

Routing #37 81-82 Resolution #33 Program Revision, Bachelor
Resolution #31, 4201-82 1981-1982 of Science in Nursing

TO: President John E. Van de Wetering
FROM: The Faculty Senate Meeting on 5/24/82
(Date)
RE: I. Formal Resolution (Act of Determination)
 II. Recommendation (Urging the fitness of)
 III. Other (Notice, Request, Report, etc.)
SUBJECT: Program Revision, Bachelor of Science in Nursing

(see attached)



*see file drawer for
Program Revision*

Signed Ginny L. Studer Date Sent 5/26/82
(For the Senate)
Ginny L. Studer, President, Faculty Senate...

TO: The Faculty Senate
FROM: President John E. Van de Wetering
RE: I. Decision and Action Taken on Formal Resolution
a. Accepted. Effective Date 5/31/82
b. Deferred for discussion with the Faculty Senate on _____
c. Unacceptable for the reasons contained in the attached explanation
II., III. a. Received and acknowledged
b. Comment:

DISTRIBUTION: Vice Presidents: Douglas, Phillips

Others:

Distribution Date: 6/17/82

Signed: [Signature]
(President of the College)

Date Received by the Senate: _____

OK

PROGRAM REVISION
BACHELOR OF SCIENCE IN NURSING

Submitted by:
Department of Nursing
SUNY College at Brockport

Proposed Curriculum Reorganization

Overview

The Department of Nursing at the State University of New York College at Brockport is proposing reorganization of the current content in its baccalaureate nursing program to accomplish several educationally desirable goals:

1. Content will be arranged in a more organized manner, allowing the gradual development of major curricular concepts, providing time for assimilation of learning within a given content area, and avoiding unnecessary duplication of instruction.
2. Content will be arranged to facilitate the use of a broader range of teaching methodologies. The result will be the individualization of instruction to accommodate varying learner interests, learning styles or rates, and levels of prior knowledge.
3. The resulting curriculum will be flexible enough to meet the learning needs of both traditional and registered nurse students who wish to study either full or part-time.

Rationale:

Aim #1: Content will be arranged in a more organized manner, allowing the gradual development of major curricular concepts, providing time for assimilation of learning within a given content area, and avoiding unnecessary duplication of instruction.

The current curriculum utilizes an integrated approach to nursing education, organizing content by major concepts and spanning the ranges of age, diagnosis, and clinical specialty. This integrated approach has resulted in both positive and negative outcomes. On the positive side, it has promoted a holistic view of the client and health care, rather than a focus on a disease entity. It has also promoted an emphasis on the principles and processes of care, rather than on memorization. However, the degree of integration seems to have created its own set of problems. In the classroom setting, students may cover such diverse topics as elimination, sexual satisfaction, and death/dying in one week's time. Both students and faculty have expressed the need for more grouping of similar topics to allow a chance for the student to integrate the material into his/her own cognitive or behavioral repertoire. Such grouping would also decrease the tendency for review and repetition that becomes necessary when related topics are presented at widely spaced intervals.

Similar problems have been evident in the clinical rotation. Students have rotated clinical sites as often as every 3-6 clinical days. It is the feelings of both students and faculty that valuable learning time and energy are invested in continued reorientation to changing sites, procedures, and instructors.

The proposed curriculum reorganization attempts to address these problems while maintaining reliance on previously utilized sound educational principles. Rather than development of a new program or content, this proposal represents content reorganization. Faculty remain committed to previously defined program philosophy, objectives and concepts. The nursing courses will continue to build on knowledge provided by previously identified prerequisites.

AIM #2: Arranging content to facilitate the use of a broader range of teaching methodologies. The result will be the individualization of instruction

to accommodate varying learner interests, learning styles or rates, and levels of prior knowledge.

The current curriculum is composed of four main nursing courses, each carrying 10 professional credits and by necessity taught almost exclusively by the lecture method. These large courses make it extremely difficult to individualize instructional units, it is difficult for a student to either demonstrate prior mastery or to achieve objectives more quickly and move on to enrichment learning.

During the last accreditation visit to re-register the nursing program with the State Education Department, the visitors expressed a negative reaction to grouping material in blocks as large as 10 credits .

One goal of the proposed content reorganization is to divide instruction into smaller courses, and beyond that, into individual modules within courses. Each module will include pre and post tests; class and clinical objectives, a choice of learning activities, study guides, enrichment activities, and an evaluation form. Students, such as registered nurses, can more easily demonstrate prior mastery of a content unit. They can challenge an entire course, or can challenge particular modules within a course. The need for repetition of previously mastered material will therefore be minimized and current learning needs diagnosed. It is anticipated that this plan will facilitate the individual articulation of RN graduates from AD and Diploma programs into the Brockport BSN major.

While lectures will continue to be a learning option, students will also be able to choose to utilize self-instructional formats. With the use of alternate learning opportunities, faculty will be able to expand their role as resources in individual problem-solving, seminars, and clinical application.

