

## **BSN Program Overview**

### **BSN Program Purposes**

The BSN program prepares graduates to practice in increasingly complex and technological health care systems. The purposes of the BSN program are to prepare the graduate to:

- Function as a professional nurse generalist.
- Function as an accountable and responsible citizen.
- Participate in evidence-based health care delivery, research, education, leadership, and consultation services in the local, regional, national, and global community.
- Recognize and respond to the need for continuing professional development.

### **BSN Program Objectives**

The BSN program's purposes are achieved through program objectives. The objectives of the BSN program are to prepare the graduate to:

- Synthesize knowledge from nursing and related disciplines in the provision of care to clients within the health-illness continuum throughout the life span.
- Utilize creative leadership to promote quality health care and patient safety in a rapidly changing multicultural, multiethnic, global environment.
- Synthesize and apply evidence and research findings from nursing and from other disciplines to improve or change nursing practice.
- Use appropriate and current technology and skills in the delivery of safe and effective patient care.
- Function as an advocate and change agent in influencing healthcare policies, delivery, economics, and health disparities to improve the quality of health for diverse populations.
- Collaborate and communicate with members of the health care team in the delivery of individualized, cost-effective and ethical health care services.
- Demonstrate an understanding of accountability, responsibility, values, and standards of moral, ethical, and legal conduct that impact on the role and practice of the professional nurse.
- Utilize theoretical knowledge and clinical competencies in caring for culturally diverse populations in a variety of clinical settings.

**Nursing Unit**  
**Organizing Framework: BSN, MSN, and Doctoral (DNP & PhD) Programs**



## Curriculum Framework Definitions

**COMMUNICATION & COLLABORATION.** (*Pervasive Thread*). Communication is the process by which information, ideas, beliefs, values, and feelings are interchanged. Communication involves symbols, such as written words, gestures, images, and spoken language. Communication is influenced by inherent capacities, socio-cultural background, environment, attitudes, past experiences, knowledge of subject matter, and ability to relate to others. Communication is also affected by technological advances in health care. Communication is inherent in collaboration and requires critical thinking skills.

Collaboration is the process of making and carrying out decisions with other people regarding health care and research in a caring context. Knowledge of health-care systems includes an understanding of the organization and environment in which nursing and health care is provided. Collaborative leadership is a set of skills to accomplish both individual and collective goals. Collaborative leaders must be excellent communicators of a clear vision based in theories of change and understanding of health care dynamics. Effective communication and collaboration are the foundation for developing therapeutic relationships for the purpose of providing patient care, conducting research, and collaborating with members of teams and communities at local, regional, national, and global levels.

**CULTURAL COMPETENCE.** (*Pervasive Thread*). Cultural competence is the integration of knowledge, behaviors, skills, and attitudes required to provide quality health care and conduct research with people from different cultures, transcending national boundaries. Cultural competence involves tailoring health care delivery to meet patients' ecological, biosocial, cultural and linguistic needs in an effort to improve outcomes and eliminate disparities in healthcare. Cultural competence includes being able to recognize and respond to patient population health-related beliefs and values, disease incidence and prevalence, genetics and treatment outcomes. Cultural competence may be viewed as a process by which the healthcare professionals continually engage in self-evaluation and strive to effectively work within the cultural context of the individual, family, population, and/or community.

**DECISION MAKING PROCESS.** (*Pervasive Thread*). The decision making process is the formulation and revision of conclusions based on knowledge acquired. The decision making process requires reflective thought, interdisciplinary focus, global perspective, use of technology, ethical/legal considerations, and comfort with ambiguity. Critical thinking entails the acquisition of knowledge with the intent of deliberate inquiry and involves understanding of different alternatives before making decisions. The decision making process is influenced by many factors such as: patterns and similarity recognition, sense of importance of the facts, common-sense understanding, skilled "know-how" and deliberate rationality. Decision making process outcomes incorporate scientific evidence, patient culture, values and preferences, and clinical expertise.

