An Undergraduate Nursing Curriculum for Tulane University

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Tulane University’s School of Nursing is a program encompassing caring at its core while providing a rigorous course of study designed to prepare students to be competent providers and nursing scholars post matriculation. The ideals of this new addition to the university can be equated with the mission of the Tulane University which entails striving to “create, communicate and conserve knowledge in order to enrich the capacity of individuals, organizations and communities to think, to learn and to act and lead with integrity and wisdom.” By imparting valuable knowledge gained from years at the bedside, teachers will facilitate learning in students helping them to realize their full potential. Tulane is a private research University based in New Orleans and has much history and pride in community service which is integrated throughout the nursing program. Tulane’s program will instill the importance of research and give students the ability and confidence needed to be valuable contributors to the body of nursing knowledge. The School of Public Health and Tropical Medicine will now welcome the School of Nursing providing a valuable experience for undergraduates to work in an interdisciplinary team with shared learning opportunities.

*Philosophy:*

The School of Nursing, like the philosophy of the University, aims to cultivate and share knowledge in a holistic academic environment which allows students to discover and fully utilize abilities and talents to serve as future leaders in health care. Nursing has an ethical responsibility to provide altruistic, responsible and dignified healthcare to an ever changing and increasingly complex population all while maintaining meaningful, therapeutic relationships with patients.
Nursing is a field that encompasses many different aspects within one profession. At its essence, nursing is analogous to caring. Nurses care for and form transpersonal relationships with patients, in which spiritual factors emerge creating a trusting and healing environment. Nursing has a social responsibility to provide effective, ethical and quality care to patients drawing upon their knowledge base in science and disease management to anticipate patients’ needs. Nursing is a science with a growing body of knowledge, to which the nurse is expected to contribute as well as employ in practice. Tulane’s rich tradition of research and scholastic achievement expects and supports the student to make a personal commitment to learning throughout their lifetime and career. Nurses serve as a key member of the interdisciplinary healthcare team as well as an advocate for patients in the healthcare but also law, policy and management arenas.

Similar to the values of the University, the School of Nursing is committed to participate in the holistic development of every student by assisting in the journey of self-actualization. Human beings have the basic need to be treated with dignity, respect and love. By valuing and respecting human life throughout the lifespan, faculty and students will have the unique opportunity to make a significant impact on the lives of others through acts of compassion and the regard of human kind.

The faculty believes in a humanistic educational system that seeks to assist students in self-actualization and maximization of their potential. In the School of Nursing, educators act as a partner in learning to the student creating a non-paternalistic and liberating educational experience. Learning occurs as a collaborative process between students and instructors promoting development of independent and critical thinking. Caring is an ethos faculty exhibit in interpersonal relationships and thus it is learned and modeled by students. By emphasizing the
importance of community building, discovery of new knowledge and cultural understanding we are able to create a place where students feel comfortable as well as inspired to achieve.

*Organizing Framework:*

Watson’s Caring Model was chosen to structure the curriculum of the nursing school. Watson describes the theoretical concepts as, “nursing within a human science and art context, mutuality of person/self of both nurse and patient with mind-body-soul gestalt, within a context of intersubjectivity” as well as, “the human care relationship in nursing as a moral ideal that includes such concepts such as phenomenal field, actual caring occasion and transpersonal caring” (Watson, 1988, p.73). The educational process is viewed as a spiritual-existential process, where the goal of education also includes self-actualization, realizing one’s own inner strength and power and enhancing healing and harmony (Watson, 1988). The recognition and respect for all human beings is paramount in all interactions and environments. Tulane’s belief in public service and considering the welfare of others is congruent with the themes found in Watson’s Caring Model. The philosophy of the university is invested in enriching the capacity of individuals and these ideals are highly valued in a humanistic based theory such as Watson’s.

