

School of Nursing of Malibu: Curriculum Framework

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Abstract

This paper presents the history, mission, vision, and philosophy of the proposed School of Nursing of Malibu, along with its core values. The school aims to serve as a beacon of hope and care in the Malibu community, fostering a new generation of compassionate and skilled nurses. Through a commitment to excellence, innovation, and holistic education, the curriculum is designed to prepare students for dynamic healthcare roles. This document details the curriculum framework, including program learning outcomes, admission and progression criteria, a curriculum matrix, and course descriptions. The goal is to equip graduates with the knowledge, skills, and ethical foundation necessary to provide patient-centered care and lead in evolving healthcare environments.

Keywords: curriculum, nursing education, compassionate professionals, framework

School of Nursing of Malibu: Curriculum Framework

The development of the School of Nursing of Malibu was a collaborative effort rooted in shared experiences and aligned values. Our discussions revealed common themes of resilience, inclusion, and the need for a transformative nursing education model. We selected the name "School of Nursing of Malibu" to symbolize hope and unity, especially in response to challenges such as recent natural disasters in the region. Our vision is to create an institution that brings people together through the shared mission of compassionate and high-quality healthcare education.

Mission Statement

The mission of the School of Nursing of Malibu is to prepare compassionate, skilled nursing professionals who integrate scientific knowledge, spiritual wisdom, and holistic care within a supportive learning community. Our evidence-based curriculum fosters academic excellence, empathy, and resilience. By embracing diverse perspectives and blending rigorous scientific inquiry with practices that nurture the body, mind, and spirit, we empower our graduates to become transformative leaders in healthcare.

Vision Statement

Our vision is to be a transformative leader in nursing education, shaping the future of healthcare by integrating evidence-based science with spiritual practices and mindfulness techniques. We aspire to cultivate a generation of nurses who redefine compassionate care by combining technical expertise with empathy and holistic approaches to patient wellness. Through innovative research, advanced clinical practice, and a commitment to lifelong learning, we envision a world where nurses not only heal but also inspire resilience and well-being in individuals and communities.

Philosophy Statement. The philosophy of the School of Nursing of Malibu is grounded in the principles of holistic care, innovation, and leadership. Our approach integrates evidence-based practice with a commitment to fostering compassionate, inclusive, and skilled nursing professionals. We emphasize the importance of diversity, equity, and continuous learning to prepare graduates for the evolving healthcare landscape. By promoting resilience, mindfulness, and excellence in clinical practice, our nursing education model ensures that students are equipped to provide high-quality, patient-centered care while advocating for health equity and transformative leadership in the field.

Core Values. The core values of the School of Nursing of Malibu serve as the foundation for our educational philosophy and professional practice. These values are represented by the acronym CARES:

Compassion is at the heart of nursing practice, emphasizing the importance of nurturing the physical, emotional, and spiritual well-being of patients and communities. Accountability ensures that our graduates uphold integrity, professionalism, and ethical responsibility in all aspects of patient care. Respect fosters an inclusive environment that embraces diversity and promotes cultural sensitivity in healthcare settings. Excellence drives our commitment to continuous learning, evidence-based practice, and the pursuit of the highest standards in nursing education. Safety is a fundamental priority, ensuring that patient well-being remains at the forefront of all nursing interventions and clinical decisions.

These values guide our curriculum and institutional culture, shaping the next generation of nursing professionals who will lead with integrity, compassion, and clinical expertise.

End-of-Program Student Learning Outcomes. Graduates of the School of Nursing of Malibu will be prepared to provide patient-centered, evidence-based care with a holistic and ethical approach. Upon program completion, students will demonstrate the following competencies:

Holistic and compassionate care will be at the core of their practice, ensuring that patient-centered approaches integrate evidence-based methodologies and mindfulness techniques to support diverse populations across the lifespan.

Through the application of clinical judgment and leadership principles, graduates will make evidence-based nursing decisions that promote health equity, enhance patient outcomes, and improve the overall quality of care in various healthcare settings.

Collaboration with interdisciplinary healthcare teams will be a key component of their practice. Graduates will work effectively within diverse teams, demonstrating respect for inclusivity while implementing patient-centered care plans that address health disparities and foster positive health outcomes.

