Bringing Caring, Healing and Hope to All People in Every Nation: A Community Population-centered Bachelor of Science in Nursing Program Modeling Pope Francis’ Theology of Accompaniment

(2014)

©

THE SCHOOL OF NURSING
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The premier center for nursing education preparing professional practitioners of nursing to embrace the Dominican imperative to preach the Gospel, serve others and engage culture in truth and charity (Aquinas College Mission Statement ~ Vision 2020)
The Bachelor of Science in Nursing Program has been granted initial approval by the Tennessee Board of Nursing, Division of Health Licensure and Regulation, effective December 4, 2014.

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Introduction

On many occasions our Holy Father, Pope Francis, has challenged each of us to embrace the *New Evangelization* and take the Face of Jesus to the peripheries of human existence especially among the lost, the least and the last among us, all masterpieces of God’s design. With his call to embrace the theology of accompaniment in health care,1-2-3 we must go well beyond just caring for the well and the sick by implementing strategies to prevent illness and disability that focus on health promotion for individuals, families and communities. Empowered with the Mission of Aquinas College and the Vision and Philosophy of the School of Nursing, we are called to bring caring, healing and hope to our brothers and sisters who are forced to live on the peripheries of life and in morally flawed systems of oppression and suffering that dehumanize them. As clinicians and healers, we are called to accompany our suffering brothers and sisters in their journeys in seeking the healing Face of Jesus; to help them embrace new dreams; and to help them move to new and different places into the very center of the human family where dignity, freedom and human flourishing will be protected and affirmed, where the unwanted, the abandoned and the unloved will be touched through the care and compassion of others, and where caring, healing and hope are enjoyed by all persons in every nation.

We as faculty, staff, students and alumni of the Aquinas College School of Nursing are committed to responding to the health care needs of all people of the world wherever they are found, to care for others with the resources from our very substance not from our abundance, and to accompany them in their journeys toward renewal, freedom and human flourishing. Through our community population-centered nursing program we are actively and intentionally responding to the call of the Church to bring its healing ministry to all those in need of health and nursing care regardless of age, color, creed, gender, ethnicity, reason for their illness, lifestyle, the ability to pay or wherever they call home. We are committed to working with others to change and transform systems that continue to victimize and exploit our brothers and sisters through unethical practices and legislation, oppressive conditions, human trafficking, unjust circumstances, institutions of discrimination and indifference that continue to crucify humanity in its flesh and in its unity.4

Brief History of Aquinas College

It was nearly six decades ago that the dream of a Catholic college would become a reality in the city of Nashville. So with the same daring ingenuity that caused the founding of the Dominican Sisters of St. Cecilia’s, in the atrium of the Civil War, these prophetic and undaunted women set forth to found Aquinas College in 1961 – just a mere one hundred years after they crossed the Cumberland in a long journey from Kentucky.

The roots of Aquinas College, however, began in 1216 when St. Dominic committed his new Order of Preachers to a new evangelization that was served by friars who were called to preach God’s mercy and compassion for every person who has ever been born. He sent his enthusiastic friars to study in the great intellectual centers of Europe not to become academics, theologians or philosophers; rather he identified the need for his friars to be informed in the sacred sciences for the prophetic role of getting the message of salvation correct for the Preaching of the Word that was to follow. We need not hesitate in claiming that Aquinas College traces its ecclesial charter to its roots in 1216; we are actually some seven-hundred and ninety-nine years old!
Through this journey, a journey that has touched thousands of lives these fifty years, the reach of the influence of Aquinas College in the world is without measure. These travels have been difficult for some, challenging for others and celebratory for the many. We know of the experienced narratives of our graduates, former faculty and staff about how this journey has been transformative through grace and mercy. The profound experiences of conversion through the lived experiences of the Aquinas Mission in the lives of many remain deep in personal histories that, at times, come forth at unexpected encounters, places and events. The rich endowment of the Aquinas Mission in the lives of the many of the past and those yet to join us will continue to be told long beyond our time.

This journey of transformation, encapsulated in the lived experience of the Mission and Core Principles of Aquinas College, is centered in the dignity and freedom of the human person and serves as the centrifugal force that binds all of our duties, responsibilities, activities and indeed our persons together in what we describe as the holy environment of Aquinas College.

Keeping the optic on the human person, affirming the person’s unrepeatable and inviolable uniqueness among colleagues, students, families, alumni, and our clinical practice partners - has not always been easy, comfortable or even successful. Yet the call for these encounters of caring with dignity and mercy are deeply embedded in the heart and soul of our mission in this place and among those we are privileged to serve.

AQUINAS COLLEGE MISSION AND CORE PRINCIPLES

The Mission of Aquinas College is a Catholic community of learning in the Dominican Tradition with Christ at its center. The College directs all its efforts to the intellectual, moral, spiritual, and professional formation of the human person in wisdom. Students are formed individually and in a Christian community so that the harmonious integration between faith and reason can permeate every dimension of their lives. Immersed in exploring the relationship between human civilization and the message of salvation, the College community embraces the Dominican imperative to preach the Gospel, serve others, and engage culture in truth and charity.

CORE PRINCIPLES

Derived from the Catholic and Dominican moral and intellectual tradition, our core principles are:

- The dignity, freedom, and flourishing of every human person as made in God’s image
- The complementarity of faith and reason as the basis for academic community
- The prudent stewardship of God’s individual and communal gifts

Nursing Education at Aquinas College

Responding to the needs of the time, Aquinas College implemented the Associate Degree Nursing Program in 1983 following the closure of St. Thomas Hospital School of Nursing that was immediately adjacent to the College’s Main Campus. In 1996, again in response to the needs of the nursing workforce, the College implemented the RN-BSN Program for registered nurses
with Diplomas and Associate Degrees in Nursing who wished to earn the Baccalaureate Degree in Nursing.

Opened in August 2012, the Master of Science in Nursing Education (MSN) Program and Post-Master’s Certificate Program in Nursing Education (PMC) offers a seminal opportunity to further the Mission of Aquinas College into the arena of graduate education in nursing.

Students are prepared to take the Mission and Core Values of the College into new, challenging and unchartered cultures, both at home and abroad, and to help both inform and shape the new and emerging health care paradigms and nursing practice through nursing education.

**PHILOSOPHY OF THE SCHOOL OF NURSING**

The School of Nursing at Aquinas College, using an academic progression curriculum model, offers two degree programs, one leading to the Bachelor of Science in Nursing (BSN) and a second program leading to the Master of Science in Nursing (MSN) and a Post-Master’s Certificate Program in nursing education that support and implement the mission and core principles of Aquinas College founded on Christian principles of truth and charity in the Catholic-Dominican moral tradition.

The Faculty of the School of Nursing commits itself to:

1. provide a culture of learning in an educational community where Christian caring, critical thinking, moral decision-making, quality education, holistic nursing practice, and standards of professional nursing are modeled by faculty and acquired by students; and to
2. prepare women and men to practice nursing in a competent, professional, ethical, and effective manner within a culturally diverse society in a variety of settings (Aquinas College Catalog; Aquinas College Student Handbook).

In exercising their responsibility for creating a culture of learning leading to professional nursing practice, the Faculty sets forth the following beliefs:

1. **Dignity and Flourishing of the Human Person:** We believe:
   a. in the unique dignity and unrepeatability of every person who is created by God in His own image and is worthy of dignity and respect from the moment of conception to natural death;
   b. every person, as a citizen and member of a family, community and society has rights, privileges, and responsibilities regardless of age, sex, race, creed, ethnicity, socio-economic status, or station in life, and has been endowed with free will in the exercise of conscience and the potential for purposeful, moral and deliberate behavior.
   c. every person interacts holistically with, and responds physically, psychosocially, spiritually, developmentally, and culturally to others and to the environment.
   d. the formation of the moral person occurs in a community where dialogue, truth, charity, compassion and prayer are valued.
2. **Health and Health Care**: We believe:
   a. health is viewed as coexisting on a continuum that ranges from an optimal level of wellness and human flourishing to death.
   b. wellness is the optimum level of functioning and well-being that is attainable through an individual’s relationship with God, self, others, and the environment.
   c. providing quality and safe health and nursing care and advocating for equal access to health services, is a means of participating in the healing ministry of the Church with access to quality and safe care,
   d. health care is a right of each individual from the moment of conception until natural death and can be provided in a variety of settings.

