

January 25, 2022

Utah Department of Commerce
Division of Occupational and Professional Licensing
Nursing Education Peer Committee Members and Board of Nursing Members

RE: Eagle Gate College (Murray, Layton) and Provo College (Provo)
Proposed Associate Degree in Nursing (ADN) Program to Support Healthcare Partners

Introduction

Eagle Gate and Provo College (College) is proposing the addition of a new Associate Degree in Nursing (ADN) track to the College's existing RN programs in Murray, Layton, and Provo, Utah. In light of the growing needs to increase the registered nurse workforce in Utah, especially in areas where the nursing shortage is high, this proposed ADN track is designed to directly support our healthcare partners with nursing workforce shortages. The proposed track includes a generic ADN two-year option as well as an advanced placement track for licensed practical nurses (LPNs).

Rationale

Over the last 2 years, the COVID-19 pandemic has affected the nursing workforce nationwide. Our clinical partners in Utah have also been impacted by the pandemic and have lost significant numbers of nurses, have high job vacancies, increased turnovers, and their healthcare facilities are understaffed. Nurses are also retiring early, going back to school, taking lucrative travel nursing positions or finding a less stressful job.

The program will also help support the vast population growth in Utah driven by the strong Utah economy. The Gardner Institute long-term planning projections indicate an additional 2.2 million Utahns and 1.3 million more jobs by 2060¹. The population of Utah is expected to increase by 66% between 2020 and 2060 (from 3.28 million to 5.45 million residents; and will reach 4 million residents between 2032 and 2033)¹. The older population age 65 and older will continue to increase, from 11.5% in 2020 to 22.8% in 2060, which will require more healthcare services. The Garner Institute reported "Continued diversification of Utah's economy drives continued migration to the state. Increased employment in construction, health care and social assistance, and professional, scientific, and technical services sectors drive this change."

Purpose

This proposed ADN track will be dedicated for the College's healthcare partners that have developed workforce solution programs to help prepare new nurses that are needed in their workforce. The proposed change is also driven by and will support the Health and Medicine Division (HMD), a division of the National Academies of Sciences, Engineering, and Medicine (the National Academies). HMD previously was the Institute of Medicine (IOM) that published "The Future of Nursing: Leading Change, Advancing Health" to increase the proportion of nurses with a baccalaureate degree to 80% by 2020. Our College's RN-to-BSN and MSN post-licensure program (alumni discounts are available), will allow our nurses to continue elevating their education and become future nurse educators.

¹ <https://gardner.utah.edu/demographics/population-projections/>

Highlights of the Proposed ADN Track

- The clinical partners will sponsor the students, provide the clinical rotations, and the College will provide a scholarship and discounts to reduce out of pocket costs.
- All didactic courses will be delivered either synchronous or asynchronous by experienced, qualified College instructors employed at Eagle Gate/Provo College.
- Hands-on clinical and skills lab/simulation experiences can be completed at the Partner's facility
- The College will work closely with our Partners to assign clinical rotations and ensure we will not in any way impact or displace existing pre-licensure nursing programs. Our philosophy and approach to clinical placements has been, and will continue to be, supportive and considerate towards community college and state university nursing education programs in the community and will continue to work collaboratively with educational institutions, clinical facilities and healthcare agencies.
- The College also has 61 clinical affiliation agreements additional healthcare organizations throughout Utah, that can provide additional clinical learning experiences.

Proposed Enrollment

The cohort size will be based on the needs of our healthcare partner in conjunction with the community needs, and we will ensure adequacy of College's resources to support enrolled students.

The College proposes to start enrolling students to begin September 2022, with expected graduation of its first cohort in Spring 2024.

Nursing Accreditation – NLN CNEA

The College has chosen NLN CNEA as the nursing program accreditor. In order to be granted Pre-Accreditation Status, NLN CNEA requires evidence that the nursing program is approved or accredited by the state board of nursing in which it operates, as required by applicable state or territorial statutes². The College is in excellent standing with its present institutional accreditor (ABHES), US Department of Education, and CCNE.

