

Belmont College Associate Degree Nursing Program

Mission

The Belmont College Nursing Program mission aligns with the mission of the College. It is the collective vision of faculty to prepare all qualified student applicants for professional nursing practice while providing a knowledge base for career mobility and further academic study. The program is committed to providing an affordable, achievable, and meaningful Associate Degree Applied Science in Nursing designed to meet the diverse and changing health-care needs of the community.

Philosophy

The Belmont College Nursing Program is committed to fostering a quality educational environment while successfully moving the student into, through, and out of the program. The environment for learning is a student, faculty, and stakeholder mutual and accountable partnership to strive for commitment and excellence in personal and professional growth as a nurse and contributing member of the community.

The educational philosophy of the Belmont College Nursing Program incorporates the seven core values of the National League for Nursing Competencies Framework which includes caring, diversity, ethics, excellence, holism, integrity, and patient centeredness (NLN, 2010). We believe “all nurses should display integrity, respect diversity in all forms, uphold given legal and ethical responsibilities and strive for excellence while promoting caring, holistic, patient centered care” (NLN, 2010).

The Belmont College Nursing Program supports core and nursing education as a continual learning process incorporating a spirit of inquiry, supported by evidence based research. The faculty believe students need to develop nursing judgement in their practice, develop a professional identity as a registered nurse, and learn to support patients and families in development of their ongoing growth as human beings. Life-long learning consists of acquiring knowledge, demonstrating proficient skills, and developing ethical attitudes and values.

Conceptual Framework

The Belmont College Nursing Program conceptual framework is based on the National League for Nursing (NLN) Educational Competencies Model and the components within it. The model consists of the following components (National League for Nursing, 2010):

Core Values: Seven core values, implicit in nursing's historic paradigm, are foundational for all nursing practice. These values are **caring, diversity, ethics, excellence, holism, integrity, and patient-centeredness**. They are shown at the root of the model, to indicate each type of nursing program and each type of competency must be grounded in these fundamental values.

Integrating Concepts: Emerging from the seven core values are six integrating concepts: **context and environment; knowledge and science; personal and professional development; quality and safety; relationship-centered care; and teamwork**. These concepts are shown as

bands around the program types, illustrating their progressive and multidimensional development in students during their learning experiences. The critical feature of the bands is an enveloping feedback mechanism that acknowledges the ongoing advancement of nursing education, as new graduates return new learning, gleaned from multiple sources, to nursing practice through nursing education. In this way, nursing practice and nursing education remain perpetually relevant and accountable to the public and all those in need of nursing

Conceptual Framework:

Within the Conceptual Framework schematic, the Belmont College Community is the basis for the program student to move into the program. The student grows with the NLN Core Values presented and fostered within the program. The integrating concepts are shown as the many “leaves within the program” that illustrate the progressive and multidimensional development in students during their learning experiences in theory and practice. The conceptual outcomes are shown as an arch around the students within the program. The critical feature of the arch is an enveloping feedback mechanism that acknowledges the ongoing advancement of nursing education, as the new graduates move out of the program and return new learning, gleaned from multiple sources, from nursing practice through nursing education. In this way, nursing practice and nursing education remain perpetually relevant and accountable to the public and all those in need of nursing. (based in National League for Nursing, 2010).

The Belmont College Nursing Program upholds the core values and integrating concepts of the National League for Nursing as evidenced by the program student learning outcomes.

At the completion of the Associate Degree Nursing Program, graduates will be prepared to:

Program Outcomes:

At the completion of the associate degree nursing program the graduate will demonstrate the following competencies:

Human Flourishing: *An effort to achieve self-actualization and fulfillment within the context of a larger community of individuals, each with the right to pursue his or her own such efforts (NLN, 2010).*

1. Advocate for patients and families in ways that promote their self-determination, integrity, and ongoing growth as human beings (NLN, 2010)
Core Values: Diversity, Excellence, Integrity, Ethics, Holism
Integrating Concepts: Context & Environment, Knowledge & Science, Quality & Safety, Relationship centered-care, Teamwork
2. Combine theoretical knowledge from nursing, scientific, environmental and humanistic disciplines within the safe practice of nursing.
Core Values: Diversity, Excellence, Integrity, Ethics, Holism
Integrating Concepts: Context & Environment, Knowledge & Science, Quality & Safety, Relationship centered-care, Teamwork