The theory acknowledges the need for extensive knowledge in the realm of science, pathophysiology and health challenges to provide care to patients (Watson, 1988). Skills and knowledge of how to provide nursing care to individuals in all states of health are paramount to any nursing education. At Tulane, students will have the experience of collaborative learning of core sciences in an interdisciplinary environment. Students will learn the nursing management and interventions necessary to promote and treat health or illness appropriately. However, our healthcare culture frequently does not consider the spiritual and emotional needs of patients
resulting in a loss of dignity and unfeeling experience. Nurses have the unique opportunity to provide compassionate interactions and preserve human dignity to others in such critical times. Watson’s theory focuses more on emotional and psychological needs of patients rather than disease management. However, she states, “all of this is presupposed by a knowledge base and clinical competence” (Watson, 1988, p.75). While at Tulane, the student will acquire knowledge of core nursing material while learning the ten carative factors and integrating them into patient experiences. The carative factors include such concepts of faith, sensitivity and problem solving (Watson, 1988). The program will allow for the students to be exposed to a wide range of experiences within the field of nursing and can examine how caring and compassion affect patient outcomes. Caring and compassion are interwoven into all aspects of the curriculum. The educator will assist the student in the actualization and internalization of the carative factors which will provide a healing and spiritual experience for both patient and nurse.

Watson emphasizes the collaborative and therapeutic relationship between the patient and nurse which can easily be transferred to explain the teacher-student relationship. When describing the values of her theory Watson describes the importance of, “A nonpaternalistic approach to helping a person gain more self-knowledge, self control, and self-healing, regardless of the presenting health-illness condition” (1988, p.73). With faculty supporting the student and allowing for self reflection, the student can utilize their critical thinking skills and explore their own beliefs regarding nursing, the nursing process and patient perspective allowing for the provision of holistic nursing care. The nursing faculty at Tulane University embodies the concepts within the theory in their careers as educators as well as in their nursing practice. Students who are educated in such a manner learn to integrate caring into all aspects of their practice and other interpersonal interactions. Research has shown student behavior is frequently
modeled from educators, and faculty at Tulane is selectively chosen based on their personal theories and nursing beliefs to ensure consistency throughout the program and caring values are exhibited (Bauer, 1990).

Tulane University Nursing School seeks to assist students in becoming mature, self-confident, fulfilled adults throughout the educational process. In becoming so, these students will be capable of providing emotionally-centered, altruistic and transpersonal care to patients and families. With a background in nursing science, research and liberal arts our students will be more than capable to meet today’s healthcare challenges.

*Overall Purpose and Goal of Program:*

The school of nursing shapes students into professional, compassionate and proficient providers able to care for patients in all environments, of all cultures along the wellness continuum in a dignified manner. Overlapping learning opportunities with students outside of the nursing school will prepare students to be excellent collaborators and advocates for the patient within and interdisciplinary team. Courses in policy and management provide a comprehensive view of healthcare outside of the hospital setting, which allows students to have a greater comprehension of America’s healthcare state. In all interpersonal relationships, the student will respect the human experience and assist in the spiritual growth of others. Students will embrace the concept of “a commitment to caring” and humanistic values that they integrate into their nursing practice. Skills and knowledge learned will allow the student to pass licensure exams required to practice.

Additionally, Tulane offers a core curriculum to all undergraduate students that ensure proficiency in writing, science as well as language. A liberal arts education that includes
humanities and arts courses are a requirement for graduation which along with the core curriculum, prepares students to be knowledgeable and successful in other arenas throughout their lives. The Tulane nursing student will recognize the importance of serving one's community and the value of community involvement. By assisting a community to recover from devastation the student will manifest these beliefs throughout their professional careers.

*End of Program and Level Objectives:*

Upon completion of the undergraduate nursing program, students will be able to;

1. Pass the NCLEX licensure exam.
2. Provide safe, informed, quality patient care for a multicultural population.
3. Integrate caring into the delivery of care for patients across the lifespan.
4. Collaborate with an interdisciplinary team to provide the best possible care for patients, communities and family systems.
5. Have the foundation of knowledge needed to assist and contribute to the body of nursing research.
6. Have the foundation of knowledge needed to continue their educational journey by pursuing an advanced degree.
7. Become proficient and well-balanced students with other abilities such as writing and language provided in a liberal arts education allowing them to become successful nursing educators and leaders.
8. Provide service and assistance to those in the community focusing on the promotion of respect and dignity to those in need.