NLN CNEA Accreditation Timeline

Submit Application for Pre-Accreditation:	April 11, 2022
Grant Pre-Accreditation by NLN CNEA:	May 5-6, 2022
On Site Evaluation:	Fall 2023
CNEA Board of Commission Approval:	February 2024 (prior to first cohort graduating in April 2024)

About Eagle Gate College and Provo College

- Eagle Gate College was founded in 1979 and approved in 2007 to offer BSN degrees. In 2004, a new non-main campus was established in Layton, Utah. Another non-main campus was established in Boise, Idaho in 2020.
- Provo College was established in 1984 and was approved to offer the BSN degree in 2013. In 2020, a new non-main campus was established in Idaho Falls, Idaho.
- The College is accredited by the Accrediting Bureau of Health Education Schools (ABHES) to award certificates, diplomas, bachelor's degrees, and master's degree.

² <https://cnea.nln.org/programs#ELIGIBILITYCRITERIA>

- The College merged under the Unitek Learning family of colleges in 2018.
- The current baccalaureate degree program in nursing/master's degree program in nursing at Eagle Gate College is accredited by the Commission on Collegiate Nursing Education (CCNE); the baccalaureate program in nursing at Provo College is accredited by CCNE. Provo College was recently granted 10-year renewal through 2031, and we expect the same 10-year renewal for Eagle Gate College.

Eagle Gate/Provo College Mission Statement

We are caring professionals who empower individuals to achieve personal excellence through student-centered, market-driven education.

Nursing Department Mission

We provide a learner-centered educational program preparing caring and ethical baccalaureate generalist nurses empowered to practice patient-centered, evidence-based care, for diverse populations, in an ever-changing and complex health care environment.

Associate Degree in Nursing Philosophy

The Philosophy of the Nursing Program encompasses the beliefs that learning is continuous, and, is facilitated by an environment conducive to open communication and progression of critical thinking, that learning styles differ with the individual student, and that learning experiences are most effective if they proceed from simple to complex (novice to expert). It also emphasizes that the theoretical foundations for nursing practice include an understanding of the humanities and the bio-psycho-social sciences. The theoretical and philosophical foundation of the Associate Degree Program integrates Benner's theory of novice to expert, the QSEN competencies and the standard competencies as established by the Board of Nursing with a holistic views of patients and their families.

Associate Degree in Nursing Program Learning Outcomes

At the completion of the RN Associate Degree track, the graduate nurse will achieve competence in the following areas by demonstrating the ability to:

- Utilize a body of knowledge from nursing, medical, biological, physical and behavioral sciences to meet the health needs of individuals
- Utilize the nursing process to assess, plan, implement and evaluate the individualized care for a client or a group of clients experiencing common well-defined acute or chronic health problems including but not limited to the following:
 - Assess the client or groups of clients to identify actual and potential health problems.
 - Formulate a nursing diagnosis or diagnoses reflecting assessment findings.
 - Determine appropriate and realistic goals including stating measurable outcome behaviors and timelines.
 - Select, plan and implement nursing interventions based on evidence-based constructs.
 - Provide instruction, information or support to restore, rehabilitate or maintain client health.
 - Evaluate effectiveness of interventions, communication and teaching in achieving goals, and revising plan of care as indicated by assessments.
- Provide nursing care with consideration of the individual's developmental stage, and as an integral part of a cultural group, family and community.
- Perform as a member of the interdisciplinary health care team, understanding the roles and responsibilities of self and other health workers.

ADN Program Curriculum Summary

A copy of the proposed ADN curriculum and course descriptions is attached (Attachment 1).

