

AACN COURSE CONTENT GRID FOR CMSV BACCALAUREATE NURSING PROGRAM

The Essentials of Baccalaureate Nursing	Course	Examples
I: Liberal Education for Baccalaureate Generalist Nursing Practice		
1. Integrate theories and concepts from liberal education into nursing practice.	Bio 109/110NURS 219; 229c; 319c; 329c, 431c;433c; 444c; 436c	Perform Physical Assessment on individuals; clinical reflection paper; annotated bibliography and comprehensive care plans?
2. Synthesize theories and concepts from liberal education to build an understanding of the human experience.	Phil 110; Psych 103; Hist 201; Soc 203, 205; NURS 119; 209; 109, 409;229c;319c;329c; 431c;433c;434c; 409;444c	Understanding why nursing is a science discussion; recognizing the forms of communication involved with client care through journal presentations and case presentations, identifying prioritization of care and delegation of care needs appropriately. Simulation exercises. Understanding the influence that the human experience and theory development have on the researcher choosing a paradigm for inquiry.
3. Use skills of inquiry, analysis, and information literacy to address practice issues.	ENGL 110; 120; 109, FYE; Hist 203, 205;NURS209;219;229c;319c;329c; 431c;433c;434c; 409;444c	Professional papers, research papers; Client presentation. Case presentations, journals, group program design and delivery. Community assessment and community based projects. Class presentations. Discussions and assignments to answer how theory, practice and research constitute at triangle of bidirectional relationships.
4. Use written, verbal, nonverbal, and emerging technology methods to communicate effectively.	FYE; Com331,333; NURS109;119;209; 229; 319; 329; 409; 431; 433;434; 436;444	Discussion board, Power Point presentations, human patient simulator. Case presentations, journals, group presentations. Simulation exercises
5. Apply knowledge of social and cultural factors to the care of diverse populations.	Language core; Soc 203, 205; Hist 201,203; NURS 109;209; 119;219; 229; 319; 329; 431; 433; 436;444	Language requirement increases cultural understanding. Madeline Leninger- Culture Diversity in Nursing; cultural competency. Succinct dialogue of NPSG. Successful completion of Kaplan review program. Community based projects. Simulation exercises. Discussion of the ethical importance of equal representation of research among diverse participants with respect to justice (equal distribution of burdens and benefits among cultural groups and both genders).

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| 6. Engage in ethical reasoning and actions to provide leadership in promoting advocacy, collaboration, and social justice as a socially responsible citizen. | NURS 109;209; 409; 229; 319; 329; 431; 433; 436;444 436; Rels 208; 370; Phil 110; Soc 203,205. | ANA Scope and standards of practice 2010; Best practice exemplars associated with leadership concepts. Discussion and demonstration of understanding of the 3 principles of the Belmont Report, specifically: "Justice". |
| 7. Integrate the knowledge and methods of a variety of disciplines to inform decision making. | Chem 109; 110; Phil 110, 370; Bio211;Bio109/110 Econ 110; Psyc 103 NURS 109; 209;119;219; 229; 319; 329; 431; 433; 436;444 | Nursing care plans; clinical interdisciplinary conferences. Successful completion of the NPSG program. Simulation exercises. Discussion and demonstration of understanding the importance of involving multidisciplinary professionals in healthcare organizations (HCO) for decision making about whether to translate research into practice in their HCO. |
| 8. Demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system. | Phil 314; Spc 203, 205.NUR 436; | Community assessment, Community based projects, disaster management; discussion forums; |
| 9. Value the ideal of lifelong learning to support excellence in nursing practice. | NURS 209; 436 , NURS 109 | The study of Patricia Brenner Novice to Expert Nurse; Discussion forum, Discuss education and degree advancement, roles of advanced prepared nurses. Discussion regarding Patricia Brenner "From Novice to Expert" as well as the need for continuing education as lifelong learning in developing oneself as an innovator. |

