Proposed Changes in the BSN Curriculum
Effective Fall 2005

The faculty of the BSN program in the School of Nursing recommends the following curriculum changes:

1. Decreasing the hours of the following courses:
   a. NSG 3313, Nursing Concepts I from 4 hours to 3
      *Rationale: NSG 3313, Nursing Concepts I is currently a 4 hour course in the first semester of the clinical sequence. Material from this course will be added to the new Perspectives of Professional Nursing course*
   b. NSG 4406, Community Health Nursing Practicum from 3 hours to 2
      *Rationale: This will make the credit hours assigned the same as the hours assigned to other specialty courses.*

2. Increasing the hours of the following courses:
   a. NSG 3323, Maternal-Infant Health Nursing from 2 hours to 3 hours
      *Rationale: Additional time is necessary to address the emerging complexities of this patient population.*
   b. NSG 3324, Psychiatric-Mental Health Nursing from 2 hours to 3 hours
      *Rationale: Additional time is necessary to address the emerging complexities of this patient population.*
   c. NSG 3326, Nursing Concepts II Practicum from 2 hours to 3 hours
      *Rationale: Students in this course learn the skills necessary for medication administration and sterile technique. Faculty and student evaluations have indicated that additional time is needed to master these critical skills in the simulated lab and implement in the clinical setting.*
   d. NSG 3332, Child Health Nursing from 2 hours to 3 hours
      *Rationale: Additional time is necessary to address the emerging complexities of this patient population.*
   e. NSG 4405, Community Health Nursing from 2 hours to 3 hours
      *Rationale: Additional time is necessary to address emerging public health needs of diverse populations.*

3. Adding 1 new required course to the clinical nursing sequence
   a. NSG 33xx, Perspectives of Professional Nursing, 2 hours
      *Rationale: This course will include content that has been taught in NSG 3313, along with test-taking strategies, critical thinking, and therapeutic communication. Including this content will increase student retention and meet accreditation requirements.*

4. Adding 2 new elective courses
   a. NSG 33xx, Spanish for Healthcare, 2 hours
      *Rationale: This course is proposed as a means of preparing students for the basic skills of communication with this growing patient population. The Hispanic population is the largest minority group in the U.S. - 35 million people, according to the 2000 US Census. By 2050, fully 25% of Americans will claim Spanish as their first language. In order to practice in most areas of this country, health care providers will need a command of basic Spanish and an understanding of Hispanic culture and the ways it influences health and medical care. The purpose is to supply the student with medical vocabulary, common idioms and the
conversational Spanish needed to help them communicate with their Spanish-speaking patients.

b. NSG 33xx, Ethics in Nursing, 3 hours
   Rationale: This course is proposed to introduce the student to basic ethical principles with emphasis on ethical applications in nursing and health care.

5. The Clinical Sequence will be designed to be completed in 5 semesters.
   Rationale: By changing the sequence recommendations, this will enable the student to have a course load of 12-13 hours per semester, which is expected to decrease the attrition rate. This sequence will also enable the student to experience externship opportunities in the summer semesters that should prove beneficial clinically and financially for the student. Although the clinical sequence will be recommended to be completed in 5 semesters, it is possible that students could complete the sequence in 4 semesters. Program of study for those students with military/special exceptionalities will be developed on an individual basis.

6. Change the course name of NSG 2211 from Basic Nutrition to Human Nutrition.
   Rationale: The term "basic" is misleading to some who interpret this to be similar to a high school health course or a course that requires no prior knowledge, particularly science knowledge. Although the course is a sophomore level course, many freshmen enroll -- these include a few foreign students whose advisors mistakenly believe that this would be an easy course for someone new to American culture. "Human" rather than "basic" would be a more accurate descriptor and is in line with NSG 2205, Human Growth and Development. Transcripts of nursing and athletic students that indicate "Human Nutrition" might lend more credence to the course's initial judgment in matters of credit acceptance in graduate curricula. Simply removing the word "basic" isn't possible since the name of NSG 2204 is Nutrition.