- Program is 64-weeks, 5 semesters (each semester is 16 weeks).
- Four semesters of nursing core coursework and one semester of general education that is required prior to beginning nursing core courses.
- Applicants who have taken courses at another institution may provide transcripts to be evaluated for transfer credit into the program.
- The proposed ADN track will also admit students with a License in Practical Nursing (LPN) with previous education and experience. Credit for previous experience and education will be granted according to the College Credit Granting policy.
- The didactic component of the curriculum is completed through synchronous and asynchronous distance learning taught live by the College's qualified instructors.
- Hands-on simulation and skills lab hours can be completed at the healthcare facility by instructors employed by Eagle Gate/Provo College.
- Clinical rotations will be provided by the Partners as well as with other surrounding health care partners.

Clinical

Ms. Joellen Sutterfield, the Vice President of Clinical Education Management, has a team of Partnership Development Specialists (PDS) dedicated to securing new clinical affiliation agreements. The dedicated PDS are assigned to all Utah campuses, will support the proposed ADN track, and their sole roles are to secure new affiliation agreements and work closely with Deans at each campus to evaluate the site. Clinical Coordinators will support student in the ADN track, submit rotation requests with clinical facilities, work with campus Deans to ensure clinical rotation requests do not displace existing nursing education students.

Resources

Personnel

The College will hire additional faculty, allocate student support services and personnel to ensure students receive resources and services that are equivalent to students at the main Utah campuses. Recruiting activities for new instructors will begin 3 months before the start of the course, in order to allow sufficient time for recruiting, hiring, onboarding and training.

The College is currently recruiting a Dean of Workforce Development that will oversee the proposed ADN program. The Provost/Chief Academic Officer, Abdel Yosef, Ph.D., RN, CNE, will also oversee the administration of the Program as well as program and curriculum development. Additional oversight is provided by National Dean, Stephanie Greenwood, MSN, RN; Regional Dean, Karla Hunstman, MSN, RN; Ms. Diane Morrison, MSN, RN, Assistant Dean of Online Programs.

- Existing and new full time/part time experienced, qualified faculty at the campuses will teach didactic courses via live synchronized, distance education.

- Per Diem Clinical Instructors will be hired.
- Existing general education instructors will serve students during year one (100% online).
- Each campus has existing administration and operations staff that will support the proposed ADN program, additional staff will be allocated if necessary:
 - Campus Director
 - Admissions: Director of Admission, Admissions Representatives
 - Financial Aid: Director of Admission, Financial Aid Representatives
 - Registrar
 - Technical Support
 - Online Librarian
 - Academic Administrative Assistants
 - Clinical Coordinators
 - NCLEX Success Specialists
 - Academic Student Service Advisors
 - Additional Corporate Resources that support the Colleges include:
 - Corporate Director of NCLEX/Licensure Success
 - VP of Faculty Development and New Student Experience (oversees Academic Student Services Advisor Team, Faculty Development Team)
 - VP of Online Architecture and Innovation (oversees Learning Management System Manager, Instructional Designers, Academic Transcript Evaluators)
 - VP of Academic Operations (also oversees Corporate Registrars)
 - Director of Academic Affairs and Accreditation (oversees Accreditation Coordinator)

Facilities and Learning Resources

The Murray, Layton, and Provo Campuses have sufficient spaces, resources, equipment to accommodate student enrollments. Students of the proposed ADN track will receive learning and support services equivalent to the students that are currently enrolled in the BSN program at the Murray, Layton, and Provo campuses.

The Murray College campus is approximately 11,800 square feet and has 8 classrooms, 3 of which are set up with computers for each student. There is a large learning laboratory dedicated with low- and mid-fidelity manikins, a smaller laboratory with a high-fidelity manikin for clinical simulation and a second skills laboratory. A new simulation laboratory in will be built that will include large simulation rooms (adult/ICU patients, obstetrics/pediatrics simulation) with a debriefing room dedicated to each simulation room, control rooms, and a collaborative learning center. A Virtual Reality laboratory construction is planned, with high-tech equipment for skill instruction using augmented reality.