AIM #3: The resulting curriculum will be flexible enough to meet the learning needs of both generic and registered nurse students who wish to study either full or part-time.

The current use of large credit lecture courses mandates that all students pursue full time study in nursing. The proposed division of content into smaller credit courses would facilitate part-time study. In addition, several features of the proposed curriculum would be of benefit to the working RN student. Increased opportunity for self-study would decrease the need for employed RN's to travel to campus each day and be more compatible with shift rotation schedules. The use of specific mastery learning objectives would also allow the RN student flexibility in choosing activities to meet these objectives. A long term goal is to provide enough independent learning opportunities so that the modules and courses could be taken in a flexible sequence.

In the 1980 survey of area RNs, 776 respondents expressed interest in pursuing a BSN at Brockport if the unique features of the proposed reorganization are implemented.

Summary of Changes

1. Four large nursing courses (10 credits each) have been broken down into smaller courses as previously explained (see attached course descriptions).
2. Two previous electives are now required:
 - a. Pharmacology -(NUR 321) has been an elective Liberal Arts course offered by the Department of Nursing and taken by most students. This will now be a required course, based on faculty recognition of the need for more attention to this area and the positive evaluation of the course's usefulness by students. In addition, feedback from the employers of Brockport graduates recommend increased attention to pharmacology.

- b. Nursing and The World It Lives In (NUR 322) will change from an elective to a required course, but will remain open to any student. The course focuses on professionalism and society, an issue of great interest to the national accrediting body of nursing, the National League for Nursing.
3. Nursing Research will be moved to the junior year and will be decreased from 2 credits to 1. The focus will be changed from designing research to understanding the research process and its application to clinical nursing. Subsequent courses will then expand on the content presented by utilizing research literature in both didactic and clinical instruction.
4. Developmental psychology will be a co-requisite course. (This co-requisite requirement will allow students to consider the implications of human development to their concurrent clinical work with clients.) This requirement may also be satisfied by taking NUR 304 (Developmental Assessment). Development of this modular course (NUR 304) was supported by a SUNY Faculty Grant for the Improvement of Undergraduate Instruction.
5. The above changes necessitate a change in credits in the nursing courses from 42 to 46. Students must still have 120 credits for graduation, 75 of which must be the liberal arts credits.

Accreditation Implications

The response from both the State Education Department and Associate Chancellor for Health Sciences (SUNY) has been supportive of the proposed changes. In addition, though the accreditation visit from the National League for Nursing is not scheduled until Fall, 1983, the Department has sought continued consultation from the NLN throughout the curriculum development process to insure compliance with accreditation standards.

Staffing Requirements

Staffing of the courses included in the proposed curriculum can be accommodated within the current resources of the Department of Nursing.

Program Comparisons

| | | <u>Current</u> | |
|---------------|---|----------------|--------------------|
| Prerequisites | Anatomy and Physiology I & II | | 6-8 hours |
| | Chemistry (Principles of Inorganic Chemistry and Principles of Organic/Bio Chemistry) | | 3-4 hours |
| | Microbiology | | 3-4 hours |
| | Statistics | | 3 hours |
| | Nutrition | | 3 hours |
| | Completion of three courses in the social sciences (one course in psychology, one course in sociology, and one other social science course) | | 9 hours |
| | Total Semester Credit Hours | | <u>30-35 hours</u> |

Proposed

NO CHANGE

| | | <u>Current</u> | |
|-------------|---------------------------------|----------------|----------|
| Junior Year | NUR 350 Levels of Wellness | ----- | 10 hours |
| | NUR 351 Stress and Adaptation I | ----- | 10 hours |
| | NUR 321 Pharmacology Elective | ----- | 2 hours |

| | | |
|---------|------------------------------------|---------|
| NUR 312 | Nursing Research | 1 hour |
| NUR 332 | Concepts of Health & Adaptation | 2 hours |
| NUR 330 | Foundations | 4 hours |
| NUR 334 | Stress & Adaptation I | 4 hours |
| NUR 420 | Stress & Adaptation II | 5 hours |
| NUR 422 | Stress & Adaptation III | 5 hours |
| NUR 321 | Pharmacology | 2 hours |
| | Co-requisite: Developmental Psych. | 3 hours |

| | | <u>Current</u> | |
|-------------|--|----------------|----------|
| Senior Year | NUR 411 Nursing Research | ----- | 2 hours |
| | NUR 450 Stress & Adaptation II | ----- | 10 hours |
| | NUR 451 Nursing Management | ----- | 10 hours |
| | NUR 322 Nursing and Its World (Elective) | ----- | 2 hours |

| | | |
|---------|--------------------------|---------|
| NUR 424 | Stress & Adaptation IV | 5 hours |
| NUR 426 | Stress in Childbearing | 1 hour |
| NUR 460 | Advanced Communication | 5 hours |
| NUR 462 | Complex Challenges | 5 hours |
| NUR 464 | Community Health Nursing | 5 hours |
| NUR 322 | Nursing and Its World | 2 hours |

TOTAL = 42 credits in Nursing

TOTAL = 46 credits in Nursing

Course Descriptions - Proposed Curriculum

NUR 304 Developmental Assessment Throughout the Life Cycle 4 credits (A)

Erikson's eight stages of the life cycle of man are used as the framework for eight modules which examine all aspects of normal human development from conception through death. Health care professionals are expected to deal with clients of all ages; therefore, equal importance and time is given to each of the eight stages of development. Assessment of Physical motor, psychosocial and cognitive development is emphasized.

