



Bryant University

School of Nursing

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NUR 642 Curriculum Development in Nursing

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Bryant University

History

Founded in 1863 by Henry Bryant and Henry Stratton

Timeline

- **1863** - Originally called Bryant and Stratton National Business College, Bryant was founded as part of a national chain of private coeducational commercial colleges.
- **1969** - The new Master of Business Administration degree program is introduced.
- **1971** - Bryant moves from Providence, RI, to the \$17.5 million campus in Smithfield, RI. Bryant now occupies 428 acres and 79 percent of Bryant undergraduates live on campus.
- **1994** - Bryant's business programs receive accreditation by the Association to Advance Collegiate Schools of Business (AACSB) International.
- **2001** - The Elizabeth and Malcolm Chace Wellness and Athletic Center open. The facility rivals state-of-the-art, private fitness centers.
- **2004** - Bryant College becomes Bryant University, with two colleges: the College of Business and the College of Arts and Sciences.
- **2022** - Bryant opens the School of Health and Behavioral Sciences

(Bryant University, n.d.)





Bryant University

Mission and Goals

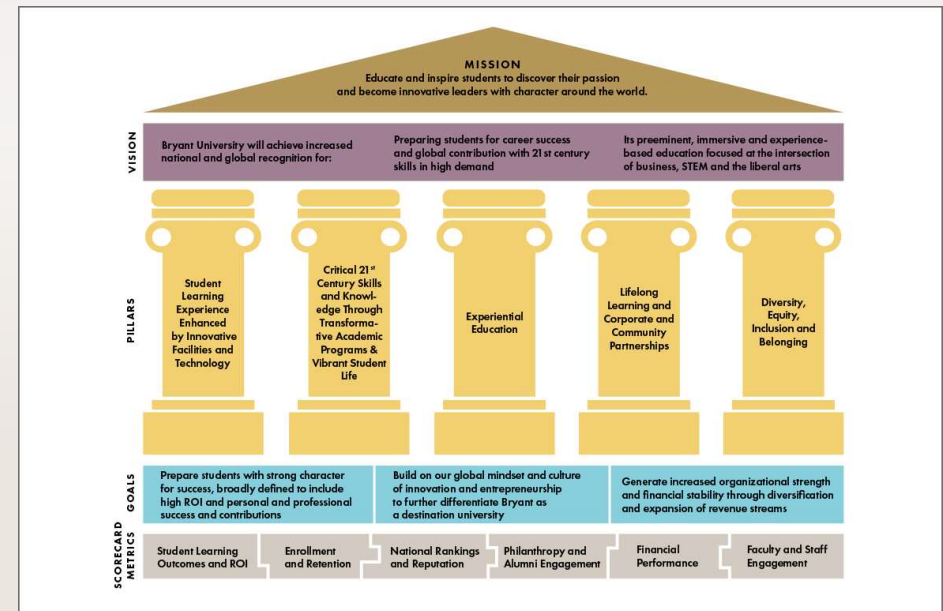
Vision Statement:

Bryant University will achieve increased national and global recognition for preparing students for career success and global contribution with 21st century skills in high demand. Bryant's Vision 2030 strategic plan is built on five pillars that support an innovative vision and reaffirm the University's mission to educate and inspire students to discover their passion and become innovative leaders with character around the world.

Goals:

Prepare students with a strong character for success, broadly defined to include high return on investment (ROI) and personal and professional success and contributions. Build on our global mindset and culture of innovation and entrepreneurship to further differentiate Bryant as a destination university. Generate increased organizational strength and financial stability through diversification and expansion of revenue streams.

(Bryant University, n.d)





Bryant University

Student Population/University Location

- **Enrolled student population at Bryant University, both undergraduate and graduate**
 - 76.9% White, 6.48% Hispanic or Latino, 3.62% Asian, 3.21% Black or African American, 2.26% Two or More Races, 0.136% American Indian or Alaska Native, and 0.109% Native Hawaiian or Other Pacific Islanders (Bryant University, n.d.).
- **University Location and Characteristics**
 - Smithfield, Rhode Island
 - Close-proximity to prime locations
 - Common areas for student meeting points/breaks
- **Weather/Climate**
 - 4 seasons of climate change
 - New England Fall scenery





Bryant University School of Nursing

Philosophy Statement



The philosophy of Bryant School of Nursing is to educate and inspire nursing students to become caring, passionate, holistic, empathetic, and innovative nurses who lead the way in global health and nursing. It supports a robust curriculum, evidence-based practice, professionalism, clinical competence, advanced clinical reasoning, innovative global leadership, holistic care and lifelong learning. The conceptual framework incorporates the four constructs from the nursing metaparadigm of person, health, nursing, and environment (Billings & Halstead, 2023, p. 139) . The metaparadigm emphasizes holistic care as it highlights humanistic aspects intertwined with scientific knowledge and evidenced-based practice.