3. **The Art, Science and the Practice of Nursing**: We believe:
   a. nursing is an art and a science of human caring, grounded in the moral tradition of the Catholic health care ministry, and the integration of the humanities, the natural, behavioral, and social sciences and religious studies and applied in a code of ethics and standards of professional behaviors.
   b. the changing and expanding role of nursing, as an inter-disciplinary partner in the healthcare delivery system, uses a holistic framework of nursing care for individuals, families, and communities that is necessary to protect human dignity and freedom, and to promote, maintain, or to restore the person to an optimum level of wellness and human flourishing as a member of a family, a community and society.

4. **Nursing Education**: We believe:
   a. nursing education is based on the integration and application of knowledge and competencies from the liberal arts, sciences and religious studies and professional nursing with a foundation in Christian principles.
   b. nursing education within the Christian learning community must apply moral principles and the exercise of an informed conscience in meeting the health care needs of a culturally-diverse society in an evolving and reformed healthcare system.
   c. nursing education must consider the diverse social, economic, cultural, educational, and religious beliefs and experiences within both the educational and the professional practice settings.
   d. developing and applying nursing practice competencies in the art and science of nursing can best be accomplished in an institution of higher learning, where students acquire a foundation in liberal arts, sciences and religious studies as the foundation for nursing in collaboration with faculty and students of other disciplines.
   e. the culture of learning fosters personal and professional growth necessary for the integration and synthesis of new knowledge that occurs when liberal arts, sciences, theology, philosophy and professional nursing are integrated and applied in caring for persons in a variety of clinical settings.
   f. nurse educators facilitate the acquisition and application of new knowledge, competencies and abilities through teaching-learning strategies that promote the
successful achievement of core practice competencies in order to achieve program outcomes.
g. learning is a cumulative, lifelong, individual process achieved within a dynamic, interactive, and collaborative setting where mutual respect and holding multiple perspectives without judgment are fostered.
h. faculty and students share the responsibility for the success or failure of the learning process and its educational outcomes. The teaching-learning process is planned, actively involves the learner, and progresses from simple to complex that results in the attainment of specific outcomes.
i. nurse educators, as facilitators of learning, enrich the Christian learning community and provide information, guidance, and reinforcement to stimulate learning, the integration of truth and charity and the application of moral principles in the practice of nursing.

Rationale for the New Community Population-centered BSN Program

The Bachelor of Science in Nursing Program (BSN) offers a seminal opportunity to further the Mission of Aquinas College into the arena of community population centered nursing. While baccalaureate nursing education is specifically called for in the mission of Aquinas College Vision 2020-Truth and Charity the long term value of this creative initiative has importance far beyond simple compliance with a written plan of action or adding another academic program.

Undergraduate studies in nursing in the Catholic and Dominican Tradition at Aquinas College represent the beginning of another new and exciting frontier in learning in Dominican higher education as students are prepared to take the Mission and Core Principles of the College into new, challenging and unchartered cultures, both at home and abroad, and to help both inform and shape the new and emerging health care paradigms and nursing practice through nursing education. No other institution in higher education in the Catholic and Dominican Tradition has yet to approach undergraduate education in nursing in this unique manner.

The BSN Program stands apart from other Catholic programs in nursing education as well, as evidenced in its philosophical and theological foundations but, more importantly, by its focus on preparing confident and competent clinicians whose primary outcome is centered in affirming and protecting and promoting the dignity, freedom and flourishing of the one who is sick and the one who has promised to care and to heal all those in our families, communities and nations. The mission of evangelization through healing of the lost, the last, and the least among us is what we must be about in nursing education at Aquinas College. This is the College’s proper role in the universal Church.

Conceptual Framework

The origins of community-population-centered nursing began with the dawn of Christianity and can be traced to the first century when women and men, committed to human dignity, freedom and human flourishing, dared to venture into the streets, barrios and pest houses in the community to provide compassionate care for the poor, the sick, the homeless, the
orphaned, unwanted and unloved, those suffering with stigmatized illnesses, contagious diseases, and the dying. These noble caregivers were the living witnesses of the Church’s healing ministry of charity and mercy. These early beginnings of human caring established the foundations for the development of nursing that evolved over the last two thousand years and are now envisioned within the conceptual framework for the Bachelor of Science in Nursing Program at Aquinas College that is designed to:5-6

1. protect and defend human dignity, freedom of conscience, and promote human flourishing for all persons from conception to natural death;
2. encounter and care for the sick and families in their homes, in community health centers, nurse managed clinics, schools, shelters, hospitals, on the streets or wherever they call home;
3. nourish the hungry, spiritually, physically, emotionally and psychologically;
4. advocate for the poor, the lost, the last and the least and especially those victimized by oppression, human trafficking, unjust circumstances, institutions of discrimination and indifference that crucify humanity in its flesh and in its unity;7
5. visit the imprisoned, the alienated, the addicted, the abandoned, the unloved and those who have lost hope;
6. advocate for safe housing for the homeless and the unemployed;
7. promote healthy living through healthy diets, exercise, rest, clean water, safe environments, and a self-commitment to maintaining health;
8. collaborate with inter-professional colleagues and citizens of the world community in developing and implementing a culture of care and humility among clinicians to effect positive change in promoting health and healing, the management of chronic illnesses, and the elimination of health inequities.8
9. improve and promote healthy living of individuals, families, communities and populations including immigrants and indigenous peoples through culturally-competent educational opportunities and the design, implementation and the continuing assessment of inclusive systems of care.9
10. develop and re-shape health policy and care systems in collaboration with others that promote effective, affordable, ethical and accessible health care regardless of the nature of the illness or the ability to pay;

Now nearly two thousand years later, with daring ingenuity, in a distinctively Dominican way, in response to the needs of our global world, with confidence we embrace the challenge before all of nursing: to continue to care for the sick, the suffering and the dying, the marginalized, undocumented persons, persons of every age, sex, race, color and cultures, the homeless and the unloved wherever they are found through the experience of Aquinas Nursing, i.e. protecting and defending human dignity, freedom and human flourishing and to accompany through community-population centered nursing.10-11-12

The continuing reform of health care in the United States, the reallocation and reimbursement of services from hospital-based care to very diverse populations in the community provides many exciting initiatives that impact on the College’s Mission of transforming health care through nursing education. Now is the time to honor our long and enduring history in nursing education and to look to the future where God is sending us in order to do even greater things as we transform health care through nursing education empowered by
the Mission of Aquinas College. Now is the time to embrace these opportunities and challenges so that our response to the *New Evangelization* in a distinctively Dominican way will continue to bring healing and hope to the sick and the suffering regardless of where they might be found and transform the world of health care. This is the Mission of Aquinas College, School of Nursing.

**Program Purpose**

The Faculty of the School of Nursing, committed to addressing these historic challenges, identifies the value of developing an innovative and imaginative program that will make a difference in the health of a nation through nursing and the formation of the human person in the theology and the art and science of human caring consistent with the Mission of the College and within the Dominican Tradition of education and health care. This vision, thoroughly explicated in the *Philosophy, Purpose, Program Outcomes, Course Descriptions, Organizing Framework and Model Programs*, states:

The purpose of the Bachelor of Science in Nursing Program, consistent with the Mission and Core Values of Aquinas College and the philosophy of the School of Nursing, is to prepare registered nurses for practice in community population centered settings. The program is founded on beliefs in a moral community of learners committed to protecting and defending the dignity of every person in a contemporary era of listening, encounter, humility, dialogue, collaborative partnerships, transformation, technology advancement and global interactivity required to promote caring, integrity, diversity and excellence in nursing practice.