7. Change the course name of NSG 4405 from Community Health Nursing to Public Health Nursing and NSG 4406 from Community Health Nursing Practicum to Public Health Nursing Practicum.
   Rationale: The term "public health" is more representative of diverse populations that extend beyond a community setting.

8. Waive the requirement for BIO 1100 and BIO 1100L, Principles of Biology and Principles of Biology Lab.
   Rationale: According to the OGU General Studies program, an advanced BIO course with lab may fill General Studies Principles of Biology requirement. The faculty request that BIO 3372/BIO 3372L Microbiology fulfill this BIO requirement. According to the course catalog, currently students may enroll in BIO 3372/BIO3372L Microbiology, BIO 3347/BIO347L Human Anatomy & Physiology I, and BIO 3348/BIO 3348L Human Anatomy & Physiology II with the permission of the chair. We believe that our students can be successful in Microbiology, Human Anatomy & Physiology I and II without the prerequisite of Principles of Biology.

Incorporating changes to the General Studies program, these curriculum modifications will result in a BSN program that is a total of 121 hours.
Justification for Curriculum Additions/Modifications

1. Purpose of curriculum addition/modification (must include how this addition/modification will improve the major/minor program(s) that it is proposed to serve):
   The purpose of the curriculum modification is to increase student success in the clinical nursing course sequence and retention in the BSN program.

2. Relationship of purpose to university purpose:
   Supports university purpose and mission statement.

3. Objectives (courses, requirements, and other specifics through which the purpose is to be achieved):
   The objectives of the new courses are included in the attached course overviews.

4. Expected results (must be stated in measurable terms):
   The program objectives for the BSN program will remain unchanged as reported in SPIE. Revised course objectives are included in the attached syllabi.
   The attrition rate for students enrolled in the clinical sequence will decrease by 25%.
   The NCLEX scores for TSU BSN students will be maintained at >80%.

5. Assessment instruments:
   Class exams, course evaluation tools, NCLEX exam and other assessment tools as reported in SPIE will be used to evaluate these changes.

6. Procedure for administering assessment instrument(s):
   Exams are administered in the classroom. The NLCEX exam is taken after graduation.
   Students are evaluated clinically through the use of clinical performance evaluation that includes safe, effective practice.
   Other procedures for administering assessment instruments are described in SPIE.

7. Statement of results of assessment (must include who will analyze the results, who will formulate any necessary plan for improvement, who will be responsible for implementing any such plan, and the date of implementing such plan)
   The BSN faculty and the School of Nursing Evaluation Committee analyze the results of course modifications. The BSN faculty make plans for improvement and are responsible for implementing the plan. They would like to implement these changes in the fall of 2005 (if approved by TSU Academic Council and the Alabama Board of Nursing).

8. How will faculty be made available to meet the needs of this curriculum addition/modification?
   The current BSN faculty will implement the changes, teach, and evaluate the courses.

9. What additional resources (library materials, lab equipment, et al) will be required to meet the needs of this curriculum addition/modification?
   No additional resources will be required to make this curriculum modification.
10. Estimated annual cost to the University:
   *No additional cost to the University*

11. This curriculum addition/ modification will be required of students in the following major/minor program(s):
    *Bachelor of Science in Nursing*

12. Number of students currently enrolled in this (these) program(s):
    There are 82 students enrolled in the clinical sequence of the generic BSN program

13. Total FTE faculty in this department (AY 2004-2005)
    13.5

14. Analysis of credit hour production in this department:
    a. Total credit hours of GS and remedial courses
        61
    b. Total credit hours of all other courses (same period):
        60
    c. Percentage analysis:
        | Course          | Percentage |
        |-----------------|------------|
        | GS and remedial | 51%        |
        | Upper level (BSN) | 49%      |
        | Graduate        |           |

15. Relevant course syllabi:
    *See attached.*
Current BSN Clinical Sequence

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<thead>
<tr>
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<th>Course Number</th>
<th>Course Title</th>
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<td>NSG 3334</td>
<td>Psych-Mental Health Nursing</td>
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<td>Child Health Nursing</td>
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## Proposed Program of Studies
### Incorporating Changes to the General Studies Program

