

## THE COLLEGE OF HEALTH SCIENCES

The College of Health Sciences values integrity, advocacy, excellence, lifelong learning, respect for others, and competence. Within such context, it draws upon the insights and experiences that its students, faculty, staff and community. It offers two degree programs:

- *Bachelor of Science in Nursing* –Students are admitted to the Nursing Program after completing required pre-requisite course work in social, behavioral, health and natural sciences as well as in the humanities. Clinical practice for students is done in conjunction with classroom instruction and involves placements in local, regional, national, and international based agencies including hospitals, public health arenas, private homes, schools, clinics, and other agencies.
- *Bachelor of Science in Public Health* - develops and prepare students to apply knowledge from multiple disciplines for the promotion and protection of the health of human population, giving due consideration to principles of human rights, cultural and ethnic perspectives that abound in Maryland County, in the region, in the whole nation, and in the in the world . Students are admitted to the program of specialization after completing required pre-requisite course work in the social, behavioral, natural sciences and in the humanities.

### *Vision*

Under auspices of the University, the College of Health Sciences strives to be that conduit for the best educated compassionate and caring healthcare professionals in the county, the region, the nation and globally by fostering intellect, creativity and character in an active student-centered learning community.

### *Mission*

To provide a foundation for a lifetime of learning the College's is committed to develop and maintain high quality, professional, career-oriented undergraduate degree programs in the context of a liberal education as well as nurturing intellectual growth and character development in students, to this end its mission comprises three elements:

- *Teaching-Learning*
  - Prepare students from culturally and diverse backgrounds to assume leadership roles in clinical practices, leadership, teaching, health policy, and research.
  - Encourage and support personalized student-centered learning
  - Promote academic excellence in the teaching-learning process
  - Provide education and research training in the social, behavioral, and

biological sciences that focuses on health, illness, and healthcare.

- ***Practice***
  - Promote and demonstrate excellence in professional healthcare services and delivery practices.
  - Benefit the public, the profession (s), and the University through active individual and group involvement in service activities.
  
- ***Research***
  - Advance knowledge and theory through research.
  - Design and evaluate the organization, financing, and delivery of health care.
  - Generate and test innovative professional educational models.
  - We value integrity, advocacy, excellence, lifelong learning, respect for others, and competence. Within this context, the College of Health Sciences draws upon the insights and experiences that its students, faculty, staff and community have to offer. All members of the College community are encouraged to achieve excellence in their chosen fields and to share citizenship and service in the national and global community.

### ***Core Set of Curriculum Harmonizing Competencies***

The curriculum of all programs in the College of Health Sciences (CHS) is harmonized around eight core set of competencies that are in line with the mission, vision and core principles of the College and the University. Given the needs of Liberia and to prepare students to take their rightful place in 21<sup>st</sup> century, these core sets of competencies cut across all professional disciplines within CHS and are to be considered as a guide for all current and future CHS programs. They are:

- Critical Literacy - written communication, critical reading, and critical thinking
- Quantitative Reasoning
- Oral Communication
- Research and Information Literacy
- Technological Literacy
- Cultural Competence
- Specialized Knowledge
- Continuous Development Behavior (Life Long Learning)

A competence based curriculum will help with the evaluation of the teaching-learning process base on students achieving certain milestone as they progress in their chosen curriculum

### ***Definitions of Core Competencies***

***Critical Literacy - written communication, critical reading and critical thinking***

Critical Literacy is the ability to write, read, and think about texts in a reflective manner. Developing critical literacy skills allows students to understand and think about the world around them and encourages them to investigate and interrogate societal institutions and issues.

### ***Quantitative Reasoning***

Quantitative Reasoning is the ability to apply mathematical concepts to real-life problem solving. Developing quantitative reasoning skills allows students to read charts, and graphs, and use that data to consider real-life questions.

### ***Oral Communication***

Oral Communication is the effective interpretation, composition, and presentation of information, ideas, and values verbally. Developing oral communications skills allows students to become effective in their communications on-campus, in the work place and in their communities.

### ***Research and Information Literacy***

Research and Information Literacy is the ability to recognize when information is needed and to locate, evaluate, and use it effectively. Developing research and information literacy skills allows students to understand how to get information and how to use the information they find in responsible and effective ways.

### ***Technological Literacy***

Technological Literacy is the ability to understand and responsibly use technology. Developing technological literacy skills allows students to use technology for a variety of academic and personal purposes.

### ***Cultural Competence***

Cultural Competence is the ability to interact effectively with people of different cultures. Cultural competence comprises four components: (a) Awareness of one's own cultural worldview, (b) Attitude towards cultural differences, (c) Knowledge of different cultural practices and worldviews, and (d) cross-cultural skills. Developing cultural competence results in students having the ability to understand, communicate with, and effectively interact with people across culture and ethnicity in the workplace and their communities.

### ***Specialized Knowledge***

Specialized knowledge is the knowledge gained which is independent of the vocabularies, theories and skills of particular fields, and is what students in any specialization should demonstrate with respect to that specialization itself. Students developing specialized knowledge in his or her chosen profession provide for safe and effective practice in the workplace and the community.

### ***Continuous Development Behavior***

Continuous development behavior is the integration of formal, non-formal and informal learning opportunities so as to create the ability for continuous lifelong development. Learning is therefore part of one's life which takes place at all times and in all places. Developing a continuous development behavior provides students with the ability throughout his or her life to strive for the knowledge and skills needed for personal fulfillment and development, active citizenship, social inclusion and employment.