**Program Outcomes**

Upon the completion of the program the graduate will be able to:

1. Administer evidence-based, clinically relevant holistic care to individuals, families, groups and multi-dimensional populations with diverse demographic and cultural characteristics in a variety of settings.
2. Communicate effectively using oral, written and electronic methods, to transmit the analysis and integration of data required to provide safe quality care and inform nursing practice.
3. Integrate critical reasoning and problem-solving methods to make effective nursing judgments and help patients make relevant decisions to improve their health and quality of life.
4. Implement interventions that integrate ethical, legal, and Christian principles and behaviors, consistent with the Catholic and Dominican Tradition, in all professional nursing activities in order to advocate for the health, well-being and the best interests of nurses, patients, families, significant others and the community.
5. Integrate teaching strategies to assist individuals, families and communities to achieve the highest level of health and well-being possible.
6. Collaborate in partnership with other healthcare team members to promote, protect, and improve health of patients at any point on the illness/wellness continuum.
7. Engage in leadership and management activities in a multi-disciplinary healthcare environment to plan, implement, delegate, evaluate and promote safe quality nursing care that is holistic and cost effective.
8. Participate in the ongoing changes in the profession and actions that promote safe quality patient care and engage in ongoing preparation through continued learning and advanced practice education that advance the goals of the profession.

Program Overview

The Bachelor of Science in Nursing Program (BSN) provides an innovative educational initiative for Aquinas College to share its global mission with the world community and its diverse populations through the graduates of the Program. The Associate of Science in Nursing Program at Aquinas College holds a tremendous reputation in the community for exhibiting the Mission and Core Principles of the College while delivering nursing care to those in need. In recent years, however, professional nursing organizations have called for the Bachelor of Science in Nursing as the entry point for professional nursing practice. While graduates need this educational credential to compete in the nursing workforce and to offer increasingly exceptional care to clients, students require an innovative curriculum that will meet client needs as health care continues to evolve at an accelerated and unprecedented pace. Through this innovative initiative in nursing education, the School of Nursing at Aquinas College will continue to assume its role as the premier center for nursing education in forming professional practitioners of nursing, “to embrace the Dominican imperative to preach the Gospel, serve others and engage culture in truth and charity (Aquinas College Mission Statement ~2020).

The term innovation, by definition, seeks to fulfill needs that have yet to be completely articulated, meet requirements yet to be set forth, and uses creative initiatives to respond and correct human problems not yet encountered. While creating a traditional Bachelor of Science in Nursing Program is called for within Aquinas College’s Strategic Plan, the BSN Program demonstrates innovation as a distinctive community-population centered nursing curriculum, forming students in the Catholic and Dominican Tradition in order to provide healing and hope to every person, as a masterpiece of God’s creation, regardless of how they became ill or wherever they call home. The BSN Program is a model program for the delivery of contemporary and future health care and nursing practice among diverse communities and populations.

In the health care industry, nursing has witnessed tremendous shifts in the recent decade in what is required of nurses and in the care delivered to clients. Due to significant advances in health care delivery systems, hospitalized clients experience greater acuity than ever before, surviving serious illnesses only to experience significant and long-lasting sequelae upon hospital discharge. Subsequent to financial difficulties and decreasing financial reimbursements many hospitals and other health care institutions and services are requiring nurses to care for increasing numbers of seriously ill clients. These two factors create an inpatient clinical environment requiring nurses to think and act more quickly than ever before. The depth of learning and breadth of practicum experiences provided within the Bachelor of Science in Nursing Program will provide graduates with the necessary formative educational experiences to design, implement and provide safe, competent and exceptional care to the population of hospitalized clients.

Even as inpatient clients require an increased level of care, the nation’s health reform agenda and programs promote the necessity of enhancing, maintaining, and regaining health in a
variety of non-hospital settings. Never before has it been more important to prepare the nursing workforce to care for clients in the communities where they live and work. It is incumbent upon Aquinas College to forge a new path for meeting this increasingly important client need. Nursing students will be placed in diverse community and population settings, working with clients from conception to death, who are in need of health and nursing care.

The Bachelor of Science in Nursing Program offers unique perspectives and opportunities to persons seeking an education in nursing. Nationally, nursing programs have struggled to keep pace with the shifting healthcare environment. Restructuring of nursing curricula is called for by the National League for Nursing, the American Association of Colleges of Nursing, the Institute of Medicine and national organizations and leaders in nursing education and practice. To summarize a few of the more important curriculum goals:

1. The environment of learning should include time to reflect on nursing practice, ethics, moral values, the formation of conscience and the meaning of contemporary community population-centered nursing.
2. Learning opportunities should provide students with occasions to cultivate their commitment to promoting dignity, freedom and human flourishing and the core nursing practice competencies to become competent and confident clinicians.
3. Experiential learning should assist students to develop as moral persons, as client advocates within a multidisciplinary health care team, and as nurse advocates within institutional and community centers for care and in legal and political systems.
4. Baccalaureate nursing education should provide students with rich and varied opportunities to pursue elective courses matching their personal interests and future goals so that the outcomes of their learning experiences have been authentically formative and adaptable to a wide variety of opportunities in health care and nursing practice.
5. Intense and focused learning experiences and encounters with persons, communities, and populations from cultures other than their own are essential for forming the next generation of nurses.

In order to meet current and projected needs, the Bachelor of Science in Nursing Program curriculum contains organizing themes centering on the holistic growth and moral formation of students that lead to practice of the science and art of nursing in the rich tradition of Aquinas College. Focusing on their personal growth within a liberal arts culture of learning, students have the opportunity to choose, according to their personal needs, from multiple electives within various disciplines in addition to choosing electives from within the BSN Program. Within the art of nursing courses, class time is devoted to guided discussions regarding challenges to the nurse, ethical issues in a variety of situations, and professional and personal issues that interact with nursing care of clients in community population-centered nursing. Outside of formal class settings, students will give of themselves within the community through service-learning initiatives. Within the science of nursing courses, students will be shepherded through a variety of required courses and carefully chosen clinical settings, locally and globally, to prepare them to care for clients in any community or population.
Organizing Framework:

Built on the Mission, Core Principles of Aquinas College, the Philosophy of the School of Nursing, the Conceptual Framework of the BSN Program, the Core Values of the National League for Nursing,\textsuperscript{13} and the Lenburg Competency Performance and Assessment Model,\textsuperscript{14} the following themes intersect and are progressively developed throughout the Program:

1. **Community-Population Centered Nursing:**

   Though definitions of community and population vary and often converge, generally a population consists of persons who share certain characteristics, while a community is constructed of those who interact, demonstrate unity, and share a common foundation of interests. Based on the Bachelor of Science in Nursing’s conceptual framework, nursing students are charged to contribute to the improvement of the health of individuals, families, communities, and populations while actively contributing to developing and re-shaping standards of nursing practice, health policy and care systems.

2. **Formation of the Student:**

   a. **Who Am I?**

      During the first two semesters of the Program, students acquire an understanding of who they are as a person and as a member of a family, as a member of the Aquinas College Community, the School of Nursing, the BSN Program and the greater health care community. They develop self-awareness and life skills to assist them in their journey as a student, later as a nurse and as a contributing member of society. A deepening understanding of the self as a developing person is an essential formative experience for learning to become a competent and compassionate nurse in the care of other human beings with differing values, customs, settings and life circumstances. Learning the boundaries of personal beliefs and practices as distinct from professional values and practices is a critical component in learning to provide effective care to persons from diverse cultures and communities. These courses are designed to help students understand more fully their own personhood in relation to others and develop essential competencies and confidence for professional nursing practice. Courses in nursing include:

      - NUR 101: Learning and Self-Care
      - NUR 102: Health and Communities

   In addition to courses in nursing, students will enroll in courses that establish the foundations for a liberal arts education and the art and science of nursing. Courses include:

      - IDS 106: College Learning and the Dominican Tradition
b. Who is the Client?
Building upon the learning outcomes mastered during the first year, the second year of the Program provides students with the first opportunity to care for clients and to understand what clients will require of them. Students learn the role of the nurse in society and also begin to develop a personal commitment to the profession while developing nurse-client relationships in a variety of populations, along the health continuum and across the lifespan. Nursing courses include:

- NUR 201: Creating Healing Relationships
- NUR 202: Collaborating in Healing Environments
- NUR 209-210: Care of the Family I and II
- NUR 245/246: Health Continuum I and II

Supporting the continued development of the science of nursing and to prepare them for caring for ill clients, students enroll in the following required support courses:

- BIO 212: Anatomy and Physiology II
- BIO 220: Microbiology

c. Who is the Nurse?
During the third year of the Program, students now gain intense, applied nursing experience that is grounded in knowledge, application and analysis of nursing practice while further exploring what it means to be a nurse, both professionally and personally. Students master the essential competencies required to assure holistic assessment, planning, implementation and evaluation of nursing care required for acutely ill clients across the lifespan. Nursing courses include:

- NUR 301: Building a Therapeutic Environment
- NUR 302: Constructing Holistic Relationships
- NUR 309-310: Human Health Conditions I & II
- NUR 346: Evidence-based Nursing

Support and elective courses required during the third year include:

- ENG 000: Literature elective
d. Who Am I as a Nurse in the World?
The final two semesters of the Program, considered as the capstone of the BSN Program, provides students with rich experiences among diverse populations and with cultures other than their own and in selected settings that students may choose. Integrating the competencies acquired through the previous three years in nursing, liberal arts, sciences and religious studies, students have opportunities to experience the art and science of nursing from the micro levels of care within institutions through the macro levels of health care in global settings. Nursing courses include:

- NUR 401: Caring in Human Cultures
- NUR 402: Developing Professionalism in Practice
- NUR 409: Global Perspectives
- NUR 410: Systems Leadership
- NUR 445: Professional Regulation and Licensure
- NUR 446: Focused Studies in Community Population Centered Nursing

Additional electives are also required:

- Humanities Electives
- General Electives

**Rationale for the Support Courses:**

Each support course for the BSN program is chosen either to promote the personal growth of the student or to permit a deeper integration of nursing content and knowledge. Meeting one of the NLN’s curriculum goals, student choices are allowed wherever feasible.

In the first year of the program, *General Psychology* and *Developmental Psychology* provide an essential platform for the understanding of mental health, cognitive development of humans, and developmental delays explored in the sophomore nursing courses. With great intention, the science courses are designed to build upon one another throughout the first and second years, allowing students to more fully comprehend nursing content and achieve a higher level of competency.

Students also learn the importance of implementing the standards of the profession and respecting client preferences and customs. They learn to integrate professional with personal ethics, and to recognize real and apparent conflicts between the two. They learn to engage in open discussion about such conflicts, seeking deeper understanding of what is at stake, and finding ways to deal with ethical dilemmas that often occur in clinical practice.
Courses in philosophy and theology in the first year provide the basis for understanding the School of Nursing’s philosophy and conceptual framework within which students learn to become morally responsible providers of care. The addition of the new course Personhood and Human Flourishing is an indispensable cornerstone in the BSN program. This course allows students to study cultures in a context that teaches respect for human commonalities and the choices that make each person unique. To be successful in the nursing art and nursing science courses, and in contemporary nursing practice, it is imperative that students have an appreciation of diverse human cultures, variations in family and kinship systems, and social and economic models that affect human choices pertaining to wellness.

English courses and statistics position students for success in the research-focused, Evidence-Based Practice course delivered in the third year. Electives in the third and fourth year are available in a variety of disciplines so that students may prepare themselves however they deem suitable for their future as a nurse in the world. This may include taking a course in Spanish for those who wish to work in the Hispanic culture, abnormal psychology for those who would like to work in mental health or Tennessee history for those who expect to work in Appalachia, for example.

Support courses allow the student to experience complex learning, and attain multidimensional understanding of themselves, their community, and their world so that as graduates they may intelligently and compassionately give of their talents to those in need of nursing care.

The Art of Nursing:

Each of the eight semesters throughout the Program will contain one course (16 credit hours across the program) intended to highlight the art of nursing. The majority of nursing programs focus intently on teaching students the science of nursing, focusing on interpretation of data and practicing the necessary technical skills for practice. Although there is much literature regarding the necessity for active learning, higher education in nursing continues to use the didactic lecture as the primary instructional method. Courses in the art of nursing in the Bachelor of Science in Nursing Program will use guided discussion and narrative pedagogy as the primary methods of instruction. These discussions will help the students acquire competencies in the application and analysis of nursing problems, to learn to think like a nurse, and assist each student to evaluate their own feelings, beliefs, and thoughts encountered during practicum experiences, often fraught with novel situations and intense ethical dilemmas.

a. **Clinical Reasoning**: In multiple writings, Patricia Benner a renowned nursing educator, speaks of the need of educators to assist students in developing competencies in clinical reasoning. Clinical reasoning is a combination of critical thinking and nursing intuition and judgment. Clinical reasoning cannot be taught in a traditional lecture format but can be elicited during discussion using narrative pedagogy. The typical nurse develops clinical reasoning and the formation of a moral conscience throughout the first year or years of their nursing career through discussions with peers and experiences; however, with the increasing demands upon nurses, it is essential that graduates leave their educational program competent and
confident in implementing clinical reasoning. Guided discussions aimed at nourishing these competencies and the ability to think and act like a nurse will be a mainstay of the art of nursing courses.

b. **Dignity of the Human Person Conferences:** Patricia Benner states that ethical comportment is demonstrated in actions and decisions, not just theoretical beliefs and thoughts about a situation. Developing ethical comportment in each student in a manner that reflects the distinctly Catholic and Dominican principles and beliefs inherent in the Mission and Core Principles of the College and the Code of Ethics of the School of Nursing, are critically important formative experiences that need to be undertaken with intent and discussion from the very first semester of the BSN Program. The Dignity of the Human Person Conferences will provide students and faculty with opportunities each semester to come together and share stories about client experiences. Discussions will be directed toward bringing forth information through encounters with clients as persons; to preserve their dignity and freedom and promoting human flourishing; to provide compassionate care and promote human flourishing of clients, families and colleagues; to advocate and respond to substandard and unethical practices; and develop competencies in how to be present with colleagues, clients and their families as they experience moments of intense joy, suffering and loss.

c. **Community Stewardship:** At the heart of the practice of Aquinas Nursing is the act of giving of oneself to the well and the sick, to the unwanted and unloved, to the marginalized and those who have lost hope and have no place to call home. In keeping with the Catholic and Dominican tradition, the Mission and Core Values of Aquinas College and the Philosophy and conceptual framework of the BSN Program, as a community of nurses, students will be expected to cultivate the act of freely and generously giving to others throughout the program through managed service-learning opportunities.

The **Science of Nursing:**

Spanning six semesters of the Program, the science of nursing courses (51 credit hours in total) focus on nursing concepts, interventions and competencies in nursing practice with experiential learning caring for clients experiencing a range of health needs. Beginning with health maintenance and illness prevention across the lifespan, students’ progress through intense experiences in acute care environments, and conclude with global and leadership experiences in the nursing profession.

a. **Nursing Concepts:** Unlike other more traditional programs, the Bachelor of Science in Nursing Program at Aquinas College will integrate a broad array of nursing concepts that spread across the health continuum, that are relevant to diverse clients from individual, community, populations, and global perspectives; that relate to individual and professional core development and performance; that are embedded in the four pillars of the Lenburg COPA model relevant to competency outcomes learning, core practice competencies and performance assessment; and that emanate from the core values of the National League for Nursing. And, moreover, in the implementation of
these concepts, the program makes adaptations to insure that the nursing concepts are consistent with the Catholic and Dominican Tradition.

b. **Practicum Experiences:** The practicum experiences within the Program in the sophomore year include community health in the well population, such as the well-elderly, infants, adults, and expectant mothers as well as persons experiencing lifelong cognitive and physical challenges, child-bearing families, and persons experiencing a natural death. The junior year consists of acute care experiences, likely in dedicated clinical education units, chosen for their reputation for quality care, excellence in nursing and teamwork, and ability to provide comprehensive, concentrated experiences. In the senior year students will be immersed in culturally rich experiences both locally and globally. Additionally, senior students will have rich experiences in leadership, teamwork, and professional responsibility. Throughout the diverse array of clinical experiences, all eight core practice competencies are included in learning and assessment in order to ensure students learn to provide professional care that is safe, competent and comprehensive.