Institutional Core Learning Outcomes

- Think Critically and Creatively
- Learn Actively
- Build Global/Multicultural Diversity Awareness

Nursing Judgement: *encompassing the three process of critical thinking, clinical judgement, and integration of best evidence into practice (NLN, 2010)*

3. Make judgements in practice, substantiated with evidence, that integrate nursing science in the provision of safe, quality care and promote the health of patients within a family and community context (NLN, 2010)

Core Values: Caring, Diversity, Excellence, Integrity, Ethics, Holism, Patient-centeredness

Integrating Concepts: Context & Environment, Knowledge & Science, Quality & Safety, Relationship centered-care, Teamwork

4. Integrate therapeutic communication techniques and information technology to foster strong relationships within the healthcare environment to promote optimal patient outcomes

Core Values: Caring, Diversity, Excellence, Integrity, Ethics, Holism, Patient-centeredness

Integrating Concepts: Context & Environment, Knowledge & Science, Quality & Safety, Relationship centered-care, Teamwork

Institutional Core Learning Outcomes

- Communicate Effectively (Written, Oral, Reading)
- Think Critically and Creatively
- Learn Actively
- Build Global/Multicultural Diversity Awareness

Professional Identity: *internalization of core values and perspectives recognized as integral to the art and science of nursing (NLN, 2010)*

5. Implement one's role as a nurse in ways that reflect integrity, responsibility, ethical practices, and an evolving identity as a nurse committed to evidence-based practice, caring, advocacy, and safe, quality care for diverse patients within a family and community context (NLN, 2010).

Core Values: Caring, Diversity, Excellence, Integrity, Ethics, Holism, Patient-centeredness

Integrating Concepts: Context & Environment, Knowledge & Science, Quality & Safety, Relationship centered-care

6. Practice according to current ethical and legal standards of professional nursing with a focus on excellence, safety, and quality care which includes health promotion and patient education.

Core Values: Caring, Diversity, Excellence, Integrity, Ethics, Holism, Patient-centeredness

Integrating Concepts: Context & Environment, Knowledge & Science, Quality & Safety, Relationship centered-care

Institutional Core Learning Outcomes

- Communicate Effectively (Written, Oral, Reading)
- Think Critically and Creatively
- Learn Actively

Spirit of Inquiry: *persistent sense of curiosity that informs both learning and practice (NLN, 2010)*

7. Critically analyze the evidence that underlies clinical nursing practice to challenge the status quo, question underlying assumptions, and offer new insights to improve the quality of holistic care for patients, families and communities (NLN, 2010)

Core Values: Caring, Diversity, Excellence, Integrity, Ethics, Holism, Patient-centeredness

Integrating Concepts: Context & Environment, Knowledge & Science, Quality & Safety, Relationship centered-care, Teamwork

8. Value and accept accountability for the continuous evaluation of one's own personal and professional behavior, including integrity, ethics, excellence, and the practice of life-long learning.

Core Values: Caring, Diversity, Excellence, Integrity, Ethics, Holism, Patient-centeredness

Integrating Concepts: Context & Environment, Knowledge & Science, Quality & Safety, Relationship centered-care, Teamwork

Institutional Core Learning Outcomes

- Communicate Effectively (Written, Oral, Reading)
- Think Critically and Creatively
- Learn Actively
- Accept Accountability

Course Descriptions

ADN 1105 Nursing Healthcare Concepts 1:

4 credit hours

This course introduces the fundamental concepts necessary to provide safe, patient-centered nursing care to a diverse patient population. This course is designed to introduce foundational concepts within the three domains of the individual, health and illness, and professional and healthcare concepts. Concepts introduced in this course include stress/anxiety, clotting, comfort/rest, communication, culture/diversity, elimination, fluid & electrolytes, gas exchange, immunity, mobility, patient education/health promotion, perfusion, safety, sensory perception, thermoregulation and tissue integrity. The student will be introduced to nursing knowledge, skills and attitudes needed to provide evidence-based, safe, effective quality care to facilitate physiologic and psychosocial integrity.