### ***Overview Of College Of Health Sciences Curricula General Education Requirement***

The general education (GE) requirements and the Baccalaureate Nursing Program afford students the opportunities to develop qualities and skills that will serve them throughout their lives as well as meet the general education requirements of the national commission on higher education. This broad general education is the foundation in providing student with knowledge essential to the understanding of individuals, families, communities and society within the context of healthcare delivery. Thus students are encouraged via the GE to:

- Build self-awareness, self-respect, and self-confidence
- Recognize and respect the beliefs, traditions, abilities, and customs of all people and all cultures
- Consider the local, global, and environmental impacts of personal, professional, and social decisions and actions
- Access, evaluate, analyze, synthesize, and use information wisely
- Communicate effectively personally, socially, and professionally
- Think critically, make informed decisions, solve problems, and implement decisions
- Consider the ethical implications of their choices
- Value the learning process throughout their lives
- Integrate and connect ideas and events in a historical perspective, and see relationships among the past, the present, and the future
- Develop a personal sense of aesthetics
- Use technological resources appropriately and productively
- Work cooperatively and respectfully with others to serve their communities

## ***NURSING PROGRAM***

### ***Mission***

The mission of the University is to provide quality educational experiences that transform the lives of individual for worthy service. The College of Health Sciences mission is to develop and maintain high quality, professional, career-oriented undergraduate degree programs in the context of a liberal education as well as nurturing intellectual growth and character development in all students. Within the above context, the mission of the Baccalaureate Nursing Program can be shown to be consistent with the mission of William V.S. Tubman University and the College of Health Sciences. The Program strives to educate individuals as nurses who will be able to function effectively in the southeast region, nationally and globally in the following roles:

- Direct Provider of patient care in rural and urban setting within acute, chronic, extended care and community-based facilities using the nursing process to aid clients, families and communities with a variety of health problems, who are at any point along the wellness-illness continuum.
- Manager of patient care within structure health care settings and in communities, serving as liaison between clients and other health care providers.
- Member within the discipline of nursing demonstrating accountability for professional registered nursing practice within the profession's ethical and legal framework.

The educational cadre will focus on the provision of services in the rural areas, which are usually underserved nationally. The academic rigor of our programs, the extraordinary nursing scholarship of our faculty, and our reputation for shaping nursing graduates who are leaders in their profession, position us as one of the top nursing schools in Liberia. Our strengths lie in the strategic creation of an environment that embodies our goals:

- Excellence in research, teaching, and practice.
- Values of respect, diversity, integrity, and accountability.
- Global perspectives and leadership in nursing and health care.
- Growth that is planned, innovative, and financially sound.

### ***Values***

***Excellence*** : We strive to do our best and meet the highest standards.

***Respect*** : We treat all people with dignity, open-mindedness, and esteem.

***Diversity*** : We appreciate and acknowledge our differences.

***Integrity*** : We behave ethically, honestly, and fairly.

***Accountability***: We take responsibility for our actions.

### ***Program Philosophy***

The Department of Nursing (DON) at William V.S Tubman University is committed to the university's broad mission of teaching and service, research excellence, and intellectual interaction and creativity included in the full range of programs offered through the Department of Nursing.

The philosophy of the Department of Nursing is derived from a synthesis of beliefs and values shared by faculty, staff, students, alumni and clinical agencies, and community

stakeholders concerning nursing, nursing education, nursing students and the university. This philosophy and purpose stems from the mission, vision, and core values of the department. The mission and vision speak to collaboration, innovation, and excellence. The core values are caring, excellence, integrity, knowledge, and respect. The mission, vision, and core values are holistic and express faculty beliefs about the relationship of person, health, environment, and nursing.

Professional nursing is both an art and a science, entrusted by society to provide services to promote, maintain and restore the health and well-being of individuals, families and communities from diverse backgrounds. Nursing is grounded in theory and research that directs and validates clinical practice decisions and actions and generates knowledge for practice. Nursing as a profession derives its authentic authority over nursing education, research, practice and service from a social and ethical contract with the public. This contract mandates that the profession act responsibly in promoting person-centered, safe, evidence-based collaborative care and utilizing informatics with a focus on quality improvement for public's health and well-being.

The faculty recognizes that student-centered learning is an interrelation of theory, practice and research. The Department of Nursing faculty believes that baccalaureate nursing education builds on a liberal arts and natural science education, in order to prepare generalists to practice safe, ethical, and excellent nursing. Successful baccalaureate nursing students are expected to learn, to lead, and to transform the community by fulfilling leadership roles and providing evidence-based nursing practice. Graduate nursing education builds upon the baccalaureate curriculum to prepare nursing students for advanced nursing roles by promoting the development of advanced knowledge, concepts and skills.

### ***Conceptual Framework***

The conceptual framework of the nursing curriculum at WVSTU is Caring and Health Promotion throughout Life. Concepts found in the philosophy of the BSN Completion Program at WVSTU form the basis for the conceptual framework and curriculum design. Emphasis within the program is placed on nursing, person, health, and environment, as well as, the Essentials of Baccalaureate Education for Professional Nursing Practice.

The person is a developing holistic being with intrinsic value and worth that interacts continuously with the environment. Each person has similar needs including physiological, safety and security, and psychosocial within a cultural context. A person's needs vary, as does his/her ability to meet these needs. Persons from diverse backgrounds are able to choose among alternative outcomes, set goals, and make decision based on needs and developmental level. Persons may be categorized as individuals, families, groups, communities and populations. Maslow's hierarchy of needs provides the theoretical basis for defining the basic needs common to all people. Lastly, Erikson's eight stages of development provide the framework for assessing the client as they progress along the life continuum.

Health is a dynamic phenomenon, experienced in a unique way by each individual, family, group, community and population. It can best be viewed on a wellness/illness continuum in which adjustments are made in order to maintain the relative constancy called homeostasis. Homeostasis is the ability of the person to maintain a state of balance or equilibrium while interacting with the environment. Wellness is a state of health in which basic needs are being met and homeostasis is maintained. A health problem can be any actual or potential concern or condition which must be resolved or prevented to maintain optimal health of the individual. If unresolved, the problem will result in illness or death, an alteration in the state of health in which there is an inability to meet basic needs and maintain homeostasis.

