West Shore Community College ADN Curriculum

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Abstract

Registered Nurses account for the majority of working citizens in the United States. Colleges and Universities have set standards to meet in creating the framework for students enrolling in a nursing program. An identification of a specific college, West Shore Community College, offering an Associate’s Degree in nursing program is discussed. The Associate’s Degree in nursing is a first level nursing program. External Frame Factors are provided and calculate the regions need for the nursing program. These factors include the demographics, characteristics, and the political climate. Internal Frame Factors listed include the organizational structure, mission and philosophy, the economic situation and resources. Key components of the curriculum are assessed for mission, philosophy, the framework and outcomes of the nursing program. These components are critiqued for strengths and weaknesses. The paper offers recommendations to the nursing program to aid in the growing frameworks and to become a more enhanced program for students and faculty.

Registered Nurses consists of the largest division of the United States employees. Currently, there are 3.1 million Registered Nurses in the United States and 84% are employed. Of the 3.1 million Registered Nurses, 55% hold an Associate’s Degree or Diploma in Nursing (Rosseter, 2011). Registered Nurses must complete extensive up to date courses in nursing education to complete an Associate’s Degree in Nursing. Once the courses are complete, the student may complete an exam and upon a passing score will receive the nursing degree. If the student requests to pursue a higher degree, additional classes must be completed. The course framework in which an institution provides for the student is complex and technical in providing the student with the most up to date material. The purpose of this paper is to highlight the framework of a community college which provides an Associate’s Degree in Nursing Program.

Curriculum Identification

In identifying a healthcare curriculum to assess, the selected curriculum is an Associate’s Degree in Nursing (ADN) program. The ADN position is an entry level program for students who are interested in the nursing field. The ADN program is offered through West Shore Community College (WSCC) located between the towns of Ludington and Manistee, Michigan. The appropriate address for WSCC is 3000 North Stiles Road, Scottville, Michigan. West Shore Community College is a not for profit, public organization. The College participates in the project, Academic Quality Improvement which earns the accreditation with the Higher Learning Commission (West Shore Community College, 2015).

External Frame Factors

**Community**

The college is situated in a rural community area on 360 acres. The surrounding area to the college incorporates rolling farm fields, dairy farms, and historical farmhouses. In supporting the community, the college houses programs and partnerships for the student and the public. Programs include performing arts, theater, music, and visual arts. The wellness services offer memberships, pool, disc golf, and an ice skating arena in which the public may utilize to their convenience. New and existing small businesses in the area may utilize the Business Opportunity Center offering an entrepreneurship which provides classes, workshops, and training seminars. Multiple partnerships have been established for the nursing, mechatronics, law enforcement, welding, and education programs. In an effort to promote jobs after completion of school, WSCC has an active partnership with six different workforce companies to aid in the hiring of new graduates. One asset the college has initialized is the partnership with West Shore Educational Service District (WSESD), this incorporates technical and focused career programs for 14 high schools within the area. WSCC also provides students who have not completed high school an opportunity to test for a general education diploma (GED). Once students have met and exceeded WSCC programs, students may transfer credits to regional 4-year colleges and universities including Ferris State University, Davenport University, Walsh College and Central Michigan University (Wilson, 2013).

Students who lack transportation may take advantage of a free public service called, Free Ride. This transportation service is offered Monday through Thursday, three times per day roundtrip. Free Ride departs from Ludington, Manistee, and Scottville at conveniently located marked locations (WSCC, 2015).

**Political Climate**

Community leaders take on an essential part in partaking in the structure of not only a college but in a particular program within the college. The board of trustees make up the key members of WSCC. The seven member team includes; James Jensen- Chair, Michael Ennis- Vice Chair, Bruce Smith- Treasurer, Richard Wilson- Secretary, Steve Urka- Trustee, Phyllis Cowden- Trustee, and Dr. Anthony Fabaz- Trustee (WSCC, 2015) . These members serve on other community boards to provide support in governing the organization while establishing policies and objectives. The trustees approve budgets, ensure adequate finances, and set salaries for the company amongst other duties.