The integration of healthcare technologies and evidence-based practice will enhance graduates' clinical decision-making skills. Their competency in patient care technologies will contribute to improving patient safety and reducing healthcare errors in both simulated and real-world clinical environments.

Graduates will uphold legal and ethical leadership in nursing practice by adhering to professional standards, Board of Registered Nursing (BRN) regulations, and ethical frameworks. They will navigate professional responsibilities with integrity, ensuring compliance while advocating for patient safety and equitable healthcare access.

Goal 1: Demonstrate Mastery of Core Nursing Knowledge and Clinical Competencies

Upon completion of the program, graduates will exhibit advanced knowledge and clinical competencies in key nursing concepts, including anatomy, physiology, pharmacology, microbiology, and nursing skills. They will be prepared to apply this knowledge with precision and confidence in real-world healthcare settings, ensuring quality patient care. This goal emphasizes the importance of a comprehensive and evidence-based nursing education, aligning with the program's commitment to fostering both theoretical knowledge and practical expertise.

Expected Outcomes: Graduates will be able to integrate foundational knowledge in courses such as NURS 110 Fundamentals I and NURS 325 Med-Surg III, demonstrating the ability to assess, plan, implement, and evaluate patient care effectively.

Goal 2: Cultivate Holistic, Culturally Competent, and Mindful Nursing Practice

Graduates will be equipped to deliver culturally competent care that is inclusive of diverse populations, guided by holistic, patient-centered principles. Through coursework and clinical practice in subjects such as Sociocultural Courses, Mindfulness Courses, and General Education courses (e.g., PSYC 121 General Psychology), students will develop the necessary attributes to promote emotional resilience, communication, and self-awareness as part of comprehensive patient care.

Expected Outcomes: Graduates will demonstrate the ability to understand, respect, and respond to the unique sociocultural needs of patients, apply mindfulness practices to manage stress, and engage in compassionate communication with patients and interdisciplinary teams.

Goal 3: Foster Ethical Leadership and Evidence-Based Decision-Making in Nursing

Graduates will be prepared to assume leadership roles within healthcare organizations, making ethical, evidence-based decisions that enhance patient outcomes and drive continuous improvement in nursing practice. Through the integration of ethical principles, leadership development, and practical experience in courses like NURS 130 Nursing Law and Ethics, and NURS 407 Evidence-Based Practice, graduates will possess the skills to navigate complex healthcare challenges and advocate for systemic improvements.

Expected Outcomes: Graduates will demonstrate professional leadership, apply ethical decision-making frameworks in clinical practice, and use evidence-based research to inform patient care strategies, thereby promoting patient safety and advancing the nursing profession.

Admission and Progression Criteria

Curriculum mapping documents the relationships between curriculum components, ensuring alignment with intended learner outcomes. It helps educators identify redundancies, inconsistencies, and gaps while fostering a systems-thinking approach. By visually illustrating subject matter connections, curriculum mapping enhances understanding, supports continuous improvement, and strengthens learning to achieve educational objectives. Each course is linked to specific learning outcomes, which are mapped on a matrix to track their progression through the stages of introduction, development, and mastery (McCoy & Anema, 2018).

Admission Requirements

1. **Complete prerequisite courses** (MATH 095, MATH 096, CHEM 101 or CHEM 102, ENGL 101, BIOL 101 and 102, NURS 101, MICR 134, PSYC 121, PHRM 101) with a grade of C or better in each course.

- Priority will be given to applicants who complete prerequisites (at least 12 units) at SNM (School of Nursing of Malibu).
- 2. **College GPA** calculated on pre-requisite courses. The minimum GPA for nursing applications is 3.3; each course should be passed with a C or better.
- 3. **TEAS (Test of Essential Academic Skills)** Academic Preparedness score at the proficient level or better ($x > 75\%$).
- 4. Priority will be given to applicants who can verify they have completed 75 hours of healthcare or community service experience within the last three years.
- 5. Priority will also be given to those who served in the US Military (Air Force, Marines, Army, Navy, Coast Guard, Space Force).