The environment includes all internal and external physical, safety and security, and psychosocial conditions affecting individuals, families, groups, communities and populations. Unique responses by the individuals, families, groups, communities or populations to constant interaction with the environment result in varying degrees of health. A focus of nursing is to optimize the environment, in diverse health care settings in order to prevent illness; promote, maintain or restore health; or provide end of life care.

Nursing is the art and science of assisting clients, significant support persons, groups and/or populations to maximize health outcomes. Nursing is involved in assisting clients with health promotion, disease prevention, attaining or maintaining optimal health and/or dying with peace and dignity. Nursing functions independently, dependently, and in collaboration with other health care providers to achieve the above goals. Knowledge, theory and research from nursing and related disciplines are utilized for nursing practice. Nursing uses the nursing process to assess and meet the needs of clients. Roles that nursing assumes are provider of care, manager of care and member within the discipline of nursing. Along with the nursing roles, the BSN Completion Program, incorporates the Essentials of Baccalaureate Education for Professional Nursing Practice. Nursing entails ethical and legal accountability and responsibility to self, individuals and society.

The professional role set, Baccalaureate Generalist Nursing Practice, include provider of care, manager/coordinator of care, and member of a profession. In the role of provider of care emphasis is placed on holistic provision of health care to an increasingly diverse population across all environments. Through partnerships with clients and multidisciplinary teams, nurses serve as advocates and educators to deliver high quality care, evaluate care outcomes, and provide leadership in improving care of the individual, family, group, community, and population.

In the role of manager/coordinator of care, the nurse is responsible for providing leadership and management in diverse health care settings to promote high quality, cost-effective outcomes. The nurse manages information, designs, and coordinates health care in diverse settings, delegates, and evaluates nursing care, and supervises other health care personnel in implementing care.

In the role of the member of a profession, the nurse develops and exhibits professional values, embraces lifelong learning and incorporates professionalism into practice. The values inherent in caring as a professional nurse are autonomy, human dignity, and diversity. In addition, critical reasoning, evidence based practice, communication, collaboration, and technology are required to practice professional nursing.

Professionalism is defined as the consistent demonstration of core values evidenced by nurses working with other professionals to achieve optimal health and wellness outcomes in individuals, families, groups, communities, and populations. Professionals also involve accountability for one's self and nursing practice, including continuous professional engagement and lifelong learning.

Critical reasoning, the nursing process, along with evidence based practice, is the process of purposeful, outcome directed thinking in exploring a situation, along with translation of current evidence into one's practice. Critical reasoning includes questioning, analysis, synthesis, interpretation, inference, inductive and deductive reasoning, intuition, application, and creativity. With the application of the nursing process, evidence based practice is the foundation used to provide current, safe and professional care to the client.

Health promotion, risk management, and disease prevention are necessary to improve overall health of a society. These concepts are important throughout the lifespan and include assisting individuals, families, groups, communities, and populations to prepare for and minimize health consequences.

Organizational and systems leadership, quality improvement, and safety are critical to promoting high quality patient care. Leadership skills are essential to the overall success of the nursing profession. Leadership skills are needed that emphasize ethical and critical reasoning, initiating and maintaining effective working relationships, using mutually respectful communication and collaboration with professional teams, care coordination, delegation, and developing conflict resolution strategies.

Knowledge and skills in information and patient care technology are critical in performing in a clinical setting. A nurse must have basic competence in technical skills, which includes the use of computers, as well as, the application of patient care technologies such as monitors, data gathering devices and other technological supports for patient care interventions.

Healthcare policies, including financial and regulatory policies, directly and indirectly, influence nursing practice, as well as, the nature and functioning of the healthcare system. These policies shape responses to organization, local, national, and global issues of equity, access, affordability and social justice in health care

### ***Program Goal***

To educate professional nurses who will function independently and collaboratively within their scope of practice and deliver evidence-based nursing care to individuals, families, and community.



### ***Program Educational Objectives***

Providing a clear statement of expected results, the program educational outcomes reflect the vision of the program's philosophy. Upon successful completion of the Baccalaureate Nursing Program, graduates as provider of care, manager of patient care, communicator and member within the discipline of nursing will be able use critical thinking, therapeutic interventions, and communication skills to:

- Apply analytical reasoning and critical thinking skills in the incorporation of knowledge synthesized from nursing, humanities, the biological and social science into professional nursing practice.
- Provide competent direct patient care for all assigned clients/patients in a legal, ethical and compassionate manner in a variety of settings.
- Effectively function within a culturally diverse society in a caring manner, utilizing the nursing process to provide culturally competent care to persons across the lifespan.
- Utilize information technology to include traditional and developing methods of discovering, retrieving and using information in nursing practice.
- Collaborate with significant support people and members of the health care team to assist varied individuals, families and communities under his or her care to achieve identified goals.
- Assume clinical leadership role within the scope of professional nursing practice.
- Participate in research that focuses on evidence-based practice and use findings to support clinical decision making in the delivery of patient care.
- Incorporate professional nursing standards and accountability into practice.
- Recognize the impact of economic, political, social and demographic forces affecting the delivery of regional, national and global health care.
- Demonstrate a commitment to lifelong learning, personal and professional development through continuing education and participation in professional organizations.

### ***Program Outcomes***

Program effectiveness is measured by the following outcomes:

- The annual pass rate of graduates on their first attempt at taking the Nursing Board examination will meet or exceed the standard set by the Board.
- At least 95% of the graduates will be employed as professional registered nurses providing direct patient care within a variety of clinical practice arena within one year of graduation.
- Graduates who are employed are able to manage the delivery of patient care with 85-95% proficiency
- At least 40% of graduates would consider and seek employment in rural settings of Liberia.

### ***Individual Student Learning Outcomes***

Nursing students are expected to demonstrate the following core competencies as defined by the nursing faculty. These competencies are assessed in the clinical courses. Student perception of these competencies will also be assessed using an end-of-program survey.