NUR 330 Foundations for Professional Practice in Nursing 4 credits (B)

This course presents both the skills and theoretical basis for professional practice in nursing. The student is introduced to the components and use of the nursing process, basic nursing techniques, and basic principles of communication. Consideration is given to issues facing the professional nursing, including professional role, consumer rights, values, ethics, and legal concerns. The course provides opportunity for implementation in the clinical setting.

NUR 312 Nursing Research: Application to Clinical Practice 1 credit (B)

The research process is introduced in this course and applied to the critical review of published nursing research. Content includes the scientific process of research, the research problem and hypotheses, research sampling, analysis of data, and interpretation of findings. The course provides the opportunity to examine the relevance of nursing research to clinical practice.

NUR 332 Concepts of Health and Adaptation for Nursing 2 credits (B)

Because the faculty believe that people are unique, holistic beings with physiological, psychological, social, and spiritual dimensions, this course has been designed to consider those needs, stresses, and adaptations which individuals experience in all facets of life.

This course will explore the major concepts of mind-body interaction and the wellness-illness continuum. A major focus is health maintenance and illness prevention, utilizing an humanistic approach to nursing.

NUR 334 Nursing Intervention: Stress & Adaptation I 4 credits (B)

This course examines the use of the nursing process to assist individuals of all ages in adapting to stress experienced in common life situations. It includes consideration of both normal pregnancy and hospitalization as common stress situations. Content includes application of communication principles and the nursing process to promote adaptation for clients and families. The course provides opportunity for implementation in the clinical setting.

NUR 321 Introduction to Pharmacology

2 credits (A)

Drug action on fundamental biological processes, physiological and pathological; reasons for and consequences of the side effects of drugs; potential benefits and hazards of drug interaction.

NUR 420 Nursing Intervention: Stress & Adaptation II

5 credits (B)

This course examine the biopsychosocial stresses experienced by patients with cardiovascular, hematological, and respiratory disorders. It focuses on the use of the nursing process in assessing client's unmet health needs, and intervening to strengthen client's adaptive responses. It includes opportunity for implementation in the clinical setting.

NUR 422 Nursing Intervention: Stress & Adaptation III

5 credits (B)

This course examines the biopsychosocial stresses experienced by patients with urinary, gastrointestinal and gynecological disorders. It focuses on the use of the nursing process in assessing client's unmet health needs, and intervening to strengthen client's adaptive responses. It includes opportunity for implementation in the clinical setting.

NUR 424 Nursing Intervention: Stress & Adaptation IV

5 credits (B)

This course examines the biopsychosocial stresses experienced by patients with neurological, endocrine, sensory and musculoskeletal disorders. It focuses on the use of the nursing process in assessing client's adaptive responses. It includes opportunity for implementation in the clinical setting.

NUR 426 Stress and Client Needs in Childbearing

1 credit (B)

This course examines the use of the nursing process in assisting families encountering complications in childbearing. It focus on complications unique to the maternity setting and considers nursing interventions with the mother, child, and total family unit.

NUR 462 Complex Challenges to Nursing Practice

5 credits (B)

The course provides the student with the opportunity to: define dynamic professional nurse role in response to a changing society; adapt the nursing process in an interdependent relationship with other members of the health team in comprehensive health care delivery; apply principles of group dynamics to fulfill leadership and management responsibilities; and synthesize concepts of health and illness as they relate to changing societal needs, values, and knowledge. Opportunity is provided for clinical implementation.

NUR 460 Advanced Communication in Nursing

5 credits (B)

This course examines the use of the nursing process in situations which require advanced communication skills. It focuses on the use of these skills in promoting the ability of clients to respond to stress in an adaptive manner. It concludes consideration of substance abuse, mental retardation, violence, psychophysiological disorders, and the major retardation, violence, psychophysiological disorders, and the major mental illnesses. Opportunity is provided for clinical implementation.

NUR 464 Community Health Nursing

5 credits (B)

This course expands the focus of the nursing process to the care of clients in the community. It includes assessments of clients, families, and communities, with consideration of the role of the community health nurse in utilizing resources available to promote client adaptation and optimal health. Opportunity is provided for clinical implementation.

NUR 322 Nursing and the World It Lives In

2 credits (A)

Controversial topics of concern to the delivery of health care, social issues and trends affecting nursing practice and education; the impact of historical figures on the practice of health care delivery; the comparative advantages and disadvantages of current and proposed credentialing systems for the health care professions; hypothetical solutions to simulate problems that face new and experienced health care practitioners.