

The following nursing curriculum has been designed as a proposed template for the fictional BELLS School of Nursing Baccalaureate program. The curriculum is built upon the BELLS School of Nursing learning theory of cognitivism with nursing core curriculum courses following the theories of Ausubel. Students would complete support courses at the parent institution and any transferring credits from outside institutions would be analyzed for content validity that was congruent with the BELLS learning philosophy and program objectives. Education from the liberal arts and sciences are integrated with core nursing curriculum to meet the program objectives and create a Baccalaureate Nursing curriculum that supports the university's values of Diversity, Excellence, Innovation, Integrity, and Stewardship.

Nursing faculty utilized administration from the parent institution, national professional nursing organizations (American Association of Colleges of Nursing, Institute of Medicine), prominent nursing schools curriculum, and governing accrediting bodies (Commission on Collegiate Nursing Education) as expert references to build and organize a curriculum that would support the university's mission to, "create a collaborative educational experience which allows a diverse student body to accomplish their personal, academic, and professional goals".

Nursing Support Courses

Biology

3 core credit hours, 1 lab credit hour (3:1 clock to credit ratio)

Rationale. The nursing student's baccalaureate curriculum will build upon the foundations of the sciences (CCNE, 2009). Sciences include physical, life, mathematical, and social sciences (AACN, 2009). Biology builds strong biological basis for an understanding of the basic values of the human body and the core foundations of science.

Chemistry

5 core credit hours, 1 lab credit hour (3:1 clock to credit ratio)

Rationale. Chemistry adds to a strong core foundation of science background, prepares students for a basic understanding of chemical breakdown and cell functioning.

Microbiology

3 core hours, 1 lab credit hour (3:1 clock to credit ratio)

Rationale. Students must understand the many microorganisms they will encounter, and know how to interact in the world of unseen sciences.

Basic English course

3 core credit hours

Rationale. The nursing student's baccalaureate curriculum will build upon the foundations of the arts (CCNE, 2009). Arts include fine arts, performing arts, and humanities (AACN, 2009). Basic English is important to form a foundation for the student with basic verbal and written skills to use in future clinical charting and continuing education.

Junior English Composition

3 core credit hours

Rationale. Students need to be able to write with a higher level than that of Basic English to function in the professional world, and be able to write professional style papers in their Nursing education.

Algebra

3 core credit hours

Rationale. Students must have basic understanding of mathematics to prepare them for clinical and medication mathematics. Nurse education should include liberal education, which includes both the sciences and arts. Sciences include physical, life, mathematical, and social sciences (AACN, 2009).

Statistics

3 core credit hours

Rationale. Since nursing is an evidence-based practice, it is important for the student to have an understanding of statistics and to perform research statistics.

Economics

3 core credit hours

Rationale. Students must understand the American economy, as it has a large role in healthcare, which will effect patient care, length of hospital stay, what outlets patient use to receive health care, etc.

US History or Government

3 core credit hours

Rationale. Nurses will have to understand how health problems may have a social cause, such as poverty and environmental contamination, as well as have insight into human psychology and behavior (AACN, 2012). All students must possess some knowledge of the

history by which they came from, it is also effective to understand the time that certain diseases were epidemic, and how many people passed away, or ended up harmed from illness.

General Psychology

3 core credit hours

Rationale. Students will be able to utilize education from the arts, humanities, sciences, history, religion, business, and engineering to address community issues or problems (AACN, 2009). Students should have insight into human behavior, and psychology of humans.

Philosophy elective

3 core credit hours

Rationale. Students will be able to engage in community-based activities with knowledge of ethical reasoning, advocacy, collaboration, and social justice (AACN, 2009).

Students will face ethical dilemmas, and must use logical, ethical reasoning.

Social Science elective

3 core credit hours

Examples. Sociology, Intro to Social Sciences

Rationale. Students have to understand the society basis of the population they will be providing care to and/or the personal behaviors they will encounter. Students will be able to engage in community-based activities with knowledge of ethical reasoning, advocacy, collaboration, and social justice (AACN, 2009).

Humanities elective

6 core credit hours

Examples. Arts, poetry, humanities, religion, bioethics.

Rationale. Students will understand cultural values, and have diversity in norms, traditions, etc. The nursing student's baccalaureate curriculum will build upon the foundations of humanities (CCNE, 2009). Students will be able to integrate artistic ways of knowing such as the arts, cinema, poetry, literature, and music to enhance the practice of nursing (AACN, 2009).