The Layton College campus is approximately 4,500 square feet with five classrooms exclusively dedicated to the BSN program and two computer laboratories. There are four labs with low, mid, and high-fidelity manikins for skills practice as well as clinical simulation. A breakroom is available for students with tables, refrigerators, microwaves, and vending machines as well as a quiet study area that has computers and printers for student use. A larger simulation laboratory is planned for the campus to be constructed.

The Provo College campus contains 5 classrooms, 12 faculty and administrative offices, and 5 skills laboratories, Learning Resource Center, and rooms dedicated for student study rooms. A Simulation Center was recently constructed that added three debriefing rooms, three simulation rooms, three

operations/control rooms, supply and linen rooms, workroom, faculty office, additional storage space, reception area with lockers for student belongings. The College invested additional simulation equipment to promote student learning, including high-fidelity and mid-fidelity manikins as well as a video and debriefing system. Each simulation room has a headwall equipped with suction and simulated oxygen, a computer charting system, and manikins with its own monitor. A Virtual Reality suite at the Provo College campus was completed in 2021 and adds 500 s.f. to the Simulation Suite with augmented reality headgear, hand controllers, with varied scenarios.

All campuses have student lounge, equipped with tables, refrigerators, microwaves, and vending machines with administration offices and work areas for faculty and administrative staff.

Academic Support Services available to support all students include:

- Academic Advising
- Tutoring by Instructors
- BrainFuse Tutoring Services
- Library Services
- Student Assistance Program (WellConnect™)
- Career Services
- Financial Aid
- NCLEX Success – Comprehensive NCLEX Test Preparation and Support
- Clinical Education Scheduling

Estimated Tuition

Tuition will be charged at a per credit rate. Partnership discounts and scholarship options are being evaluated by our executive team and with our healthcare partners with all efforts to make the program as affordable to students as possible.

In closing, we are fully prepared and able to help our clinical partners solve the RN workforce crisis that has been exacerbated by the COVID-19 pandemic and to continue serving our local communities. We look forward to sharing additional information about the program and we thank the Utah Board of Nursing for its guidance and continued support.

Sincerely,

Abdel Yosef, PhD, RN, CNE
Provost and Chief Academic Officer

Curriculum Plan for Proposed ADN Track

Associate Degree in Nursing Program Mission

The primary mission of the ADN Program is to educate and prepare a diverse body of students to become safe, competent, and caring registered nurses to practice in diverse health-care settings, and to prepare graduates, who have acquired the necessary knowledge, skill, and attitudinal competencies, to be qualified as entry-level professional nurse that are competent in the utilization and implementation of the nursing process. Graduates of the Nursing Program are prepared to successfully take the NCLEX-RN, and function as registered nurses competently and safely with a degree of independence in the varied health care settings

Associate Degree in Nursing Program Philosophy

The Philosophy of the Nursing Program encompasses the beliefs that learning is continuous, and is facilitated by an environment conducive to open communication and progression of critical thinking, that learning styles differ with the individual student, and that learning experiences are most effective if they proceed from simple to complex (novice to expert). It also emphasizes that the theoretical foundations for nursing practice include an understanding of the humanities and the bio-psycho-social sciences. The theoretical and philosophical foundation of the Associate Degree Program integrates Benner's theory of novice to expert, the QSEN competencies and the standard competencies as established by the Board of Registered Nursing in California with a holistic views of patients and their families.

Associate Degree in Nursing Program Learning Outcomes

At the completion of the RN Associate Degree Program, the graduate nurse will achieve competence in the following areas by demonstrating the ability to:

- Utilize a body of knowledge from nursing, medical, biological, physical and behavioral sciences to meet the health needs of individuals
- Utilize the nursing process to assess, plan, implement and evaluate the individualized care for a client or a group of clients experiencing common well-defined acute or chronic health problems including but not limited to the following:
 - Assess the client or groups of clients to identify actual and potential health problems.
 - Formulate a nursing diagnosis or diagnoses reflecting assessment findings.
 - Determine appropriate and realistic goals including stating measurable outcome behaviors and timelines.
 - Select, plan and implement nursing interventions based on evidence-based constructs.
 - Provide instruction, information or support to restore, rehabilitate or maintain client health.
 - Evaluate effectiveness of interventions, communication and teaching in achieving goals, and revising plan of care as indicated by assessments.
- Provide nursing care with consideration of the individual's developmental stage, and as an integral part of a cultural group, family and community.
- Perform as a member of the interdisciplinary health care team, understanding the roles and responsibilities of self and other health workers.

