

REQUIREMENTS: Papers, presentations, participation, assignments.

TOPICAL OUTLINE

- National health goal priorities
- Standards of care: assessment, diagnosis, outcome identification, planning, implementation, evaluation
- Standards of professional performance: quality of care, performance appraisal, education, collegiality, ethics, collaboration, research, resource utilization, communication, program management, health education.
- Professional practice issues: family involvement, advanced directives, end-of-life, access, financing; Cultural issues
- Collaborative partners: APN, CNS, medical specialists, RT, etc.

EVALUATION: Pass/Unsatisfactory