#### Semester I

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<td>CHM 1142</td>
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<td>CHM 1142L</td>
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<td>SPH 2241</td>
<td>Fundamentals of Speech</td>
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<td>Growth &amp; Development or Lifespan Developmental Psychology</td>
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<td>NSG 33xx</td>
<td>Perspectives of Professional Nursing</td>
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<td>NSG 2204</td>
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### Semester VI

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<td>NSG 3336</td>
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<td>NSG 3337</td>
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<td>NSG 33xx</td>
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### Semester IX

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- Total General Studies Hours = 61
- Total Nursing Hours = 60
- Total Program Hours = 121
PROPOSED COURSE OVERVIEW

Course: NSG 33xx – Perspectives of Professional Nursing

Prerequisites: Permission of instructor.

Course Information: Class meeting days: TBA
2 credit hours – 2 clock hours

Faculty: TBA

Course Description: Introduces students to the principles, values, and standards implicit in the profession of nursing. Explores past, present, and emerging roles of professional nurses. Presents a practical approach to the development of critical thinking, testing, and therapeutic communication skills.

Course Objectives: Upon successful completion of the course, the student should be able to:
1. Identify professional values, ethical considerations, and legal standards relevant to the nurse’s role in assisting individuals to meet basic health needs.
2. Identify past, present, and emerging roles of the professional nurse.
3. Describe the influence of internal and external dimensions on the evolution of nursing education, practice, and research.
4. Recall the characteristics of critical thinking.
5. Define the role of critical thinking in the development of the role of the professional nurse.
6. Identify methods to increase proficiency in test-taking skills.
7. Recognize the factors necessary for successful therapeutic communication.

Textbook: Required:
APA manual, current edition

Recommended:
Evaluation: Final letter grades for each course are to be determined by computation on the following scale, based on the total number of available points assigned to each individual course.

- 90-100% of total points = A
- 82-89.99% of total points = B
- 74-81.99% of total points = C
- 66-73.99% of total points = D
- Below 66% of total points = F

NOTE: There is NO rounding of grades in this course.

Written paper
Exercises
Group Project
Total 100%

Teaching Strategies: Lecture, discussion, small group activities, practice sessions, multimedia, case studies, student presentations.

Class Procedure: This course incorporates traditional classroom sessions with computer and Web-based learning experiences. The computer lab in the School of Nursing building in Troy provides access to the Internet and software for learning activities. The TSU library provides online access to many scholarly resources; however, not all resources are available online but are in reference books and materials housed in the library, or are available through Interlibrary Loan. Students are expected to maintain an email account during the duration of the semester; TSU provides email accounts to all students free of charge.

Students must assume accountability for their own learning through a variety of learning activities. The course instructor serves as a guide for student learning, but the student's interaction with the course material is the learning focus.

Topical Outline

1. Introduction to the TROY SON Philosophy
   a. School of Nursing philosophy/organizing framework
   b. Program objectives
2. Professional nursing: Past present and future
   a. Nursing education
   b. Nursing practice
   c. Nursing research
3. Attitudes, Values, and Standards in Professional Nursing
   a. Professional values
   b. Legal standards
   c. Ethical considerations
4. Critical Thinking
   a. Definitions
   b. Application to professional nursing
5. Test taking skills
6. Therapeutic communication
PROPOSED COURSE OVERVIEW

Course: NSG 33xx – Ethics in Nursing

Prerequisites: Permission of instructor.

Course Information: Class meeting days: TBA
3 credit hours – 3 clock hours

Faculty: Developed by Rosemarie M. Pilarczyk, MSN, MSEd. RN
Assistant Professor, School of Nursing

Course Description: A discussion of traditional ethical theories, principles and meta-
ethical concerns will provide the necessary background required to explore a variety of controversial issues such as euthanasia, abortion, and the new reproductive technologies. Objective and critical reflection about the issues addressed will be developed into active discussions by the students.

Course Objectives: Upon successful completion of the course, the student should be able to:
1. develop skills which will enable the them to accept, reject or modify various arguments that have put forward regarding various controversial issues.
2. reflect upon, analyze and evaluate a variety of controversial issues.
3. Analyze a personal biomedical ethical dilemma in a written format
4. Critically evaluate a selected articles dealing with an identified biomedical ethical dilemma.