Required Cognate Courses

- BIOL 101 Human Anatomy (5)
- BIOL 102 Human Physiology (5)
- CHEM 101 Introductory Chemistry or CHEM 102 Survey of Organic Chemistry (4)
- FDNT 235 Nutrition (3)
- MICR 134 General Microbiology (5)
- PSYC 121 General Psychology (4)
- PSYC 234 Human Development (4)
- PHRM 101 Intro to Pharmacology (3)
- HIST 101: History of the US to 1877 (4)
- HIST 102: History of the US from 1877 (4)

Sociocultural Course (At least two of the following):

- SOCI 121 Sociology (4)

- HDEV 380 Child Development (4)
- CULT 101 Cultural Diversity (3)

Language Course (At least one course):

- SPAN 101 Spanish I (4)
- TAGG 101 Tagalog I (4)
- PUNJ 101 Punjabi I (4)
- ARAB 101 Arabic I (4)
- VIET 101 Vietnamese I (4)
- KORE 101 Korean I (4)
- JAPA 101 Japanese I (4)
- CHIN 101 Chinese I (4)

Mandatory Classes for Nursing Program:

- NURS 101: Intro to Nursing (4)
- TEAS 101: TEAS Prep Course (4)

Arts Course (At least one course):

- FILM 101: Filmmaking (4)
- SCRPT 101: Script Writing (4)
- VDOE 101: Video Editing (4)
- ART 101: Intro to Art History (4)
- MSCT 101: Music Therapy in Nursing (4)

General Education Requirements**Section 1: Foundations of Learning**

- ENGL 101 College English I (4)
- HEAL 101 Healthcare Etiquette/Communications (3)
- MATH 095 Basic Algebra I (4)
- MATH 096 Basic Algebra II (4)

Section 2: Foundations of Mindfulness and Wellness (at least 9 hours)

- MIND 101 Mindfulness in Healthcare (3)
- EXSC 130 Exercise Science for Health Professions (3)
- HLT 140 Stress Management & Resilience (3)
- HED 150 Holistic Health & Wellness (3)
- HSC 140 Human Biology & Public Health (3)
- EXCS 140 Yoga & Mindful Movement (3)
- HLT 340 HeartMath (3)

Prerequisites**General Education**

All general education must be completed before the Fall Quarter of the third year prior to beginning core nursing courses.

Core Nursing

- NURS 110 Fundamentals I and NURS 121 Nursing Skills I must be completed with a passing score prior to beginning NURS 125 Med-Surg.

- NURS 210 Fundamentals II and NURS 221 Nursing Skills II must be completed prior to starting NURS 225 Med-Surg II.
- All Med-Surg courses and corresponding clinicals must be completed with a passing score before moving on to the next Med-Surg course.

Med-Surg Course Order

- NURS 125 Med-Surg I & NURS 125 L: Clinical
- NURS 225 Med-Surg II & NURS 225 L: Clinical
- NURS 325 Med-Surg III & NURS 325 L: Clinical

All Med-Surg courses must be completed prior to beginning NURS 310 Fundamentals III.

Passing Requirements**Minimal Passing Grade, Consequences, and Remediation**

At the School of Nursing of Malibu, we are dedicated to providing high-quality education to transform learners into innovative healthcare leaders. To evaluate whether learners can adequately meet course requirements and outcomes, a 75% passing grade is required. If a learner fails to meet the minimum passing grade, they will fail the course and no longer continue in the nursing program. Learners may reapply to the program once, but they must agree to the program's remediation requirements, attend a board meeting regarding remediation, and be paired with a success mentor.

Interventions, including pairing high-risk learners with a facility mentor, are designed to guide learners through study schedules, tutoring, and remediation strategies. Mentors meet with learners weekly to discuss progress and set up strategies for success. Learners must meet a comprehensive predictor exam with a passing rate by the end of the program. Remediation is

required to clarify knowledge gaps (Wallace et al., 2021). Studies have shown that learners who effectively remediate their subjects consistently show improved NCLEX-RN pass rates (Meehan & Barker, 2021).