Semester: 1 (16 Weeks)					
Course #	Course	Delivery	Type	Weeks	Total Units
Term I					
BIO 200	Anatomy & Physiology I	Online	GE	8	3
BIO 200L	Anatomy & Physiology I Lab	Online	GE	8	1
ENG 100	English Composition	Online	GE	8	3
Term II					
BIO 215	Anatomy & Physiology II	Online	GE	8	3
BIO 215L	Anatomy & Physiology II Lab	Online	GE	8	1
PSY 100	Introduction to Psychology	Online	GE	8	3
				TOTAL	14
Semester: 2 (16 Weeks)					
Course #	Course	Delivery	Type	Weeks	Total Units
Term I					
MIC 215	Microbiology	Online	GE	8	3
MIC 215L	Microbiology Lab	Online	GE	8	1
RN200	Introduction to Professional Nursing	Online	Core	8	2
Term II					
RN206	Pathophysiology	Online	GE	8	3
RN212	Pharmacology	Online	Core	8	3
				TOTAL	12
Semester: 3 (16 Weeks)					
Course #	Course	Delivery	Type	Weeks	Total Units
Term I					
RN200A	Health Assessment	Online-Synchronous	Core	8	1
RN200B	Health Assessment Skills Lab	Ground	Core	8	1
RN204A	Nursing Fundamentals I	Online-Synchronous	Core	8	3
RN204B	Nursing Fundamentals I Skills Lab	Ground	Core	8	1
RN204C	Nursing Fundamentals I Clinical	Ground	Core	8	1
Term II					
RN208A	Nursing Fundamentals II	Online-Synchronous	Core	8	3
RN208B	Nursing Fundamentals II Skills Lab	Ground	Core		1
RN208C	Nursing Fundamentals II Clinical	Ground	Core	8	1
				TOTAL	12
Semester: 4 (16 Weeks)					
Course #	Course	Delivery	Type	Weeks	Total Units
Term I					
RN216A	Adult Health I	Online-Synchronous	Core	8	3
RN216B	Adult Health I Clinical	Ground	Core	8	2
RN222A	Mental Health Nursing	Online-Synchronous	Core	8	3
RN222B	Mental Health Nursing Clinical	Ground	Core	8	1
Term II					
PSY115	Lifespan Development	Online	GE	8	3
RN218A	Adult Health II	Online-Synchronous	Core	8	2
RN218B	Adult Health II Clinical	Online-Synchronous	Core	8	1
				TOTAL	15
Semester: 5 (16 Weeks)					
Course #	Course	Delivery	Type	Weeks	Total Units
Term I					
RN224A	Maternal/Newborn Nursing	Online-Synchronous	Core	8	3
RN224B	Maternal/Newborn Nursing Clinical	Ground	Core	8	1
RN404A	Complex Adult Health I	Online-Synchronous	Core	8	2
RN404B	Complex Adult Health I Clinical	Ground	Core	8	1
Term II					
RN330A	Pediatric Nursing	Online-Synchronous	Core	8	3
RN330B	Pediatric Nursing Clinical	Ground	Core	8	1
RN332A	Complex Adult Health II	Online-Synchronous	Core	8	2
RN332B	Complex Adult Health II Clinical	Ground	Core	8	1
				TOTAL	14

PROGRAM TOTAL 5 SEMESTERS (INCLUDING GENED)	67
TOTAL NURSING CORE	43
GEN ED TOTALS	24
TOTAL NUMBER OF WEEKS: 5 SEMESTERS	80
TOTAL NUMBER OF WEEKS: 4 SEMESTERS	64

