

**Name of Academic Program-** School of Nursing: Bachelor of Science (BSN), College of Health, Education & Nursing

**Plan Revised By:** Dr. Lisa Persons, Dr. Heather Brown, Dr. Jacinda Heintzelman, Dr. Katie Edwards, J. Martinez, and S. Nichols, and for implementation Fall 2024

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**Mission of Department and How It Relates to the University:**

The department mission is consistent with the university and CHEN. The university mission is to “CSU Pueblo’s success will be measured by the resilience, agility, and problem-solving abilities of our diverse student population and the ways in which our graduates are able to navigate work in a rapidly changing world.”

The mission of CHEN is “Developing professionals through immersion in compassionate exploration and engaging complex real-life experiences.”

**Mission/Philosophy Statement**

The mission of the School of Nursing (SON) is: *to prepare graduates for professional positions as safe, competent and caring nurses to meet the healthcare needs of diverse populations.* SON faculty developed the mission, philosophy, organizing framework and expected student learning outcomes March 18, 2011 and revised them on February 26, 2014.

The Colorado State University Pueblo School of Nursing shares the mission and philosophy of the University, which focuses on education, scholarly activity and service. The school’s philosophy is dedicated to the pursuit of higher learning grounded in the arts, sciences and humanities.

Caring is considered the central concept of the nursing curriculum. The nursing faculty of CSU-Pueblo is committed to modeling caring behavior to students on the belief that when students experience caring, they learn to care for others. Caring has been defined as the “essence of nursing” (Leininger, 1988), a process, and a behavior that can be taught and learned. Caring requires the “offering of self” (Scotto, 2003); intellectually, physically, psychologically and spiritually.

Nursing is the synthesis of science and art, which addresses health promotion and maintenance across the lifespan and fosters the development of the nurse’s professional identity, integrity, and leadership. The practice of patient-centered care includes respect for individual dignity and consideration of cultural and ethical beliefs and values. The nurse advocates for patients and families in ways that promote mutual respect and self-management. Nursing care is provided in collaboration with the patient, the family, and members of the health care team. The nurse displays a spirit of inquiry by examining evidence to improve quality of care, promote safety, and improve patient outcomes. Nursing judgment is integral to making competent decisions related to the provision of safe and effective nursing care. Effective communication skills using both technological and human means is essential to nursing care.

Education is an interactive experiential process that occurs between teacher, learner and the environment with an emphasis on student centered learning. A variety of educational experiences is essential and allows the learner to integrate knowledge, skills, and attitudes. The faculty is responsible for facilitating, maintaining and evaluating the learning process. Learners are expected to be self-directed, active inquirers, responsible for their own learning and evaluation of educational experiences. Learners move from relative dependence to greater independence in preparation for assuming the professional role and promoting growth as a life-long learner.

### Organizing Framework

The faculty ascribes to the core competencies for nursing and nursing education identified by the National Academy of Medicine (NAM) and the Quality and Safety Education for Nurses (QSEN) project. QSEN competencies provide the organizing framework for the expected student outcomes and the curriculum.

### Undergraduate Student Learning Outcomes (SLOs)

SLOs and Key Elements to be Assessed	
SLOs	Key Outcome Elements
1. Demonstrate caring through <i>advocacy for patients</i> by providing compassionate care based on respect for patient's preferences, values and needs	Patient Advocacy
2. <i>Collaborate</i> effectively within the health care team fostering open communication, mutual respect and share decision-making to achieve <i>safe, quality patient care</i> .	Collaboration
	Safety and Quality Patient Care
3. Use nursing judgment based on <i>best current evidence</i> to ensure optimal outcomes for patients and families	Best Current Evidence
4. Demonstrate <i>professional</i> identity, integrity and <i>leadership</i> as the coordinator of patient care	Professionalism
	Leadership

### Program Outcomes

1. 80% of graduates will:
  - Express satisfaction with the program.
  - Pass NCLEX-RN the first time.
  - Be employed in role-related professional practice within 6 months-1-year postgraduation.
2. 60% of graduates will:
  - Complete the program on time starting from enrollment day 1 of the first class of their nursing option.

**Curriculum:**

See BS in Nursing Curriculum Map (attached)

**Assessment Methods**

Faculty utilize direct and indirect measures of student learning to assess the selected elements. These methods are used for the ongoing systematic program evaluation required by Accreditation Commission for Education in Nursing (ACEN). Assessment methods are outlined in the attached Systematic Program Evaluation (SPE) tables.