Nursing Course Map

First Year

Fall (16 Credits)

- ENGL 101: College English I (4)
- HLT 101: Healthcare Etiquette and Communication (3)
- PSYC 121: General Psychology (4)
- BIOL 101: Human Anatomy (5)

Winter (16 Credits)

- BIOL 102: Human Physiology (5)
- Sociocultural Course I (3-4)
- Mindfulness Course I (3)
- MATH 095: Basic Algebra I (4)

Spring (17 Credits)

- MICR 134: General Microbiology (5)
- PSYC 234: Human Development (4)
- Sociocultural Course II (3-4)
- MATH 096: Basic Algebra II (4)

Second Year

Fall (13 Credits)

- CHEM 101: Introductory Chemistry (4)
- FDNT 235: Nutrition (3)
- Mindfulness Course II (3)
- PHRM 101: Intro to Pharmacology (3)

Winter (12 Credits)

- HIST 101: History of the US to 1877 (4)
- NURS 101: Intro to Nursing (4)
- Language Course (4)

Spring (12 Credits)

- HIST 102: History of the US from 1877 (4)
- TEAS 101: TEAS Prep Course (4)
- Arts Course (4)

Third Year**Fall (12 Credits)**

- NURS 390: Pathophysiology and Nursing Care (4)
- NURS 121: Nursing Skills I - Physical Assessment (2)
- NURS 110: Fundamentals I (3)
- NURS 130: Introduction to Nursing Law and Ethics (3)

Winter (15 Credits)

- NURS 212: Pharmacology and Nursing Care (3)
- NURS 125: Med-Surg I (4)
- NURS 125 L: Clinical (SNF) (3)
- NURS 221: Nursing Skills II (2)

- NURS 210: Fundamentals II (3)

Spring (15 Credits)

- NURS 225: Med-Surg II (4)
- NURS 225 L: Clinical (Med-Surg) (3)
- NURS 321: Nursing Skills III (2)
- NURS 238: Care for Psychiatric and Mental Health (3)
- NURS 238 L: Clinical (Psych) (3)

Fourth Year**Fall (13 Credits)**

- NURS 325: Med-Surg III (4)
- NURS 325 L: Clinical (Med-Surg and Specialty Units) (3)
- NURS 407: EBP and Nursing Research (3)
- NURS 242: Community Health (3)

Winter (15 Credits)

- NURS 233: Maternity Nursing (3)
- NURS 233 L: Clinical (Maternity Unit) (3)
- NURS 215: Peds Nursing (3)
- NURS 215 L: Clinical (Peds Unit) (3)
- NURS 330: Legal Issues in Nursing (3)

Spring (15 Credits)

- NURS 392: Preceptorship (Prep for Interviews + Connections) (6)
- **Mandatory Nursing Elective (Choose one):**
 - NURS 300: Nursing Disaster Awareness/Drug OD Class (3)

- NURS 350: ICU Nursing Theory (3)
- NURS 355: ED Nursing Theory (3)
- NURS 360: OR + PACU Nursing Theory (3)
- NURS 310: Fundamentals III (3)
- NURS 560: Leadership in Nursing (3)

Curriculum Map Legend

- **I = Introduce**

Conceptual learning that supplies the foundation for future applications and advanced content knowledge.

- **D = Develop**

Building upon foundational knowledge, applying skills, procedures, and concepts with increasing complexity and independence.

- **M = Mastery**

Demonstrating advanced proficiency in theoretical application, professional-level skills, and complex content knowledge required for higher-level practice.

Figure 1

Courses	Outcome #1	Outcome #2	Outcome #3	Outcome #4	Outcome #5	Pre-Req
ENGL 101						X
HLT 101			I	I	I	
PSYC 121	I		I			
BIOL 101		I		I		
BIOL 102		I		I		
MATH 095						X
MICR 134		I		I		
PSYC 234	I	I	I			
MATH 096						X
CHEM 101/CHEM 102						X

Figure 2

FDNT 235		I		I		
PHRM 101	I	I				
HIST 101						X
NURS 101	I	I	I		I	
HIST 102						X
TEAS 101						X
SPAN 101						X
TAGG 101						X
KORE 101						X
JAPA 101						X
CHIN 101						X
PUNJ 101						X
ARAB 101						X
VIET 101						X
FILM 101						X
SCRPT 101						X
VDOE 101						X
ART 101						X

Figure 3

MSCT 101						X
SOCI 121						X
HDEV 380						X
CULT 101						X
MIND 101	I		I			
EXSC 130	I		I			
HLT 140	I		I			
HED 150	I		I			
HSC 140	I		I			
EXCS 140	I		I			
HLT 340	I		I			
NURS 390		D		D		
NURS 121	I	I	I			
NURS 110	I	I	I	I	I	
NURS 130					I	
NURS 212	D	D				
NURS 125			D	D		
NURS 125 L		I	I	I		
NURS 221	D	D	D			

