

Blessing-Rieman College of Nursing



*over 100 years of excellence in
nursing education and caring
for the health of the community*

**2007-2008
Curriculum Packet**



Blessing-Rieman College of Nursing Curriculum Framework

Use the *Curriculum Packet* to obtain information about the College's curriculum framework. The curriculum framework is the College's beliefs and concepts about professional nursing.

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Mission

The mission of Blessing-Rieman College of Nursing is to educate persons of diverse backgrounds to acquire knowledge, skills, attitudes, and values needed for professional nursing practice and life-long learning. This mission is accomplished in a community of learning dedicated to excellence and caring in professional nursing education.

Goals/Purposes

The goals/purposes of Blessing-Rieman College of Nursing are to:

1. Prepare professional nurses to practice as a provider, designer, manager, and coordinator of care as part of an interdisciplinary team in a variety of settings.
2. Prepare culturally competent graduates who will practice in an increasingly diverse society.
3. Develop abilities and skills necessary to become leaders and change agents in a dynamic global environment that affects health and health care.
4. Enhance the personal and professional development of each learner.
5. Provide a foundation for advanced educational preparation.

Philosophy

We believe that a person is an integrated physiological, psychological, sociocultural, and spiritual being who interacts with the internal and external environment on a developmental continuum. Each person is unique, has inherent worth and potential for learning, personal growth, and wellness

We believe that health is a dynamic state of existence influenced by heredity, life style, and environment. Persons, families, and communities differ in the manner in which they perceive and value health and have the right to determine and participate in those activities that affect their health.

We believe nursing is the art and science of diagnosing and treating human responses to health experiences with the goals of protecting, promoting, and/or optimizing health. This includes the prevention of illness and injury, the alleviation of suffering, comfort for the dying, and advocacy in the care of individuals, families, and communities. Outcomes are achieved through an environment of interdisciplinary collaboration and partnership with the whole person across both the health and developmental continuums. The goals of nursing are advanced when the environment is recognized as a major influence on health and health outcomes.

We believe teaching is a planned, creative, collaborative process in which the teacher and learner co-create an environment that facilitates learning and enhances scholarship. Learning is the acquisition of knowledge, skills, and values that involves learner participation and self direction.

Learning is a lifelong process.

We believe baccalaureate nursing education is facilitated when the environment supports caring and collaborative relationships. Baccalaureate education requires courses in liberal arts, the natural, biological and behavioral sciences, and nursing. Nursing and non-nursing courses are integrated in various ways throughout the program to provide an educational experience that enhances the professional and personal development of the learner. We believe that professional and personal development is exemplified by commitment to a professional and community service. This educational program is designed to stimulate learners to develop critical thinking and communication skills that support a broad view of the world, and an appreciation for human diversity while fostering clarification of the values and a Judeo-Christian environment. We believe that baccalaureate nursing education prepares the beginning professional nurse to practice in a dynamic environment that is affected by evolving health care systems, technology and information, health policy and economics, and the global community