***Caring:***

As the essence of nursing, professional nurse caring embraces the nurse's empathy for and connection with the patient, family, and the community, and must originate from a foundation of knowledge, competency and confidence.

***Therapeutic Nursing Intervention:***

The capability to integrate, synthesize, and transfer theoretical knowledge and learned skills into caring behaviors, actions, and activities that are deliberately directed toward assisting, supporting, and enabling individuals, families, or communities with actual or anticipated needs to improve or adapt to a human condition.

***Communication:***

A dynamic, ongoing process that allows persons to establish, maintain, and improve contact with each other. In its positive state, it is goal-directed, facilitative, and meaningful to those persons regardless of age, culture, consciousness, gender, environment, or setting; in one-on-one, within groups, and among groups; including verbal, nonverbal, written, and technological modalities

***Critical Thinking:***

A complex cognitive process that is disciplined and self directed. The process of critical thinking involves the ability to analyze, explain, evaluate, interpret, draw inferences, and self-regulate by imposing intellectual standards on thinking.

***Leadership:***

The ability to influence individuals and groups to collaboratively move beyond self-interest in the achievement of a goal or goals. Leadership involves encouraging participation, sharing information, making decisions, responding to change, and fostering strengths of others. Leadership evolves within interpersonal relationships and occurs in diverse settings.

***Professionalism:***

This is the extent to which an individual identifies with nursing as profession; adheres to its standards; and possesses characteristics of competence, caring autonomy, commitment, responsibility, and personal integrity.

***Core Competencies for Registered Nurses:***

The following essential competencies for Registered Nurses (RN) were adapted/developed using the following documents: ICN Regulation series; Nursing care continuum Framework and competencies; Australian Nursing and Midwifery council: National Competency Standards for the Registered Nurses and Core competencies for the Nurse; and Practical Nurse and Nursing Assistive Personal, developed by the Oregon Nurse Leadership Council Education Committee.

The Liberian Board of Nursing and Midwifery (LBNM), The Liberian Nurses Association(LNA) and the Nursing and Midwifery Division/MOHSW acknowledges that this is the beginning and that the content, methods and process of further identification and developing/adapting of core competencies for RNs will be reviewed within a maximum of two years.

The core competencies are based on the following critical factors: nursing care, like all healthcare, should be dynamic and responsive to societal needs and changes; nursing continually evolves with advances in nursing knowledge and technology; and RNs must fulfill multiple roles. These core competencies describe the values, vision, strategies and actions used by those who provide nursing education and services to the population of Liberia. These competencies are integrated into four primary domains to reflect the ICN 17 core competencies areas. They are the following:

- Professional, legal and ethical practice competencies, which relates to accountability and functioning morally in accordance with legislation affecting nursing and health care
- Provision and coordination of care competencies involves the provision of nursing care, including planning assessment, evaluation and health promotion, as well as the establishment, maintenance and termination of therapeutic communication and communication
- Critical thinking and analysis competencies, including leadership and management skills of delegation and supervision, ensuring a safe environment and inter professional health care
- Professional, personal and quality development competencies for the enhancement of nursing through continuing education with values on evidence and research for quality improvement

### ***Core Competencies:***

#### ***Professional, Legal and Ethical Practice:***

- Accepts accountability for own professional judgment, actions, outcomes of care and continued competence in accordance with scope of practice, increased responsibility, legislative acts and regulations
- Recognizes the limits of scope of practice and own competence and performs nursing interventions in accordance with recognized standards of practice
- Seeks guidance from appropriate persons when encountering situations beyond own knowledge, competence or scope of practice

- Recognizes and respects the different levels of accountability for the range of available personnel and participates in activities related to improving access to the range of services required for effective health services
- Practices in accordance with the nursing profession's codes of ethics and employer's code of conduct with acceptance and respect of individuals/groups regardless of race, culture, religion, age, gender, sexual preference, physical or mental state, and ensures that personal values and attitudes are not imposed on others
- Engages in effective ethical decision-making with respect to own professional responsibilities or where ethical issues affect the broader health care team
- Maintains confidentiality and security of written, verbal and electronic information acquired in a professional capacity, and respects the client's right to privacy, dignity, right to information, choice and self-determination in nursing and health care while continuously identifying and challenging behaviour and health care practices that could compromise the client's safety, privacy or dignity
- Practices in accordance with professional, relevant civil legislation and regulations, jurisdictional and local policies, and procedural guidelines
- Practices within a professional and ethical nursing framework in accordance with legislation affecting nursing practice and health care by complying with relevant legislation and common law governing nursing practice
- Formulates documentation according to legal and professional guidelines according to legal requirements that is contemporaneous, comprehensive, logical, legible, clear, concise and accurate, and that identifies the midwife and title designation

***Provision and Coordination of Care:***

- Conducts a comprehensive and systematic nursing assessment using a range of nursing and other data gathering techniques and knowledge from nursing, health and other disciplines combined with best available evidence to analyze and interpret assessment accurately
- Applies contemporary knowledge from different sources and the best available evidence to plan nursing care in consultation with individuals/groups, significant others and the health care team in determining priorities, expected achievements within a time frame, interventions to achieve expected outcomes and continuity of care
- Delivers comprehensive, safe and effective evidence-based nursing care consistent with professional and organizational standards, policies, protocols and procedures in a recognizable and culturally sensitive approach with effectiveness and efficiency in a manner consistent with nursing principles; confidently and safely, according to the documented care of treatment and management
- Applies advocacy skills to assist clients who are unable to represent or speak for themselves