COURSE DESCRIPTIONS

SEMESTER 1 – General Education

BIO 200 - Anatomy & Physiology I

This course is the first in an online 2-course sequence that presents Anatomy and Physiology using a body systems approach with emphasis on the relationships between structure, function, and homeostasis of the human body. This course examines microscopic and gross levels of organization beginning with the cellular level and progressing through tissues, integumentary, lymphatic, immune, and musculoskeletal systems along with an exploration of selected pathological and disease processes. Course content is presented in a variety of modalities including interactive activities, discussions, and online media.

BIO 200L - Anatomy & Physiology I Lab

This course accompanies the Anatomy & Physiology I theory course. This lab course presents anatomy and physiology using a body systems approach with emphasis on the relationships between structure, function, and homeostasis of the human body. This course examines microscopic and gross levels of organization beginning with the cellular level and progressing through tissues, integumentary, lymphatic, immune, and musculoskeletal systems along with an exploration of selected pathological and disease processes. Course content is presented in a variety of modalities including interactive activities, virtual labs, and online media.

ENG100 - English Composition

This course is designed to provide writing and reading instruction and support to students. The fundamentals of writing will be instructed which entail the various stages of the writing process: drafting, revising, editing, and proofreading. Course assignments reinforce the fundamental grammatical, mechanical, and analytical writing and reading skills that are necessary to successfully conduct research and utilize academic writing.

BIO 200 - Anatomy & Physiology II

This course is the second in an online 2-course sequence that presents anatomy and physiology using a body systems approach with emphasis on the relationships between structure, function, and homeostasis of the human body. This course examines microscopic and gross levels of organization beginning with the neurosensory system and progressing through the endocrine, blood, lymphatic, immune, cardiovascular, respiratory, urinary, digestive, and reproductive systems along with an exploration of selected pathological and disease processes. Course content is presented in a variety of modalities including interactive activities, discussions, and online media.

BIO 200L - Anatomy & Physiology II Lab

This course accompanies the Anatomy and Physiology II theory course. This lab course presents anatomy and physiology using a body systems approach with emphasis on the relationships between structure, function, and homeostasis of the human body. This course examines microscopic and gross levels of organization beginning with the neurosensory system and progressing through the endocrine, blood, lymphatic, immune, cardiovascular, respiratory, urinary, digestive, and reproductive systems along with an exploration of selected pathological and disease processes. Course content is presented in a variety of modalities including interactive activities, virtual labs, and online media.

PSY 100 - Introduction to Psychology

The course provides a foundation for understanding, predicting, and analyzing behavior. Students will focus on the basic theories of behavior, learning, motivation, and personality. Also explored are social behavior, sexuality/gender issues, and the influence of health and stress on behavior. Students are introduced to human behavior generally regarded as abnormal and will explore various theories and therapies.

SEMESTER 2**MIC 100 - Microbiology**

The course is designed to convey general concepts, methods, and applications of microbiology for health sciences. The role of microorganisms in the environment and in human disease is discussed. Topics include immunology, bacteriology, virology, and mycology; the morphology, biochemistry, and physiology of microorganisms including bacteria, viruses, and fungi; the diseases caused by these microorganisms and their treatments, and the immunologic, pathologic, and epidemiological factors associated with diseases.

MIC 100L – Microbiology Lab

Taken in conjunction with MIC 215, this virtual laboratory provides firsthand experiences that inform, illustrate, expand, and reinforce major microbiology concepts. Experiments include the identification, growth, and elimination of various microbes.

RN200 – Intro to Professional Nursing

Completion of this course is required for students seeking Advanced Placement admission into the Associate of Science in Nursing (ADN) program including systematic problem solving process, critical thinking, time management and study skills to assist the students to be successful. Lab skill competencies include dosage calculations, IV therapy and common nursing skills. Other topics include Role of the Nurse, Care of the Pregnant Client, Care of the Pediatric Client, and Care of the Adult Client.