**Demographics**

According to the United States Census Bureau (USCB), the first local town of Ludington has an estimated population in 2014, of 8,078 people (2015). The USCB (2015) continues providing information of the 8,078 people; 89.1% are White, 6.3% are of Hispanic or Latino race, American Indian ranks at 1.4%, and African American is at 1.1%. When assessing age groups, 50% of the population range between the ages of 18 and 65 and 54.2% are females. Of this population, 88.2% are marked with as a high school graduate and 21.5% have a bachelor’s degree or higher. Currently WSCC employs 25 full-time and 82 part-time faculty, administrator’s total 32 full-time and one part-time, and 27 full time and four part-time educational support staff (Commission, 2013). An average mean travel time to work is 13.5 minutes with an average household income of $32,010. The distance from Ludington to WSCC is 9.2 miles and takes approximately 16 minutes of drive time. Ludington offers 87 healthcare providers in a ten mile radius and two healthcare facilities in a 25 mile radius excluding the Manistee area (Healthgrades, 2015).

The town of Manistee offers a population of 6,098 people as of 2014 according to the United States Census Bureau (2015). The USCB (2015) continues with more criteria of the 6,098 people; 89.5% are white, 3.4% are Hispanic or Latino race, American Indian comes in at 3.8% and African American makes up 0.5% of the population. The population age 18-65 is 53.9% with 51.5% being female. High school graduates account for 92.6% of the people and 24.5% have acquired a Bachelor’s degree or higher. An average mean travel time to work is 14.5 minutes with an average household income of $41,015. The distance from Manistee to WSCC is 17.0 miles and takes approximately 22 minutes of drive time. Manistee offers three healthcare facilities for employment in a 25 mile radius excluding Ludington and 60 healthcare providers in a 10 mile radius, who also employ healthcare professionals (Healthgrades, 2015).

**Characteristics**

Currently, there are no other colleges, universities or institutes which offer nursing programs in the area of Ludington and Manistee. The closest area for nursing programs of different degree levels are located in Traverse City, Michigan which is one hour and 43 minutes north or 85.8 miles to the north. This institute is Northwestern College (NMC) and offers an Associate Degree in Nursing (NMC, 2015). To the south, the nearest program is in Muskegon, Michigan being one hour or 63 miles. Muskegon Community College (MCC) offers a LPN program and an Associate Degree in nursing program (MCC, 2015). Baker College of Muskegon also offers an Associate Degree in nursing program (College, 2015). To the east, approximately one hour 10 minutes or 63.6 miles is Ferris State University (FSU). FSU offers Bachelors of Science in nursing (BSN), a RN-BSN completion program, RN-MSN accelerated track, and a Master’s in Science of nursing program (FSU, 2015).

The external frame factors described reflect the community, characteristics, political climate and demographics of WSCC. These external frame factors help create the need for the ADN program. Other external frame factors to assess are the need for the program. This is configured by analyzing the regions health care systems and also the state and nation. Researching the employment rate and vacancies of all positions available as an ADN (Keating, Needs assessment and financial support for curriculum development, 2015). This correlates with the external frame factor of the Health Care System. As discussed earlier, assessing for Health Care Systems in the surrounding area and the employment rate is important in supplying an ADN program (Keating, Needs assessment and financial support for curriculum development, 2015). Allotting for students to be employed in the area post-graduation is essential for a successful program.

As discussed in characteristics, academic settings include the research of the surrounding programs. As with the ADN program, researching other institutes in the area for the future graduate to continue studies in a higher program. Having higher programs will allow for students to receive a BSN, MSN, or Doctorates Degree. This allows these students to come back and practice in the surrounding areas. Another aspect of academic settings is the format, students prefer online format. Assessing the program for appropriate online courses will be an asset for students to enroll in the program. Some courses can be structured for partial online and the other portion to be in classroom. Faculty must come together and discuss which topics are in need for class and which are appropriate for online.