Anatomy and Physiology I and II

8 core credit hours, 4 lab credit hours (2:1 clock to credit ratio)

Rationale. The nursing student's baccalaureate curriculum will build upon the foundations of the sciences (CCNE, 2009). Sciences include physical, life, mathematical, and social sciences (AACN, 2009). Students must understand the anatomy and functioning of the human body before they can understand how to care for it and how to understand the disease processes.

Human Growth and Development

3 core credit hours

Rationale. Baccalaureate-educated nurses will be prepared to provide culturally competent care for patients across the lifespan, from the very young to the older adult. This curriculum should include theories of human growth and development (AACN, 2009). Students will understand the psychological changes and adaptations across the lifespan.

Nutrition and Health

3 core credit hours

Rationale. Baccalaureate nursing curriculum should include content on nutrition (AACN, 2009). Students will understand nutrition and be able to relate nutrition as to keep patients well, introduce new diets according to diagnoses when they are in hospital and discharged to home.

Nursing Core Curriculum

Introduction to Nursing Fundamentals

4 total credit hours. 1.5 hrs didactic (22 clock hrs) and 2.5 hrs clinical/lab (112 clock hrs)

Rationale. Students should address national patient safety goals (AACN, 2009).

Curriculum will include concepts on infection control issues, such as drug resistant organisms and management (AACN, 2009). Students will be able to formulate opinions for periodicals about the role of nursing in improving healthcare (AACN, 2009)

Pathophysiology

3 total credit hours didactic (45 clock hours)

Rationale. Baccalaureate nursing curriculum should include pathophysiology (AACN, 2009).

Health Assessment in Nursing

4 credit hours. 1.5 hours didactic (22 clock hours) and 2.5 hours lab (112 clock hours)

Rationale. Baccalaureate-educated nurses will be prepared to provide culturally competent care for patients across the lifespan, from the very young to the older adult. This curriculum should include management of acute and chronic physical and psychosocial conditions across the lifespan (AACN, 2009). Students should be able to plan, provide, and evaluate nursing care for a patient with multiple co-morbidities and symptoms in a simulated or patient care environment (AACN, 2009)

Pharmacology

3 credit hours. 3 hours didactic (48 clock hours). No clinical/lab

Rationale. Students should be able to document and administer medications and perform patient assessment and evaluation of medications to groups of patients in a patient care or

simulated environment (AACN, 2009). Curriculum will include content on pharmacology and pharmacokinetics (AACN, 2009).

Mental Health Nursing

4 credit hours. 1.5 hours didactic (22 clock hours) and 2.5 hours lab (112 clock hours)

Rationale. Nurses will have to understand how health problems may have a social cause, such as poverty and environmental contamination, as well as have insight into human psychology and behavior (AACN, 2012).

Adult Health I

6 credit hours. 3 hours didactic (96 clock hours didactic) 3 hours clinical (288 clock hours clinical/lab)

Rationale. Baccalaureate-educated nurses will be prepared to provide culturally competent care for patients across the lifespan, from the very young to the older adult. This curriculum should include management of acute and chronic physical and psychosocial conditions across the lifespan (AACN, 2009). Students should be able to plan, provide, and evaluate nursing care for a patient with multiple co-morbidities and symptoms in a simulated or patient care environment (AACN, 2009).

Adult Health II

6 credit hours. 3 hours didactic (96 clock hours didactic) 3 hours clinical (288 clock hours clinical/lab)

Rationale. Baccalaureate-educated nurses will be prepared to provide culturally competent care for patients across the lifespan, from the very young to the older adult. This curriculum should include management of acute and chronic physical and psychosocial conditions across the lifespan (AACN, 2009). Students should be able to plan, provide, and

evaluate nursing care for a patient with multiple co-morbidities and symptoms in a simulated or patient care environment (AACN, 2009).

Nursing of Older Age Adults

4 total credit hours. 1.5 hrs didactic (22 clock hrs) and 2.5 hrs clinical/lab (112 clock hrs)

Rationale. Curriculum should include content addressing care across the lifespan focusing on changing demographics with an emphasis on care of older adults and the very young (AACN, 2009). Students should be able to plan, provide, and evaluate nursing care for a patient with multiple co-morbidities and symptoms in a simulated or patient care environment (AACN, 2009). Students should be able to document and administer medications and perform patient assessment and evaluation of medications to groups of patients in a patient care or simulated environment (AACN, 2009).