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Persons

- Unique
- Physical
- Spiritual
- Growth
- Change
- Choice
- Cultural
- Psychosocial
- holistic beings
- Responsible for own actions

Health

- Dynamic state of well-being
- Individual's perception
- Ability to adapt to disease/disability
- Optimize well-being
- Health care is a human right

Nursing Metaparadigm

Nursing

- Art and science
- Critical thinking/Clinical Reasoning
- Information interpretation
- Problem-solving skills
- Holistic
- Evidence-based
- Human caring and compassion
- Respect and dignity

Environment

- Internal and external elements that affect individual's perception
- Adaptation to the environment
- Influence on health of individuals and the delivery of healthcare



Organizing Framework

- **Concept Based Curriculum** (CBC) best aligns with our traditional integrated four-year (8 semesters) baccalaureate degree at Bryant University.
- Our vision is to include the diverse needs of the student population.
- Traditional frameworks, entail enormous amounts of information to passive students, often in a lecture format, leaving minimal time for students to comprehend and process the information.
- Evidence has confirmed the use of CBC key concepts and exemplars have assisted to decrease overcrowded curricula's burden and encourage students to focus on clinical reasoning skills. Allowing for the promotion of positive connections.
- Bryant University School of Nursing's curriculum provides organizational framework and structure that is student-centered with conceptual learning.





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Organizing Framework Goals

- Concept Based Curriculum (CBC) will affirm concrete concepts for students to build and grow a comprehension of knowledge (Baron, 2017).
- Mixed teaching strategies in a flipped classroom style, along with robust clinical experiences and simulation labs, will allow students to apply new knowledge and build on learned concepts to deepen the students' clinical reasoning abilities (Billings & Halstead, 2023, p. 292).
- Critical thinking will be promoted by applying case studies in courses each semester that are linked with lab and clinical courses (Iwasiw et al., 2020 , p. 59-60, 293).
- CBC's innovative approach to teaching assists educators in meeting Bryant Universities Vision 2030 strategic plan and addresses the IOM's call for reform.
- Provides students with the knowledge needed in 21st-century nursing to achieve meaningful and impactful careers and will prepare students for evolving healthcare delivery systems and global nursing leadership (Bryant University, n.d.).

Purpose and Outcomes

PROGRAM PURPOSE

- To prepare the next generation of nursing professionals and nurse leaders through interdisciplinary, experiential education, which takes a global, holistic view of health, human behavior, and wellness.
- To prepare nurses with a strong character of success, including high return on investment (ROI) and professional success. To build on our global mindset of health, culture, and innovation in nursing to further differentiate Bryant University as a destination School of Nursing.

PROGRAM OUTCOMES

- Provide an innovative, concept-based nursing science program offered at the undergraduate level.
- Focus on experiential learning opportunities early and often through laboratory work, research, clinical, internships, patient care experiences, and shadowing opportunities.
- Develop interdisciplinary nursing programs centered on strong evidence-based practice, nursing management, strategic nursing skills, and advanced clinical reasoning.
- Provide nursing leadership training for a variety of healthcare settings and advanced outreach and community service activities.
- Prepare highly educated and competent nurses ready to enter the workforce.



Program Plan

(Prerequisites: Algebra, Biology with a Lab, and Medical Terminology)

Freshman

First (Fall) Semester	Credits	Second (Spring) Semester	Credits
WRIT 106: Writing workshop *	3	NUR 101: Fundamental Nursing (Nursing history, theory, dosage & calculations, and basic nursing care) LAB/CLINICAL	6
GFCL 100: Global Foundations of Character and Leadership *	3		
GFOB 100G: Global Foundations of Organizations and Business *	3	PSY 280: Introduction to Sociology	3
IDEA 101: Bryant IDEA: Innovation and Design Experience for All *	3	NUR 102: Holistic Health Assessment	3
SCI 360: Anatomy & Physiology I WITH A LAB	4	SCI 380: Anatomy & Physiology II WITH A LAB	4
	16		16

Program Plan

Sophomore Year

Third (Fall) Semester	Credits	Fourth (Spring) Semester	Credits
SCI 251: Microbiology with a lab	4	SCI 265: Chemistry with a lab	4
NUR 206: Pharmacology I	3	NUR 208: Pharmacology II A focus on Pathophysiology	3
PSY 260 – Introduction to Psychology	3	PSY 360: Child and Adolescent Development	3
NUR 210: Concepts in Nursing Practice I A focus on psychiatric disorders LAB & CLINICAL	6	NUR 220: Concepts in Nursing Practice II A focus on Family Health LAB & CLINICAL	6
	16		16