**ETHICS.** (*Pervasive Thread*). Ethics is a set of shared values or principles that govern the way nurses interact with patients, families and other health professionals. A Code of Ethics makes explicit the primary goals, values, and obligations of a profession. Individuals who become nurses are expected not only to adhere to the ideals and moral norms of the profession, but also to embrace them as a part of what it means to be a nurse. The ethical tradition of nursing is self-reflective, enduring, and distinctive.

**EVIDENCE-BASED PRACTICE, SCHOLARSHIP & RESEARCH.** (*Vertical Thread*). Professional nursing is grounded in the application of evidence from research, expert panels, opinion leaders, research-based theories, clinical expertise, assessment data (including preferences and cultural values), and healthcare data. Basing practice on evidence from a number of sources improves outcomes in practice, education, administration, and research at local regional, and national, global levels. Professional nurses participate in the scholarship of discovery, application, integration, and teaching. Professional nurses are committed to evaluating, creating, conducting, and communicating research findings.

**GENOMICS.** (*Pervasive Thread*). Genetics refers to the study of individual genes and their impact on single gene conditions while genomics examines all genes together and how they interact with each other, the environment, cultural, psychosocial and other factors. The study of genomics assists nurses and other health care practitioners and researchers to find better ways to promote health and prevent and treat disease in individuals, families, populations and communities.

**GLOBALIZATION.** (*Pervasive Thread*). Globalization is the system of interaction among the peoples, communities, and countries of the world. Globalization of health requires the dissemination of knowledge and the use of best evidence to impact policies and improve world health in a manner that transcends all cultural, economic, environmental, political, and social boundaries. The professional nurse utilizes an integrative, cross-disciplinary approach to effectively address health care disparities and reduce the overall burden of disease.

**GLOBAL HEALTH SYSTEMS.** (*Vertical Thread*). Global health systems encompass the personnel, institutions, commodities, information, financing, and governance strategies that support universal delivery of health promotion and preventative services in a fair and equitable manner, responding to people's needs and expectations. Global health systems define the administration of health care in terms of market incentives, health impact, consumer satisfaction, and performance monitoring.

**HEALTH/ ILLNESS MANAGEMENT.** (*Vertical Thread*). Health/illness management includes a scope of services across the health/illness continuum. Nursing practice includes management of health promotion, risk reduction/illness/injury prevention, health maintenance, health restoration, rehabilitation, palliative and end of life care for diverse individuals, families, groups, and vulnerable populations. Optimal health/illness management requires nurses to apply and synthesize knowledge, skills, behaviors, and attitudes to make decisions, develop strategies, and design integrative plans of care. Health/illness management principles and guidelines are developed from nursing and interdisciplinary research. Health/illness management starts at the undergraduate level and builds at the graduate and doctoral level with increasing depth and breadth of knowledge, synthesis of data, complexity of skills and interventions, and role autonomy.

**PROFESSIONAL NURSING.** (*Vertical Thread*). Professional nurses use a well-delineated and broad knowledge base for practice. Inherent in professional nursing is an understanding of the historical, legal, empirical, and contemporary context of research and evidence-based practice. Professional nursing requires strong critical reasoning, clinical judgment, communication, collaboration, and assessment skills. Professional nursing also requires the development and demonstration of a set of core values and principles, an ethical framework for practice, and involves accountability for one's self and nursing practice within the parameters of professional regulation, competencies and scope of practice. Professional nurses are advocates for high quality care and are knowledgeable and active in the policy processes defining healthcare delivery systems. The professional nurse is committed to lifelong learning and continuous professional engagement, including graduate level of study. Professional nurses have advanced knowledge and clinical expertise necessary to promote health, provide care, educate, advocate, consult, and collaborate as well as facilitate change and provide organizational leadership. Professional nurses use and/or create knowledge through research.