Textbook: Required:
Munson, Ronald. Intervention and Reflection: Basic Issues in Medical Ethics 5th Ed.

Evaluation: Final letter grades for each course are to be determined by computation on the following scale, based on the total number of available points assigned to each individual course.

90-100% of total points = A
82-89.99% of total points = B
74-81.99% of total points = C
66-73.99% of total points = D
Below 66% of total points = F

NOTE: There is NO rounding of grades in this course.
Weekly activities
Written papers
Exercises
Group Project
Total 100%

Teaching Strategies: Lecture, discussion, small group activities, practice sessions, multimedia, case studies, student presentations.

Class Procedure: This course incorporates traditional classroom sessions with computer and Web-based learning experiences. The computer lab in the School of Nursing building in Troy provides access to the Internet and software for learning activities. The TSU library provides online access to many scholarly resources; however, not all resources are available online but are in reference books and materials housed in the library, or are available through Interlibrary Loan. Students are expected to maintain an email account during the duration of the semester; TSU provides email accounts to all students free of charge.

Students must assume accountability for their own learning through a variety of learning activities. The course instructor serves as a guide for student learning, but the student's interaction with the course material is the learning focus.

*Please note: Due to the content and nature of this course, some topics and discussion may be considered offensive by some.*

Topical Outline

A. **INTRODUCTION**
   a. Basic Ethical Theories
   b. Major Moral Principles

B. **ABORTION**
   a. An Almost Absolute Value in History- John T. Noonan, Jr
   b. A Defense of Abortion -Judith Jarvis Thomson
   c. On the Moral and Legal Status of Abortion- Mary Anne Warren
   d. Abortion through a Feminist Ethics Lens -Susan Sherwin

C. **EUTHANASIA**
   a. The Wrongfulness of Euthanasia- J. Gay-Williams
   b. Active and Passive Euthanasia- James Rachels
   c. When Self-Determination Runs Amok -Daniel Callahan
   d. Voluntary Active Euthanasia -Dan W. Brock

D. **PHYSICIANS, OTHER HEALTH CARE PROVIDERS, AND PATIENTS**
   a. Paternalism- Gerald D Workin
   b. On Telling Patients the Truth- Mack Lipkin
   c. Lies to the Sick and Dying- Sissela Bok

E. **MEDICAL EXPERIMENTATION AND INFORMED CONSENT**
   a. Some Ethical Problems in Clinical Investigation- Louis Lasagna
   b. Philosophical Reflections of Experimenting with Human Subjects- Hans Jonas
Troy University
School of Nursing

PROPOSED COURSE OVERVIEW

Course: NSG 33xx – Spanish for Health Care Providers

Prerequisites: Permission of instructor.

Course Information: Class meeting days: TBA
2 credit hours – 2 clock hours

Faculty: Developed by Rosemarie M. Pilarczyk, MSN, MSEd. RN
Assistant Professor, School of Nursing

Course Description: This course offers elementary-level instruction in Spanish
language and culture, all oriented to the practice of medicine with
Spanish-speaking patients. No prior knowledge of Spanish is
required - this course is intended for students who wish to
acquire a working knowledge of Spanish for use in health care
settings but who have never before studied or spoken the
language.

Students develop basic listening, speaking, reading and writing
skills to successfully perform linguistic tasks allowing them to
communicate in everyday situations (e.g., greeting, narrating
present and past events, describing, ordering, comparing and
contrasting).

Course Objectives: Upon successful completion of the course, the student
should be able to:

1. Demonstrate a working knowledge of basic Spanish
   grammar and vocabulary and some specialized medical
   vocabulary,
2. Converse in simple yet effective terms with a Spanish-
   speaking patient about his/her illness and related
   circumstances,
3. Identify health concerns of Spanish-speaking populations,
   especially as these are expressed in and influenced by
   social and cultural values and spiritual beliefs.