The last external factors make up the nursing profession, regulations, accreditations, financial support and the data which makes up the decision to house the program. Some nursing organizations within the state include and not limited to the American Nurses Association Michigan, Michigan Nurses Association, Coalition of Michigan Organizations of Nursing, Michigan Nursing Student Organization, and the Michigan Center for Nursing.

According to the State of Michigan “ the Michigan Board of Nursing houses 23 members; 9 registered nurses (RNs), 1 nurse midwife, 1 nurse anesthetist, 1 nurse practitioner, 3 licensed practical nurses (LPNs), and 8 public members” (Michigan, 2015). The Michigan Board of Nursing creates the NCLEX and regulations for nursing students to become a practicing nurse. The Board also analyzes the college in which the student has enrolled to assure appropriate accreditation is followed. WSCC is accredited by two organizations; Academic Quality Improvement Project and Higher Learning Commission (WSCC, 2015).

Lastly, in providing all the information for the external frame factors, key members of the Board of Trustees and WSCC leaders take the information and create a decision. The decision for a program of ADN will analyze the program to be of an asset to the college, student and the surrounding community. When a decision to create the program is made, the internal frame factors are added to configure additional information to assess for a quality program.

Internal Frame Factors

**Organizational Structure**

The 2009 recession had an impact on WSCC organizational ladder, in which time a new structure was created. The elimination of the Arts and Sciences and the Workforce Development division was enacted creating all academic services placed under one administrator. The chart places the President at the top, Kenneth Urban. Next, follows with the Vice President of Administrative Services, Scott Ward. The Director of Public Relations is Thomas Hawley. The Vice President of Academic and Student, Lisa Stich, has the services of the Dean of Instruction, Dr. Brooke Portman, and Dean of Student Services, Chad Inabinet (WSCC, 2015).

In designing a new program, the advisory team are the contributory key to the project. In creating the ADN program, the team recognizes the need for the specific program by “recognizing in the institution for its place in education, scholarship, and service to the community” (Keating, 2015, p. 153). The team provides the necessary information and advice to Curriculum and Academic Policy Team (CAPT) who reviews and approves the program to be created. The advisory team does the footwork for the program, researching the community needs for the program, an occupational view, and supplying the outcomes and curriculum for the program. Other work information researched includes wages, budget, equipment, and faculty (Commission, 2013).

**Mission, Purpose, Philosophy and Goals**

Mission and philosophies are focused on three actions of education, service, and scholarship/research (Keating, 2015, p. 147). WSCC has a mission “to make our community a better place in which to learn, live, work and prosper” (WSCC, 2015). The vision of WSCC is “to be one of America’s premier community colleges, driven by a passion for: assuring student success, serving our entire community, and pursuing greatness. WSCC furthers the definition in speaking of greatness; we strive to maintain and build upon our positive climate and culture. All of the actions of the WSCC Foundation and college are in alignment. Everyone who visits the WSCC campus is astonished by the experience they have on the campus. WSCC has developed a national reputation for excellence in one or more significant ways.

In order to process the mission and philosophy, WSCC has created goals for students to achieve. Goals are a foundation to the plan of reaching objectives. Six goals were created strategically (WSCC, 2015):

1. Optimize access, learning and success.
2. Lead our community in developing collaborative relationships.
3. Serve as a catalyst for economic development and entrepreneurship.
4. Provide an exceptional campus experience for students, the community and ourselves.
5. Model stewardship of our resources.
6. Build an evidence-based culture.

Of these six goals, strategies were created to provide a definition of how the goals will be achieved. These strategies includes plans and descriptions of each goal. In part for each goal and strategy, each course will have outcomes which will be discussed under Key Components of Curriculum.

