## NURSING CURRICULUM MAP
### RN to BSN program track
#### ALC5 & SLOS (Effective 2015-2016)

### I. Content  \(\text{AY 2016-2017}\)

| A. | Integrate the concepts of nursing and multidisciplinary theories, research, and practice, based on the foundations of the arts and sciences courses, in the provision of care to diverse patients/clients of all ages. | Nursing Competencies/Definition/Philosophy Discussions: Healthcare Issues, Patient Focused Care in the Clinical Setting Quiz | AIN articles with corresponding quizzes | SWOT Analysis Quality Improvement Project Paper | Quiz Case study discussion and analysis Concept map | Reflective journals Discussion Teaching Plan Outline APA paper: Health Promotion paper and Evaluation |

### II. Critical Thinking  \(\text{AY 2017-2018}\)

| A. | Integrate reliable evidence from across disciplines to promote optimal patient/client outcomes | Joint Commission Risk Reduction (JC-NSPG) Advocacy Letter | Digital Clinical Experience assessing a virtual hospitalized patient Discussions on EBP in own practice setting | Epidemiology and disease effects of chronic disease Population risk assessment and discussion of social determinants of health SWOT Analysis Quality Improvement Project Paper Discussion: Being a Change Agent | Discussion: Case Studies Case study discussion and analysis Quiz | Reflective journals Discussion Media Tool Evaluation |
| B. | Design care for individuals, communities, and populations to promote, maintain, and restore health. | EBP in Agency Paper Discussions: Healthcare Issues, Patient Focused Care in the Clinical Setting | With an identified person, generate and assess genogram using Surgeon General's interactive website | Epidemiology and disease effects of chronic disease Identifies EBP plan for community assessment SWOT Analysis Quality Improvement Project Paper Discussion: Healthcare Economics & Discussion Being a Change Agent | Discussion: Case Studies Case study discussion analysis; Concept Map | Discussions Teaching Plan Outline |
| C. | Apply leadership and management concepts with quality improvement principles in the provision of patient/client centered care. | Joint Commission Risk Reduction (JC-NSPG) Advocacy Letter | Appraisal of systematic review with practice recommendation | Home Fall Assessment Community assessment and planning Discussions Leadership & Management Conflict & Negotiation | Quiz Discussions Teaching Plan Outline |

### III. Communication  \(\text{AY 2018-2019}\)

<p>| A. | Demonstrate the ability to utilize healthcare technology and information management to inform practice decisions | Genetics is Relevant Discussion: Healthcare Issues Family health history and genogram interview and write-up using interactive website | Accesses library and commercial databases for EBP | Telemedicine and Disease Registries: exploration of literature and compilation PowerPoint presentation Access national interactive community databases | Quiz Discussions Evaluation of Media Educational Tools |</p>
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**B. Use professional communication as a member of a healthcare team to improve patient/client outcomes.**

- Advocacy Letter
  - Discussions: PFC Culture and Therapeutic use of self
  - Summary of Learning
  - Practice within a digital clinical experience in patient 'hand-offs' to a virtual RN
  - Identifies client care problem in PICO format
  - Peer Review of Discussion
  - Annotated Bibliographies
  - Cover letter, CV, resume

- Community Resources
  - Pain Interview
  - Home Fall Assessment
  - Discussions and APA paper: peer response on community assessment
  - SWOT Analysis

- Quality Improvement
  - Project Paper
  - Discussions: Leadership & Management Conflict

- Discussion
  - Case Studies
  - Case study discussion and analysis
  - Quiz
  - Reflective journals

**IV. Integrity/Values**

**AY 2019-2020**

| NUR 3145 | Nursing Competencies/ Definition/ Philosophy
| NUR 3205 | HIPPA rules apply for all client assessments
| NUR 4100 | Blog: ANA standards and scope of practice for gerontological nursing
| NUR 4101 | Discussion: End of Life Care
| NUR 4102 | Ethical Case Study
| NUR 4103 | Quality Improvement Project Paper
| NUR 4828 | Being a Change Agent & Advocacy Discussion
| NUR 4829 | Discussion
| NUR 4830 | Case Studies
| NUR 4831 | Case study discussion and analysis
| NUR 4832 | Quiz

**V. Project Management**

**AY 2015-2016**

| NUR 4145 | Advocacy Letter
| NUR 4155 | Comprehensive Health history
| NUR 4165 | Physical Assessments
| NUR 4175 | Adolescent NEEADSS (Home, education, environment, activity, drugs, school, social, assessment module
| NUR 4185 | Analyzes client care problem and steps of EBP
| NUR 4195 | Discussion of PICO and evidence contribution
| NUR 4205 | Community Resources and Transition of Care for Elderly
| NUR 4215 | Community health assessment & population risk assessment with plan
| NUR 4225 | Discussion and feedback
| NUR 4235 | Million Hearts Initiative
| NUR 4245 | Individual/family health education using family history as guide
| NUR 4255 | Quality Improvement Project Paper
| NUR 4265 | SWOT Analysis
| NUR 4275 | Healthcare Economics Discussion
| NUR 4285 | Change & Advocacy Discussion
| NUR 4295 | Self-Surveys
| NUR 4305 | Geriatric case study
| NUR 4315 | Discussion: Ethics - Deadly Choices at Memorial
| NUR 4325 | Community Health Education Presentation
| NUR 4335 | APA paper: Final Health Promotion and Evaluation
| NUR 4345 | Community Health Education Presentation
| NUR 4355 | APA paper: Final Health Promotion and Evaluation

**V. Project Management**

- Discussions: Advocacy Letter
- Comprehensives Health history
- Physical assessments
- Adolescent NEEADSS (Home, education, environment, activity, drugs, school, social, assessment module
- Analyzes client care problem and steps of EBP
- Discussion of PICO and evidence contribution
- Community Resources and Transition of Care for Elderly
- Community health assessment & population risk assessment with plan
- Discussion and feedback
- Million Hearts Initiative
- Individual/family health education using family history as guide
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