**MODES OF INSTRUCTION AND ASSESSMENT OF LEARNING**

The organizing and conceptual frameworks of the Bachelor of Science in Nursing Program is derived from the Mission and Core Principles of Aquinas College, learning and moral development of the human person in the Catholic and Dominican tradition, the Lenburg Competency Outcomes and Performance Assessment Model, the National league for Nursing’s Education Competencies Model and the work of Benner and Caputi regarding the reformation of nursing education.

a. **Modes of Instruction:** The BSN program curriculum demonstrates innovation in structure, delivery and program outcomes. Interactive learning activities and multimodal instruction will be employed in order to illicit fuller engagement and learning from the student. Discussions, student-led seminars, lectures, group projects, service learning opportunities, competency portfolio development, electronic media sources, and deliberate practicum experiences will be structured to assist students in meeting course and program outcomes.

b. **The NLN Education Competencies Model (ECM):** An emphasis on competence in a wide range of nursing skills is essential as client care grows increasingly diverse and complicated. To respond to current and future trends, practice partners across the health profession community will be engaged in collaborative initiatives to ensure that students develop competence and confidence across the nursing profession and are prepared for current and future practice in the poorest of communities and in the most technologically rich environments.

The ECM model provides spiraling complexity of key components as learners move from undergraduate through graduate nursing programs. Outcomes are derived from four overarching concepts: human flourishing, nursing judgment, professional identity, and the spirit of inquiry. From these outcomes, core values to be taught
include caring, diversity, ethics, excellence, holism, integrity, and client-centeredness. This is consistent with the College’s emphasis on formation of the human person within moral communities. Derived from the ECM core values, integrating concepts are operationalized including context and environment, knowledge and science, personal and professional development, quality and safety, relationship-centered care, and teamwork.

c. **The Competency Outcomes and Performance Assessment Model (COPA):** Using the Lenburg competency outcomes and performance assessment model learning activities are interactive, performance-based, practice-focused, and learner-centered, structured to promote competency in each of eight core practice areas, meeting outcomes for each course and the nursing program as a whole. The eight core practice competency categories are: assessment and intervention skills, communication skills, critical thinking skills, human caring and relationship skills, teaching skills, leadership skills, and knowledge integration skills.

While all core competencies will be taught across the program, certain activities will emphasize the development of core competencies individually, also. Learner-centered teaching strategies in this curriculum actively engage and form learner abilities and primarily consist of targeted written, electronic, and oral projects, scheduled lectures, preparatory pre-lecture assignments, guided simulation experiences, supervised practicum experiences, directed discussions, case-studies, and problem-based learning. To the extent possible, these learning opportunities will be deliberately based on, and applicable to, realistic nursing practice.

d. **Experiential Learning:** The community population-centered BSN program will form the students understanding of themselves and persons along the health-illness continuum, framed within the context of the community and population to which they all belong. Both supervised and structured practicums and service learning opportunities will reinforce that every life God creates is unique and unrepeatable and deserving of compassion and care that leads to human flourishing, while emphasizing that healthy lifestyles, illness prevention and health maintenance are complex in nature and are essential to thriving communities and populations.

e. **Interactive Classroom:** Instruction is designed to engage learners in critical thinking, reflection and decision-making in a manner that is similar to ways in which they will practice nursing for the purpose of developing clinical reasoning. Activities focus on information seeking, analysis of data, and application of critical thinking and moral principles to particular situations in order to gain a sense of salience regarding critical clinical details, intuition related to client presentation, and development of competencies in clinical judgment. Simulated experiences, in the nursing laboratory and in the classroom will guide students to gain competence in nursing skills such as prioritization, communication, dilemma resolution, ethical comportment, data gathering, and response evaluation.
f. **Assessment of Learning**: Bearing in mind that learning can and should be evaluated via multiple methods, courses will offer a range of activities to verify student progress toward outcomes and achievement of competence. Written and computerized adaptive testing will be used to expose the student to a variety of question types. Written and oral assignments, performance-based simulation scenarios, teaching projects, and other forms of learning evaluation will be used.

i. **The Competency Performance Examination (CPE)**: Performance examinations provide an objective basis from which to form clinical evaluation of student performance in clinical practicums and in simulated scenarios. Each CPE contains critical elements based on inviolable principles that are required for safe and correct completion of skills and provision of quality client care. Examiners are not permitted to interfere in the student’s examination performance, either verbally or nonverbally, adding to the validity of the learning assessment. This type of exam incentivizes students to prepare more thoroughly during the learning period prior to the exam.

ii. **The Competency Performance Assessment (CPA)**: Students are engaged in performance assessments throughout each course. Assessment formats include written and computerized testing, written and oral assignments, and a variety of projects that integrate content and core competencies. Similarly to the CPE, CPAs are written to be extremely objective by using critical elements and other protocols. Grades are based on the student’s ability to meet critical elements for the assessment.

g. **Credit hours**: Undergraduate credits assigned to the courses vary from 1 to 7 hours based on course outcomes and activities. Practicum hours are assigned in a ratio of 1 credit hour to 3 practicum hours, which applies to time in the simulation laboratory and time in client care delivery sites. Using competency-based outcomes and performance assessment approaches, student-centered learning is emphasized.
# BACHELOR OF SCIENCE IN NURSING PROGRAM
## MODEL PROGRAM

<table>
<thead>
<tr>
<th>Who Am I?</th>
<th>Who is the client?</th>
<th>Who is the Nurse?</th>
<th>Who am I as a Nurse in the World?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Semester 1</strong></td>
<td><strong>Semester 2</strong></td>
<td><strong>Semester 3</strong></td>
<td><strong>Semester 4</strong></td>
</tr>
<tr>
<td>1 NUR 101 Learning and Self-care**</td>
<td>1 NUR 102 Healing and Communities**</td>
<td>1 NUR 201 Creating Healing Relationships**</td>
<td>1 NUR 202 Collaborating in Healing Environments**</td>
</tr>
<tr>
<td>1 IDS 106 College Learning Dominican Tradition*</td>
<td>3 ENG 112 English Composition II*</td>
<td>4 NUR 209 Care of the Family I**</td>
<td>4 NUR 210 Care of the Family II**</td>
</tr>
<tr>
<td>3 ENG 111 English Composition I*</td>
<td>4 BIO 211 Anatomy &amp; Physiology I*</td>
<td>4 NUR 245 Health Continuum I**</td>
<td>4 NUR 246 Health Continuum II **</td>
</tr>
<tr>
<td>3 PSY 115 General Psychology*</td>
<td>3 PSY 285 Developmental Psychology *</td>
<td>4 BIO 212 Anatomy &amp; Physiology II*</td>
<td>4 BIO 220 Microbiology*</td>
</tr>
<tr>
<td>4 CHE 100 Fundamental of Chemistry *</td>
<td>3 PHI 215 Ethics*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 IDS 210 Personhood and Human Flourishing*</td>
<td>3 THE 210 Moral Theology *</td>
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<tr>
<td><strong>Total: 15</strong></td>
<td><strong>Total: 17</strong></td>
<td><strong>Total: 13</strong></td>
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<table>
<thead>
<tr>
<th><strong>Semester 5</strong></th>
<th><strong>Semester 6</strong></th>
<th><strong>Semester 7</strong></th>
<th><strong>Semester 8</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>3 NUR 301 Building a Therapeutic Environment**</td>
<td>3 NUR 302 Constructing Holistic Relationships**</td>
<td>3 NUR 401 Caring in Human Cultures**</td>
<td>3 NUR 402 Developing Professionalism in Practice**</td>
</tr>
<tr>
<td>7 NUR 309 Human Health Conditions-I**</td>
<td>7 NUR 310 Human Health Conditions-II**</td>
<td>7 NUR 409 Global Perspectives **</td>
<td>7 NUR 410 Systems Leadership **</td>
</tr>
<tr>
<td>3 ENG 000 English Elective ***</td>
<td>3 NUR 346 Evidence-based Nursing**</td>
<td>3 MAT 210 Statistics I*</td>
<td>1 NUR 445 Professional Regulation and Licensure**</td>
</tr>
<tr>
<td>3 MAT 210 Statistics I*</td>
<td>3 HIS 000 History Elective ***</td>
<td></td>
<td>3 *** 000 General Elective***</td>
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<tr>
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<td><strong>Total: 16</strong></td>
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</tr>
</tbody>
</table>