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Course

Examples

II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

1.	Apply leadership concepts, skills, and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery in a variety of settings.	Soc 203,205; Psyc 103; Bus 105;Econ 230. NURS 109; 409; 319 329c;	Oral and Paper presentation- The role of the nurse manger; clinical experiences; Discussion forum. Lead of discussion questions and chapters in assigned book.
2.	Demonstrate leadership and communication skills to effectively implement patient safety and quality improvement initiatives within the context of the inter-professional team.	Soc 203,205; Psyc 103; Bus 105;Econ 230; NURS 219; 229; 319c; 329c; 431c; 433c; 409; 444c, 434C, 109	Training students on human patient simulation; ANA Scope and Standards (2010). Interdisciplinary team meetings Clinical presentations of assigned clients, journal reviews, participation at clinical rounding, reflection assignments. Simulation exercises.
3.	Demonstrate an awareness of complex organizational systems.	Bus.105;NURS109; 409; 436,	Group project in class- Disaster Preparedness , staffing issues, violence in the workplace, managing difficult policy and procedural changes, human patient simulation, paper presentation
4.	Demonstrate a basic understanding of organizational structure, mission, vision, philosophy, and values.	Bus 105,106; Econ 230.NURS 409; 436	Orientation to Healthcare Systems; paper presentation: group presentation both verbal and written on health care dilemmas that involve many staff members. Written presentation that involves a group of students working toward a common goal. EBP issues identified.
5.	Participate in quality and patient safety initiatives, recognizing that these are complex system issues, which involve individuals, families, groups, communities, populations, and other members of the healthcare team.	Soc 203,205;Bus 105, 106;NURS 229c; 319c; 329c; 431c; 433c; 444c;436c, 109	Look at individual, families, aggregate groups and populations ; clinical experiences; Community assessment. Safe and effective care identified as a need for all nurses with demonstration and testing regarding same.
6.	Apply concepts of quality and safety using structure, process, and outcome measures to identify clinical questions and describe the process of changing current	Bus, 105, 106;NURS 229c; 319c; 329c; 431c;	Discussion of the IOM report on Healthcare Disparities to clinical practice. Clinical experiences. Focus information in the Leadership program. Disparity verses

practice.

433c; 444c;436c
409

diversity in care identified.

7. Promote factors that create a culture of safety and caring.

Soc 203,205;NURS
119; 209; 219;
229c; 319c; 329c;
431c; 433c;
444c;436c 409;
109

Discuss of Watson's model and clinical experiences.
The National Patient Safety Goals reviewed and identified as
a major focus of TJC. Program provided and testing provided
to indicate understanding.

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Course

Examples

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| 8. Promote achievement of safe and quality outcomes of care for diverse populations. | Hist 201,203; Soc 203,205;NURS ;219; 229c; 319c; 329c; 431c; 433c; 444c;436c 409; | Windshield survey ; Analysis of health news journals ; community assessment presentations; Institute of Medicine report on Healthcare Disparities; clinical experiences, Leadership self assessment, community based projects |
| 9. Apply quality improvement processes to effectively implement patient safety initiatives and monitor performance measures, including nurse-sensitive indicators in the microsystem of care. | Bus 105,106;Econ 230;NURS ; 219; 229c; 319c; 329c; 431c; 433c; 444c;436c 409; | IT systems: Electronic Medical Records
Medical systems to decrease human errors; clinical experiences
Navigation of Kaplan resources, Diagnostic Plan for success. |
| 10. Use improvement methods, based on data from the outcomes of care processes, to design and test changes to continuously improve the quality and safety of health care. | Math102,119,120;NURS 209; 229c; 319c; 329c; 431c; 433c; 444c;436c 409; | Demonstrate understanding by answering questions related to the article, paper. |
| 11. Employ principles of quality improvement, healthcare policy, and cost-effectiveness to assist in the development and initiation of effective plans for the microsystem and/or system wide practice improvements that will improve the quality of healthcare delivery. | Bus 105,106;NURS 409; 436 | Cost and budgeting Policy; Medicare and Medicaid; Discussion forum. Lead discussion questions/chapters related to clinical pathways, party payment. |
| 12. Participate in the development and implementation of imaginative and creative strategies to enable systems to change. | Bus 105, 106; Math 102,119, 120;NURS 409 | Change theories, Dilemmas in Health Care, conflict resolution and negotiation. |