**QUALITY & SAFETY.** (*Pervasive Thread*). Quality represents the desired health outcomes that are consistent with current professional knowledge. Quality care uses data to monitor the outcomes of care processes and uses improvement methods to design and test changes to continuously improve the quality and safety of health care systems. Quality care is safe, effective, patient centered, timely, efficient, and equitable. Nursing focuses on the achievement of appropriate self care, demonstration of health promoting behaviors, health-related quality of life, perception of being well cared for, and symptom management based on criteria as positive health outcomes. Patient safety is a critical component of high-quality health care. Safety minimizes risk of harm to patients and providers through both system effectiveness and individual performance. Nurses integrate quality aspects into patient safety and are a pivotal component in the integration of nursing care and the care provided by other members of the health team and health system.

**TECHNOLOGY.** (*Pervasive Thread*). Technology encompasses tools that are intended to enhance clinical practice and include, but are not limited to, computers, web based applications, decision support systems, monitors, data gathering devices, and other technological supports for patient care interventions and knowledge development. Knowledge and skills in information and patient care technology are critical in preparing nursing graduates to deliver quality patient care in a variety of healthcare settings.

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## Organizing Curriculum Framework of the BSN Program

The organizing curriculum framework for the BSN program is derived from the mission, vision, and goals of the CNHS Nursing Unit and the purposes and objectives of the BSN program. The College prepares diverse health care professionals as providers and leaders in the delivery of high quality, accessible, culturally competent care within a highly technological and global environment; and promotes, expands and validates scientific knowledge and evidence-based practice through interdisciplinary research. The goal of the Nursing Unit is to prepare qualified men and women for leadership roles in basic and advanced professional nursing practice in a rapidly changing, multicultural, multiethnic, global environment.

FIU's Quality Enhancement Plan, "**Global Learning for Global Citizenship**," was the impetus for the BSN organizing curriculum framework which builds upon a common global concept schematically depicted as a "globe." The "globe" symbolizes a cohesive global environment populated by levels, pervasive organizing threads, and vertical organizing threads that emanate from a solid base comprised of liberal education (general education, biological sciences, and behavioral sciences). Students progress through the levels of FOUNDATION OF NURSING KNOWLEDGE, NURSING SPECIALTY BASIC KNOWLEDGE, and SYNTHESIS OF NURSING KNOWLEDGE as they complete their plans of study.

The levels encompass 1) seven pervasive organizing threads (**Genomics, Communication & Collaboration, Quality & Safety, Technology, Globalization, Decision Making Process, Ethics, and Cultural Competence**); and four vertical organizing threads (**Global Health Systems, Health/Illness Management, Evidence-Based Practice, Scholarship & Research, and Professional Nursing**).

### Pervasive Organizing Threads

The pervasive organizing threads of the framework include **Genomics, Communication and Collaboration, Quality & Safety, Technology, Globalization, Decision Making Process, Ethics, and Cultural Competence**. These organizing threads are integrated throughout the curriculum and are found in course objectives at all levels of the programs of study.

### Vertical Organizing Threads

The vertical organizing threads depicted within the globe (**Global Health Systems, Health/Illness Management, Evidence Based Practice, Scholarship & Research and Professional Nursing**) are integrated and continuous throughout the levels of the BSN curriculum. These vertical threads are articulated in logical progression from the base of the globe to the equator and represent successful transitions from simple to complex as well as provide depth and breadth to the curriculum.

#### **Global Health Systems**

Goals of the Nursing Unit and purposes and objectives of the BSN program are to prepare students to collaborate with local, national and international health care agencies in promoting excellence through cost-effective, accessible, equitable and humanistic health care delivery systems for divergent individuals, families and communities; utilize creative leadership to promote quality health care and patient safety in a rapidly changing multicultural, multiethnic, global environment; and function as an advocate and change agent in influencing healthcare policies, delivery, economics, and health disparities to improve the quality of health for diverse populations.

At the FOUNDATION OF NURSING KNOWLEDGE level, students acquire foundational nursing knowledge related to global health systems (health promotion, and disease and injury prevention for individuals) in *NUR 3119 Professional Nursing: Concepts & Issues* and *NUR 3066C Health Assessment & Promotion in Nursing Practice*.