Students are provided with opportunities to be involved in the assessment process through participation in course evaluations, Curriculum and Evaluation Committee, undergraduate and general faculty meeting and informal sharing of ideas.

**Assessment Results:**

Undergraduate faculty will analyze and interpret data at the first fall undergraduate faculty meeting. Results/recommendations will be reported to the nursing department at the first spring general faculty meeting or sooner if needed. Students have opportunity to participate in the various committees/meetings. Results are used to assist the school in achieving program outcomes related to passing certification exams and employability. Faculty meet every other week to discuss best practice and reevaluate assessment methods. When needs are identified, action is taken to implement strategies aligned with best practice, based on national competencies. Results are disseminated to the advisory board twice each year, annually on the university assessment report, and to students through written notification of policy changes via handbook, blackboard posting and/or emails.

Students are informed about their progress toward SLOs via course grades, pre-licensing exams, and clinical evaluations.

**Continuous Processes:**

Data will be collected on all SLOs each year and included in the assessment report. The associate dean, the undergraduate faculty and the SON curriculum and evaluation committee are responsible for monitoring the ongoing systematic program evaluation and improvement process and for ensuring that the results from each year provide the springboard for the following year's action plans. In order to ensure ongoing assessment process, the associate dean maintains a Systematic Evaluation Plan Master Calendar which indicates when and how data will be collected, reviewed and reported.

## References

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- Leininger, M. (1988). Leininger's theory of nursing: Cultural care diversity and universality. *Nursing Science Quarterly*, 1(4), 152-160. doi: 10.1177/089431848800100408
- National Academies of Sciences, Engineering, and Medicine. (2021). *The Future of Nursing 2020-2030: Charting a Path to Achieve Health Equity*. Washington, DC: The National Academies Press.<https://doi.org/10.17226/25982>.
- National League of Nursing (2022). NLN Core Competencies for Academic Nurse Educators. Retrieved from <https://www.nln.org/education/nursing-education-competencies/corecompetencies-for-academic-nurse-educators>
- Quality and Safety Education for Nurses (2021). QSEN competencies definitions. Retrieved from <http://www.qsen.org/>.
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**BSN Curriculum Map: How Student Learning Outcomes Organize the Curriculum Updated Spring of 2023**

**Level Addressed: Adapted from Benner** Novice (N) =Beginner Advanced Beginner (AB) = Perform with guidance Competent (C) = Aware of long-term goals and analytical thinking Proficient (P) = Recognize, plan

**Teaching/Learning Strategies:** CE =Community Experience CM = Concept Map CPC=Clinical Patient Care CS = Case Study D = Demonstration DS = Lecture & Discussion EL=ELearning J = Journal PA = Paper PJ = Project SBAR = Situation, Background, Assessment, Recommendation Sim-Simulation

**Evaluation Strategies:** AQ=Adaptive quizzing CM = Concept Map DB=Discussion Board EV = Eval forms EX = Exam/Quizzes J = Journal PA = Paper/Assignment PJ = Project PR = Presentation

Courses	Level (Adapted Benner).	Student Learning Outcomes							
		Demonstrate caring through advocacy for patients by providing compassionate care based on respect for patients' preferences, values, and needs.	Collaborate effectively with the health care team to achieve safe, quality patient care in a variety of health care settings.	Use nursing judgment based on best current evidence to ensure optimal outcomes for patients and families.	Demonstrate professional identity, integrity and leadership as the coordinator of patient care.				
		Strategies	Evaluation	Strategies	Evaluation	Strategies	Evaluation	Strategies	Evaluation
<b>Sophomore Level</b>									
NSG 231 Intro Professional Nursing	N	DS, CS	EX, PA, PR	DS, CS	EX, PA,PJ	DS, CS	EX, PA, PR	DS, CS	EX PA, PR
NSG 232 Fundamentals	N	DS, CS	EX, AQ	DS, D, CS	PA, EX, AQ	DS, CS, CM, SBAR	EX, AQ	D, DS, J, CM	AQ
NSG 232/L Fundamentals Lab	N	D, DS, CM, CPC	CM, EV, J	D, DS, CM, CPC	CM, EV, J	D, DS, CM, CPC	CM, EV, J	D, DS, CM, CPC	EV, CM, J
NSG 232S Fundamentals Sim	N	DS, Sim,CS, SBAR	J, EV	CS, Sim, CS, SBAR	J, EV	DS, Sim, CS, SBAR	J, EV	DS, Sim, CS, SBAR	J, EV
NSG 302 Hlth Promo/Assessment	N	DS, CS	EX, AQ	DS, CS	EX, AQ	DS, CS	EX, AQ	DS, CS	EX, AQ
NSG 302/L Hlth Promo/Assessment Lab	N	DS, CS, D, J	D, J, EV	DS, CS, D	D, EV CE	DS, CS D	D, CS, EV	DS, D	D, J, EV
NSG 308 Pharmacology	N	D, DS, CS	AQ, CM, EX	D, DS, CS	AQ, CM, EX	D, DS, CS	AQ, CM, EX	D, DS, CS	AQ, CM, EX
<b>Junior Level</b>									
NSG 312	AB	D, DS, CS	EX, AQ	DS, CS	EX, AQ, PA	D, DS, CS,	EX, AQ	D, DS	EX, AQ