**TOTAL CREDITS FOR BSN = 120 hours**

(*) required support courses  
(**) nursing courses  
(*** ) electives
## BACHELOR OF SCIENCE IN NURSING PROGRAM
### COURSE DESCRIPTIONS

**Year 1 Theme: Who Am I?**

<table>
<thead>
<tr>
<th>Course number:</th>
<th>Title:</th>
<th>Major course themes:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NUR 101</strong></td>
<td><strong>Learning and Self-care</strong></td>
<td>• The art of nursing</td>
</tr>
<tr>
<td>Description:</td>
<td></td>
<td>• Stress Management and Health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Metacognition: learning to learn</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Nursing at AC and beyond</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Attend Dignity of the Human Person Conference</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Volunteer</td>
</tr>
<tr>
<td>Allocated hours:</td>
<td>1 credit hour (1 lecture hour)</td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course number:</th>
<th>Title:</th>
<th>Major course themes:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NUR 102</strong></td>
<td><strong>Healing and Community</strong></td>
<td>• The art of nursing</td>
</tr>
<tr>
<td>Description:</td>
<td></td>
<td>• Defining community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Nursing roles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• State and national nursing organizations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Attend Dignity of the Human Person Conference</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Volunteer</td>
</tr>
<tr>
<td>Allocated hours:</td>
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<tr>
<td>Prerequisites:</td>
<td>NUR 101</td>
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<thead>
<tr>
<th>Course number:</th>
<th>Title:</th>
<th>Major course themes:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IDS 210</strong></td>
<td><strong>Personhood and Human Flourishing</strong></td>
<td>• The art of nursing</td>
</tr>
<tr>
<td>Description:</td>
<td></td>
<td>• Defining community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Nursing roles</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• State and national nursing organizations</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Attend Dignity of the Human Person Conference</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Volunteer</td>
</tr>
<tr>
<td>Allocated hours:</td>
<td>1 credit hour (1 lecture hour)</td>
<td></td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>NUR 101</td>
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</tr>
</tbody>
</table>
established the conceptual framework for what is perfective of human nature and human personhood in the Catholic and Dominican intellectual traditions, the course progresses to address contemporary social, economic, and cultural issues drawing from the methods and researches of the social sciences. Topics explored include, for example, the development and generation of human culture; navigating racial and cultural differences; social and cultural expressions of gender, marriage, and family; social and economic models that help or hinder human wellness (diet, exercise, public health) and the sources and challenges of poverty.

Allocated hours: 3 credit hours (3 hours lecture)  
Prerequisites: None
### Year 2 Theme: Who is the Client?

<table>
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<tr>
<th>Course Number:</th>
<th>Title:</th>
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<tbody>
<tr>
<td><strong>NUR 201</strong></td>
<td><strong>Creating Healing Relationships</strong></td>
</tr>
</tbody>
</table>

**Description:**
- This seminar begins the process of internalizing the professional role of the nurse and the development of the nurse-client relationship. Students learn to separate personal beliefs from professional assessment. Students analyze and articulate the nurse’s perspective of the dignity of the human person and the unique situations involved in the client’s physical, environmental, psychosocial, socioeconomic, cultural, and spiritual needs.

**Major course themes:**
- The art of nursing
- Interpersonal relationships
- Professional nursing role
- Attend Dignity of the Human Person Conference
- Volunteer

**Allocated hours:** 1 credit hour (1 lecture hour)

**Prerequisites:** NUR 102

**Corequisites:** NUR 209

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<th>Course Number:</th>
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<tbody>
<tr>
<td><strong>NUR 202</strong></td>
<td><strong>Collaborating in Healing Environments</strong></td>
</tr>
</tbody>
</table>

**Description:**
- This seminar continues the process of internalizing the professional role of the nurse and the application of the nursing process in the nurse-client relationship. Through peer collaboration, students broaden their perspective of professional nursing and interdisciplinary care. Students analyze client needs and evaluate care provided to promote the dignity of human persons facing life transitions and experiencing variations in health.

**Major course themes:**
- The art of nursing
- Relationship building
- Attend Dignity of the Human Person Conference
- Volunteer

**Allocated hours:** 1 credit hour (1 lecture hour)

**Prerequisites:** NUR 201

**Corequisites:** NUR 210

<table>
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<tr>
<th>Course Number:</th>
<th>Title:</th>
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<tbody>
<tr>
<td><strong>NUR 209</strong></td>
<td><strong>Care of the Family I</strong></td>
</tr>
</tbody>
</table>

**Description:**
- This course introduces the student to community population centered health and the nurse’s role in promoting human dignity and flourishing from conception to natural death, focusing on the family unit. Students assess risks related to physical, environmental, psychosocial, socioeconomic, cultural, and spiritual needs, and apply the nursing process to promote, improve, and maintain the health of individuals, families, communities, and populations.

**Major course themes:**
- The science of nursing
- Maintaining health
- The well person at any age
- Defining family
- Therapeutic communication
- Client education
- Assessment of risks
- Conception to death

**Allocated hours:** 4 credit hours (2 hours lecture; 6 hours practicum)

**Prerequisites:** NUR 102, IDS 210, PSY 115

**Corequisites:** NUR 201
<table>
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<tr>
<th>Course Number:</th>
<th>Title:</th>
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<tbody>
<tr>
<td>NUR 210</td>
<td>Care of the Family II</td>
</tr>
</tbody>
</table>

**Description:**
- This course prepares the student to provide care across the life span while promoting human dignity and flourishing from conception to natural death. Competencies are developed in nursing interventions, communication, assessment, critical thinking, and caring relationships. Students provide holistic care for laboring and post-partum mothers and families, the newborn transitioning from intrauterine to extra uterine life, adults and children with variations in health needs, and those transitioning from life to death.

**Major course themes:**
- The science of nursing
- Lifespan transitions
- Stress points, human response, and maladaptive responses such as addictions
- Promotion of optimal health
- Care of persons with physical and cognitive challenges
- Conception to death

**Allocated hours:** 4 credit hours (2 hours lecture; 6 hours practicum)

**Prerequisites:** NUR 209, PSY 320
**Corequisites:** NUR 202

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<tr>
<th>Course Number:</th>
<th>Title:</th>
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<tbody>
<tr>
<td>NUR 245</td>
<td>Health Continuum I: Health Assessment and Pathophysiology</td>
</tr>
</tbody>
</table>

**Description:**
- The student integrates holistic health assessment with pathophysiology, building on knowledge gained in anatomy and physiology courses. Students apply the principles of obtaining client history and techniques for physical examination of clients across the lifespan. Within the health continuum, students analyze manifestations of human health conditions and alterations in normal physiology, function, and behavior and the correlations with pathophysiological causes.

**Major course themes:**
- The science of nursing
- Contrast typical well-person assessment against assessment findings in pathophysiological conditions
- Focus on assessment technique and interpreting findings
- Conception to death

**Allocated hours:** 4 credit hours (2 hours lecture; 6 hours practicum)

**Prerequisites:** CHE 100, BIO 211

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<tr>
<th>Course Number:</th>
<th>Title:</th>
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<tbody>
<tr>
<td>NUR 246</td>
<td>Health Continuum II: Pharmacology and Pathophysiology</td>
</tr>
</tbody>
</table>

**Description:**
- In this course students integrate pharmacology and pathophysiology, applying knowledge gained in nursing and in the health sciences. The student applies knowledge of the biological effects of non-prescriptive and prescriptive substances introduced into the body. The student analyzes alterations in normal physiology, function, and behavior, in addition to implications of pharmacological interventions to manage symptoms of human health conditions.