At the NURSING SPECIALTY BASIC KNOWLEDGE level, students acquire basic knowledge in specialties related to global health systems (health promotion, and disease and injury prevention for individuals and families) in *NUR 4667 Nursing in Global Health Systems*; *NUR 3226/L Nursing Care of Adults I*; *NUR 3227/L Nursing Care of Adults II*; *NUR 3535/L Psychosocial Nursing* *NUR 4455/L Care of Families: Childbearing Nursing*; and *NUR 4355/L Care of Families: Childrearing Nursing*.

At the SYNTHESIS OF NURSING KNOWLEDGE level, students integrate and synthesize nursing knowledge related to global health systems (health promotion, and disease and injury prevention for individuals, families, and communities) in *NUR 4286 Nursing Care of Older Adults* and *NUR 4636C Community Health Nursing*.

### **Health/ Illness Management**

Goals of the Nursing Unit and purposes and objectives of the BSN program are to prepare students to synthesize knowledge from nursing and related disciplines in the provision of care to clients within the health/illness continuum throughout the life span; utilize theoretical knowledge and clinical competencies in caring for culturally diverse populations in a variety of clinical settings; use appropriate and current technology and skills in the delivery of safe and effective patient care; and function as professional nurse generalists.

At the FOUNDATION OF NURSING KNOWLEDGE level, students acquire foundational nursing knowledge related to health/illness management (health assessment and maintenance) in *NUR 3066C Health Assessment & Promotion in Nursing Practice*; *NUR 3029/C/L Foundations of Nursing Practice*; and *NUR 3125 Pathophysiological Basis of Nursing Practice*.

At the NURSING SPECIALTY BASIC KNOWLEDGE level, students acquire nursing knowledge related to health illness/management (health and complex health alterations: maintenance, restoration, and rehabilitation) in *NUR 3226/L Nursing Care of Adults I*; *NUR 3227/L Nursing Care of Adults II*; *NUR 3535/L Psychosocial Nursing*; *NUR 4455/L Care of Families: Childbearing Nursing*; *NUR 4355/L Care of Families: Childrearing Nursing*; *NUR 3685L Integrative Nursing Care I*; *NUR 4686L Integrative Nursing Care II*; and *NUR 3145 Pharmacological Basis for Nursing Practice*.

At the SYNTHESIS OF NURSING KNOWLEDGE level, students integrate and synthesize nursing knowledge related to health/illness management (integrative care for vulnerable populations) in *NUR 4286 Nursing Care of Older Adults*; *NUR 4636C Community Health Nursing*; *NUR 4940 Senior Nursing Synthesis*; and *NUR 4945L Senior Clinical Practicum*.

### **Evidence-Based Practice, Scholarship & Research**

Goals of the Nursing Unit and purposes and objectives of the BSN program are to prepare students to promote, expand and validate the scientific base of nursing knowledge and practice through the discovery, organization and transmission of research-based knowledge, skills and values; and synthesize and apply evidence and research findings from nursing and from other disciplines to improve or change nursing practice.

At the FOUNDATION OF NURSING KNOWLEDGE level, students acquire foundational nursing knowledge related to evidence-based practice, scholarship, and research (definition and identification of evidence) in *NUR 3119 Professional Nursing: Concepts & Issues*; and *NUR 3029/C/L Foundations of Nursing Practice*.

At the NURSING SPECIALTY BASIC KNOWLEDGE level, students acquire nursing knowledge related to evidence-based practice, scholarship, and research (evaluation and application of evidence, identification of clinical problems) in *NUR 3666 Evidence-Based Nursing & Research for Global Health Care*; *NUR 3226/L Nursing Care of Adults I*; *NUR 3227/L Nursing Care of Adults II*; *NUR 3535/L Psychosocial Nursing*; *NUR 4455/L Care of Families: Childbearing Nursing*; and *NUR 4355/L Care of Families: Childrearing Nursing*.