- Acts as an information and education resource and for clients seeking to improve life styles, adopt illness/injury prevention activities, and cope with changes in health, disability and death
- Provides guidance/instruction in the development and/or maintenance of independent living skills and promotes patient control over their lives
- Recognizes opportunities and provides guidance/education to individuals, families and communities to encourage adoption of illness prevention activities and maintenance health lifestyles
- Selects teaching/learning strategies appropriate to the needs and characteristics of the individual or group and evaluates learning outcomes, modifying teaching/learning approaches and content accordingly
- Evaluates progress towards expected individual outcomes and responds effectively to rapid changing or unexpected situations with self-control, applying appropriate emergency evidence-based interventions as needed, revising plans and determining further outcomes in accordance with evaluation and intervene appropriately
- Documents interventions and client responses accurately and in a timely manner and uses data to plan continuing care
- Ensures the safe and proper storage, administration and recording of therapeutic substances, and administers and records medication, assesses side-effects and titrates dosages in accordance with authorized prescriptions
- Complies with infection prevention procedures and challenges breaches in other practitioners' practice
- Establishes, maintains and appropriately concludes therapeutic relationships that are goal directed and recognizes professional boundaries while demonstrating empathy, trust and respect for the dignity and potential of the individual/group
- Uses a range of effective communication techniques and language appropriate to the context, both written and verbal; communicates effectively with individuals/groups to facilitate provision of care, using an interpreter where appropriate

***Critical Thinking and Analysis:***

- Advocates for and acts within span of control to create a positive working environment, especially on delegating aspects of care to others, activities according to ability, level of preparation, proficiency and legal scope of practice, while making sure to supervise staff and monitor tasks delegated and keeping in mind personal responsibility and accountability
- Adapts leadership style and approaches to different situations; prioritizes workload and manages time effectively and uses health care resources effectively and efficiently to promote quality health and nursing care
- Confronts conflicts in a non-judgmental manner, making effective use of communication skills and existing mechanisms to achieve resolution

- Contributes to team leadership by reinforcing goals to promote respect and confidence amongst the team and be able to articulate own leadership contributions, support and expectations of team members
- Contributes to the review and modification of current organizational and practice policies and provides feedback; offers suggestions for changes and deals effectively with the impact of change in own practice or in the organization
- Uses appropriate assessment tools to identify actual and potential risks to safety, and reports concerns to the relevant authority
- Takes timely action through the use of quality improvement risk management strategies to create and maintain safe care environment; meets national legislations and workplace health and safety requirements, policies and procedures
- Accepts delegated activities in line with personal level of proficiency and legal scope of practice and contributes to policy and protocol development that relates to delegation of clinical responsibilities
- Utilizes knowledge of effective inter-and intra-professional working practices for working collaboratively with other professionals in health care while understanding and valuing, roles, knowledge and skills of members of the health team in relation to own responsibilities in enhancing nursing and other health services being accessed by clients
- Presents and supports the views of clients, families and/or care-givers during decision-making by the inter-professional team and refers clients to ensure patients/clients have access to best available interventions

***Professional, Personal and Quality Development:***

- Promotes and maintains a positive image of nursing while practicing within an evidence-based framework and identifying the relevance of research to improving individual/group health outcomes
- Uses best available relevant literature, research findings evidence, nursing expertise and respect for the values and beliefs of individuals/groups in the provision of nursing care to improve current practice
- Participates in ongoing professional development of self and others using best available evidence, standards and guidelines to evaluate nursing performance; and maintains records of involvement in professional development, which includes both formal and informal activities
- Contributes to education and professional development of students and colleagues in the work place, as well as monitors and uses a range of supportive strategies including precepting and being an effective role model for students and a resource for students within the care team

- Values research in contributing to developments in nursing, participates in quality improvement and quality assurance procedures, and uses findings as a means to improving standards of care while promoting, disseminating, using, monitoring and reviewing professional standards and best practice guidelines
- Follows evidence-based and best practices guidelines in the delivery of nursing practice, and engages in advocacy activities through the professional organization to influence health and social care service policies and access to services
- Takes opportunities to learn with others contributing to health care by undertaking regular review of own practice by engaging in reflection, critical examination and evaluation, and seeking peer review, assumes responsibility for lifelong learning, own professional development and maintenance of competence.

### ***Admission & Progression Criteria***

#### ***Overall Criteria***

- The program objectives and outcomes is the critical guide to progression and completion of the nursing program.
- All students who are desirous of seeking admission to the Nursing Program must sit, pass and meet all Tubman University and College of Health Sciences entrance and admission criteria as identified by the University and the College.
- All students are first admitted into the University and are required to take 52 credits of general education courses in the College of Arts & Sciences, as well as health-related course from the College Health Sciences for the major of nursing. Pre-nursing courses of study provide a broad general education foundation derived from the Natural Sciences, the Humanities and Health Sciences.
- Student would declare intention to progress to clinical phase with an understanding that all pre-clinical required courses must be completed with a grade of “C” or better (this is equivalent to numerical grade of 70 or above).
- Progression into clinical phase of the program is competitive. A minimum cumulative grade point index of 2.5 is required for progression or entry to nursing major (clinical) sequence of courses.
- The key to successful entrance into clinical phase is based on the student achieving a minimum of 2.5 GPA in all the university require courses excluding the grades of the remedial program
- The candidate must write a formal letter of application to the Department of Nursing upon the completion of his/her university required courses.
- The candidate must sit and pass an interview conducted by the faculty and staff of the Department of Nursing.
- If the student(s) failed to meet up with the DEAD LINES dates set by the Department of each of the admission activities, documentation etc. the student(s) will be denied entry into the nursing program.
- Once the student is admitted in the Department of Nursing, the student must maintain the 2.5 GPA for all academic semesters until graduation

- Student progression through each nursing course will be outlined in depth in each course module and syllabus.
- To receive a satisfactory “C” or better grade in nursing course, the student must meet objectives of the theory class, seminar, campus laboratory and clinical laboratory learning experiences.
- A student is placed on probation if the student failed to earn a 2.5 semester GPA and or failed to pass ALL nursing courses taking during the semester.
- If the student on probation failed to earn 2.5 semesters GPA the next semester, the student will be suspended for one semester. A repetition after returning from suspension will require the student to change their major.
- A student MUST pass ALL nursing courses taken during a semester before progressing to the next semester. Any student who failed a nursing course
- Students must successfully complete all core requisites nursing courses for the semester in which they have enrolled before progressing into the next semester of the clinical program.
- A student will also be asked to leave the program if the student behavior of professional misconduct (academic/clinical) is proven.