**Economic Situation**

As part of all colleges and universities, internal economical programs have a significant impact on how a curriculum is taught and how the program is constructed. WSCC and the LPN program have active partnerships with multiple local businesses to support the program and the activities it will supply to enhance overall education to the students. Such activities can include clinical teaching at Spectrum Health Ludington Hospital in various departments or Munson Home Care. Crystal Young is the director of the Business Opportunity Center for WSCC and the administrative assistant is Cara Mitchell (WSCC, 2015). The role these two women have are to service the business community and the college. Marketing and managing the two incorporates the business plan, resources and support in providing a new curriculum if needed. The two women also, provide feedback for active programs such as the LPN program. When the program is initiated, and created, the program must have continuing statistics on performance for the community and college as a whole.

**Resources**

When assessing resources within the nursing department, the need for expansion should be analyzed for future need or when revising a current program (Keating, 2015, p. 149). Expansion revision should assess for classroom space, faculty and staff ratios, and the accessibility of staff to revise curriculum based on up to date information. Internal resources account for programs to aid in the student being capable to apply, study, and graduate. Resources include student support services, financial aid programs, and work study programs (Keating, 2015).

The nursing department at WSCC offers two simulation laboratory rooms for students to utilize as an academic support resource. In the simulation rooms, eight beds with mannequins are equipped to portray real life scenarios. Students are able to practice various nursing interventions including; foley catheter insertion, nasal gastric insertion, intravenous catheter insertion, range of motion, bed making, bed bath techniques and wound care. The newest simulation for the ADN program is the mom and baby simulator. The mom mannequin is equipped to portray being pregnant and can be simulated to deliver an infant with various diagnosis. The infant simulation can portray a pulse, colored lips to portray cyanosis and can mimic crying. The equipment used for the simulation is funded in the nursing programs budget, donated by the influential people of the community or various healthcare organizations who have upgraded the current equipment.

The William M. Anderson Library is another academic resource for WSCC. The library is located on campus of the college for students and general public to utilize. Hours for the library are Monday through Thursday 8:00am to 8:30pm and Friday 8:00am to 4:30pm. The library offers online support for students in various ways. Students may email the Library, text the library using a cellular phone, or by using the online chat system. The library provides access to several databases and the most heavily used is CINAHL Complete. CINAHL is specifically for nursing and allied health resources. The Michigan eLibrary is also used as a resource for students. Paper nursing journals are not subscribed to being cost-prohibited and less convenient than the 24 hour seven day a week access the database provides (WSCC, 2015). The Library resource should be able to supply a vast amount of databases, texts and journals. Adequate library resources should be assessable for nursing students and for other degree programs offered at the college (Keating, 2015, p. 155).

Key Components of the Curriculum

**Mission**

The mission of WSCC nursing program:

To provide a quality education and to prepare graduates who think critically, practice with competence and compassion in a rapidly changing practice environment, and who can demonstrate entry level competencies as a practical nurse or as a registered nurse. These graduates will be able to utilize the nursing process in assisting clients of all age groups in a variety of health care settings. Graduates will be able to contribute to the health of a group of clients on a day-to-day basis and direct the care given by others with less educational preparation. They will also assume responsibility for continued learning and development as a member of the nursing profession (Nursing Student Handbook, 2015, p. 6).

**Philosophy**

The philosophy of the WSCC nursing program and the beliefs of the nursing faculty are as follows:

Nursing is perceived as a humanistic science which is demonstrated by competent care in preventing disease, providing health care, and offering health teaching. When the client’s illness or health problem is incompatible with life, the nurse has the responsibility to recognize the individual’s right to die with dignity. The faculty is responsible for the selection and guidance of learning activities and students will be encouraged to do self-evaluation, identify self-needs, establish long and short term goals, and become increasingly independent. Since nursing knowledge can be rendered rapidly obsolete by technological and scientific discoveries, the learning climate should encourage exploration and instill a desire to seek further knowledge in order to maintain individual competence. Learning involves internalizing knowledge, skills, attitudes, and ideals resulting in changed behavior. For optimal learning to occur, material should be useful, interesting, satisfying and applicable and the student should be a willing participant. Use of sensory and motor stimuli as well as interaction with instructors and with each other enhances learning and progression from simple to complex tasks and concepts enhances meaningfulness. Although the nursing profession includes several levels of practitioners, there is a core of content including cognitive, psychomotor, and affective abilities basic to all who enter nursing regardless of the level to which they aspire. The opportunity for nursing education should be available to any person who meets the requirements for admission, and who would meet the requirements of the Michigan Board of Nursing for licensure as either a Practical Nurse or Associate Degree Nurse. Not all who enter nursing know their ultimate goal and, therefore, we are committed to career mobility in nursing education. (Nursing Student Handbook, 2015, p. 6)​