Figure 4

NURS 210	D	D	D	D	D	
NURS 225			M	M		
NURS 225 L		D	D	D		
NURS 321	M	M	M	M	M	
NURS 238	I	I			D	
NURS 238 L	I	I			D	
NURS 325			M	M		
NURS 325 L		M	M	M		
NURS 407		D		D		
NURS 242	D	D	D		D	
NURS 233	D	I	D	I	I	
NURS 233 L	D	I	D	I	I	
NURS 215	D	I	D	I	I	
NURS 215 L	D	I	D	I	I	
NURS 330			M		M	
NURS 392	M	M	M	M	M	
NURS 300	M	M	M		M	
NURS 350	D	D	D	D	D	
NURS 355	D	D	D	D	D	

Figure 5

NURS 360		M	M	D		
NURS 310	M	M	M	M	M	
NURS 560			M			

Curriculum Courses

Course Description

NURS 238: Care for Psychiatric and Mental Health is a theory course designed to introduce new concepts and reinforce knowledge acquired in prerequisite courses. The course focuses on professionalism in mental health, therapeutic communication, legal and ethical practices in psychiatric care, nursing diagnoses, assessments, and treatments within psychiatric and mental

health care. Students will engage with case studies, care plans, quizzes, and examinations to facilitate their understanding and achievement of the course's student learning outcomes. The course is taken in conjunction with NURS 238L and consists of three theory units, totaling 30 clock hours.

Prerequisites: NURS 121, NURS 221, NURS 110, NURS 210

Corequisite: NURS 225 & NURS 321

Course Student Learning Outcomes

Upon completion of this course, students will:

1. Integrate knowledge of effective therapeutic communication using active listening, building rapport, verbal communication, and nonverbal communication skills.
2. Demonstrate compassion in patient advocacy by directing patients to understand their rights and resources regarding mental health.
3. Employ clinical decision-making and leadership tools by providing interventions and treatments within patient-specific care plans regarding mental health.
4. Demonstrate integrity and accountability in legal and ethical issues regarding patient safety, quality, and advocacy.
5. Employ tools of clinical decision-making by demonstrating knowledge of medication, adverse effects, and interactions that most appropriately fit a patient based on their collected assessment data.

All learning outcomes will be developed through case studies and evaluated throughout exams.

Methods of Evaluation

The following methods will be used to evaluate student performance in the course:

1. Assignments (15%)

Assignments include medication presentations, weekly discussions, group activities, and simulation labs.

2. Quizzes (5%)

Quizzes will be given weekly and will cover material learned the previous week.

3. Exams (80%)

There will be four exams in total. Three exams will focus on the material learned in each unit, while the final exam will be cumulative.

Grading Scale:

- 94%–100% = A
- 90%–93% = A-
- 87%–89% = B+
- 84%–86% = B
- 80%–83% = B-
- 77%–79% = C+
- 75%–76% = C
- 70%–74% = C-
- Below 70% = F

Passing Requirements:

In order to pass this course, students must obtain a grade above 75%, with an average exam score of 75% or higher. Students must also pass the NURS 238L course with a satisfactory performance evaluation from their assigned clinical instructor. All assigned work must be

completed with an acceptable score. Late assignments will incur point deductions, but all work must be completed to progress in the nursing program. Students who receive a grade below the satisfactory 75% will be dropped from the program but may reapply with remediation. Please refer to the School of Nursing of Malibu admission criteria for further details on remediation.

Course Description

The Nursing Role Preceptorship/Capstone course provides students with an opportunity to apply the knowledge and skills they have acquired throughout their program, focusing on the competencies of a baccalaureate-level nurse. Students will collaborate with faculty and a preceptor to complete a minimum of 120 hours of clinical care. Additionally, students will meet on campus every other Wednesday for two hours to discuss the expectations and roles of a new graduate nurse.

At the School of Nursing of Malibu, we aim to prepare students to be competitive candidates in the nursing job market, equipping them with essential skills in financial literacy and mindfulness practices to prevent burnout. These topics are particularly important, as the nursing profession faces a growing shortage due to burnout (Ghimire & Neupane, 2024; Zangaro et al., 2022).