### ***Program Structure***

The program is an eight semester program inclusive of a one-semester-clinical/internship.

### ***Program Timescale***

The program is a four-year program inclusive of a 6-8 week clinical/internship.

### ***Academic Advisement***

Nursing students are assigned to a faculty advisor upon matriculation into the clinical phase of the program. A student who wishes to change advisor should first meet with the Chairperson of the Nursing Program. The Chairperson gives approval for the student to speak with a prospective advisor and the current advisor. When both faculty members agree to the change, the faculty notifies the Chairperson for the Nursing program who in turn notifies the Dean of the College of Health Sciences.

### ***BSN Program Overview***

The purpose of the baccalaureate program is to prepare a professional nurse whose practice is based upon nursing science, related sciences, leadership and management and the arts in order to promote, restore, and maintain the health of human beings. Graduates of the program are generalists with the necessary base for graduate education and continuing professional development.

High school graduates are directly admitted to the WVSTU. Promotion and retention in the four-year, full-time pre licensure baccalaureate nursing program will required a semester GPA of 2.5 or better and the student will write an essay and sit an interview before admission into the nursing program. WVSTU students may apply for internal transfer to the Department of Nursing. Students who are enrolled in other colleges and universities may apply for external transfer to the Department of Nursing with a minimum cumulative GPA of 2.5 and a grade of ‘C’ or better in courses taken.



Education for the practice of professional nursing demands a substantial knowledge of nursing, using the behavioral and biological sciences as a theoretical base. Throughout the program, nursing courses are taken concurrently with courses in the College of Arts and Sciences, contributing to the development of the liberally educated practitioner.

The year students are admitted in the Department of Nursing establishes the foundation for the study of nursing with an introduction to concepts and theories related to understanding nursing practice. Clinical study is introduced in the sophomore year with the focus on health promotion and identification of risk factors. Clinical nursing skills are practiced first in the School's Skills Laboratory before relating theory to practice in subsequent semesters.

Clinical experiences take place in a variety of settings such as schools, clinics, health centers, and long term, acute care facilities etc. Junior year nursing courses focus on the care of individuals and families of all ages who are experiencing the stress of illness. Clinical experiences take place in acute care settings. During the third year, student clinical experiences are planned to encourage synthesis of knowledge gained in preceding years and focus on individuals, families, and communities. Students provide care to those experiencing more complex illnesses and problems.

Professional role behaviors that are introduced in the freshman year and augmented during the years of subsequent study are expanded during the senior year. During the senior year, students have a culminating clinical course that provides a transition into clinical practice. Students have an opportunity to work on faculty research projects and begin administrative roles and responsibilities that prepares them for internship (Capstone) in the last semester of the senior year.

The program provides a foundation for graduate education in nursing and serves as a stimulus for continuing professional development. Students who successfully complete the undergraduate BSN curriculum plan of studies (includes a Comprehension Exam) will be eligible to take the Liberian Board for Nursing and Midwifery licensure Exam to become RN's. Registered nurses, who are graduates of diploma or associate degree programs in nursing, may choose to enroll in the RN-BSN program.

### *Bachelor of Science in Nursing*

*First Year*

FIRST SEMESTER			SECOND SEMESTER		
Course Code	Course Title	Credit Hours	Course Code	Course Title	Credit Hours
ENG 101	English Grammar & Phonetics	3	ENG I02	Academic Reading and Writing	3
MATH 101	College Algebra	3	MATH 102	Analytical Geometry and Trigonometry	3
CHEM 101	Principles of Chemistry	4	BIO101	General Biology	4
PSY 101	Introduction to Psychology	3	HIST 101	Liberian History and Society	3
CSE 101	Introduction to Computers	3	CSE 102	Computer Literacy	3
PED 101	Physical Fitness I	1	SSCI101	Liberian Society, Issues and Problems	3
			PED 102	Physical Fitness II	1
Total		18			20

VACATION CLASS		
Course Code	Course Title	Credit Hours
ENG 201	Technical Communication and Public Speaking	3
BIO 206	Fundamentals of Microbiology	4
Total		7

**Second Year**

FIRST SEMESTER			SECOND SEMESTER		
Course Code	Course Title	Credit Hours	Course Code	Course Title	Credit Hours
FRE 101 GLE 101 CHI 101	Introduction to French Introduction to Glebo Introduction to Chinese	3	ENG 204	Introduction to Literature	3
ENV 202	Introduction to Environmental Science	3	FRE 102 GLE 102 CHI 102	Intermediate French Advanced Glebo Advanced Chinese	3
BIO 201	Human Anatomy & Physiology	4	NUR 200	Health Assessment with Lab	3
NUR201	Fundamental of Nursing: Foundations of Caring I with Lab	4	NUR 202	Fundamental of Nursing II With Lab & Clinical	4
HSC 203	Principle of Human Nutrition	3	NUR 204	Clinical Pharmacology with Lab	3
HSC 205	Primary Health Care Concepts	2	BIO 202:	Human Anatomy and Physiology II	4
			NUR 206	Ethics and Professional Adjustment	1
Total		19			21

VACATION CLASS		
Course	Course Title	Credit

<b>Code</b>		<b>Hours</b>
CHEM 102	Organic and Bio-Chemistry	4
PSY 102	Developmental Psychology	3
Total		7