*Level Objectives:*
The undergraduate nursing curriculum consists of three levels. The previous level must be completed to advance to the next level, as rudimentary knowledge needs to be mastered prior to learning higher level concepts. The levels are described below with descriptions of expectations upon completion.

LEVEL ONE:

Level one begins upon admission to Tulane University’s Undergraduate Newcomb-Tulane College. All undergraduates enter through the Newcomb-Tulane College prior to declaring a major. The first level includes content from the Core Curriculum required from all undergraduate students that enter through the Newcomb-Tulane College in addition to mandatory sciences. The Core Curriculum entails broad liberal arts requirements which assist in strengthening communication and writing skills, build a strong foundation of knowledge that will enrich the college experience, expand creative learning supporting them throughout their lifetime. The Core Curriculum includes language requirements, intensive writing requirements, an arts or humanities requirement, scientific inquiry, TIDES a freshman seminar, community service and cultural knowledge. The final piece of the Core Curriculum is the capstone experience, which will be completed in level three. In this level the core sciences must be taken with students in the university population. The student will acquire background knowledge which is required for building upon in later nursing courses.

LEVEL TWO:

Level two begins sophomore year after successful completion of level one. The second level includes courses within the discipline of nursing and will focus on disease processes, nursing interventions and well as building background knowledge needed to successfully pass
the NCLEX exam. Skills refined in level one such as writing proficiency will be utilized in level two. After completion of level one, the student must apply to the school of nursing and be accepted in order to continue in the nursing program. During this level the student will begin participating in clinical experiences as well as lab experiences which offer an opportunity for hands-on learning. Students will have the opportunity to integrate carative factors into their nurse-patient relationships while completing introductory clinical experience. The student will continue to build knowledge in nursing related courses such as nutrition, biostatistics, research and microbiology

LEVEL THREE:

Level three begins in the senior year of study when the student has completed courses in background science and nursing care. In this level, the student will have independent learning experiences where they are encouraged to choose a specialty of interest and pursue knowledge regarding the specialty. Students will reflect on clinical experiences and how caring values interject with daily nursing interventions. Students will begin to see the healthcare system in a larger scale, and how policy, technology and management affect patient care. Students will begin to prepare for the NCLEX licensure exam and professional nursing practice by taking the senior seminar. During this level, students are strongly encouraged to assist younger nursing students by volunteering to be a T.A., tutor or a student mentor. Upon completion of level three students will have met all criteria to graduate.

Pre-Requisites for Admission:

Tulane accepts highly motivated students into the School of Nursing that will be able to practice competently and contribute to the profession of nursing. Students who are high
achievers who are involved in their schools and communities are preferred. Prior public service or volunteer experience is considered upon application to the nursing program, which is an important value of the University as well as nursing being a profession that serves the public and communities.

Class rank is considered more revealing of a student’s efforts in high school rather than GPA. Certain schools may consider work to be “A” quality when it may be considered of lower merit at another institution. Fall 2010 students accepted were mostly in the top 20% of their class (82%). The minimum accepted GPA for the Nursing School is 3.0. The middle 50% of SAT scores for accepted students at the University range from 1900-2100 with 2400 being a perfect score. High achievement in high school science courses is preferred.

Tulane is proud of its ethnic diversity, which leads to the richness of the educational experience. Students come to Tulane from many parts of the country and even internationally. Approximately 60% of admitted students come from a public school system. Students must be 17 years or older to be accepted into the School or Nursing. Students with disabilities are encouraged to consider nursing as a future career. The diversity of nursing as a profession offers itself to many different roles suitable for various personalities and abilities.

Curriculum Plan:

*A minimum of 120 credits is required to graduate. Students must take all courses listed below and may chose electives as needed to meet credit requirements.