Curriculum Objectives/Outcomes/Competencies

Curriculum Objectives	Outcome/Competency Statements
1. Provide professional nursing care for the whole person that is caring, goal-directed, and therapeutic.	<p>Graduates are competent to practice nursing that</p> <ul style="list-style-type: none"> • reflects a whole person perspective. • demonstrates caring. • demonstrates an appreciation for human diversity. • is goal directed. • is therapeutic.
2. Integrate theoretical and empirical knowledge from nursing, the arts, the sciences, and the humanities into professional nursing practice.	<p>Graduates are competent to base professional practice on</p> <ul style="list-style-type: none"> • nursing science. • the arts, sciences, and humanities.
3. Use critical thinking skills to manage health care for individuals, families, and communities.	<p>Graduates are competent to</p> <ul style="list-style-type: none"> • make decisions that reflect critical thinking. • use the case management process to design care that meets the unique health care needs of the whole person. • manage health information and health care technologies to provide care for individuals, families, and communities.
4. Evaluate research for applicability to professional nursing practice.	<p>Graduates are competent to</p> <ul style="list-style-type: none"> • use research findings to solve clinical problems. • participate in research activities. • use information technology to do literature searches.
5. Use communication skills to facilitate the nurse-patient relationship and interdisciplinary collaboration in a variety of settings.	<p>Graduates are competent to:</p> <ul style="list-style-type: none"> • use communication skills to facilitate the nurse/patient relationship in a variety of settings. • use communication skills to establish and maintain working relationships within an interdisciplinary team. • document interventions and nursing outcomes in a thorough and accurate manner. • provide information/education using a variety of media. • write scholarly papers that are clear, accurate, and relevant.
6. Incorporate professional values and standards into the legal, moral, and ethical aspects of nursing practice.	<p>Graduates are competent to</p> <ul style="list-style-type: none"> • practice nursing based on professional values and standards. • approach legal, ethical, and/or moral issues/dilemmas based on professional values and standards. • assume a leadership role in professional and community service activities. • use the political process to shape health care policy.
7. Accept responsibility and accountability for evaluation of the effectiveness of their own nursing practice.	<p>Graduates are competent to</p> <ul style="list-style-type: none"> • conduct their own practice in a responsible and accountable manner. • use self-evaluation to guide own nursing practice.
8. Collaborate with others on the interdisciplinary managed-care team to meet emerging health care needs of individuals, families, and communities in a changing environment.	<p>Graduates are competent to</p> <ul style="list-style-type: none"> • serve as a member and leader within interdisciplinary health care teams. • demonstrate an awareness of the impact of social, political, and economic issues on nursing practice. • demonstrate an awareness of how the global environment impacts health, health care delivery systems, and health policy.
9. Use leadership skills in a variety of nursing roles to promote quality health care.	<p>Graduates are competent to</p> <ul style="list-style-type: none"> • design, manage, and coordinate care. • promote quality health care using leadership skills. • modify care using evaluative data.

Curriculum Framework: Whole Person Nursing

Preamble

The framework provides a foundation for understanding the practice of nursing within the context of various human interactions: individual, family and community. The central concern is human beings who require nursing care to promote, maintain and restore health or to provide comfort for the dying. Nursing and the environment impacts movement of the individual, family and/or community along the health and developmental continuums (see paradigm). Each concept within the framework is introduced during the first year of the nursing program and developed with increased complexity through the ensuing years. The concepts are defined as follows:

Concepts

Whole Person

The recipient of nursing care, which can be an individual, family, or community, who interacts with the internal and external environment on a developmental continuum.

Each person is unique, has inherent worth and potential for learning, growth, and wellness.

Individual

An integrated physiological, psychological, sociocultural, and spiritual being.

Family

A basic unit of society that evolves through kinship, emotional ties and/or common goals.

Community

An identifiable group of persons who share a common interactive pattern and/or geographic location.

Environment

The internal and external parameters influencing the health of the individual, family, and community.

The patterns of interaction and human responses to the internal and external environment provide the framework for determining therapeutic nursing interventions.

Health Continuum

The range of human health responses.

Health

An integrated physiological, psychological, sociocultural, and spiritual functioning oriented toward maximizing the person's potential. Health is a dynamic state of existence influenced by heredity, lifestyle, and environment that affects the person's position on the health continuum.

Developmental Continuum

Stages and phases one goes through in a life-span.

Development

A process that includes qualitative and quantitative changes in the physiological, psychological, sociocultural, and spiritual characteristics of a person.

Nursing

The art and science of caring and health care management that promotes, maintains, and restores health; alleviates suffering; and comforts the dying. It is achieved through interdisciplinary collaboration and in partnership with the whole person across both the health and developmental continuums. It is enacted through the roles of provider of care, designer/manager/coordinator of care, and member of a profession.

The essence of nursing practice consists of:

Caring

An unconditional acceptance and concern for the life and growth of another.

Caring is epitomized by the values and professional behaviors of altruism, autonomy, human dignity, integrity, and social justice as defined in *The Essentials of Baccalaureate Education for Professional Nursing Practice*, 1998.

Critical Thinking

A form of reasoning that encompasses analysis, decision making, critical reflection, creativity and invention.

It includes scientific reasoning (research) and the nursing process.

Communication

An interactive process involving the sending and receiving of a message via a channel to convey understanding.