III: Scholarship for Evidence-Based Practice

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| 1. Explain the interrelationships among theory, practice, and research. | Math 102,119, 120;NURS 109;119; 209 409 | Group class discussions, written weekly assignments and exams. |
| 2. Demonstrate an understanding of the basic elements of the research process and models for applying evidence to clinical practice. | Math 102,119, 120;NURS 109; 209; | Discussion forum; Critique of research in nursing
Research paper, Research midterm and final, group oral and written presentations designed by a team. Group class discussions, written weekly assignments and exams. |

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	Course	Examples
3. Advocate for the protection of human subjects in the conduct of research.	Phil 110;314;NURS 209; 409, 109	Discussion of Advance Directives, DNR, Health Care Proxy Term Paper. Discussion regarding the role of the IRB and the importance of protecting human subjects being upheld both in the informed consent document and by upholding research ethics throughout the research process. Discuss EBP.
4. Evaluate the credibility of sources of information, including but not limited to databases and Internet resources.	Com 331,333;Phil 110,314; Math 110; NURS 209; 409; 109	Group discussions; class discussion of credible resources. Appropriate use of MR and confidentiality, misuse of email system. Barcoding. Informatics. Class discussions about strategies to establish trustworthiness in qualitative research (e.g. credibility, confirmability, dependability & transferability).
5. Participate in the process of retrieval, appraisal, and synthesis of evidence in collaboration with other members of the healthcare team to improve patient outcomes.	NURS 209;	Clinical pathways; Class discussion regarding effective strategies for healthcare organizations to apply evidence based practice (EBP).
6. Integrate evidence, clinical judgment, inter-professional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care.	NURS 219; 229c; 319c; 329c; 431c; 433c; 434c; 436c; 444;409	clinical experience; Class discussion, review of discussion articles during clinical, journal completion, case presentations.
7. Collaborate in the collection, documentation, and dissemination of evidence.	NURS 109; 319c;329c;409	Encouraging students to Join profession organization online as well as to access nursing journals on line – Preparation and presentation of team research on health care dilemma's.
8. Acquire an understanding of the process for how nursing and related healthcare quality and safety measures are developed, validated, and endorsed.	NURS 209; 409	Class discussion ; oral or paper presentation,
9. Describe mechanisms to resolve identified practice discrepancies between identified standards and practice that may adversely impact patient outcomes.	NURS 109; 409	Professional Issue Paper /Presentation ; Health Policy Issue Presentation. Effective management of policy changes in Health Care Organizations.

IV: Information Management and Application of Patient Care Technology

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| 1. Demonstrate skills in using patient care technologies, information systems, and communication devices that support safe nursing practice. | FYE; Co333,NURS 229c;319c; 329c; 433c;434c; 409, 109 | Electronic Medical Record (EMR); use of PDA's , laptop computers, Skills lab; Human patient simulation; Smart phones; Discussion forum; weekly assignments. Smart boards. Ipads, Medication administration via barcodes |
| 2. Use telecommunication technologies to assist in effective communication in a variety of healthcare settings. | Com 333; Math 110;NURS 319c; 329c; 429c;319c;329c; 433c;434c | Webinar, PowerPoint presentations, Pod Cast; On Line hybrid format. Virtual Classes; computerized exams; Discussion forum; weekly assignments. Kaplan, Telehealth. |
| 3. Apply safeguards and decision making support tools embedded in patient care technologies and information systems to support a safe practice environment for both patients and healthcare workers. | Com 333;NURS ;319c;329c; 431c;433c;434c; 409 | Discussion on Paperless system, Tele-Nursing; clinical experiences; Computerized exams; Discussion forum; weekly assignments. Appropriate and safe use of new technologies, educational forums for use. |