**Major course themes:**
- The science of nursing
- Pharmacological interventions to return humans from an acute pathophysiological condition to a new normal
- Focus on therapeutic effects of pharmacotherapy
- Conception to death

**Allocated hours:** 4 credit hours (2 hours lecture; 6 hours practicum)

**Prerequisites:** NUR 214, BIO 212
### Year 3 Theme: Who is the Nurse?

<table>
<thead>
<tr>
<th>Course Number: NUR 301</th>
<th>Title: Building a Therapeutic Community</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong></td>
<td>- This seminar empowers nursing students to promote the holistic care of self and others. Students identify the realities of working within interdisciplinary teams including communication, dealing with issues of conflict resolution, client and staff advocacy, moral distress, and compassion fatigue to create a positive environment of human caring and healing in the context of joyful, intimate, and sacred moments in nursing practice.</td>
</tr>
<tr>
<td><strong>Major course themes:</strong></td>
<td>- The art of nursing</td>
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<tr>
<td></td>
<td>- Team work</td>
</tr>
<tr>
<td></td>
<td>- Professional resolution of problems</td>
</tr>
<tr>
<td></td>
<td>- Intimate connections</td>
</tr>
<tr>
<td></td>
<td>- Present cases during Dignity of the Human Person Conferences</td>
</tr>
<tr>
<td></td>
<td>- Volunteer</td>
</tr>
<tr>
<td><strong>Allocated hours:</strong></td>
<td>3 credit hours (3 hours lecture)</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>NUR 202</td>
</tr>
<tr>
<td><strong>Corequisites:</strong></td>
<td>NUR 309</td>
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<table>
<thead>
<tr>
<th>Course Number: NUR 302</th>
<th>Title: Constructing Holistic Relationships</th>
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</thead>
<tbody>
<tr>
<td><strong>Description:</strong></td>
<td>- This seminar promotes professional development of clinical reasoning and nursing judgment by connecting student experiences with perspectives and experiences of peers. Students learn to analyze and prioritize the challenges of planning and implementing care for clients with diverse circumstances and care needs. Acknowledging the professional contributions of others, students work together to integrate knowledge of nursing care in a holistic framework for those experiencing complex human health conditions.</td>
</tr>
<tr>
<td><strong>Major course themes:</strong></td>
<td>- The art of nursing</td>
</tr>
<tr>
<td></td>
<td>- Clinical reasoning</td>
</tr>
<tr>
<td></td>
<td>- Professional judgment</td>
</tr>
<tr>
<td></td>
<td>- Present cases during Dignity of the Human Person Conferences</td>
</tr>
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<td></td>
<td>- Volunteer</td>
</tr>
<tr>
<td><strong>Allocated hours:</strong></td>
<td>3 credit hours (3 hours lecture)</td>
</tr>
<tr>
<td><strong>Prerequisites:</strong></td>
<td>NUR 301</td>
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<tr>
<td><strong>Corequisites:</strong></td>
<td>NUR 310</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Course Number: NUR 309</th>
<th>Title: Human Health Conditions I</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Description:</strong></td>
<td>- In this course students develop competencies as an interdisciplinary team member in the nursing management of the hospitalized client. Students integrate knowledge from the sciences, humanities, and foundational nursing studies to prioritize care of multiple clients. Implementing core practice competencies,</td>
</tr>
<tr>
<td><strong>Major course themes:</strong></td>
<td>- The science of nursing</td>
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<tr>
<td></td>
<td>- Total plan of care</td>
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<tr>
<td></td>
<td>- Acute mental illness</td>
</tr>
<tr>
<td></td>
<td>- Acute med-surg inpatients</td>
</tr>
</tbody>
</table>
### Human Health Conditions II

**Course number:** NUR 310  
**Title:** Human Health Conditions II  
**Description:**  
- In this course students develop competencies as an interdisciplinary team member in the nursing management of the hospitalized client. Students integrate knowledge from the sciences, humanities, and foundational nursing studies to prioritize care of multiple clients. Implementing core practice competencies, students build therapeutic relationships and care for the client and family experiencing acute pediatric disorders, complex obstetrical situations, and adults experiencing multisystem and complicated health issues. Applying the nursing process to collaborative medical therapies and holistic treatment modalities, students promote client recovery and human flourishing.  
**Allocated hours:** 7 credit hours (3 hours lecture; 12 hours practicum)  
**Prerequisites:** NUR 210  
**Corequisites:** NUR 301

### Evidence-based nursing

**Course number:** NUR 346  
**Title:** Evidence-based nursing  
**Description:**  
- In this course students become informed consumers of research findings through the study of scientific methodology of the research process. Students analyze relevant nursing literature for integrity, accuracy, and applicability of evidence-based nursing practice in diverse settings of care. Students learn the process for integrating accepted standards of research including legal, ethical, spiritual, cultural, and professional principles.  
**Allocated hours:** 3 credit hours (3 hours lecture)  
**Prerequisites:** MAT 210, ENG 112, PHI 215
Year 4 Theme: **Who Am I as a Nurse in the World?**

<table>
<thead>
<tr>
<th>Course number:</th>
<th>NUR 401</th>
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</thead>
<tbody>
<tr>
<td><strong>Description:</strong></td>
<td>This seminar engages the student in collaborative learning strategies to understand the meaning of health within cultures, communities, and populations, evaluating barriers to providing culturally sensitive care. Cultural backgrounds, personal beliefs and values about health, health practices of students and the roles and responsibilities of the nurse are explored. Cultural humility is promoted as students discuss obstacles and challenges in providing care to persons of diverse cultures.</td>
</tr>
<tr>
<td><strong>Major course themes:</strong></td>
<td>The art of nursing, Acculturation, Cross-cultural adaptation, Predispositions secondary to enculturation, Moderate and organize Dignity of the Human Person Conference, Volunteer</td>
</tr>
<tr>
<td><strong>Allocated hours:</strong></td>
<td>3 credit hours (3 hours lecture)</td>
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<tr>
<td><strong>Prerequisites:</strong></td>
<td>NUR 302, Corequisites: NUR 409</td>
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<table>
<thead>
<tr>
<th>Course number:</th>
<th>NUR 402</th>
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<tbody>
<tr>
<td><strong>Description:</strong></td>
<td>This seminar provides opportunities for students to engage in collaborative learning strategies for the purpose of learning about role transitions from student to professional nurse. Students explore the novice-to-expert model in preparation for lifelong learning for practice within evolving health care systems and among diverse cultures and health care settings. To prepare for the transition to professional practice, students analyze personal and professional challenges to human dignity, freedom, and human flourishing as a nurse, such as compassion fatigue, moral distress, cognitive dissonance, and lateral violence. Students examine perceived challenges to integrating interdisciplinary collaboration, quality care, client advocacy, nursing practice, and moral and spiritual values in the distinctly Dominican tradition.</td>
</tr>
<tr>
<td><strong>Major course themes:</strong></td>
<td>The art of nursing, Transition to professional practice, Novice-to-Expert model, Continued learning, Professional expectations, Hazards to the nurse's well-being, Nursing's challenges to personal faith and principles, Moderate and organize Dignity of the Human Person Conference, Volunteer</td>
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<td><strong>Allocated hours:</strong></td>
<td>3 credit hours (3 hours lecture)</td>
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<tr>
<td><strong>Prerequisites:</strong></td>
<td>NUR 401, Corequisites: NUR 410, NUR 346</td>
</tr>
<tr>
<td>Course number:</td>
<td>NUR 409</td>
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| Description: | • In this course students apply the principle of human connectedness to the global community. Students provide culturally competent health care for diverse populations. Didactic and practicum experiences focus on integration of knowledge regarding the history of global health, health as a human right, health determinants, policies and legislation affecting global health and global health care systems. Students learn to analyze disease burden in selected populations, environments, and health care economies. | Major course themes: | • The science of nursing  
• Global health care concepts  
• Health care economies  
• Global economies  
• Population –specific diseases |
| Allocated hours: | 7 credit hours (3 hours lecture; 12 hours practicum) | Prerequisites: | NUR 310  
Corequisites: NUR 401 |
| Course number: | NURS 410 | Title: | Systems Leadership |
| Description: | • In this course students complete preparation for beginning practice as a professional nurse capable of integrating didactic knowledge, clinical competencies, and Christian values to assist clients, families, and communities to flourish. Students participate in experiential learning opportunities in interdisciplinary collaboration, integrating competencies in management, leadership, assessment, informatics, resource utilization, evidence-based practice, clinical reasoning, critical thinking, communication, human caring relationships, ethics and moral decision making, and health promotion within the legal scope of practice and standards of professional performance. Students demonstrate beginning competence in providing and coordinating safe, quality client care across a variety of health care settings while advocating for the needs of others. | Major course themes: | • The science of nursing  
• Management  
• Leadership  
• Informatics  
• Clinical Reasoning  
• IDT shadow experiences  
• Practicum of personal interest |
| Allocated hours: | 7 credit hours (3 hours lecture; 12 hours practicum) | Prerequisites: | NUR 409  
Corequisites: NUR 402 |
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<th>Course number:</th>
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<tr>
<td>NUR 445</td>
<td>Professional Licensure and Regulation</td>
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**Description:**
- Building on the foundation developed in previous courses, students further develop an understanding of the covenant of trust that exists between the professional nurse and community, bound by professional licensure, associated regulations, ethical standards, and the needs and expectations of the client. Laws governing initial and continued licensure, license revocation, and license reinstatement are studied. In preparation for initial licensure, students integrate test taking strategies, analyze the NCLEX blueprint, and engage in extensive practice with computerized adaptive testing.