Nurses must also develop financial literacy to make informed decisions about job benefits, retirement plans, and long-term financial stability (Bayram & Palese, 2022). To succeed in the job market, students must refine career skills such as resume writing and interview preparation (Crismon et al., 2021). This comprehensive approach ensures graduates are well-prepared for both professional success and personal well-being.

Course Student Learning Outcomes

Upon completion of this course, students will:

1. Apply nursing skills and knowledge from across the degree program in the role of a nurse in the clinical setting and demonstrate how it meets the Expected Program Student Learning Outcomes (EPSLOs). (EPSLOs: 1, 2, 3, 4, 5)
2. Interpret how to navigate the nursing job market and understand the associated benefits of various job options. (EPSLOs: 3, 4, 5)
3. Recognize the signs of nursing burnout and identify appropriate mindfulness practices to address and manage burnout. (EPSLOs: 1, 2, 3)
4. Prepare a professional nursing resume, along with the skills needed for navigating job interviews and demonstrating professionalism. (EPSLOs: 2, 4, 5)
5. Identify the necessary steps to prepare adequately for the NCLEX exam and select appropriate test-taking strategies. (EPSLOs: 1, 2, 4, 5)

Methods of Evaluation

The following methods will be used to evaluate student performance in the course:

1. **U-world Rationales (20%)**

Students will complete and submit U-world rationales related to clinical decision-making and test-taking strategies.

2. **Resume (20%)**

A professionally crafted nursing resume, demonstrating an understanding of career preparation and professionalism.

3. Mock Job Interview (20%)

A mock job interview, scheduled for 5/29, will evaluate the student's preparedness for real-life job interviews.

4. Final Paper and EPSLO Outcomes (20%)

A final paper that reflects on the students' preceptorship experience and addresses the EPSLOs.

5. Online Discussion Boards (20%)

Participation in online discussion boards, encouraging reflection and engagement with course materials.

6. Student Goals from Preceptorship (P/N)

Students will establish goals for their preceptorship, which will be evaluated as pass or not pass.

7. U-world NCLEX Test (P/N)

A U-world NCLEX test will be administered to assess readiness for the NCLEX exam.

8. Preceptorship Midpoint Evaluation and Reflection (P/N)

A midpoint evaluation of the preceptorship, along with a reflection on progress, will be submitted for pass or not pass evaluation.

9. Preceptorship Final Evaluation (P/N)

A final evaluation of the preceptorship experience, including feedback from the preceptor and faculty, will be conducted and evaluated as pass or not pass.

10. Completed Hours Form (120 Hours) (P/N)

A form verifying the completion of 120 clinical hours, to be submitted for pass or not pass evaluation.

Course Description

NURS 350: Introduction to Critical Care Nursing Theory is an elective course that introduces concepts in critical care nursing, focusing on what is expected for the American Association of Critical Care Nurses' (AACN) Critical Care Registered Nurse (CCRN) certification exam. The course covers key areas, including the AACN synergy model, cardiovascular, respiratory, multisystem, hemodynamics, neurological, gastrointestinal, renal, endocrine, musculoskeletal, hematology/immunology, integumentary, and behavioral/psychosocial critical care nursing care.

Students will take this course concurrently with their preceptorship as they enter their final quarter of nursing school. Although the CCRN exam requires nursing experience, this course is designed to meet the competency level expected for senior-level nursing students interested in pursuing ICU nursing later in their careers. This course consists of two theory units (20 clock hours) and one field experience (12 clock hours).

Prerequisites:

- NURS 325 + 325L: Med-Surg III + Clinical
- NURS 407: EBP and Nursing Research
- NURS 242: Community Health
- NURS 233 + 233L: Maternity Nursing + Clinical
- NURS 215 + 215L: Pediatric Nursing + Clinical
- NURS 330: Legal Issues in Nursing

Student Learning Outcomes

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

1. **Identify** common pathophysiological conditions in the ICU with their associated signs and symptoms. (EPSLOs: 2, 3)
2. **Analyze** the pharmacological effects of common medications given in the ICU. (EPSLOs: 2, 3)
3. **Explain** the role of the registered nurse in the ICU compared to those in the medical-surgical unit. (EPSLOs: 1, 2, 3, 4, 5)
4. **Interpret** the application of the AACN synergy model in relation to nursing care in the ICU. (EPSLOs: 1, 2, 3, 5)
5. **Describe** nursing interventions and care in the ICU, including but not limited to arterial lines, PA catheters, and CRRT (continuous renal replacement therapy). (EPSLOs: 2, 3, 4)

Evaluation of Learning (See course calendar for due dates)

The following methods will be used to evaluate student performance in the course:

1. **ICU Reflection Paper (25%)**

Students will submit a reflection paper on their ICU experience, detailing insights and applications of learned concepts.