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	Course	Examples
4. Understand the use of CIS systems to document interventions related to achieving nurse sensitive outcomes.	NURS229, 229c 319c;329c;444c	Discussion on using paperless system i.e. EMR ; computer exams, VA hospital Bronx; weekly assignments; post conference clinical presentations
5. Use standardized terminology in a care environment that reflects nursing's unique contribution to patient outcomes.	NURS 229; 319c; 329c; 431c; 433c; 434c; 436c	Observe nurses applying Theory Model of Caring at the VA ; Exams; Discussion forum; weekly assignments. Team meeting discussions.
6. Evaluate data from all relevant sources, including technology, to inform the delivery of care.	NURS 109; 209; 409	Discussion questions, assignments.; research paper, Research midterm and final
7. Recognize the role of information technology in improving patient care outcomes and creating a safe care environment.	Math102,119,120;NURS 219; 229c; 319c; 329c; 431c; 433c; 434c; 436c	Nursing organization AACN; Discussion forum; Computerized exams; Discussion forum; weekly assignments. Identifying high risk clients in pre/post conferences.
8. Uphold ethical standards related to data security, regulatory requirements, confidentiality, and clients' right to privacy.	Com 333;NURS 219; 229c; 319c; 329c; 431c; 433c; 434c; 436c	HIPPA compliance, electronic medical records, NYC DOH human subjects website; Computerized exams; Discussion forums, NPSG discussions, Grand Rounds attendance. Kaplan integrated exams
9. Apply patient care technologies as appropriate to address the needs of a diverse patient population.	NURS 219; 229c; 319c; 329c; 431c; 433c; 434c; 436c	Human patient technology, electronic health records
10. Advocate for the use of new patient care technologies for safe, quality care.	NURS 219; 229c; 319c; 329c; 431c; 433c; 434c	Human patient technology, High Tech Nursing Lab; Lecture on use of simulation in nursing; Discussion forum; Exams; Discussion forum; weekly assignments. Reflection assignments.
11. Recognize that redesign of workflow and care processes should precede implementation of care technology to facilitate nursing practice.	Bus.105, 106;NURS 409	Readings and discussion on implementation of EMR ; Computerized exams; Discussion forum; weekly assignments. Discussion of self scheduling and patient acuity models of care.

12. Participate in evaluation of information systems in practice settings through policy and procedure development.

Bus 105, 106;NURS 409

Observe nurses as advocates in class session; Computerized Exams; Discussion forum; weekly assignments. Presentation on effective policy and procedural Changes in Health Care.

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V: Healthcare Policy, Finance, and Regulatory Environments

	Course	Examples
1. Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments, including local, state, national, and global healthcare trends.	Bus 105;Econ 230;NURs 409; 436	On Line Journals , ANA; community clinical ; Psych clinical, discussions and presentations on state, local, federal laws.
2. Describe how health care is organized and financed, including the implications of business principles, such as patient and system cost factors.	Bus 105; 106;NURS 409	Presentation, human patient simulation scenarios - Professional Reimbursement; Discussion questions, Discussions on managed care, clinical pathways, DRG's party payment.
3. Compare the benefits and limitations of the major forms of reimbursement on the delivery of health care services.	Bus105,106;Econ 230; NURS 409	Professional Issue paper; Discussion forum. Third party payment discussion questions and presentations by students.
4. Examine legislative and regulatory processes relevant to the provision of health care.	Bus105,106;Econ 230; NURS 109; 409	Political Action in Nursing (lobby day); Discussion forum, Board of Nursing regulations.
5. Describe state and national statutes, rules, and regulations that authorize and define professional nursing practice.	Bus105,106;NURS 409	Lobby Day, How to search Bill summary and status on NYC Government website. How to search for Health issues on NYC Government web site; Discussion questions forum
6. Explore the impact of socio-cultural, economic, legal, and political factors influencing healthcare delivery and practice.	Bus105,106;Econ 230; NURS 109; 409; 436	Presentation- Professional Practice Issue; Clinical experience; Discussion forum; Discussion forum; Exams. Discussion on Health Care Diversity and Disparity.
7. Examine the roles and responsibilities of the regulatory agencies and their effect on patient care quality, workplace safety, and the scope of nursing and other health professionals' practice.	Bus105,106;Econ 230; NUR 409, 436	Health Policy Nursing Issue paper. Discussions about TJC, their role, CMS, ANA. OSHA, OHN
8. Discuss the implications of healthcare policy on issues of access, equity, affordability, and social justice in healthcare delivery.	Bus105,106;Econ 230; NUR 409; 436	IOM Report on Healthcare Disparities; paper; exams, presentations ANA code of Ethics; ANA Scope of Practice (2010). Discussion forum. Patient Centered Care Initiatives, Planetree, Magnet, Healthy People Initiative.