Freshman Year:

FALL (14 credit hours)
- Psychology: PSYC 1000 [3]
- Biology: CELL 1010 [3]
- English: ENGL 1010 [3]
- TIDES: TIDB 1010 [1]
- Language 100 level [4] *Language may be chosen by student

SPRING (13-15 credit hours)

- General Chemistry: CHEM 1070 [3]
- General Chemistry Laboratory I: CHEM 1170 [1] (corequisite CHEM 1070)
- TIDES: TIDB 1110 [1] (Prerequisite TIDB 1010 or 1020) *Students who successfully complete TIDB 1010 or 1020 and TIDB 1110 will satisfy the Newcomb-Tulane College TIDES and the first public service requirements.
- English: ENGL 1020 [3] (Prerequisite ENGL 1010)
- Humanities/Fine Arts Elective [2-3]
- Foreign Language: 2 [4] (Prerequisite Foreign Language 1)

Sophomore Year:

FALL (15 credit hours)

- Foundations of Professional Nursing Practice: NURS 1000 [2]
- Anatomy and Physiology for Nurses I: NURS 1300 [3] (Prerequisites: Biology: CELL 1010, General Chemistry: CHEM 1070, Chemistry Lab: CHEM 1170)
- Child Health and Development: CHSC 6460 [3]

- Microbiology Lab: CELL 4230/7230 [1] (Corequisite or prerequisite Microbiology: CELL 4220, Prerequisites CELL 1010, General Chemistry: CHEM 1070, Chemistry Lab: CHEM 1170)

SPRING (13-14 credit hours)

- Service Requirement: [1]


- Community Nutrition: CHSC 6610 [2-3] (Prerequisites: Biology: CELL 1010, General Chemistry: CHEM 1070, Chemistry Lab: CHEM 1170)

- Foreign Language 3 [4] (Prerequisite Foreign Language 1& 2 )

Junior Year:

FALL: (14 credit hours)

Semester Five
Level Two

**Pathophysiology I: NURS 2250** [3] two units coursework with one unit lab

*Prerequisites:* Anatomy and Physiology for Nurses I: NURS 1300, Anatomy and Physiology for Nurses II: NURS 2300, Foundations of Professional Nursing: NURS 1000, Core curriculum.

*Corequisites:* Health Assessment: NURS 2400

*Description:* In this course, the student will study the human body and organ systems and alterations which occur in a disease state. The body’s response to stressors, pathogens and altered internal mechanisms will be explored. Students will learn appropriate nursing interventions and necessary treatment in various illnesses and diseases. Nurses will also predict and learn ways that compassion and caring can be integrated into nursing care. The lab component of the course will allow students to begin practicing basic nursing interventions such as injection techniques, wound care and care of medically inserted devices, such as tracheotomy tubes, feeding tubes and central lines.

*Objectives:*

Upon completion of the course, the student will be able to:

1. Obtain knowledge of common of frequently seen diseases/admission diagnoses.

2. Use background knowledge from biology and chemistry courses to describe the body’s reaction to pathogens, stressors or altered internal mechanisms at a cellular level.
3. Identify and describe alterations in metabolism and system functioning in the presence of disease or stressors.

4. Explain appropriate nursing interventions necessary for different types of disease states.

Content Outline:

1. Discuss common alterations in normal anatomy and physiology and their resulting effects on the neurovascular, cardiovascular, respiratory, gastrointestinal, genitourinary and musculoskeletal systems.

2. Explore the effects of stressors, aging and other environmental factors on the human body.

3. Review nursing interventions and holistic care options appropriate for various health alterations.

4. In the lab, practice assessments and compassionate nursing care on simulated patients.


Prerequisites: Biology: CELL 1010, General Chemistry: CHEM 1070, Chemistry Lab: CHEM 1170, Microbiology: CELL 4220, Microbiology Lab: CELL 4320

 Mental Health Nursing: NURS 2550 [3]
Prerequisites: Anatomy and Physiology for Nurses I: NURS 1300, Anatomy and Physiology for Nurses II: NURS 2300, General Chemistry, Biology: CELL 1010, Psychology: PSYC 1000, Foundations of Professional Nursing: NURS 1000


Description: This course explores commonly diagnosed mental health issues seen in children, adolescents and adults and elder adults. The course provides education on pathophysiology, proposed causes and treatment methods. Pharmacological management for patients will also be reviewed, as nurses in all disciplines will encounter patients with psychiatric comorbidities. Treatment methods and appropriate nursing interventions will be reviewed.