Program Plan

Junior Year

Fifth (Fall) Semester	Credits	Sixth (Spring) Semester	Credits
NUR 300: Concepts in Nursing Practice III A focus on Med-Surg LAB & CLINICAL	6	NUR 310: Concepts in Nursing Practice IV A focus on Med-Surg LAB & CLINICAL	6
SCI 354: Nutrition	3	LGLS 383: Health Law	3
NUR 325: Nursing Research and Evidenced-Based Practice	3	NUR 305: Nursing Informatics	3
LAN 300: Spanish I Healthcare	3	LAN 310: Spanish II for Healthcare	3
	15		15

Program Plan

Senior Year

Seventh (Fall) Semester	Credits	Eighth (Spring) Semester	Credits
NUR 400: Concepts in Nursing Practice V A focus on Global, Community & Socioeconomic Disparities LAB & CLINICAL	6	NUR 420: Advanced Concepts in Nursing Practice VI: A focus on Clinical Reasoning in Nursing Management. LAB & CLINICAL	5
NUR 410: ETHICS in NURSING: end of life/organ donation/hospice	3	NUR 455: Nursing Capstone/Mentorship	4
MGT 463: Power and Influence **	3	MGT 302: Organizational Behavior **	3
Management Elective... recommended: MGT 477: Women and Leadership Strategies for Success and Professional Development	3	MGT 480: Leadership Seminar **	3
	15		15



Bryant University School of Nursing

Rationale for Curriculum Design



- Bryant University is known for its prestigious business program (Bryant University, n.d.) .
- Designed with both a major in nursing and a *minor in business*.
- Prepares students to be innovative global nurse leaders.
- First semester classes are part of the *First-Year Gateway Experience* Bryant University (Bryant University, n.d.).
- Second semester begins basic nursing classes introducing students to nursing concepts early in the program.
- Minimum GPA 2.7 (80 or above).
- Seek support/guidance early to ensure concepts are clearly understood (Billings & Halstead, 2023, p. 197).
- Progressive curriculum that builds and expands with each semester (Iwasiw et al., 2020, p. 11-13).
- Focus on Global & Socioeconomic disparities expanding students' overall perspective on Nursing.

Course Syllabus (Freshman)

Nur 101-Fundamental Nursing with Lab (4 credits)

Course Description

- Introduction to the profession and practice of nursing
- Laboratory- introduces classic nursing principles that underpin future clinical practice
- Lecture- nursing care of the adult patient and nursing interventions used in the face of common health issues
- Emphasis on skills needed for safe, quality care
- Flipped Classroom
- Applied learning activities; high ordered thinking tasks

Coursework Grading	% of Grade
Preparation Assignments	20%
Health History Paper	20%
Exams	60%

Course Objectives

- Identify the roles and responsibilities of a baccalaureate degree nurse
- Demonstrate competency and safety in performing basic nursing skills
- Applies knowledge from the physical sciences along with the nursing process to regulate patient care needs

Course Syllabus (Sophomore)

Nur 220-Concepts of Family Nursing (3credits)

Course Description

- Concept-based learning, didactic course
- Holistic care of women, children, and families
- Health and well-being, and address complex health issues in diverse family settings
- Family-centered care, cultural competence

Family nursing concepts

- Health Promotion, Family Dynamics, Culture, Diversity/Equity/Inclusion, Reproduction/Sexuality, Grief & Loss

Prerequisites

- Fundamental Nursing, Anatomy and Physiology, Microbiology, Introduction Psychology

Course objectives

- Identify and analyze the core concepts of family nursing
- Develop and implement evidence-based nursing interventions
- Evaluate the effectiveness of nursing interventions
- Demonstrate effective communication, collaboration, and ethical decision-making

Coursework Grading	% of Grade
Class Participation	15%
Assignments	30%
Course Project	30%
Exams	25%

Course Syllabus (Juniors)

NURS 300 Medical-Surgical Nursing III (3 Credits)

Course Description

This course will implement concept-based learning focusing on physiological disorders requiring nursing interventions and management in the adult population. Applying the nursing process with core concepts caring for the acutely ill adult population. Concept-based learning will be enhanced and with a focus on promoting the critical thinking process. Clinical learning will take place in either outpatient or inpatient acute care setting, in addition to simulation/nursing labs. Clinical experiences will provide students to practice applying theoretical concepts and implement safe patient care in the acute care setting. Course work will entail lecture format in addition to virtual patient assignments (Shadow Health), quizzes, ATI practice, and two exams.

Course Objectives

- Concepts are accomplished in prerequisite courses that are enhanced providing safe, competent care on the adult population with acute/chronic illnesses.
- Best practice outcomes are accomplished in the medical/surgical setting using the nursing process.
- Skill development is mastered with the focus to develop and mature critical thinking.
- Students will be presented with challenges and barriers they will implement safe practice interventions to ensure optimal patient outcomes in a holistic effort.