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	Course	Examples
9. Use an ethical framework to evaluate the impact of social policies on health care, especially for vulnerable populations.	Phil 110, NURS 209; 436	Letter to Congressman; ANA Code of Ethics; ANA Scope and Standards of practice (2010); Clinical experience, Discussions on Obamacare initiative.
10. Articulate, through a nursing perspective, issues concerning healthcare delivery to decision makers within healthcare organizations and other policy arenas.	NURS 109; 409; 436	Analyzing and Interpreting data; Political Action paper; Discussion forum
11. Participate as a nursing professional in political processes and grassroots legislative efforts to influence healthcare policy.	NURS 109; 409; 436	Lobby Day, Professional Organization membership.
12. Advocate for consumers and the nursing profession.	NURS 409	Supporting Position OF AACN; Lobby Day. Encourage membership in Nursing Professional Associations

VI: Inter-professional Communication and Collaboration for Improving Patient Health Outcomes

1. Compare/contrast the roles and perspectives of the nursing profession with other care professionals on the healthcare team (i.e., scope of discipline, education and licensure requirements).	FYE; Phil 110, 324; Psych 103; Eng 109, 120; NURS 109; 409; 444	Group exercises with freshman from all disciplines. The trends in health care; magnet Status in Hospitals : Health professional practice journals Issues; Group presentation, Discussion forum, Planetree Status
2. Use inter- and intra-professional communication and collaborative skills to deliver evidence-based, patient-centered care.	FYE; Phil 110, 324; Psych 103; Eng NURS 219; 229; 319; 329; 433; 432; 436	Interdisciplinary group communication activities. Discussion questions, experiential learning, clinical team meetings in Psychiatric Nursing.
3. Incorporate effective communication techniques, including negotiation and conflict resolution to produce positive professional working relationships.	Soc. 203, 205; NURS 409	Readings in leadership and management text; term paper, Discussions on Comparing and contrasting conflict negotiation vs resolution.
4. Contribute the unique nursing perspective to inter-professional teams to optimize patient outcomes.	Phi 110; Psych 103; NURS 409	Theory presentation, exams, discussion questions, human patient simulation scenarios, Design and present Patient Centered group,
5. Demonstrate appropriate teambuilding and collaborative strategies when working with inter-professional teams.	Phi 110; Psych 103; NURS 229; 319; 329; 409; 431;	

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| 7. | Collaborate with other healthcare professionals and patients to provide spiritually and culturally appropriate health promotion and disease and injury prevention interventions. | NURS 119; 319;
329; 436 | VA, clinical rotations |
| 8. | Assess the health, healthcare, and emergency preparedness needs of a defined population. | NURS 436 | Mock Disaster experiences |
| 9. | Use clinical judgment and decision-making skills in appropriate, timely nursing care during disaster, mass casualty, and other emergency situations. | NURS, 219; 319;
329; 436 | American Red Cross; Symposium on Disaster Management Adelphi University; Topic: World Trade Center Disaster impact on medical care in the Greenwich Village Community. Member NYC Disaster Response Team; Group presentation; Role play |