Professionalism

The conduct, aims, and qualities that characterize professional nursing.

Leadership

The ability to influence others toward the accomplishment of goals.

Teaching/Learning Process

A planned, creative, and collaborative process that promotes the acquisition of knowledge, skills, and values.

Nurse/Patient Relationship

A caring interpersonal process that involves mutual respect, knowledge, and trust directed toward accomplishment of goals.

Therapeutic Nursing Intervention

Theory-based cognitive, affective, and/or psychomotor activities within the scope of nursing practice.

These activities are directed toward the whole person in a caring manner to promote, maintain and/or restore health or provide comfort for the dying.

Glossary Of Terms

Ameliorating

To make better or more tolerable.

Case Management Process

“A healthcare delivery process whose goals are to provide Quality health care, decrease fragmentation, enhance client’s quality of life, and contains cost” (American Nurses Association, 1991).

It is a collaborative process which assesses, plans, implements, coordinates, monitors, and evaluates options and services to meet a whole person’s health needs through communication and available resources to promote quality, cost-effective outcomes (Case Management Society of America, 1995).

Collaboration

The dynamic, transformational process of creating partnerships to work toward a common goal/outcome.

Comfort the Dying

Activities that contribute to the peace and support of the individual, family and/or community in and through the dying process, grieving, and experience of loss.

Community Based Nursing

The practice of nursing that promotes self care, focuses on all levels of prevention, and is directed toward specific individuals, families, groups within a community. It is designed to meet the needs of the whole person in a wide variety of settings.

Continuum

Dynamic movement in either direction.

Critical Reflection

The process that encourages the student to illuminate reality, question, underlying assumptions and what is taken for granted, uncover conflict, create transformation, and envision new possibilities.

Evidence Based Nursing

The process by which nurses make clinical decisions using the best available research evidence, their clinical expertise, and patient preferences.

It focuses on common clinical problems and final outcomes of importance to patients and families.

Genetic-related Nursing Practice

Nursing practice that incorporates the principles of human genetics into patient care.

The practice is carried out in collaboration with other health professionals, including genetic specialists, to assist with health improvement, maintenance, and restoration.

Genetic-related nursing practice includes care of patients who have genetic conditions, individuals who may be predisposed to develop or pass on genetic conditions, or people who are seeking genetic information and referral for additional genetic services.

Global Environment

The worldwide community that the whole person lives in and is connected to because of the expansion of transportation and information technology.

The worldwide community and its inherent cultures and social systems impact disease prevention and transmission, health policy, and health care economics, which in turn affect the whole person.

Interdisciplinary Practice

Health care professionals working together toward a shared vision or goal which transcends each discipline's boundaries. It is a continuum of interactive complexity.

Unidisciplinary

Health care professionals of the same discipline working together toward a shared vision or goal.

Multidisciplinary

Health care professionals of different disciplines working together toward a shared vision or goal but in relative isolation.

Interdisciplinary

Health care professionals of different disciplines working together toward a shared vision or goal in a non-competitive, supportive environment whereby teaching, learning, and/or practice are integrated.

Transdisciplinary

Health care professionals of different disciplines working together toward a shared vision or goal in a system without traditional boundaries (Sullivan, 1998, *Collaboration: A Health Care Imperative*, p. 430).

Maintenance

Activities directed toward preserving the current health status of the individual, family and/or community.

Nursing Process

A systematic, problem solving method used by professional nurses for the diagnosis and treatment of human responses to actual or potential health problems.

Physiological

The characteristics, mechanisms, organic processes, and the physical and chemical phenomena of the human body that supports life.

Political Process

A process by which one influences the decisions of others, situations, and events (Mason, Talbott, Leavitt, 1993, *Policy and Politics for Nurses*, p.6).

Population Focused Nursing

The practice of nursing that is designed to gather and interpret data about the health status of groups of people in an effort to identify and resolve health problems common to the population as a whole, or certain subgroups within the population.

Promotion

Activities that contribute to a greater degree of wellness for the individual, family, and/or community.

Psychological

The emotions, intellect, cognition, mental operations, awareness, and motivations that control and coordinate human behaviors and interactions.

Research

A systematic inquiry to discover facts or test theories in order to obtain valid answers to questions raised or solutions for problems identified.