Childbearing						CM			
NSG 312/L Childbearing Lab	AB	DS, CS, SBAR, CM, CPC	CM, PA, PJ	D, DS, SBAR, CPC	CM, PA, PJ	SBAR, CS, DS, D, CPC	CM, PA, PJ	SBAR, CS, DS, D, CPC	CM, PA, PJ
NSG 312S Childbearing Sim	AB	DS, Sim, CS, SBAR	J, EV	DS, Sim, CS, SBAR	J, EV	DS, Sim, CS, SBAR	J, EV	DS, Sim, CS, SBAR	J, EV
NSG 322 Adult I	AB	DS, CS, D	EX, EL, PA	DS, CS, D	EX, EL, PA	DS, CS, D	EX, EL, PA	DS, CS, D	EX, EL, PA
NSG 322/L Adult I Lab	AB	DS, D, CS, SBAR, CPC	DS, D, PA, J, EV, CM, PR, SBAR	DS, D, CS, SBAR, CPC	DS, D, PA, J, EV, CM, PR, SBAR	DS, D, CS, SBAR, CPC	DS, D, PA, J, EV, CM, PR, SBAR	DS, D, CS, SBAR, CPC	DS, D, PA, J, EV, CM, PR, SBAR
NSG 322S Adult I Sim	AB	DS, Sim, CS, SBAR	J, EV	DS, Sim, CS, SBAR	J, EV	DS, Sim, CS, SBAR	J, EV	DS, Sim, CS, SBAR	DS, Sim, CS, J, SBAR
NSG 331 Healthy Aging	N	D, DS	EX	DS	EX	DS	EX	DS	EX
NSG 332 Children/Family	AB	CS, D, DS	EX, AQ	CS, D, DS	EX, AQ	CS, D, DS	EX, AQ	CS, D, DS	EX, AQ
NSG 332/L Children/Family Lab	AB	CE, CM, CPC, D, DS, J, PA, PJ	CM, EV, EX, J, PA, PJ, PR	CE, CM, CPC, D, DS, J, PA, PJ	CM, EV, EX, J, PA, PJ, PR	CE, CM, CPC, D, DS, J, PA, PJ	CM, EV, EX, J, PA, PJ, PR	CE, CM, CPC, D, DS, J, PA, PJ	CM, EV, EX, J, PA, PJ, PR
NSG 332S Children/Family Sim	AB	CM, Sim, DS, J, SBAR	CM, J	CM, Sim, DS, J, SBAR	CM, J	CM, Sim, DS, J, SBAR	CM, J	CM, Sim, DS, J, SBAR	CM, J