Objectives:

Upon completion of the course, the student will be able to:

1. Identify characteristics of psychiatric disorders according to DSM-IV.
2. Explore how dignified care and compassion can be provided in mental health nursing.
3. Analyze the effect of mental illness on families, communities and individuals across different cultures.
4. Describe how mental illness affects the nervous system on a chemical level.
5. Demonstrate therapeutic communication techniques in a classroom roll playing session.
6. Explain the disease processes and appropriate nursing and interdisciplinary care and disease management of individuals with mental illness.

Content Outline:

1. Mental Health Diagnoses
- Pathophysiology and purposed causes of mental health disorders
- Common DSM-IV diagnoses, symptoms and interdisciplinary management
- Family implications of mental health disorders
- Mental health disorders across the lifespan

2. Mental Health Disorder Management
- Nursing interventions providing compassionate care
- Pharmacological management
- Therapeutic communication

**Maternity Nursing: NURS 2600 [3]**

*Prerequisites:* Child Health and Development: CHSC 6460, Anatomy and Physiology for Nurses I: NURS 1300, Anatomy and Physiology for Nurses II: NURS 2300, Foundations of Professional Nursing: NURS 1000


*Description:* In this course, the student will review the female reproductive cycle, pregnancy, fetal development as well as maternal and prenatal health. Students will learn nursing interventions relative to childbirth related to mother, baby and family system. Students will learn how to provide compassionate nursing care and assist others in finding spiritual meaning in the childbirth experience.

*Objectives:*

Upon completion of the course, students will be able to:
1. Describe the stages of fetal and maternal development.
2. Analyze nursing interventions that are provided throughout gestation and delivery.
3. Analyze the family role and multicultural differences in the birthing process.
4. Explore non-traditional settings and methods of childbirth.
5. Educate a new mother about breastfeeding and general care for her child.

Content Outline:

1. Fetal development and maternal changes during gestation
2. Nursing care and interdisciplinary prenatal care
3. Nursing care of laboring mother and family system
4. Alterations in pregnancy and delivery and nursing management
5. Nursing care of a newborn

Health Assessment: NURS 2400 [2]

Prerequisites: Foundations of Professional Nursing: NURS 1000, Anatomy and Physiology for Nurses I: NURS, Anatomy and Physiology for Nurses II

Description: Students will learn the basic assessment techniques for persons throughout the lifespan. Students will focus on assessment methods and interpersonal interactions that preserve dignity and respect for patients of all ethnicities and ages. Assessment results will be analyzed to describe the underlying pathophysiology of the patient.

Objectives:

Upon completion of the course the student will be able to:

1. Differentiate between benign assessments and assessments with remarkable findings.
2. Relate assessment findings to the underlying pathophysiological changes within the human body.

3. Differentiate between benign and remarkable findings in patients across the lifespan.

4. Practice methods that promote caring and preserve human dignity while interacting with patients.

5. Complete a thorough head to toe assessment on a mock patient.

6. Predict nursing interventions necessary for assessment findings.

Course Content:

1. Review of body systems and assessment techniques
   - Review assessment tools
   - Review assessment methods

2. Analyze assessment results
   - Briefly reviewing pathophysiological changes

3. Formulate nursing diagnoses related to assessment findings

4. Hands on assessment opportunities with mock patients

5. Documentation strategies of assessment findings

SPRING: (13 credits)

Semester Six

Level Two

Pathophysiology II with lab: NURS 2800 [3]
**Prerequisites:** Pathophysiology I: NURS 2250, Foundations of Pharmacology: CELL 3050, Anatomy and Physiology for Nurses I: NURS 1300, Anatomy and Physiology for Nurses II: NURS 2300, Health Assessment: NURS 2400

**Description:** Students will develop further understanding of illness and disease commonly seen in an adult population. Specifically, we will explore nursing concerns and interventions needed to help manage patients with these diseases helping to provide compassionate and competent care.

**Objectives:**

Upon completion of the course, students will be able to:

1. Formulate nursing diagnoses and care plans based on various pathophysiologies
2. Learn how diseases and illnesses effect the body on cellular level
3. Discuss pharmacological management of disease
4. Analyze how compassionate care can be integrated into different pathophysiologies
   (example: coping with physical changes after amputation)
5. Analyze different preventative measures that can be initiated in order to reduce prevalence of certain disease.