ADN 1115 Professional Nursing Concepts:

2 credit hours

This course is designed to introduce the nursing student to core concepts related to the registered nursing profession. Emphasis is placed on the role of the professional nurse, scope of practice, prioritization and delegation of nursing care, communication, culture, clinical judgement/nursing process, evidence-based practice and patient education/health promotion. The student will also explore legal and ethical aspects of nursing, professionalism, life-long learning and use of technology as they influence the practice of nursing.

ADN 1125 Principles of Nursing Practice 1:

3 credit hours (lab)

5 hours lab/ 4 hours clinical

This course introduces the nursing student to the application of concepts through clinical skills in laboratory, and/or the clinical setting. The course focuses on the principles of communication, assessment, safety, and specific nursing interventions including accurate calculation, measurement, and administration of medications. This course provides the student with knowledge and practical application of basic nursing skills while incorporating concepts learned in Nursing Healthcare Concepts 1 and Professional Nursing Concepts; and integrating clinical decision-making. Students learn and practice basic nursing skills in infection control, safety, vital signs, sterile technique, patient safety, documentation, and medication administration. There is major emphasis on the critical elements of nursing procedures and the scientific rationale for performing the procedures correctly.

ADN 1135 Physical Assessment and diagnostics:

2 credit hours

1 hour class/3 hours lab

This course focuses on learning foundational assessment skills. The course is designed to introduce a systematic, holistic nursing process approach to health history and physical examination for the purpose of differentiating normal from abnormal states of health and critical assessment of client needs. Analysis of diagnostic testing and results is also introduced. Application of concepts and skill acquisition is facilitated in the laboratory experience.

ADN 1145 Transition to Professional Nursing**3 credit hours
2 hour class/3 hour lab**

This course is designed to enable the student to explore integrative concepts in nursing and to assist the student in the role transition from licensed practical nurse or paramedic to registered nurse. This course is designed to introduce foundational concepts within the three domains of the individual, health and illness, and professional and healthcare concepts. Application of the nursing process is stressed with a focus on health assessment and the use of concept maps for planning, implementing, and evaluating nursing care in the campus lab setting. All aspects of professional communication are explored and practiced.

ADN 1205 Nursing Healthcare Concepts 2:**4 credit hours
4 hours class/ 8 hours clinical-sim / 4 hours lab for 8 weeks**

This part of term course is designed to further develop the concepts necessary to provide safe, patient-centered nursing care to a diverse population using critical thinking and clinical-decision making skills. New concepts within the three domains of the individual, health and illness, and professional nursing and healthcare concepts include: acid-base and metabolism/nutrition. Expansion on the following concepts: communication, comfort, fluid & electrolytes, gas exchange, immunity, perfusion, and safety is also included. The student will utilize the nursing knowledge, skills and attitudes needed provide evidence-based, safe, effective quality care to patients experiencing alterations in health in the lab, simulation, and healthcare facility.

ADN 1215 Mental Health Concepts:**4 credit hours
4 hours class/ 8 hours clinical-sim / 4 hours lab for 8 weeks**

This part of term course will cover topics related to the delivery of community and mental health care. Specific health needs of individuals, families, and groups will be addressed across the lifespan. Attention will be given to diverse and at-risk populations. The course will focus on the mental health concepts of anxiety/stress/coping, coordination of care, grief/loss, mood & affect/psychosis, crisis and violence. Community resources will be examined in relation to specific types of support offered to racial, ethnic, economically diverse individuals and groups. The student will utilize nursing knowledge, skills and attitudes needed provide evidence-based, safe, effective quality care to patients experiencing alterations in mental health in the lab, simulation and both inpatient and outpatient mental health facilities.