BIO 225 – Pathophysiology

This online course focuses on biologic processes leading to alterations of body structure and functions in all major body systems. The major concepts explain cellular dysfunction and injury that can lead to illnesses. The understanding of pathophysiology facilitates the students' ability to assume a proactive role in health care.

RN 212 – Pharmacology

This course provides introduction to the basic principles of pharmacology, principles and guidelines for drug administration and classifications of agents utilized for the treatment of health alterations related to body systems and diseases. Content is inclusive of drug categories, factors affecting medication administrations, abbreviations and symbols; systems of measurements, delivery systems, calculations for drug administration; principles and guidelines for administration of medications.

SEMESTER 3**RN 200A/B – Health Assessment Theory & Skills Lab**

The course, part one of a two-part course, introduces the student to principles and techniques of nursing assessment, focusing on patient history taking, interview and communication techniques and techniques of inspection, palpation, percussion and auscultation. The role of the nurse in obtaining comprehensive health assessments, including attributes of physical, psychosocial, developmental, cultural and spiritual functioning is discussed. Application of assessment findings to clinical decision making is addressed in the laboratory component. The laboratory component is designed to promote cognitive and psychomotor skills necessary to assess the integumentary, head and neck, lymphatics, respiratory and cardiovascular systems. Practice of assessment techniques occurs through experiential learning. The Benner Model of Novice to Expert, together with the concepts

of Jean Watson's Caring Theory, the NLN roles of practice, critical thinking, QSEN standards, and ANA Standards of practice are used as curricular threads throughout the course.

RN204 A/B/C – Nursing Fundamentals I / Skills Lab / Clinical

RN208 A/B/C – Nursing Fundamentals II / Skills Lab / Clinical

The course is the fundamental theory and skills of professional nursing. An introductory unit provides the basis for understanding concepts such as body mechanics, positioning and mobility. The laboratory component provides practice of selected fundamental nursing skills, as well as psychomotor skills necessary for care of individuals requiring assistance with mobility, hygiene and comfort. Included are basic principles of health promotion, safety, infection prevention, and vital-sign assessment. Students have the opportunity to develop the beginning skills of a professional nurse through experiential learning. The Benner Model of Novice to Expert, the concepts from Jean Watson's Caring Theory, and NLN Roles of Practice, the nursing process, and Quality and Safety in Educating Nurses (QSEN) standards are used as curricular threads throughout the course.

SEMESTER 4

RN 216 A/B – Adult Health I / Clinical

The focus of this course is on the needs of adult patients and their families with emphasis on older adults in relation to health promotion and management of conditions that require acute and chronic care. The nursing process is used in the discussion of health alterations affecting selected life processes. Students continue their professional skill development as members of the health team. A variety of populations and settings are used in a variety of community health agencies, such as skilled nursing facilities and hospitals. This course focuses on alterations in life processes, including the effect on the patient's family. The nursing process is used to make clinical decisions and foster health restoration and maintenance. A major emphasis is placed on health care management, discharge planning, and community resources for the patient and family. A variety of community health agencies and hospitals are used for the clinical component of the course. The Benner Model of Novice to Expert, together with the concepts from Jean Watson's Caring Theory, and NLN Roles of Practice, the nursing process, and Quality and Safety in Educating Nurses (QSEN) will be utilized as threads through the course.

RN 222 A/B – Mental Health Nursing / Clinical

The course provides theoretical knowledge and skills necessary for the care of psychiatric patients in acute and long term care facilities. Emphasis will be on the holistic care of children, adolescent and adults living with mental health problems, cognitive disorders. The impact of mental illness on patients' lives, relationships, employment and otherwise coping with daily living is at the heart of this course. Subject matter covers: assessment of the psychiatric/mental health patient, the pharmacology and nursing considerations regarding psychiatric medications. The impact of physiological conditions combined with psychiatric illness will be studied. Students will get hands-on practice in a variety of clinical settings, closely supervised by clinical instructors. The Benner Theory of Novice to Expert, together with the concepts of Jean Watson's Caring Theory: A Holistic Approach, and the NLN roles of practice are utilized. The threads of critical thinking, QSEN principles and ANA Standards of Care are woven throughout this course and its curriculum.