2. **Case Study Presentation (50%)**

A group or individual case study presentation that demonstrates students' understanding and application of critical care concepts.

3. **Quizzes (25%)**

Quizzes will test students' knowledge of critical care nursing topics and concepts taught throughout the course.

Extra Credit:

- On a credit/no credit basis, students may earn extra credit for practice tests. Each practice test scored above 50% will give an additional 3.33%.

To Pass This Course, Students Must:

- Achieve a cumulative average of 75% or better across all course points.
- Satisfactorily complete all assigned work.

Students who receive a grade of **C-** or lower will not be able to graduate from the program, as they are in their final quarter. They will need to retake this class or select another elective that meets the nursing program's requirements.

Course Description

Maternity Nursing builds upon foundational nursing concepts to provide safe, compassionate, and evidence-based care for the pregnant individual, their family, and the neonate. This course emphasizes a holistic approach to nursing care, integrating physical, emotional, and spiritual aspects of patient care while addressing diverse family needs. Students will develop critical thinking and clinical judgment skills, collaborate with interdisciplinary healthcare teams, and apply innovative practices and technology in a variety of learning environments, including classroom instruction, skills labs, simulation labs, and clinical settings. Mindfulness, self-awareness, and a commitment to diversity and health equity will be woven throughout the course, cultivating empathy, resilience, and a deeper understanding of nursing leadership in maternal healthcare.

The course consists of three theory units (30 clock hours) and three clinical units (90 clock hours—60 direct patient care hours and 30 simulation hours).

Learning Outcomes

Upon completion of this course, students will:

1. Demonstrate safe, compassionate, and evidence-based nursing care for the pregnant family and the neonate.

- Conduct comprehensive physical, psychological, behavioral, and spiritual assessments, employing culturally sensitive approaches to meet the needs of the pregnant family and neonate.
- Develop and implement individualized, evidence-based care plans, considering human growth and development, pathophysiology, pharmacology, nutrition, medical management, and nursing interventions.
- Incorporate NPSG #1: Improve the accuracy of patient identification by verifying patient identity through two identifiers before administering medications, performing procedures, and delivering care to ensure patient safety in maternity and neonatal settings.

2. Apply clinical judgment to prioritize and deliver patient-centered care for the pregnant family and the neonate.

- Analyze assessment data to identify risks, manage potential complications, and ensure appropriate care delivery based on the patient's changing condition.
- Prioritize care based on the unique needs of each patient, ensuring timely interventions and effective outcomes for the pregnant family and neonate.
- Implement NPSG #2: Improve the effectiveness of communication among caregivers by ensuring timely and accurate reporting of critical test results and diagnostic procedures related to maternal and neonatal care.

3. Initiate and engage in effective teamwork and collaboration with interprofessional healthcare teams.

- Actively communicate and collaborate with healthcare professionals, patients, and support networks to develop and implement a comprehensive, patient-centered plan of care.
- Demonstrate effective communication when transitioning care, including discharge planning and hand-off procedures.
- Adhere to NPSG #2: Improve the effectiveness of communication among caregivers by ensuring that all critical information related to the pregnant family and neonate is communicated clearly during hand-offs and shift changes.

4. Incorporate quality improvement processes and patient safety initiatives in clinical practice.

- Identify and analyze nursing-sensitive indicators and apply evidence to enhance patient safety for the pregnant family and neonate.
- Implement National Patient Safety Goals, evaluating their impact on patient care outcomes and system improvements.
- Apply NPSG #3: Improve the safety of using medications by ensuring proper medication administration practices, including double-checking high-risk medications for pregnant families and neonates.
- Integrate NPSG #7: Reduce the risk of healthcare-associated infections by following infection control practices, including hand hygiene, sterile technique, and appropriate use of antibiotics in maternal and neonatal care.