ADN 1225 Nursing Pharmacology:**3 credit hours**

This course provides students with an overview of pharmacology with an emphasis on clinical applications within the context of the nursing process and prioritization of needs; with special consideration given to the physiological, psycho/social, cultural, and spiritual needs of patients. The course explores indications, modes of action, effects, contraindications and interactions for selected drugs; and including pharmacotherapy in the planning/concept mapping of patient care. Specific nursing responsibilities related to drug administration are emphasized. This course also includes the study of the principles of medical word building to help the student develop an extensive **medical** vocabulary. Students receive a thorough grounding in basic medical terminology and drug names and classifications through a study of root words, prefixes and suffixes.

ADN 2105 Nursing Healthcare Concepts 3:**3 credit hours**

This course is designed to further develop the concepts within the three domains of the individual, health and illness, and professional nursing and healthcare concepts. Concepts introduced in this course include: cellular regulation and intracranial regulation. This course also includes expansion on the following concepts: communication, comfort, gas exchange, immunity, mobility, patient education (including the operative process), perfusion, and safety.

ADN 2115 Family Health Concepts:**2 credit hours**

The content of this course is designed to provide the student with the opportunity to learn basic principles in caring for the childbearing and child rearing family within the inpatient and outpatient/community setting. Family health concepts are intended to build on previously introduced health care concepts with an application to growth, development and illness in the pediatric population. Men and women's new health care concepts will focus on the obstetric, gynecological, and fertility patient specific to the antepartum, intrapartum, and postpartum population including sexuality and reproduction.

ADN 2125 Principles of Nursing Practice 3:**4 credit hours****8 hours clinical-sim /4 hours lab**

This course provides clinical, lab, and simulation experiences designed to enhance the students' ability to use the knowledge, skills and attitudes necessary to provide holistic patient-centered care to adults, obstetrical patients, newborn, child and adolescent. Students are provided the opportunity to utilize critical thinking, the nursing process, nursing skills, and management skills in various health care inpatient and community settings. Clinical, simulation and laboratory experiences are selected to provide opportunities for students to strengthen assessment skills and make appropriate nursing decisions using the nursing process in caring for the adult, childbearing and child rearing family. The student will apply the knowledge, skills and attitudes needed provide evidence-based, safe, effective quality care to patients experiencing alterations in health in the lab, simulation, and healthcare facility.

ADN 2205 Integration of Nursing Healthcare Concepts:**9 credit hours****5 hours classroom/ 8 hours clin-sim / 4 hours lab**

This course prepares the student for entry-level nursing practice as an associate degree graduate. The focus of this course is management of individuals across the lifespan with chronic, acute, and select complex conditions. The student is given the opportunity to synthesize nursing practice concepts into professional nursing practice and integrate diverse patient values into plans of care for patients with acute illness. The student interprets and analyzes system conditions and other factors that impact the quality and safety of nursing practice. An evidence-based approach is used in the planning, delivery and evaluation of nursing care for patients across the lifespan. The student practices in accordance with policies and procedures of the assigned health care setting and collaborates with the health care team regarding delivery of patient care. The student also integrates the use of appropriate nursing informatics/technologies in the delivery of nursing care for assigned patients. The clinical experiences provide opportunities to apply leadership and management of care through collaboration with members of the health care team. The student assumes professional nursing roles working under the supervision of faculty or RN preceptors. Clinical and simulation laboratory activities focus on developing the competencies needed to transition into entry-level nursing practice.

ADN 2215 Advanced Professional Nursing Concepts:**4 credit hours****2 hours classroom/ 4.5 hours clinical-precept / 1.5 hours low fidelity case studies review**

This course will explore professionalism, management and leadership concepts, issues, roles, and functions as applied to the role of the professional nurse in various health care settings. Development in the roles of problem solver, change agent and leader are emphasized. The course focuses on formulating evidence-based leadership and management skills and competencies needed by professional nurses to work productively in inter-professional teams. Learners will analyze current best practices related to leadership roles, communication, teamwork and collaboration, quality improvement, and culturally-competent client-centered care. Legal and ethical issues related to leadership and professionalism will be emphasized. The evolution of professional nursing practice will be examined as well as the role of the professional nurse within the global health care delivery system. The course also includes a comprehensive review which will assist the student in preparing for the NCLEX-RN exam. Through comprehensive assessment testing, the student will have the opportunity to identify knowledge deficits and complete a plan of remediation based on individual learning needs.