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	Course	Examples
10. Collaborate with others to develop an intervention plan that takes into account determinants of health, available resources, and the range of activities that contribute to health and the prevention of illness, injury, disability, and premature death.	NURS 436; Bio 204	Brooklyn VA Hospital; Bellevue Hospital; Kings County Hospital; Lincoln Hospital; Upper Manhattan Psychiatric Center
11. Participate in clinical prevention and population focused interventions with attention to effectiveness, efficiency, cost effectiveness, and equity.	NURS 436; Busn 105, 230	HHC Hospitals; VA; Flu Vaccinations
12. Advocate for social justice, including a commitment to the health of vulnerable populations and the elimination of health disparities.	NURS 436 ; Soc 203, 205	Study of IOM Report; POD cast from Villanova University on Racism on health care
13. Use evaluation results to influence the delivery of care, deployment of resources, and to provide input into the development of policies to promote health and prevent disease.	NURS 409; 436	NYC DOH MH health Bulletins: Health teaching programs delivered across all clinical settings including senior citizens centers in Brooklyn; clinics; psychiatric settings, Joint Commission SPEAK-UP program discussions.

VIII: Professionalism and Professional Values

1. Demonstrate the professional standards of moral, ethical, and legal conduct.	Rel 208; 370; 470; Phil 110; NURS 109; 119; 409	Moral Values and health issues term paper; Demonstrate knowledge of ANA Code of Ethics, Discussions on Ethical Dilemmas, Justice and Veracity.
2. Assume accountability for personal and professional behaviors.	NURS 409; 436; 449; Psych 103	Community Health rotation ; Home visits , rotation through clinical @VA, Psych clinicals at NYP, Montifiere and St. Vincent's.
3. Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession.	NURS 109; 409; 444	Interviewing a nurse leader, participation in Psychiatric rotation groups and team meetings.
4. Demonstrate professionalism, including attention to appearance, demeanor, respect for self and others, and attention to professional boundaries with patients and families as well as among caregivers.	NURS 319; 329; 436; 444	Nursing as a metaphor Claire Fagin, Florence Nightingale, ed. Michelle Kunz, RN, M.A. ; AACN Living Legends. Participation in Capstone Program.

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	Course	Examples
5. Demonstrate an appreciation of the history of and contemporary issues in nursing and their impact on current nursing practice.	NURS 109; 119; 209; 436; Hist 201, 203; Soc 203, 205	Papers/Presentation on the contribution of specific leaders revised baccalaureate and masters essentials documents; accredited residency programs for beginning nurses. etc. Class discussions and exams to assess understanding of historical leaders in nursing and the trends in the development in nursing as an art, science and discipline.
6. Reflect on one's own beliefs and values as they relate to professional practice.	REL 208; FYE; NURS 109; Psych 103	Philosophy Paper; Reflective presentation
7. Identify personal, professional, and environmental risks that impact personal and professional choices and behaviors.	NURS 109; 119; 436; 409; 449	Discussion on Whistle Blowing; Health care Disparities; Discussion forum. Presentations on Performance Appraisals, Recruitment strategies and decision-making re: job choices.
8. Communicate to the healthcare team one's personal bias on difficult healthcare decisions that impact one's ability to provide care.	NURS 219; 229; 319; 329; 436; 449; Psych 103	Healthcare Disparities; IOM Report
9. Recognize the impact of attitudes, values, and expectations on the care of the very young, frail older adults, and other vulnerable populations.	NURS 219; 229; 319; 329; 436; 449	Standards of Nursing Practice ANA; clinical rotation. Respect of attitudes and values, of the young, aging, diverse and vulnerable populations is demonstrated in the health interview of health assessment.
10. Protect patient privacy and confidentiality of patient records and other privileged communications.	NURS 219; 229; 319; 329; 436, 109	HIPPA Compliance understanding demonstrated through group discussion and exams.
11. Access inter-professional and intra-professional resources to resolve ethical and other practice dilemmas.	NURS 219; 229; 319; 329; 436; 409; 449	Examine the importance o advance directives and health proxy as a tool in avoiding the misuse of health care technology in decisions that affect life care ; Discussion forum. Group papers.
12. Act to prevent unsafe, illegal, or unethical care practices.	NURS 329;436; 449, 109; Busn 106	ANA Scope and Standards of Nursing Practice (2010)Papers; AACN White Papers; ANA Code of Ethics; Discussion forum