**Major course themes:**
- The science of nursing
- Laws of licensure
- Test taking skills

**Allocated hours:** 1 credit hour (1 hour lecture)

**Prerequisites:** NUR 409  
**Corequisites:** NUR 402

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<th>Course Number:</th>
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<tr>
<td>NUR 446</td>
<td>Focused Studies in Community Population-Centered Nursing</td>
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</table>

**Description:**
- In this course, students synthesize and apply general nursing knowledge to specialized areas in the nursing profession. This course may include lectures, seminars, conferences, independent study, or practicum experiences focused on a topic, issue, or practice in nursing. Topics vary according to faculty interest and practicum site availability. Topics may include informatics, psychiatric nursing, gerontology, palliative care, or trauma. See individual course offerings in the relevant academic year for details.

**Major course themes:**
- The science of nursing
- Gerontology
- Psychiatric
- Oncology
- Palliative care
- Faith Community
- Mother-baby
- Pediatrics
- Cardiovascular
- Trauma
- Informatics

**Allocated hours:** 3 credit hours (2 hours lecture; 3 hours practicum)

**Prerequisites:** NUR 310
BACHELOR OF SCIENCE IN NURSING PROGRAM
DEGREE REQUIREMENTS

Liberal Arts Core......................................................... 53 hours

English (9 hours)
ENG 111 English Composition I........................................ (3 hours)
ENG 112 English Composition II........................................ (3 hours)
ENG elective –choose any one course in English.................. (3 hours)

General Elective.......................................................... (3 hours)

History Elective.......................................................... (3 hours)

Humanities Elective (3 hours)
Choose any one course in history, philosophy, literature, or theology........ (3 hours)

Interdisciplinary Studies (4 hours)
IDS 106 College Learning in the Dominican Tradition............ (1 hour)
IDS 210 Personhood and Human Flourishing........................ (3 hours)

Mathematics (3 hours)
MAT 210 Statistics I......................................................... (3 hours)

Natural Sciences (16 hours)
CHE 100 Fundamentals of Chemistry.................................. (4 hours)
BIO 211 Anatomy & Physiology I..................................... (4 hours)
BIO 212 Anatomy & Physiology II................................... (4 hours)
BIO 220 Microbiology.................................................... (4 hours)

Philosophy (3 hours)
PHI 215 Ethics .............................................................. (3 hours)

Psychology (6 hours)
PSY 115 General Psychology........................................... (3 hours)
PSY 285 Developmental Psychology.................................. (3 hours)

Theology (3 hours)
THE 210 Moral Theology................................................ (3 hours)

Nursing Core............................................................... 67 hours

Art of Nursing (16 hours)
NUR 101 Learning and Self-Care ...................................... (1 hour)
NUR 102 Healing and Communities.................................... (1 hour)
NUR 201 Creating Healing Relationships……………………………………... (1 hour)
NUR 202 Collaborating in Healing Environments…………………………... (1 hour)
NUR 301 Building a Therapeutic Environment…………………………….. (3 hours)
NUR 302 Constructing Holistic Relationships……………………………... (3 hours)
NUR 401 Caring in Human Cultures……………………………………….. (3 hours)
NUR 402 Developing Professionalism in Practice…………………………… (3 hours)

Science of Nursing (51 hours)
NUR 209 Care of the Family I………………………………………………... (4 hours)
NUR 210 Care of the Family II………………………………………………... (4 hours)
NUR 245 Health Continuum I………………………………………………... (4 hours)
NUR 246 Health Continuum II………………………………………………... (4 hours)
NUR 309 Human Health Conditions I……………………………………….. (7 hours)
NUR 310 Human Health Conditions II……………………………………….. (7 hours)
NUR 346 Evidence-Based Nursing…………………………………………... (3 hours)
NUR 409 Global Perspectives………………………………………………... (7 hours)
NUR 410 Systems Leadership………………………………………………... (7 hours)
NUR 445 Professional Regulation and Licensure…………………………….. (1 hour)

Nursing Elective (3 hours)
NUR 446 Focused Studies in Community-Centered Nursing …………………. (3 hours)

TOTAL DEGREE REQUIREMENTS ……………………………………………. 120 HOURS

Summary:

Rarely in the history of health care in the United States have we experienced the challenges we face today in assuring that people of our communities, our nation and our world, especially those who represent cultures different than our own, receive health care that affirms their dignity, protects their freedom and promotes human flourishing.

Our nursing faculty, students and graduates will participate in an innovative curriculum, founded on beliefs in a moral community of learners, committed to protecting and defending the dignity of every person—the sick, suffering and dying, the marginalized and homeless, the unwanted and unloved and wherever they call home. Our graduates will be prepared to embrace the Dominican imperative to preach the Gospel, serve others and engage culture in truth and charity.

Our new community population-centered Bachelor of Science in Nursing Program modeling Pope Francis’ Theology of Accompaniment will prepare graduates to take the College’s mission of caring, healing, and hope to people everywhere, to the peripheries of human existence, especially to the lost, the last, and the least among God’s people, each one of them unique masterpieces of His own design. This is the consistent call of Pope Francis to each of us and we are committed to joining him and the whole Church in this journey of accompaniment.
We present this innovative journey in nursing education as our gift to the Church Universal indicating our faithful and enduring commitment to the New Evangelization in bringing caring, healing and hope to all people in every nation. Finally, we ask for the guidance of the Holy Spirit as we bring this noble work entrusted to us to completion.

Bro. Ignatius Perkins, OP, PhD, RN, KHS, FAAN, ANEF, FNYAM, FRSM
Professor and Dean, School of Nursing
Aquinas College - School of Nursing
4210 Harding Pike, Nashville, TN 37205
www.aquinascollege.edu
27 February 2015

Supplemental Resources


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1 Archibishop Zygmunt Zimowski, “Pope Francis’ Theology of Accompaniment: Bioethics Applications,” Presentation at the National Catholic Bioethics Workshop, Dallas, Texas, February 2, 2015
7 Ibid. Radcliffe


16 Lenburg. A comprehensive framework designed to promote quality care and competence for patient safety; 312

17 National League for Nursing, *Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master’s, Practice Doctorate, and Research Doctorate Programs in Nursing*.

18 Benner et al. *Educating Nurses: A Call for Radical Transformation*,


20 National League for Nursing, *Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master’s, Practice Doctorate, and Research Doctorate Programs in Nursing*.

21 Lenburg. A comprehensive framework designed to promote quality care and competence for patient safety; 312