At the SYNTHESIS OF NURSING KNOWLEDGE level, students integrate and synthesize nursing knowledge related to evidence-based practice, scholarship, and research (utilization of best practices) in *NUR 4286 Nursing Care of Older Adults*; *NUR 4636C Community Health Nursing*; and *NUR 4945L Senior Clinical Practicum*.

### **Professional Nursing**

Goals of the Nursing Unit and purposes and objectives of the BSN program are to prepare students to demonstrate an understanding of accountability, responsibility, values, and standards of moral, ethical, and legal conduct that impact on the role and practice of the professional nurse; collaborate and communicate with members of the health care team in the delivery of individualized, cost-effective and ethical health care services; participate in health care delivery, research, education, leadership, and consultation services in the local, regional, and international community; function as an accountable and responsible citizen; and recognize and respond to the need for continuing professional development.

At the FOUNDATION OF NURSING KNOWLEDGE level, students acquire foundational nursing knowledge related to professional nursing (professionalism, regulatory environments, teaching/learning) in *NUR 3119 Professional Nursing: Concepts & Issues* and *NUR 3066C Health Assessment & Promotion in Nursing Practice*.

At the NURSING SPECIALTY BASIC KNOWLEDGE level, students acquire nursing knowledge related to professional nursing (advocacy, decision making, health care policy, economics, delivery models, change process, quality improvement) in *NUR 3668 Nursing Leadership in Global Health Care*; and *NUR 4667 Nursing in Global Health Systems*.

At the SYNTHESIS OF NURSING KNOWLEDGE level, students integrate and synthesize nursing knowledge related to professional nursing (leadership, management, coordination) in *NUR 4636C Community Health Nursing* and *NUR 4945L Senior Clinical Practicum*.

#### **Curriculum Plan: Generic BSN Track**

The Generic BSN track is a four (4) year curriculum plan of 125 credits. A maximum of sixty (60) lower division credits (general education, biological sciences, behavioral sciences) can be transferred toward the baccalaureate degree in nursing. Over one half (65) of the total required credits (125) for the BSN program are in the upper division. Upper division courses are arranged in a prescribed sequence and courses at each level must be completed successfully before the student can proceed to the next level of courses. Upon admission to the major, the program can be completed in five semesters.

Allocation for credits is based on the University formula that one instructional credit unit equals one 50 minute clock (contact) hour. The ratio of credit to contact hour for classroom courses is 1:1, the ratio of credit to contact hour for clinical/laboratory courses is 1:2, and the ratio of credit to contact hour for the senior practicum course is 1:3. These ratios assure the level of learning achievement necessary to provide for the competent role performance for the BSN graduate.

#### **Curriculum Plan: RN-BSN Track (Online)**

The RN-BSN track is a part-time online curriculum plan of 120 credits. Sixty (60) lower division credits can be transferred toward the baccalaureate degree in nursing. The RN-BSN track allows the student to validate current theoretical and clinical-based knowledge and application through standardized challenge examinations (Adult Nursing, Psychosocial Nursing, and Maternal-Child Nursing). If successful, the RN can transfer the equivalent of thirty (30) credits to the upper division.

The RN-BSN plan of study includes courses designed to facilitate transition to baccalaureate nursing education through exploration of theoretical and clinical issues impacting the profession of nursing in *NUR 3119 Professional Nursing: Concepts & Issues*, *NUR 3066C Health Assessment & Promotion*, *NUR 3666 Evidence-Based Nursing & Research in Global Health Care*, *NUR 3668 Nursing Leadership in Global Health Care*, and *NUR 4667 Nursing in Global Health Systems*. The course *COM 3461 Intercultural/Interracial Communication* further supports the University, College, and Program commitment to a global learning environment. Since the RN-BSN student has not had the opportunity for community-based experiences provided at the baccalaureate level, the RN-BSN plan of study includes a community clinical course (*NUR 4636L Nursing of Communities Clinical*). In addition, the RN completes a senior clinical practicum community-based experience (*NUR 4945L Senior Clinical Practicum*) with a BSN-prepared RN preceptor in a self-selected setting using learning objectives approved by the faculty instructor.