**Content Outline:**

1. Integumentary, Endocrine and Reproductive Systems
2. Chronic disease and its effects on the body
   – Nursing interventions
3. Infectious disease and its effects on the body
- Nursing interventions

4. Cancer and its effects on the body
   - Nursing interventions

5. Pharmacological Management of Disease

**Pediatric Nursing: NURS 2700 [3]**


*Corequisites:* Pathophysiology II: NURS 2800

*Description:* Pediatric nurses have the difficult job of providing care for the patient as well as the family. The pediatric population has unique healthcare needs and their developmental level often times presents challenges to treatment for nurses. Students will learn pediatric physiology as well as alterations in health as well as appropriate, therapeutic nursing management.

*Objectives:*

Upon completion of the program, students will be able to:

1. Differentiate between normal and altered pediatric physiology.
2. Analyze appropriate nursing care for pediatric patients and their families.
3. Describe frequently seen pediatric diseases and illnesses and the special needs related to this population.
4. Communicate effectively with pediatric patients in different phases of development.
5. Provide holistic and compassionate nursing care.

Content Outline:

1. Review of developmental stages in children
2. Normal physiology and pathophysiology of the pediatric patient
3. Holistic, therapeutic and compassionate care techniques for pediatric patients and families
4. Review Cancer and Chronic disease in a pediatric setting
5. Developmentally appropriate communication techniques

Care of Vulnerable Populations: NURS 2500 [2]

Prerequisite Courses: Foundations of Professional Nursing: NURS 1000, Core Curriculum.

Description: The United States has a rich, diverse population and many different cultures that encompass one nation. Students will learn about various cultures, individual values and barriers to care that may occur when providing care to certain populations. Students will also learn about what classifies a vulnerable population and barriers they face to access, quality and funding for healthcare. Students will examine their own values and ideas about providing culturally competent care. At the end of the course, students will have the opportunity to shadow a provider who works with a vulnerable population. The student will reflect on the experience with the population, the difficulties and risks the patient faces when accessing care and overall barriers the provider faces when administering care.

Objectives:

At the end of the course, the student will be able to:
1. Identify personal feelings and biases related to providing culturally competent care.

2. Analyze Non-Western cultures and predict barriers and gaps in the healthcare system that certain populations may face when accessing healthcare.

3. Identify the nurse’s role in providing culturally competent care.

4. Identify vulnerable populations.

5. Examine health disparities that exist among certain populations and formulate plans to assist in decreasing such disparities that can be utilized by the healthcare team.

6. Experience working with a vulnerable population firsthand.

Content Outline:

1. Non Western Cultures; their beliefs and values
2. Culturally competent and compassionate nursing care
3. Vulnerable populations
4. Unique needs of vulnerable populations
5. Field experience with vulnerable population of student’s choice i.e. incarcerated, homeless, mentally ill, pregnant minors, Non-English speaking patients.

Clinical 1: NURS 3000 [2]

Prerequisites: Pharmacology, Foundations of Professional Nursing, Anatomy and Physiology I, Anatomy and Physiology II, Pathophysiology I,

Corequisites: Health Assessment: NURS 2700, Pathophysiology II: NURS 2800

Description:
Students will practice basic nursing and assessment skills while working with patients at a nursing home or rehabilitation facility. As the population ages and those with chronic diseases live longer, these facilities will become increasingly important and prevalent to provide care to those who can’t be cared for at home. Students will refine skills in assisting patients with ADL’s, morning care, transfers and other nursing interventions.

Objectives:

Upon completion of the course, students will be able to:

1. Display proficiency in basic nursing skills while showing caring in patient relationships.
2. Perform bedside transfers and toileting safely and effectively.
3. Assess and document nursing assessments for patients at the facility.
4. Obtain and analyze vital signs for values out of normal range.
5. Develop a care plan for a patient that meets physical, emotional and spiritual needs.
6. Respect patient privacy laws and facility policy.