Nursing of Women and Newborns

4 total credit hours. 1.5 hrs didactic (22 clock hrs) and 2.5 hrs clinical/lab (112 clock hrs)

Rationale. Baccalaureate-educated nurses will be prepared to provide culturally competent care for patients across the lifespan, from the very young to the older adult. This curriculum should include management of acute and chronic physical and psychosocial conditions across the lifespan (AACN, 2009). Students should be able to document and administer medications and perform patient assessment and evaluation of medications to groups of patients in a patient care or simulated environment (AACN, 2009). Students should be able to construe a genetic pedigree from collected family history information to identify a risk profile and develop a plan of care, including patient education and referral (AACN, 2009).

Nursing Care of Children and Families

4 total credit hours. 1.5 hrs didactic (22 clock hrs) and 2.5 hrs clinical/lab (112 clock hrs)

Rationale. Baccalaureate-educated nurses will be prepared to provide culturally competent care for patients across the lifespan, from the very young to the older adult. This curriculum should include management of acute and chronic physical and psychosocial conditions across the lifespan (AACN, 2009). Students should be able to document and administer medications and perform patient assessment and evaluation of medications to groups of patients in a patient care or simulated environment (AACN, 2009). Students should be able to construe a genetic pedigree from collected family history information to identify a risk profile and develop a plan of care, including patient education and referral (AACN, 2009).

Community Health Nursing

3 credit hours. 1.5 hours didactic (22 clock hours) and 1.5 clinical hours (67 hours).

Rationale. Nurses will be prepared to work in a broad array of locations, such as clinics, outpatient facilities, community centers, schools, and places of business (AACN, 2012). Nursing programs should provide opportunities for students to foster health promotion and disease prevention for diverse populations (AACN, 2009).

Students will participate in community or population focused assessments and develop plans and policies to effectively prepare communities for disasters (AACN, 2009).

Management and Leadership

4 total credit hours. 1.5 hrs didactic (22 clock hrs) and 2.5 hrs clinical (112 clock hrs)

Rationale. Students should be allowed to shadow a leader and communicate with recognized leaders to solve healthcare practice problem and build communication and leadership (AACN, 2009).

Nursing Senior Synthesis

5 total credit hours. 2 hrs didactic (30 clock hrs) and 3 hrs clinical/lab (135 clock hrs)

Rationale. Students should engage in quality improvement/patient safety activities to promote an understanding of the organizational process, unit application, and evaluation process (AACN, 2009). Students should address national patient safety goals (AACN, 2009). Students should have opportunity to engage with a nurse actively involved in professional practice for a great length of time to explore changes in the profession (AACN, 2009). Students should have opportunity to provide care to a group of patients that incorporates delegation, supervision, and outcomes evaluation (AACN, 2009). Students should be provided with clinical immersion opportunities to support knowledge application, skill development and refinement, role development, and transition to practice (AACN, 2009). Nurses need to attain requisite competencies to deliver high-quality care: these competencies include leadership, health policy, system improvement, research and evidence-based practice, and teamwork and collaboration, as well as competency in specific content areas such as community and public health and geriatrics (IOM, 2011). Nurses will be able to fill expanding roles and to master technological tools and information management systems while collaborating and coordinating care across teams of health professionals (IOM, 2011).

EBP and Nursing (Research)

3 credit hours. 3 hours didactic (48 clock hours). No clinical/lab.

Rationale. Students should be provided with scholarship opportunities in Evidence-Based Practice (AACN, 2009). Students should be provided with opportunities to identify clinical questions, conduct searches using PubMed, examine evidence, discuss ethical considerations, apply new findings, and cite sources of evidence (AACN, 2009). Nurses need to attain requisite competencies to deliver high-quality care: these competencies include leadership, health policy, system improvement, research and evidence-based practice, and teamwork and

collaboration, as well as competency in specific content areas such as community and public health and geriatrics (IOM, 2011).

Nursing and Technology (Informatics)

3 total credit hours didactic (45 clock hours)

Rationale. The nursing student of the future will have knowledge of the technology used to manage that information (AACN, 2012). Students will be provided opportunity to learn and use information and patient care technology to communicate effectively with the health care team (AACN, 2009). Students will gain knowledge to employ a range of technologies that support patient care, such as electronic health and medical records, patient monitoring systems, and medication administration systems (AACN, 2009). Nurses will be able to fill expanding roles and to master technological tools and information management systems while collaborating and coordinating care across teams of health professionals (IOM, 2011).

Basic Spanish for Nursing Terminology

2 total credit hours (30 clock hours)

Rationale. Baccalaureate-educated nurses will be prepared to provide culturally competent care for patients across the lifespan, from the very young to the older adult. This curriculum should include management of acute and chronic physical and psychosocial conditions across the lifespan (AACN, 2009). BELLS' nursing graduates will serve a population with a high percentage of Spanish speaking clients.

References

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