Textbook: Required:
   Jarvis, Ana C. and Raquel Lebredo. Spanish for Medical

Recommended:
   Kelz, Rochelle K. Delmar’s English-Spanish Pocket Dictionary
   Rajkokvic, Anna Malinow, M.D. Manual For (Relatively)
   Painless Spanish: A Self: Teaching Course. University of Texas

Evaluation: Final letter grades for each course are to be determined by
computation on the following scale, based on the total number of available points assigned to each individual course.

90-100% of total points = A
82-89.99% of total points = B
74-81.99% of total points = C
66-73.99% of total points = D
Below 66% of total points = F

NOTE: There is NO rounding of grades in this course.

Weekly assignments
Exercises
Class participation
Total 100%

Teaching Strategies: Lecture, discussion, small group activities, practice sessions, multimedia, practice interviews

Class Procedure: Class time will be used to practice the material in the textbook and to clarify any points students bring up. We will practice the material orally using mostly choral and individual repetitions, translations, transformations, filling in of blanks, and question and answer drills. This course incorporates traditional classroom sessions with computer and Web-based learning experiences. The computer lab in the School of Nursing building in Troy provides access to the Internet and software for learning activities. The TSU library provides online access to many scholarly resources; however, not all resources are available online but are in reference books and materials housed in the library, or are available through Interlibrary Loan. Students are expected to maintain an email account during the duration of the semester; TSU provides email accounts to all students free of charge. Students must assume accountability for their own learning through a variety of learning activities. The course instructor serves as a guide for student learning, but the student’s interaction with the course material is the learning focus.

Topical Outline
Class 1: Orientation to the course; Introductions and Greetings
Class 2: The Alphabet and Numbers
Class 3: Introduction to Spanish social and cultural beliefs
Class 4: The Calendar
Class 5: The Weather and the Seasons
Class 6: Food and Meals
Class 7: The Human Body
Class 8: Family Members
Class 9: Medical Expressions
Class 10: Occupations
TROY STATE UNIVERSITY  
SCHOOL OF NURSING  

COURSE OVERVIEW

Course: NSG 4405  Public Health Nursing (2)  2 Credit Hours – XX Semester, 20XX

Prerequisites:  Prerequisites: All 3000 Level Nursing Courses  
Co-requisites: NSG 4406 - Public Health Nursing Practicum

Faculty:  Dr Amy Spurlock  
Sue Hayden, RN, MSN

Course Description: Provides theoretical foundation for public health nursing practice. Explores the reciprocal relationship between environmental dimensions and public health. Emphasizes the nurse’s role in the delivery of public health nursing care as well as community-based nursing care.

Course Objectives: Upon successful completion of this course, the student should be able to:

1. Relate theoretical and empirical knowledge from nursing, scientific and humanistic disciplines to public health nursing practice.
2. Analyze the impact of environmental dimensions on public health.
3. Interpret the nurse’s role in health promotion and maintenance, illness and restorative care for individuals, families, and groups/aggregates in communities.
4. Examine patient care management models for effectiveness in meeting aggregate client needs.
5. Propose strategies for collaborating with other health care providers and facilitating changes that promote optimal health states within communities.
6. Describe professional values, ethical considerations and legal standards inherent in public health nursing practice.
7. Evaluate research findings for applicability to public health nursing practice.

Textbook: Required:
Evaluation Methods: Final letter grades for each course are to be determined by computation on the following scale, based on the total number of available points assigned to each individual course.

- 90% - 100% of total points = A
- 82% - 89.99% of total points = B
- 74% - 81.99% of total points = C
- 66% - 73.99% of total points = D
- Below 66% of total points = F

Evaluation is based upon fulfillment of required activities, a midterm and final exam.

Students must successfully pass both classroom and laboratory portions of a course with a grade of C or above in order to be promoted to the next nursing course.

The passing grade for the laboratory portion of a course will be a minimum of 74% of the total possible laboratory points (weighted average).

The passing grade for the classroom lecture portion of a course will be minimum of 74% of the total possible exam points (weighted average).

If a student fails to obtain a C or better in either the clinical class or the lecture portion or the class, both must be retaken.