Restoration

Activities that contribute to the highest level of functioning for the individual, family and/or community.

Sociocultural

The learned and shared values, beliefs, ideas, perceptions, norms, habits and lifestyle practices of a given group of people that guides individual thinking, decision making and actions.

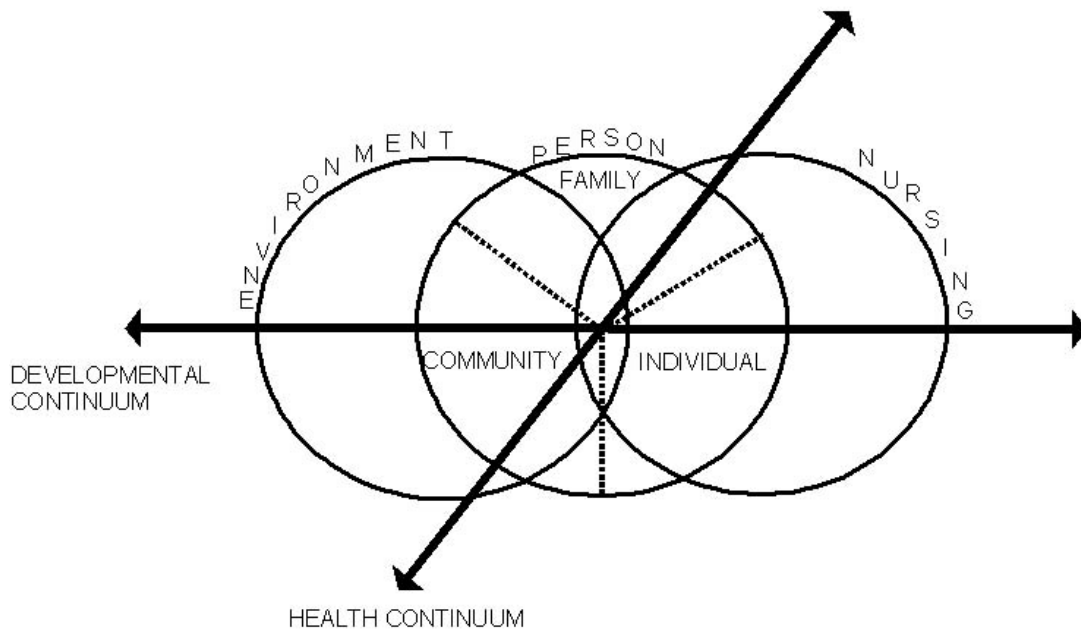
Spiritual

Relating to the scientifically indefinable or intangible core of the person that pervades the entire being and gives meaning to life.

Technology

The use of computer hardware and software, machinery, monitors, appliances, equipment, and supplies to help the nurse communicate, inform, process data, and promote, maintain and/or restore health or provide comfort. It includes the understanding of how these technical means interrelate with and impact the whole person, society, and the environment.

Curriculum Framework: Whole Person Nursing Diagram



Professionalism

Blessing-Rieman College of Nursing believes that an outcome of a professional education is the development of the attributes ascribed to the profession. The College defines professionalism as the “conduct, aims, and qualities that characterize professional nursing.” The nursing curriculum exposes the student to the concepts inherent in professionalism through clinical nursing experiences and extracurricular activities. The categories of professional experiences are professional development/professional service, political activities, and community service.

Professionalism develops and matures during each individual’s nursing career. Each individual in the nursing major must complete an array of professional activities during his/her enrollment in nursing courses. Each course sets forth specific guidelines for activities that will facilitate the development of professionalism during their college education.

Documentation of the student’s professionalism is achieved by completing the Professional Services Activities Report. These reports are analyzed to determine students’ achievements with curriculum objectives/outcomes/competencies.

Categories of Professional Activities - Definitions and Requirements

Community Service

An activity that benefits the community as an individual or as a group.

The focus of this service changes as the student develops in his/her nursing role. As the student develops nursing skills/competencies, he/she can use them in activities that benefit the community. As the student matures throughout the four years in the nursing program, community service changes from participation to leadership in the community. In the senior year, students plan, coordinate, and delegate service activities.