***Third Year***

FIRST SEMESTER			SECOND SEMESTER		
<b>Course Code</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credit Hours</b>
NUR 301	Medical –Surgical Nursing I	4	HSC 202	Tropical & Communicable Diseases	3
NUR 303	Psychiatric-Mental Health Nursing I	4	NUR 302	Medical –Surgical Nursing II	3
NUR 305	Obstetric-Maternity Nursing I	3	NUR 304	Psychiatric-Mental Health Nursing II	3
NUR 307	Pediatric Nursing I	3	NUR 306	Obstetric-Maternity Nursing II	4
HSC 309	Principles of Epidemiology	3	NUR 308	Pediatric Nursing II with Clinical	4
Total		17			17

***Fourth Year***

FIRST SEMESTER			SECOND SEMESTER		
<b>Course Code</b>	<b>Course Title</b>	<b>Credit Hours</b>	<b>Course Code</b>	<b>Course Title</b>	<b>Credit Hours</b>
NUR 401	Community Health Nursing: With Clinical	3	NUR 406	Nursing Research II	3
NUR 403	Nursing Leadership & Management	3	NUR408	Nursing Capstone Clinical	4
NUR 405	Nursing Research I	3			
NUR407	Nursing Education	2			
Total		11			7

Please note: this curriculum guide may be subject to change. Please con/tact your BSN Academic Adviser for questions regarding course planning: Total Cr 140

***PUBLIC HEALTH PROGRAM***

The Public Health Program provides opportunity for students to enter a discipline that strive to improve human health through the development and application of knowledge that prevents disease, protects the public from harm, and promotes health throughout the county, the nation, and the world. The practice of public health requires a substantial amount of scientific knowledge and technical skills as well as leadership and managerial abilities. There are core areas of knowledge considered critical for all public health students. These areas have been delineated by the Ministry of Health & Social Welfare (MOHSW), Department of Public Health, World Health Organization (WHO) and the International Council on Education for Public Health. These areas are: Biostatistics, Epidemiology, Environmental Health Sciences, Health Services Administration, and Community Health.

A student majoring in public health will develop and apply knowledge from multiple disciplines for the promotion and protection of the health of the human population, giving due consideration to principles of human rights, cultural and ethnic perspectives that abound in Maryland County, regionally, nationally and globally. Therefore, students are admitted to the major after completing required pre-requisite course work in the social, behavioral, natural sciences as well as in the humanities.

### ***Program Objectives***

Upon completion of the Public Health Program, graduates will be able to:

- Apply analytical reasoning and critical thinking skills in the incorporation of knowledge synthesized from the discipline of public health, the humanities, the biological and social science into professional public health practice.
- Utilize information technology to include traditional and developing methods of discovering, retrieving and using information relevant to the practice of public health.
- Effectively communicate with culturally diverse persons and other health care disciplines in a caring, compassionate manner, using a variety of strategies.
- Utilize the principles of epidemiology to provide culturally competent public health care to persons and communities.
- Collaborate with members of the public health care team to assist individuals, families and communities to achieve identified goals.
- Assume a leadership role within the scope of public health practice.
- Participate in research that focuses on evidence-based practice and use findings to support practice decision making and the delivery of care.
- Incorporate professional standards and accountability into the practice of public health.
- Recognize the impact of economic, political, social and demographic forces affecting the delivery of regional, national and global public health care.
- Demonstrate a commitment to lifelong learning, personal and professional development through continuing education and participation in professional organizations.

The Public Health discipline seeks to improve human health through the development and application of knowledge that prevents disease, protects the public from harm, and promotes health throughout the county or state, the nation, and the world. Students in the public health major will develop and apply knowledge from multiple disciplines for the prevention of diseases, protection and promotion of the health of the human population, giving due consideration to principles of human rights and cultural perspectives that abound in our multicultural country and world. The CHS offers eight concentrations or disciplines in Public Health. For brevity all health administration options are combined into simply health administration; and Epidemiology and Infectious Diseases combined into Epidemiology for a total of five main concentrations.

#### ***Concentration in Health Administration***

This Discipline combines the courses of general education and relevant sciences with skills to develop the student for careers in all facets of health care management. The BSHA curriculum is designed to integrate variety of facts known and available in the provision of health services like accounting, legal, finance, ethics, health and disease factors, human and information technologies.

#### ***Concentration in Epidemiology (EPI)***

This Discipline offers training of students who are interested in careers of public health with concentration in epidemiology which is a study of disease origin and spread including the pattern of disease development. The EPI curriculum combines courses in public health, biology, chemistry and physics, psychology, statistics and anthropology to determining the scientific and medical transmission of disease in a population.

#### ***Concentration in Community Health Promotions (CHP)***

This Discipline offers training of students who are interested in careers of public health with emphasis on community health education and human development involving use of known and innovative principles of theories and practices of education, knowledge and instruction. The CHEHD focuses on processes that lead to positive health behavioral change in persons toward community benefits. The CHEHD curriculum combines courses in public health, sociology, health behavioral models, psychology, communications, biological sciences, health and medicine,

#### ***Concentration in Environmental Health Sciences (EHS)***

This Discipline offers training of students who are interested in careers of public health with emphasis in environmental health sciences which deal specifically with the studies of the natural environment, including land, ocean, and air and impact of interaction by human beings, and other living organisms. The EHS explore the various perspectives of scientific, economic, aesthetic and societal impact on environmental issues as to actions, motives, characteristics and consequences. The EHS curriculum combines courses in public health, ethics, biology, chemistry, pharmacology and toxicology and engineering to determining the health status of the environment and inhabitants.