Grade Determination:

- Test 1 ----------------------20%
- Test 2 ----------------------20%
- Test 3 ----------------------20%
- Final Exam ----------------20%
- Healthy People Paper—20%

Progression

- Students are required to make a grade of C or better in each nursing course.
- Students may repeat only one required nursing course in the clinical nursing sequence, thereafter, a D or F in Dosage Calculations or any 3300-4400 level nursing course will result in automatic dismissal from the program.
- Students who are planning to apply or have applied but have not yet begun the BSN Clinical Nursing Sequence may repeat only one required nursing course in the clinical nursing sequence; thereafter, a D or F in Dosage Calculations or any 3300-4400 level nursing course will automatically disqualify the student from entering the BSN Clinical Nursing Sequence.
- Students who drop or fail a theory or clinical course with a co-requisite component must drop the co-requisite course.
- Students must maintain current CPR certification, professional liability insurance, and proof of annual physical exams when enrolled in clinical nursing courses.
- Students in the School of Nursing must comply with legal, moral, and legislative standards in accordance with the Alabama Board of Nursing Administrative Code.

**Class Procedure:**
Assigned readings, activities, clinical problem solving, guided research activities, exams, discussion groups, audio-visual materials, and evaluations by the instructor.

Students must assume accountability for their own learning through a variety of learning activities. The course instructor serves as a guide for student learning, but the students' interaction with the course material is the learning focus.

**Topical Outline:**
I. Perspectives in Health Care and Community-Oriented Nursing
   A. Community-Oriented Population-focused Practice
      1. Foundation for Healthy Populations and Communities
      2. An area of Specialization
      3. Public and Community Health Nursing versus Community Based Nursing
      4. Roles in Public Health Nursing
      5. Challenges for the Future
   B. History of Public Health and Public and Community Health Nursing
      1. Change and continuity
      2. Historical Measures
      3. Historical landmarks
   C. Public and Private Health Care Systems
      1. Current Systems in the United States
      2. Trends
      3. Organization of the Health Care System
   D. International Health Care
1. Overview
2. Role of Population Health
3. Nursing in International Health
4. Major World Health Problems

II. Influences on Health Care Delivery and Community-Oriented Nursing
A. Economics of Health Care Delivery
   1. Principles of Economics
   2. Health care costs
   3. Health care payment systems
   4. Economics of Primary Prevention
B. Ethics and Cultural Diversity in Community Oriented Nursing
   1. Ethical terms
   2. Ethics in Community Based Nursing
   3. Codes of Ethics
C. Cultural Diversity
   1. Immigrant Health Issues
   2. Cultural Competence
   3. Cultural Assessment
   4. Cultural Variations
D. Government, the Law and Policy Activism
   1. US Government Structure
   2. Healthy People 2010
   3. Government and Community Based Nursing
   4. Nursing Practice and the Law

III. Conceptual Frameworks Applied to Community-Oriented Nursing
A. Organizing Frameworks Applied to Community Health Nursing
   1. Conceptual-Theoretical-Structure
   2. Models in Community Based Nursing
B. Environmental Health
   1. Healthy People Objectives
   2. Assessment
   3. Nursing Roles
C. Epidemiology
D. Research
E. Education
F. Integrating Multilevel Approaches to Promote Community Health

IV. Issues and Approaches in Community-Oriented Health Care
A. Community as Client
B. Rural Health Nursing
C. Healthy Cities
D. The Nursing Center
E. Case Management
F. Disaster Management
G. Program Management
H. Quality Management
I. Group Approaches in Community Health

V. Health Promotion Across the Lifespan
   A. Family Development
   B. Family Health Risks
   C. Child and Adolescent Health
   D. Women’s Health
   E. Men’s Health
   F. Elder Health
   G. Physically Compromised

VII. Vulnerability: Nursing Issues for the Twenty-First Century
   A. Vulnerability and Vulnerable Populations
   B. Poverty and Homelessness
   C. Migrant Workers
   D. Teen Pregnancy
   E. Mental Health issues
   F. Alcohol, Tobacco, and Other Drug Problems in the Community
   G. Violence and Human Abuse
   H. Infectious Diseases Prevention and Control
   I. Communicable Disease Risk and Prevention

VIII. Community Nursing Roles and Functions
   A. Home Health/Hospice Nurse
   B. Advanced Practice Nurse
   C. Nurse Manager
   D. School Nurse
   E. Occupations Health Nurse
   F. Parish Nurse
   G. Local, State, and National Levels of Public Health
RN to BSN/MSN Track and BSN curriculum changes for Fall 2005

1. The BSN curriculum changes were reviewed for changes that impact the RN to BSN/MSN track curriculum. Students will take 61 hours of general education classes as stated by the BSN curriculum.