NSG 351 Evidence Based Practice	N	CS, D, DS, PJ	EX, PA, PJ, PR	CS, D, DS, PJ	EX, PA, PJ, PR	CS, D, DS, PJ	EX, PA, PJ, PR	CS, D, DS, PJ	EX, PA, PJ, PR
NSG 371 Healthcare Informatics	N	D, DS, EL	DB, EX, PA	D, DS, EL	DB, EX, PA	D, DS, EL	DB, EX, PA	D, DS, EL	DB, EX, PA
NSG 382 Behavioral Health	AB	DS, D	EX, PJ, DB	DS, D	EX, PJ, DB	DS, D	EX, PJ, DB	DS, D	EX, PJ, DB
NSG 382S Behavior Hlth Sim	AB	DS, SIM, CS, SBAR	EV, J	DS, SIM, CS, SBAR	EV, J	DS, SIM, CS, SBAR	EV, J, PA	DS, SIM, CS, SBAR	EV, J
Senior Level									
NSG 420 Care of the Adult II	C	DS, CS,	EX, E, PJ, AQ	DS, CS,	EX, E, PJ, AQ	DS, CS,	EX, E, PJ, AQ	DS, CS,	EX, E, PJ, AQ
NSG 420/L Care of the Adult II Lab	C	DS, CS, SBAR, D, CPC	CM, J, EV, SBAR	DS, CS, SBAR, , CPC	CM, J, EV, SBAR	DS, CS, SBAR, D, CPC	CM, J, EV, SBAR	DS, CS, SBAR, D, CPC	CM, J, EV, SBAR
NSG 420S Adult II Sim	C	CS, SIM, J,	J, EV	CS, SIM, J	J, EV	CS, SIM, J	J, EV	CS, SIM, J	J, EV
NSG 442 Global Public Health	C	DS, CS	EX	DS, CS	EX, PJ	DS, CS	EX, PA	DS, CS	EX
NSG 442/L Global Public Hlth Lab	C	DS, D, CE	PR, PA, PJ, EV	DS, D, CE	PR, PJ, EV	DS, D, CE	EX, PJ, EV	DS, D, CE	PJ, EV
NSG 442S Global Public Hlth Sim	C	DS, Sim, CS, SBAR	EV, J	DS, Sim, CS, SBAR	EV, J	DS, Sim, CS, SBAR	EV, J	DS, Sim, CS, SBAR	EV, J
NSG 451 Leadership/Issues	P	CS, D, DS, EL	EX, PA, PJ	CS, D, DS, EL	EX, PA, PJ	CS, D, DS, EL	EX, PA, PJ	CS, D, DS, EL	EX, PA, PJ
NSG 452 Synthesis	P	DS, CS, EL, D, CE	EX, EL, PA	DS, CS, EL, D, CE	EX, EL, PA	DS, CS, EL, D, CE	EX, EL, PA	DS, CS, EL, D, CE	EX, EL, PA
NSG 452/L Synthesis Lab	P	DS, D, CS, SBAR, CPC	J, CS, PA, EV, SBAR	DS, D, CS, SBAR, CPC	J, CS, PA, EV, SBAR	DS, D, CS, SBAR, CPC	J, CS, PA, EV, SBAR	DS, D, CS, SBAR, CPC	J, CS, PA, EV, SBAR
NSG 452S Synthesis Sim	P	DS, Sim, CS, SBAR	J, EV	DS, Sim, CS, SBAR	J, CS, PA, EV	DS, Sim, CS, SBAR	J, CS, PA, EV	DS, Sim, CS, SBAR	J, CS, PA, EV

### RN to BSN Curriculum Map: How Student Learning Outcomes Organize the Curriculum Updated Spring of 2023

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		Strategies	Evaluation	Strategies	Evaluations	Strategies	Evaluation	Strategies	Evaluation
NSG 309 Professional Nursing Practice	C	DS, E	PA, J, PJ, EX	DS, E	PA, J, PJ, EX	DS, E, CS	PA, J	DS, E	PA, J, PJ, EX
NSG 311 Concepts for Professional Nursing	C	DS, CS, E	PA, J, PJ	DS, CS, E	PA, J, PJ	DS, CS, E	PA, J, PJ	DS, CS, E	PA, J, PJ
NSG 351 Evidence Based Practice	C	DS, CS	EX, PR, PA	DS, CS	EX, PR, PA	DS, CS	EX, PR, PA	DS, CS	EX, PR, PA
NSG 371 Healthcare Informatics	C	DS	PA	DS	PA	DS	PA	DS	PA
NSG 443 Public Health for RN's	C	DS	CS, PA,PJ	DS	CS, PA,PJ	DS	CS, PA,PJ	DS	CS, PA,PJ
NSG 443/L Public Health Lab for RN's	C	DS, CS	PJ, PA, EV	DS, CS	PJ, PA, EV	DS, CS	PJ, PA, EV	DS, CS	PJ, PA, EV
NSG 451 Leadership/Issues	C	DS, CS	EX	DS, CS	EX	DS, CS	EX	DS, CS	EX
NSG 453 Synthesis for RN's	P	DS, CS, E	J, PA	DS, CS, E	J, PA	DS, CS, E	J, PA	DS, CS, E	J, PA
NSG 453L Synthesis for RN's Lab	P	DS, CS	J, PA	DS, CS	J, PA	DS, CS	J, PA	DS, CS	J, PA