5. Integrate legal, ethical, and professional principles in the provision of care.

- Apply the ANA Standards of Practice and ethical guidelines specific to the care of the pregnant family and the neonate.
- Advocate for patient rights and health equity, including the elimination of health disparities and support for vulnerable populations.
- Follow NPSG #9: Reduce the risk of patient harm resulting from falls by assessing fall risk and implementing appropriate interventions to prevent falls in both the pregnant family and neonate.
- Promote NPSG #16: Improve healthcare equity by ensuring that culturally sensitive and equitable care is provided to all patients, especially underserved and vulnerable populations, and by addressing disparities in maternity and neonatal care.

Evaluation Strategies

Student learning and performance are assessed through a combination of formative and summative evaluations, ensuring both academic and clinical competence:

- **Quizzes and Exams:** Assess understanding of maternal and newborn nursing concepts, clinical guidelines, and best practices.
- **Clinical Performance Evaluations:** Faculty and preceptors provide structured feedback on students' ability to deliver safe, effective, and compassionate care.
- **Nursing Care Plans:** Demonstrate students' ability to develop and implement individualized, evidence-based plans of care.
- **Reflective Assignments:** Written reflections and case analyses encourage students to connect theory with clinical practice, fostering mindfulness and self-awareness.

- **Oral Presentations and Peer Teaching:** Opportunities for students to synthesize knowledge and educate peers, enhancing leadership and communication skills.
- **Diversity and Cultural Competency Assessments:** Case studies and discussions on health disparities, cultural sensitivity, and equitable care practices ensure readiness to serve diverse patient populations.

Grading Scale

The Nursing School of Malibu requires a minimum passing grade of 75% for all nursing courses.

The grading scale is as follows:

- **94% - 100% = A**
- **90% - 93% = A-**
- **87% - 89% = B+**
- **84% - 86% = B**
- **80% - 83% = B-**
- **77% - 79% = C+**
- **75% - 76% = C (Minimum Passing Grade)**
- **70% - 74% = C-**
- **67% - 69% = D+**
- **64% - 66% = D**
- **60% - 63% = D-**
- **Below 59% = F**

Grade Breakdown

- **Assignments/Participation:** 5%
- **Quizzes:** 5%
- **ATI Assessments:** 10%
- **Exams:** 80%
- **Total:** 100%

Minimal Passing Grade, Consequences, and Remediation

At the School of Nursing of Malibu, we are dedicated to providing high-quality education to transform learners into innovative healthcare leaders. To evaluate whether learners can adequately meet course requirements and outcomes, a 75% passing grade has been implemented.

If a learner fails to meet the minimum passing grade, they are at risk of failing the course and will no longer be able to continue in the nursing program. Learners may reapply to the program once but must agree to the program's remediation requirements, attend a board meeting regarding remediation, and be paired with a success mentor.

Interventions are in place, including pairing high-risk learners with a faculty mentor. Mentors will meet with learners on a weekly basis to discuss strategies, set up study schedules tailored to the learners' needs and resources, and provide tutoring to guide them toward success. Meetings with mentors address potential barriers, progress, and remediation strategies. Learners must meet a comprehensive predictor exam with a passing rate by the end of the program.

To successfully pass the course, students must:

- Attain a cumulative exam average of 75% or higher. If a student does not meet this requirement, the final course grade will reflect the exam average.
- Achieve a satisfactory final summative clinical performance evaluation in clinical/lab courses.
- Submit all required care plans, presentations, VSims, lactation modules, and other clinical documentation in a timely manner.
- Complete all assigned coursework, even if it results in a reduced grade or zero.
- Earn a minimum of 75% of the total course points.

Students who receive a grade of C- or lower will be dismissed from the nursing program. If they wish to return, they must reapply for admission, which is based on merit and available space.

Students repeating a course must retake both the theory and clinical components.

The nursing curriculum at the School of Nursing of Malibu is designed to equip students with the knowledge, skills, and competencies needed for success in diverse healthcare settings. By combining theoretical learning with clinical practice, students develop critical thinking, clinical judgment, and leadership abilities. Courses such as psychiatric and mental health care, critical care, and maternity nursing ensure students are prepared to meet patient needs while promoting mindfulness, diversity, and financial literacy. The program's focus on key learning outcomes ensures that graduates are ready to excel in their nursing careers and make meaningful contributions to patient care.

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