Coursework Grading	% of Grade
Class Participation	10%
ATI	15%
Assignments (Shadow Health)	20%
Quizzes	30%
Exam[s] (Midterm + Final)	25% (10% + 15%)

Course Syllabus (Senior)

NUR 400 Global/Community Health & Socioeconomic Disparities (6 credits)

Prerequisites: NUR 310: Concepts in Nursing Practice IV and previous classes

Course Description

This course builds on nursing students' professional experiences to prepare them for population-focused clinical practice in global/community/public health nursing by meeting selected, collective health needs of the community and society. The course is broken up into two parts, class time (3 credits) and clinical time (3 credits). The values of diversity, equity, inclusion, and global citizenship form the basis for primary prevention strategies for populations at risk to promote and protect health and prevent disease across the life span. Healthy People 2030 and exemplars of population health are combined to provide the basis for community nursing practice.

Course Objectives

- Identify and describe the impact of environment and lifestyle on the health of populations.
- Prepare a prioritized problem list and plan strategies to improve population health with primary, secondary, and tertiary prevention strategies.
- Evaluate clinical prevention plans and population -focused interventions, using appropriate technological aids, with attention to effectiveness, efficiency, cost-effectiveness, and equity.

Course Evaluations

Item	% of Grade
Class Participation	5%
Reflective Journals	5%
Clinical Course Project	25%
Unit Exams	20%
Midterm Exam	20%
Final Exam	25%
Clinical Practicum	Pass/Fail

CCNE Standards I

CCNE Standard	Benchmark (Expected Outcomes)	Responsible for Assessment (who)	Data used for assessment	Timeline and frequency for data collection
I. Mission & Governance	Consistent with the Bryant University Mission Statement to educate and inspire students; the Bryant School of Nursing program will educate, prepare, and inspire nursing graduates to find their passion and become innovative global nurse leaders with a holistic view of health, human behavior, and wellness which will prepare them for immediate entry into practice upon completion of the program.	Advisory Board Chairperson Program Administrator Nursing Program Coordinators Clinical Coordinators Nursing Program Assessment Committee	<ul style="list-style-type: none"> Anonymous student evaluations at the end of each course. Anonymous Faculty evaluations regarding the programs ability to meet expectation and remain congruent with University. Annual review of the program's mission and goals. 	<ul style="list-style-type: none"> Evaluated at the end of each semester Evaluated annually at the close of Spring Semester. Mission and goals reviewed yearly.

CCNE Standard II

CCNE Standard	Benchmark (Expected Outcomes)	Responsible for Assessment (who)	Data used for assessment	Timeline and frequency for data collection
II. Institutional Commitment and Resources	Fiscal and physical resources are sufficient to enable the program to fulfill its mission, goals and expected outcomes.	Review of fiscal resources made by Dean of Nursing, in charge of budget proposals to ensure effective management of allocated resources.	Data collected via student survey of availability of supplies; fiscal transparency (published nursing department spending data)	Data collected annually

(American Association of Colleges of Nursing, n.d.)

CCNE Standard III

CCNE Standard	Benchmark (Expected Outcomes)	Responsible for Assessment (who)	Data used for assessment	Timeline and frequency for data collection
III. Curriculum and Teaching-Learning Practices	<ul style="list-style-type: none"> A logically structured curriculum achieving optimal expected student outcomes that are congruent with Bryant University's mission and goals. Baccalaureate program curricula built on Bryant Universities standards with the foundation of the arts, sciences, and humanities. Teaching-learning practice with the achievement of expected student outcomes. 	I: Nursing Program Coordinators, Clinical Coordinator, and Nursing Programs Assessment Committee. Elaboration with teaching faculty at the University.	IA: Curriculum is evaluated by faculty material including lecture, clinical practice, and experiences providing integrate new knowledge demonstrating attainment of program outcomes.	Annual completion of evaluations of data fostering ongoing improvements in the program.

CCNE Standard IV

CCNE Standard	Benchmark (Expected Outcomes)	Responsible for Assessment (who)	Data used for assessment	Timeline and frequency for data collection
IV. Program Effectiveness: Assessment and Achievement of Program Outcomes	Effective in fulfilling the mission and goals of Bryant University: Global mindset, Culture of innovation, Entrepreneurship, Preparing students for career success	Faculty, Program directors, Assessment coordinators, Other designated personnel	<ul style="list-style-type: none"> Percentage of students who successfully complete the program above 70% Percentage of students who pass the NCLEX exam, aim for above 80% Percentage of students who find employment within six months of graduation above 70% Reflect expectations of faculty in their roles. 	<p>Data is collected within 12 months of program completion</p> <p>Employment data are collected at the time of program completion or at any time within 12 months of program completion</p>

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