**Frameworks**

The framework for the ADN program is projected for an individual student to complete in a two year time span. The two year frame is based on the student following specific criteria in each semester. The total being 90 credits of two years of time. The framework for each class is systematically placed to allow students to learn on a graduated pace. The courses begin with pre-requisite courses including biology, mathematics, English, and other specified courses. Once those classes are completed, students may begin the nursing courses. The first course is Fundamentals of Nursing Practice including clinical time. A the courses are completed, the students may progress into the next algorithm class (see Appendix A)

**Objectives**

Specifically looking at the nursing program and courses for the ADN program at WSCC, the courses have specific objectives for each student to meet. These objectives are noted in the syllabus of each course. The course syllabus gives the student information on expectations of the student and information about the course design. Information should include the instructors name, office number, hours of availability, email references, where the class will be held, a course description, eligibility, required textbooks, credits, pre-requisites, outcomes, expectations of the students, grading scale, assignments, a calendar of the course outlook and rubrics for each assignment. In assessing objectives, one course is evaluated for the this section; NUR 109 Health and Physical Assessment for Nurses Outcomes will provide a definitive plan for the student and will give the student a base knowledge of what he or she will be learning and the expectations to achieve. In the ADN program, course NUR 109, Health and Physical Assessment for Nurses provides students with Learning Theory Outcomes. These outcomes are (Boes, 2015):

1. Demonstrate psychomotor competence in the performance of a comprehensive health assessment in the lab and clinical settings.

2. Differentiate normal from abnormal physical assessment findings during a comprehensive exam.

3. Identify cultural and age related considerations pertinent to health assessment.

4. Demonstrate effective documentation of health assessment findings.

5. Implement evidence-based concepts of safety, infection control, and confidentiality during a comprehensive physical assessment.

6. Implement therapeutic communication skills at all times while performing a health assessment.

**Implementing Plan**

The overall ADN curriculum highlights the framework for students to succeed in the program. A curriculum ladder is created with help of faculty, the Board of Trustees, the Higher Learning Accreditation center, and the State of Michigan recommendation for the specific program. Other programs which are utilized in implementing a new curriculum include the Quality and Safety Education for Nurses (QSEN) program, American Association of Colleges of Nursing, and the American Nurses Association.

The programs listed help create the best and most effective curriculum for students entering the ADN program. The organizing plan for the ADN program reflects the mission of WSCC to “to make our community a better place in which to learn, live, work and prosper” (WSCC, 2015). Each course of the program, which the student completes, will further educate the student to learn the qualities of an ADN professional. Each course will state outcomes for the course, highlighting the end of the program goal. At the end of the program, the organizing framework will allow the student to successfully take the National Council Licensure Examination for Registered Nurses (NCLEX). The National Council of State Boards of Nursing (NCSBN) states the NCLEX “provides a universal structure for defining nursing actions and competencies, and focuses on clients in all settings” (2012).

Issues in the Curriculum

In assessing the curriculum for the ADN program, the program is noted to be located in a geographical region surrounded by two populated areas in need of the program. The quantity of area healthcare facilities with a high employment rate provides a successful ADN graduation to employment statistic.