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| 13. | Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development. | NURS 409; 449 | ANA Scope and Standards of Practice (2010); AACN Baccalaureate Essentials (2008). Annual Training Requirements. |
| 14. | Recognize the relationship between personal health, self renewal, and the ability to deliver sustained quality care. | NURS 109; 119; 409 | Term Paper The Role of the Nurse Manager. Chapter discussion question reviews, verbal presentations and written group paper. |

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IX: Baccalaureate Generalist Nursing Practice

		Course	Examples
1.	Conduct comprehensive and focused physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments of health and illness parameters in patients, using developmentally and culturally appropriate approaches.	NURS 433; 436; 444; psych 103	Wind Shield Survey Term paper on elderly; NCO on Child and Family, Gerontology Intergrated Testing.
2.	Recognize the relationship of genetics and genomics to health, prevention, screening, diagnostics, prognostics, selection of treatment, and monitoring of treatment effectiveness, using a constructed pedigree from collected family history information as well as standardized symbols and terminology.	NURS 319c; 329c; 436; 444; Bio 204	Health History and Interview - Adult Clients Human Genome Project. Health Promotion lecture.
3.	Implement holistic, patient-centered care that reflects an understanding of human growth and development, pathophysiology, pharmacology, medical management, and nursing management across the health illness continuum, across the lifespan, and in all healthcare settings.	NUR 319; 329; 433 and 433c; 436; 444; 209; Bio 109, 110	Martha Rogers Theory; Watson Theory. Bronx VA Hospital; ; Theory presentation; NCP: child and family, clinical Psych rotations at NYP.
4.	Communicate effectively with all members of the healthcare team, including the patient and the patient's support network.	NURS 329; 433c; 436; 444, 109	; NYC Medical Reserve Corps; HHC Hospitals; Discussion forum, Nursing Grand Rounds, Medical Grand Rounds, Case Conferences in Psychiatry. Clinical rotations
5.	Deliver compassionate, patient-centered, evidence-based care that respects patient and family preferences.	NURS 329; 433 and 433c; 436; 444	Watson's Theory paper; clinical experience; NCP: Adult; NCP: Child & Family, Planetree Discussions.

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| 6. | Implement patient and family care around resolution of end-of-life and palliative care issues, such as symptom management, support of rituals, and respect for patient and family preferences. | NURS 329; 433; 436; 444 | The Underserved Psychiatric Patient ; Do Not Resuscitate (DNR); Health Care Proxy; Discussion forum, ADA discussions, “The indigent Patient Group Presentations, EMTALA law. Palliative Care vs Hospice Care. The role of the nurse to support client, family and caregivers. |
| 7. | Provide appropriate patient teaching that reflects developmental stage, age, culture, spirituality, patient preferences, and health literacy considerations to foster patient engagement in their care. | NURS 319; 329;433; 436; 449; Soc 203, 205; Hist 201, 203 | senior citizens centers; Upper Manhattan Psychiatric Center; NYCHHC Hospitals; clinical experience Nutritional centers |

