

CURRICULUM AND COURSE DESCRIPTION

Curriculum:

Concepts from the biological and behavioral sciences, taken prior to entry into the program, provide the knowledge base necessary for the nursing courses. Critical thinking skills, relationship skills, care management skills, primary care skills, and community focus skills are the curriculum threads and provide the foundation for all four nursing courses.

Theory and clinical experiences are planned to facilitate the attainment of course objectives by the students. Each nursing course has unique clinical activities using the facilities of Sharon Regional Health System, Forum Health System,

St. Paul Homes, and Primary Health Care Network. Other physician offices are used when needed to meet the learning needs of the students.

Students are scheduled Monday thru Friday; daytime for class and day or evening for clinical. A week of vacation is planned within each course and between courses. A vacation schedule is available upon entry into the School of Nursing. Course schedules are posted in ample time to accommodate student needs.

Course Descriptions:

Nursing I: Fundamental Nursing Concepts

The introductory course, Nursing I, provides the framework for the practice of health care to diverse populations across the life-span with health promotion, maintenance and restorative needs. The course will facilitate professional role socialization by early exposure to primary care skills and knowledge of basic management skills. Experience with various health care environments, delivery systems, organizational and group dynamic processes will increase awareness of the importance of workplace assessments, provision of culturally sensitive care and mutual respect for interdisciplinary team processes. Concentration on these areas will sensitize the student to the need for analysis and reliance on various forms of relationship skills. The biopsychophysiological sciences will be the foundation for theory correlation for adult, geriatric and perioperative individuals and families with altered regulatory functions.

Use of the guided discovery teaching process and role modeling will enable the student to begin to focus on the necessary elements for reflective critical thinking, logical problem solving and decision making skills. Community focused experiences will be designed to provide the opportunity for interdisciplinary collaboration with individuals, families, and groups experiencing alterations in health.

Nursing II: Medical/Surgical Nursing

Nursing II encompasses the pathophysiologic dimensions of adult nursing. A goal-directed approach will be utilized in the care of medical-surgical patients. The clinical component will require the application of critical thinking to primary nursing care in acute care as well as in the community setting. Elements of leadership are explored.

Nursing III: Psych/Advanced Med-Surg: Patients in Crisis

Nursing III emphasizes the use of the nursing process as a framework for specialized nursing practice with patients experiencing chronicity, complexity and crisis in health care. Students will be exposed to multidimensional clinical environments that require analysis, assimilation and decision-making. Critical thinking is stimulated through the use of case studies, nursing care plans and concept maps. Leadership concepts are further developed.

Nursing IV: Family/Care Management

The family as a system is presented with integration of developmental concepts and tasks unique to childbearing, childrearing, child/adolescent psychiatric disorders, and women's health.

Nursing IV requires developmental and psychosocial integration of child/family disorders as well as application of basic medical-surgical theory to the family throughout the life span. Contemporary issues of society affecting women, children, and families such as, domestic violence, sexual abuse, rape, neglect and substance abuse will be explored. Clinical experiences are structured to encourage students to modify their approach to meet the health care needs of families in their current environment. Leadership principles are applied and utilized during the practicum. The 80-hour clinical practicum is to facilitate the transition of the student to entry-level practitioner. The focus is the movement of the student from the protected, sheltered environment of the education setting into the functional reality of the workplace. Emphasis is to synthesize the organizational and managerial skills of prioritizing and decision-making for a group as well as coordinating care with various health care members. RN staff is utilized as resource personnel/preceptor in collaboration with Sharon Regional Health System School of Nursing faculty.

PROGRAM OF STUDIES

Level	Weeks	Courses	Credits	Total Course Hours	Theory Hours	Clinical Hours
1	30	Nursing I: Fundamentals of Nursing	17.5	375	150	225
		Nursing II: Medical-Surgical Nursing	17.5	375	150	225
		Subtotal:	35	750	300	450
2	30	Nursing III: Nursing: Psych/Adv. Med-Surg	17.5	375	150	225
		Nursing IV: Nursing: Family (Includes Senior Practicum)	17.5	375	150	225
		Subtotal:		750	300	450
		Total:	70	1500	600	900