#### ***Concentration in Biostatistics (BIOST)***

This Discipline offers training of students who are interested in careers of public health with interest in biostatistics, a discipline that is dedicated to both quantitative and qualitative analysis of biological systems and organisms. The BINST curriculum combines courses in public health, mathematics, computations, and algebra, calculus, biology, chemistry, biostatistics and computer sciences.,

### ***Bachelor of Science in Public Health***

#### ***Freshman Year***

Semester I			Semester II		
Course Code	Course Title	Credit Hours	Course Code	Course Title	Credit Hours
ENG 101	Grammar and Phonetics	3	ENG 102	Academic Reading and Writing	3
MATH 101	College Algebra	3	MATH 102	Analytical Geometry and Trigonometry	3
BIO 101	General Biology	4	CHEM 101	Principles of Chemistry	4
PSY 101	Introduction to Psychology	3	PHI 101	Introduction to Philosophy	3
CSE 101	Introduction to Computer	3	CSE 102	Computer Literacy	3
PED 101	Physical Fitness and Wellness I	1	PED 102	Physical Fitness and Wellness II	1
	Total	17		Total	17

#### ***Sophomore Year***

Semester I			Semester II		
Course Code	Course Title	Credit Hours	Course Code	Course Title	Credit Hours
ENG 201	Technical Communication and Public Speaking	3	ENG 204	Introduction to Literature	3
FRE 101/ GLE 101	Introduction to French or Introduction to Glebo	3	FRE 101/ GLE 101	Introduction to French or Introduction to Glebo	3
HIST 102	World History and Western Civilization	3	BIO 202	Human Anatomy & Physiology II with Lab	4
EVS 201	Introduction to Environmental Science	3	HSC 202	Tropical & Communicable Diseases	3
BIO 201	Human Anatomy & Physiology I with Lab	4	HSC 204	Primary Health Care & Concepts	2
BIO 203	Microbiology with Lab	4	PH202	Introduction to Epidemiology & Liberian Health Care System	3
	TOTAL	20			18

Vacation School		
Course Code	Course Title	Credit Hours

CHEM 102	Principles of Organic and Biochemistry with Lab	4
HSC 203	Principles of Human Nutrition	3
	<b>TOTAL</b>	<b>7</b>

### Third Year

Semester I			Semester II		
Course Code	Course Title	Credit Hours	Course Code	Course Title	Credit Hours
PH 301	Intro to Public & Community Health Theory & Practice	4	PH 306	Intro to Environmental & Occupational Health	3
PH 309	Research Methodology and Proposal Development	3	PH (See below)	PH CONCENTRATION	3
PH (See below)	PH CONCENTRATION	3	HSC 308	National & Global Health	3
PH 307	Foundation of Family, Maternal & Child Health	3	PH 312	Intro to Health Policy & Management	3
PH 305	Intro to Biostatistics I	3	PH 310	Intro to Biostatistics II	3
	<b>Total</b>	<b>16</b>		<b>Total</b>	<b>15</b>

### Fourth Year

Semester I			Semester II			
Course Code	Course Title	Credit Hours	Course Code	Course Title	Credit Hours	
PH 401	Special Topics in Public Health	2	PH 408	PH Internship	4	
PH (See below)	PH CONCENTRATION	3	PH 406	Senior Seminar	4	
PH (See below)	PH CONCENTRATION	3				
PH 403	Data collection , Analysis and Oral Defense	3				
PH (See below)	PH CONCENTRATION	3				
PH 401	Special Topics in Public Health	2				
	<b>TOTAL</b>	<b>16</b>			<b>8</b>	
			<b>GRAND TOTAL</b>			<b>136</b>

### **AREAS OF CONCENTRATION**

***Biostatistics Concentration =12 Credits***

<b><i>COURSE CODE</i></b>	<b><i>COURSE TITLE</i></b>	<b><i>CREDIT HOURS</i></b>
<i>PH 314</i>	<i>Analysis of Environmental Data</i>	<i>3</i>
<i>PH 419</i>	<i>Statistical Computing in Public Health</i>	<i>3</i>
<i>PH 310</i>	<i>Biostatistics II</i>	<i>3</i>
<i>PH 421</i>	<i>Advanced Survey Research Methods in Public Health</i>	<i>3</i>

***Community Health Promotion =12 Credits***

<b><i>COURSE CODE</i></b>	<b><i>COURSE TITLE</i></b>	<b><i>CREDIT HOURS</i></b>
<i>PH 416</i>	<i>Gender, Race and Ethnicity</i>	<i>3</i>
<i>PH 417</i>	<i>Healthy People</i>	<i>3</i>
<i>PH 411</i>	<i>Health Behavior and Risk Reduction</i>	<i>3</i>
<i>PH 415</i>	<i>Program Planning and Evaluation in Public Health</i>	<i>3</i>

***Environmental Health Science =12 Credits***

<b><i>COURSE CODE</i></b>	<b><i>COURSE TITLE</i></b>	<b><i>CREDIT HOURS</i></b>
<i>PH 302</i>	<i>Environmental Microbiology 3</i>	<i>3</i>
<i>PH 418</i>	<i>Emergency and Disaster and Preparedness</i>	<i>3</i>
<i>PH 411</i>	<i>Environmental Policy</i>	<i>3</i>
<i>PH 413</i>	<i>Water Pollution, Control and Treatment</i>	<i>3</i>

***Epidemiology =12 Credits***

<b><i>COURSE CODE</i></b>	<b><i>COURSE TITLE</i></b>	<b><i>CREDIT HOURS</i></b>
<i>PH 304</i>	<i>Analytical Epidemiology</i>	<i>3</i>
<i>PH 409</i>	<i>Data Collection, Analysis and Interpretation</i>	<i>4</i>
<i>PH 423</i>	<i>Applied Epidemiology and Statistics</i>	<i>5</i>

***Health Administration =12 Credits***



<b><i>COURSE CODE</i></b>	<b><i>COURSE TITLE</i></b>	<b><i>CREDIT HOURS</i></b>
<i>PH 320</i>	<i>Sex, Public Policy, &amp; the Law</i>	<i>3</i>
<i>PH 407</i>	<i>Health Information Systems</i>	<i>3</i>
<i>PH 405</i>	<i>Health Policy, Social Welfare Policy &amp; Management</i>	<i>3</i>
<i>PH 414</i>	<i>Health Economics</i>	<i>3</i>