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| 8. | Implement evidence-based nursing interventions as appropriate for managing the acute and chronic care of patients and promoting health across the lifespan. | Critique Research in Nursing/ health care Quantitative Research
Research paper, Research midterm and final, NCP: Adult; NCP: Child & Family |
| 9. | Monitor client outcomes to evaluate the effectiveness of psychobiological interventions. | Critique Research in Nursing/ health care Qualitative Study;
retrospective chart audit; medical and psychiatric coordination of care; NCP: Adult; NCP: Child & Family, Psych NCP, suicide monitoring and assessment |
| 10. | Facilitate patient-centered transitions of care, including discharge planning and ensuring the caregiver’s knowledge of care requirements to promote safe care. | Health History and Interview - Adult Clients; NCP: Adult; NCP: Child & Family, Psych, Effective use of Interpreter Services to assure cognition. |
| 11. | Provide nursing care based on evidence that contributes to safe and high quality patient outcomes within healthcare Microsystems. | Transition New Graduate Nurses to Professional practice: Nurse Residency programs; NCP: Adult. Discussion of scope of practice in licensure verses skill sets. |
| 12. | Create a safe care environment that results in high quality patient outcomes. | Study of Dorothy Orem -Self-Care Deficit; Performance Improvement Project; Math skills test; NCP: Adult; NCP: Child & Family |
| 13. | Revise the plan of care based on an ongoing evaluation of patient outcomes. | Orem's Theory; retrospective chart review |

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| 14. Demonstrate clinical judgment and accountability for patient outcomes when delegating to and supervising other members of the healthcare team. | NURS 329; 449;
NURS 433C | Discussion of “Respondent Superior”
Rotations through clinics; Discussion forum |
| 15. Manage care to maximize health, independence, and quality of life for a group of individuals that approximates a beginning practitioner’s workload. | NURS 449 | Clinical rotations at VA, NYCHHC Hospitals; Clinical experience |
| 16. Demonstrate the application of psychomotor skills for the efficient, safe, and compassionate delivery of patient care. | NURS 219; 229;
319; 329; 449 | Nursing simulation, Nursing Lab; Hospital affiliates; Skills test;
Clinical experience |

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17. Develop a beginning understanding of complementary and alternative modalities and their role in health care.
18. Develop an awareness of patients as well as healthcare professionals' spiritual beliefs and values and how those beliefs and values impact health care.
19. Manage the interaction of multiple functional problems affecting patients across the lifespan, including common geriatric syndromes.
20. Understand one's role and participation in emergency preparedness and disaster response with an awareness of environmental factors and the risks they pose to self and patients.
21. Engage in caring and healing techniques that promote a therapeutic nurse-patient relationship.
22. Demonstrate tolerance for the ambiguity and unpredictability of the world and its effect on the healthcare system as related to nursing practice.

Course

NURS 119; 436, 434, 109

REL 208; NUR 119; 229; 319; 329; 449; psych 103

NURS 436; 449; Nurs 229

NUR 319; 329; 436, 409

NURS 319; 329; 449, 434

NURS 329; 436; 409; 449

Examples

Community Health Nursing lecture on alternative modalities: acupuncture and eastern medicine; aroma therapy; Discussion forum, Aromatherapy and Cognitive Behavioral Therapy in Psychiatry, presentation on spirituality and complimentary modalities

Study of Madeleine Leininger Theory; End of Life reflective paper

Discussion Board Question regarding the Geriatric Client; Paper on the overall changes in the geriatric patient
Community Psych setting and clinical rotations
NURS 319 and NURS 329: Gerontologic considerations and discussion of geriatric syndromes are discussed as part of content related to specific adult health content areas.
Nurs 229: Gerontologic considerations as it pertains to basic disease processes in the aging population

Adelphi Symposium on Disaster Management; NYC Medical Reserve Corps; Skills lab; Sim lab, Presentation on Disaster Preparedness on various specialized units.

Study of Jean Watson Theory and term paper; Skills test; Therapeutic communication role play; NCP: Child & Family, Patient Centered Care, Hourly Rounding and Planetree in Psych.

Adelphi Symposium on Disaster Management; NYC Medical Reserve Corps, Managing and Leading with heightened Patient Acuity.