Community Service Requirements for Each Semester

Year in the Program	Requirement
Freshman/Sophomore	Participate in one activity that benefits the community.
Junior	Participate in one activity that benefits a community group. This group may be related to the clinical population of your nursing courses.
Senior	Participate in a leadership role in one activity that benefits the community. The community/group may be related to the clinical population of your nursing courses.

Professional Development/Professional Service

An activity that benefits the profession of nursing.

It occurs in a developmental sequence throughout the student's four years in the nursing program. The student engages in activities that benefit the development of professional nursing roles.

Professional Development/Professional Service Requirements for Each Semester

Year in the Program	Requirement
Freshman/Sophomore	Participate in one activity that relates to his/her own professional role development. Examples: <ul style="list-style-type: none">• Subscribe to a nursing journal - AJN as the official journal of the ANA is recommended.• Belong to the Student Nurses' Association of Illinois or Missouri.• Attend one or more SNO meetings.
Junior	Participate in a professional activity. Examples: <ul style="list-style-type: none">• Become a SNO representative.• Attend several SNO meetings.• Participate in College activities or committees.
Senior	Participate in a leadership role in an activity that benefits the profession. Examples: <ul style="list-style-type: none">• Assume a leadership role in SNO.• Become a SNO Big Sister/Brother.• Attend an INA/MONA event.• Assist with professional activities within the College, such as Research Day and recruitment activities.

Political Service

An activity that develops an awareness of the political influence/impact of nurses on health policy, the environment, and actions that influence the delivery/availability of health care.

Political Service Requirements for Each Semester

Year in the Program	Requirement
Freshman/Sophomore	Develop an awareness of campus and local politics. Examples: <ul style="list-style-type: none">• Read the local campus paper.• Read a city/state paper.• Consider attending a Lobby Day.• Consider contacting legislators.
Junior	Develop an awareness of the political influence that nurses have on state health issues. Examples: <ul style="list-style-type: none">• Read news articles pertaining to health issues.• Consider attending a Lobby Day.• Consider contacting legislators.
Senior	Carry out an action strategy that exerts political influence on a health care issue. Examples: <ul style="list-style-type: none">• Attend Lobby Day in Illinois or Missouri.• Participate in lobbying.• Attend district INA/MONA meetings.• Contact legislators regarding health care issues.

New Concepts

The following concepts are new to the Curriculum Framework.

Evidence Based Nursing

Definition

The process by which nurses make clinical decisions using the best available research evidence, their clinical expertise, and patient preferences.

It focuses on common clinical problems and final outcomes of importance to patients and families.

Competencies

Graduates are competent in the knowledge, skills, and attitudes necessary to provide evidence based nursing care.

Graduates should be able to:

1. Demonstrate an understanding of the importance of practice being based on the most appropriate evidence on effectiveness.
2. Perform systematic searching for research evidence.
3. Perform appraisal of the evidence for validity, relevance, and applicability.
4. Integrate the evidence with other information influencing patient management, such as clinical expertise, patient preference, or available resources.
5. Implement the evidence based practice decision.
6. Evaluate the outcome of the decision.

Genetic-related Nursing Practice

Definition

Nursing practice that incorporates the principles of human genetics into patient care.

The practice is carried out in collaboration with other health professionals, including genetic specialists, to assist with health improvement, maintenance, and restoration.

Genetic-related nursing practice includes care of patients who have genetic conditions, individuals who may be predisposed to develop or pass on genetic conditions, or people who are seeking genetic information and referral for additional genetic services.

Competencies

Graduates are competent in the knowledge, skills, and attitudes necessary to provide patient care that involves awareness of genetic issues and concerns.

Graduates should be able to:

1. Understand the ethical, social, psychological, and legal implications of genetic services.
2. Know how and when to make a referral to a genetics professional.
3. Support informed choice regarding health and reproductive decisions.
4. Advocate for patient privacy, confidentiality, and nondiscrimination with regard to genetic information.
5. Participate in the management of patients with genetic conditions.
6. Appreciate the limitations of his/her genetic expertise.

The *Core Competencies in Genetics Essentials for All Health-Care Professionals* will guide curriculum content on genetics-related nursing practice.