A few weaknesses noted for the program are the absence of online courses for the ADN program. All courses are offered in the classroom. The program does not offer an advancement in degree higher than the ADN program. Currently, out of 27 full time faculty, nine of the faculty members have a doctorate degree, and 18 of the members have a master’s degree in some sort of field, not just the nursing field (WSCC, 2015).

Recommendations

In order to provide the most optimum curriculum, recommendations within the current curriculum need to be assessed. For the WSCC ADN program, recommendations can include the need to initiate an online program. The online program would need to be evaluated for specific information to be taught. Upon the creation of the online program, thought for specific material and clinical time would need to be held separate. Another option for WSCC is to provide an opportunity for students to continue their education.

Nurses with BSN degrees are known to be well-prepared in handling the requirements of a stressful day in the nursing field (Nursing A. A., 2015). Bridge programs such as LPN-BSN programs or ADN-BSN programs facilitate academic advancement (Academies, 2010). Research is becoming a more rapid growth of education, programs are struggling with the pace of healthcare information. Providing bridge programs will allow students the opportunity to be educated in a higher program. Employers also need the opportunity to hire graduates who are higher level nurses. Nurses with Bachelor of Science in Nursing (BSN) degrees are well-prepared to meet the demands placed on today's nurse

The simulation lab held at WSCC is ranked between a low and mid-fidelity simulation. High-fidelity simulation is beginning to be noted as the standard in nursing schools. The learner can retain information when the information is as close to being a real situation (Wilford & Doyle, 2006). Another helpful aspect in simulation is the capability to stop and educate students in specifics topics. As an example, during the initiation of an intravenous line, the capability to stop as learner is going through the steps is better during simulation than on a real individual. Multiple reasons include the risk for infiltrating the intravenous line on a real person and the risk of the person not tolerating the taught intervention. Currently, there is no statistics on how high-fidelity simulations compare to real time clinical. The pros with high-fidelity simulation is the cost and the time to train faculty in the use of the equipment (Wros, Wheeler, & Jones, 2015).

The ADN program at WSCC provides a learner-centered paradigm. The paradigm focuses on open discussion in the classroom based on specific curriculum within the course. Recommendations for this style of teaching focus on creating a better and more unique ways to keep the learner concentrated in class. Motivation and applying the information is more useful for students with this method (Wros, Wheeler, & Jones, 2015).

Conclusion

The ADN program offered through WSCC offers the most up to date curriculum. The framework of the program meets the accreditation of the Higher Learning Center, the National Council of State Boards, the State of Michigan, and the American Association of Colleges of Nursing. The program offers students various techniques to learning and in return has scored high graduation marks. Employment possibilities for graduates are numerous post-graduation. The program proves to be a success for the region and will continue as a success with maintaining current education curriculum.

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Appendix A

**FRESHMAN YEAR**

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| --- | --- |
| **Program of Study** | |
| **Course Code** | **Course Title** |
| NUR 110 | Fundamentals of Nursing Practice |
| NUR 111 | Fundamentals of Nursing Clinical Practice |
| NUR 136 | Basic Pharmacology for Nurses |
| ANP 230 | Anatomy and Physiology I; See note below |
| SPE 110 | Interpersonal Communications |
| **Total** |  |
| **Semester 2** | |
| NUR 160 | Medical-Surgical Nursing I |
| NUR 161 | Medical-Surgical Nursing Clinical I |
| NUR 170 | Obstetrics & Pediatric |
| NUR 171 | Obstetrics & Pediatric Clinical |
|  |  |
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**SOPHOMORE YEAR**

|  |  |
| --- | --- |
| **Sophomore** | **Fall Semester** |
| NUR 218 | Mental Health Nursing Theory and Practice |
| NUR 238 | Medical-Surgical Nursing Theory & Practice II |
| NUR 245 | Drug Therapy and Nursing Implications |
|  |  |
| **Sophomore** | **Winter Semester** |
| NUR 253 | Professional Issues in Nursing |
| NUR 258 | Medical-Surgical Nrsg. Theory & Practice III |
|  |  |