Content Outline:

1. Health needs that commonly effect patients in long-term care facilities
   - Addressing the emotional and spiritual needs of those in a long-term care facility
   - Conditions and Nursing Interventions: Care plan
2. Review assessment, vital signs, ADL’s transfers and toileting and safety concerns that are related
   - Perform skills during clinical experience supervised with instructor
- Documentation overview and strategies
- Self reflection on perceived competency and overall experience

**Geriatric and End of Life Nursing: NURS 2900 [3]**

*Prerequisites:* Anatomy and Physiology for Nurses I & II, Foundations of Professional Nursing, Pathophysiology I, Pharmacology

*Corequisites:* Clinical I: NURS 3000

*Description:*

With advances in medicine and technology, more Americans are living longer than ever before. Healthcare in general, especially nursing will face major challenges caring for these individuals in greater numbers and with greater incidence of chronic illness. Therefore it is especially important that nurses learn about specific care needs required for this population. Students will learn about the process of aging and its effects on the human body as well as common health issues and concerns unique to this population. Nurses will also learn how to care for adults and their families at the end of the lifespan.

*Objectives:*

Upon completion of the course, students will be able to:

1. Identify unique challenges to providing healthcare to the aging American public.
2. Analyze healthcare needs specific to the geriatric population.
3. Review palliative care and hospice options for healthcare as well as interventions provided by nursing.
4. Discover ways to provide compassionate care and maintain human dignity at the end of the lifespan.

Content Outline:

1. Older adults and chronic disease in America today
   - Workforce implications
2. The process of aging and effects on the human body
3. Chronic conditions and healthcare issues commonly seen in the Geriatric population
   - Specific Pathophysiology
   - Mental Health issues
   - Pharmacological issues
4. Hospice and Palliative care
   - Definition and implications
   - Care techniques for nursing
   - Caring for the family

Senior Year: (14 credits)

- Introduction to Nursing Theory: NURS 3800 [3]
- Service Requirement: NURS 2750[1]
- Principles of Health Systems Administration and Mgt: HSMG 6030 [3]
- Introduction to Public Health Policy and Practice: CHSC 6100 [3]
- Clinical 2 (Maternity, Psych and Pediatrics at Tulane Medical Center): NURS 3010 [2] Prerequisite or corequisite NURS 2700, NURS 2550, NURS2600.
- Clinical 3- Medical Surgical Nursing [2]
SPRING (14 credits)

- Senior Capstone: Nursing NURS 4010 [3]
- Elective from the School Of Public Health and Tropical Medicine [2-3]
- Senior Seminar: NURS 4110 [2]
- Introduction to Bioinformatics and Health Informatics: SPHU 4320 (3)
- Nursing Research: NURS 4150 [3]

Summary:

At the onset of this project, I assumed that it would be relatively simple to create a nursing program for an undergraduate program. I was lucky to find Tulane which had strong humanistic values and public service ideals as well as its own medical center to serve as a clinical site. Challenges arose when I began to lay out the curriculum plan. When I was considering where to place certain nursing courses in the curriculum, it became evident that the prerequisites and corequisites required for the courses would make placement difficult. So much material is required to be mastered in such a short time prior to advancing in the program. In developing the program there were certain things I knew I did not want. My undergraduate university saved all clinical experience for senior year, which I believed was a disservice to students and was something I did not want to replicate when creating my own curriculum. Students need two semesters of clinical experience prior to applying for a summer nurse internship, which I was not able to pursue. While I tried my best to ensure proper course sequencing, I assume once the curriculum is developed, it is often re-worked in following years to best suit the needs of the students.
Of course, I was able to construct this nursing school without consideration of financial and physical resources. New construction may need to be arranged to accommodate classrooms and students and resources may not be available. Resources to adequately pay staff may not be in the university budget. Nursing to some is still considered a task oriented profession and some may argue that it is not typically a major that adds much intellectual value to a University, thus limited funds may be allocated to the program. Louisiana State has a nursing school, and it may be a more affordable option for many students rather than going to a private institution such as Tulane. Due to the fact that the nursing program is four years, I would imagine that the majority of students would be young adults. If this program were a success perhaps a distance learning component as well as an accelerated program could be added.

References