2. Students will take the following nursing classes during Semester I and II in the nursing clinical sequence:

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>*Nsg 3370</td>
<td>Professional Nursing</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>*Nsg 3309</td>
<td>Health Assessment</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>*Nsg 3310</td>
<td>Health Assessment Practicum</td>
<td>1</td>
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<tr>
<td></td>
<td>*Nsg 4405</td>
<td>Public Health Nursing</td>
<td>3</td>
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<tr>
<td></td>
<td>*Nsg 4406</td>
<td>Public Health Nsg Practicum</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>*Nsg 4407</td>
<td>Clinical Nutrition</td>
<td>1</td>
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<td></td>
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<tr>
<td>Semester II</td>
<td>Nsg 3315</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Nsg 4430</td>
<td>Advanced Nursing Theory</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Nsg 4431</td>
<td>Advanced Nursing Preceptorship</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>**Nsg 6691</td>
<td>Research Methodology</td>
<td>3</td>
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<td>11</td>
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</tbody>
</table>

3. *Following the successful completion of all Semester I courses, students will apply to receive 41 semester hours of credit with a grade of P for the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nsg 2201</td>
<td>Dosage Calculations</td>
<td>1</td>
</tr>
<tr>
<td>Nsg 3301</td>
<td>Pharmacology</td>
<td>2</td>
</tr>
<tr>
<td>Nsg 3313</td>
<td>Nursing Concepts I</td>
<td>3</td>
</tr>
<tr>
<td>Nsg 3314</td>
<td>Nursing Concepts I Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Nsg ?</td>
<td>Perspectives</td>
<td>2</td>
</tr>
<tr>
<td>Nsg 3323</td>
<td>Maternal-Infant Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Nsg 3324</td>
<td>Maternal-Infant Health Nursing Practicum</td>
<td>2</td>
</tr>
<tr>
<td>Nsg 3332</td>
<td>Child Health Nursing</td>
<td>3</td>
</tr>
<tr>
<td>Nsg 3333</td>
<td>Child Health Nursing Practicum</td>
<td>2</td>
</tr>
<tr>
<td>Nsg 3325</td>
<td>Nursing Concepts II</td>
<td>3</td>
</tr>
<tr>
<td>Nsg 3326</td>
<td>Nursing Concepts II Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Nsg 3334</td>
<td>Psychiatric/Mental Health Nursing</td>
<td>3</td>
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The following course substitutions will be made for RN to BSN/MSN students:

a. Nsg 4430 Advanced Nursing Theory (3) will be substituted for Nsg 4413 Nursing Concepts III (3).

b. Nsg 4431 Advanced Nursing Preceptorship (2) will be substituted for Nsg 4414 Nursing Concepts III Practicum (2).

c. Nsg 3370 Professional Nursing (2) will be substituted for Nsg 4415 Nursing Leadership and Management (2).

d. Nsg 6691 Research Methodology (3) will be substituted for Nsg 4419 Research Process in Nursing (2).

**Students who opt to stopout with a BSN degree may substitute Nsg 4419 Research Process in Nursing (2) for Nsg 6691 Research Methodology (3). Students who intend to pursue the MSN program must successfully complete Nsg 6691 Research Methodology.**

5. The final recommended curriculum changes for the RN to BSN/MSN track include:

General Education courses: 59 hours

Nursing courses for credit: with grade of P: 41 hours

RN to BSN/MSN Track Semester I and II 21/22 hours

Total = 121-122

All course substitutions are contingent on approval from the Troy University, Registrar.