PSY 115 – Lifespan Development

This course introduces the stages of human growth and development from conception through adulthood to death. Students will learn how cognitive, social, psychomotor, and emotional events affect behavior. Topics addressed include developmental theories, motivation, personality development, culture, and general psychological theories and principles.

RN 218 A/B – Adult Health II / Clinical

The course focuses on the adult patients with unstable emergent critical illnesses. Students synthesize and combine nursing care principles, health assessment modalities, technological data, and scientific knowledge with clinical judgment to potentiate optimal health for a culturally diverse and age-specific patient population. Students

integrate comprehensive assessment techniques, advanced nursing skills, and multiple nursing modalities to maximize optimal health care for patients and families. The Benner Theory of Novice to Expert, together with the concepts of Jean Watson's Caring Theory: A Holistic Approach, and the NLN roles of practice are utilized. Threads of critical thinking, QSEN principles and ANA Standards of Care are woven throughout the course and its curriculum. A variety of adult populations, clinical health care agencies and hospitals are used in the course's clinical component.

SEMESTER 5

RN 224 A/B – Maternal/Newborn Nursing

The course provides theoretical instruction and clinical application on care of the woman during the stages of pregnancy and care of the newborn. Subject matter includes: Prenatal care, assessment of normal pregnancy, fetal development, discomforts of pregnancy, intervention for care of the newborn, post-partum care, possible complications, high risk pregnancy, high risk labor and delivery, high risk newborn, inclusive of concepts applicable to basic needs and support of the family during the period of change. The Benner Theory of Novice to Expert together with the concepts of Jean Watson's Caring Theory a holistic approach and the NLN roles of practice are utilized in presentation of the content in addition to focusing on the physiological and psychological changes that occur during pregnancy. The threads of critical thinking, QSEN principles and standards of care are woven throughout this course and the curriculum. A variety of community health agencies and hospitals are used for the clinical component of the course.

RN 330 A/B – Complex Adult Health I

RN 332 A/B – Complex Adult Health II

The course focuses on adult patients with unstable emergent critical illnesses. Students integrate nursing, technological and scientific knowledge with clinical judgment to potentiate optimal health with a diverse patient population. Students utilize comprehensive assessment techniques, advanced nursing skills and multiple nursing modalities to maximize optimal health. Content includes pathological processes, causes, complications that may occur. The Benner Theory of Novice to Expert, the concepts of Jean Watson's Caring Theory a holistic approach and the NLN roles of practice are utilized in the assessment, identification and prioritization of patient problems and implementation of nursing care within a legal/ethical framework. The curricular threads of critical thinking, QSEN principles and standards of care are woven throughout this course. The nursing process and the NLN guidelines for effective practice are integrated and utilized in identifying and prioritizing client problems/needs in the clinical setting. The acute care units, Intensive care units, post-surgical units, telemetry units, emergency room units and surgical units in hospitals are used for the clinical component of this course. Students care for multiple patients on the medical-surgical units in the clinical component.

RN 330 A/B – Pediatric Nursing

Family-centered care of children is the focus of the course, exploring issues of normal child care as well as health alterations of children from infancy through adolescence. Students participate as members of the multidisciplinary health team to provide health promotion, illness prevention, health restoration and maintenance and rehabilitative care to children and families. The Benner Model of Novice to Expert, the concepts of Jean Watson's Caring Theory a holistic approach and the NLN roles of practice are utilized in presentation of the content in addition to focusing on the physiological and psychological changes that occur during childhood. The threads of critical thinking, QSEN principles and standards of care are woven throughout this course and the curriculum. A variety of populations and settings are used in the clinical component of this course