

BSN Curriculum Revision:  
Leading the transformation of UP's BSN  
program to address emerging roles in  
population health nursing



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# Objectives

1. Describe the current population health trends in nursing education
2. Identify 3 key strategies for stakeholder engagement in curriculum revision
3. Describe key elements of UP SON new BSN curriculum addressing population health

# Clinical Partners

- Lead teams and understand their role on the team
- Manage complex patients and function as case managers
- Understand, manage, and be familiar with nursing informatics
- Manage mental health populations across the continuum of care

# Clinical Partners

- Provide holistic care
- Understand the financial implications of care
- Function in all areas of care: ambulatory, community, acute, post-acute, & public health
- Promote illness prevention and health promotion

# Considering Curriculum Revision

- Recognized over 10 years since major revision
- Saw need to meet emerging health and health care demands in the community
- Transition focus from acute care nursing to population health

# Goals of Curriculum Revision

**We want our students to be:**

Confident, experienced, resilient,  
transformational leaders, risk takers, difference  
makers, and game changers.

# Goals of Curriculum Revision

**We want our students to:**

Pass NCLEX, practice ethically, practice at the top of their license, be clear in their roles and responsibilities as nurses, have a loud voice in health policy decisions and participate with interdisciplinary teams.

# Curriculum Revision

**But how???**



# Value-based versus Volume-based Care

## Population Health Management



CMS Shared Savings • Commercial ACO • FTC Clinically Integrated Networks

# Josiah Macy Foundation Ambulatory Care Conference

## Conference Themes:

- Changing the Healthcare Culture
- Transforming the Practice Environment
- Educating Nursing Students in Primary Care
- Supporting the Primary Care Career Development of RNs
- Developing Primary Care Expertise in Nursing School Faculty
- Increasing Opportunities for Interprofessional Education

# Josiah Macy Foundation Ambulatory Care Report

## Key findings of the report:

- Education – prepare nurses to practice to the full extent of education and training in primary care
- Practice – develop models of team-based care that fully capture nursing scope of practice

# Josiah Macy Foundation Recommendations

- # 1. Leaders of nursing schools, primary care practices, and health systems should actively facilitate culture change that elevates primary care in RN education and practice.
- # 3. Nursing school leaders and faculty should elevate primary care content in the education of pre-licensure and RN-to-BSN students.

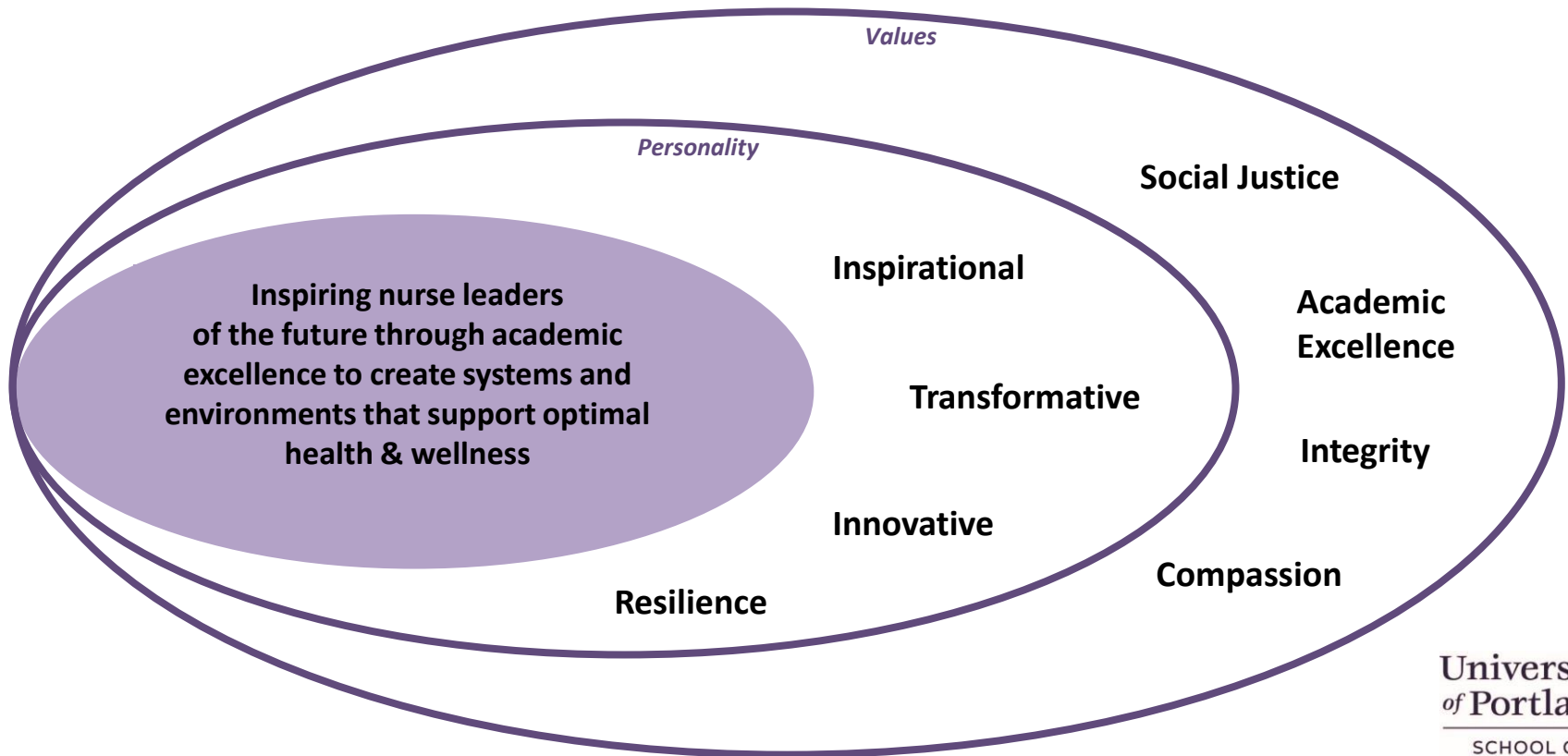
# Josiah Macy Foundation Recommendations

- # 5. Academia and healthcare organizations should partner to support and prepare nursing faculty to educate pre-licensure and RN-to-BSN students in primary care knowledge, skills, and perspectives.
- # 6. Leaders and faculty in nursing education and continuing education programs should include interprofessional education and teamwork in primary care nursing curricula.

# Curriculum Revision

Again . . . how???

# Inspiring nurse leaders of the future



# New Mission

The University of Portland School of Nursing educates nurse leaders of the future through innovative learning and engagement that enriches the culture of healthcare to promote health and wellness of the population. Faculty, staff, and students are accountable for fostering a spirit of discovery and creating an environment that cultivates lifelong learning.



# New Vision

The University of Portland School of Nursing creates positive change in healthcare through academic excellence to improve the health of society.

# New Program Outcomes

Graduates of the BSN program will be prepared to:

- Provide safe, high-quality nursing care to individuals.
- Deliver holistic nursing care to populations across a health care continuum.
- Contribute to the nursing profession.
- Improve health care delivery across the continuum of care.
- Create and support healthy work environments.

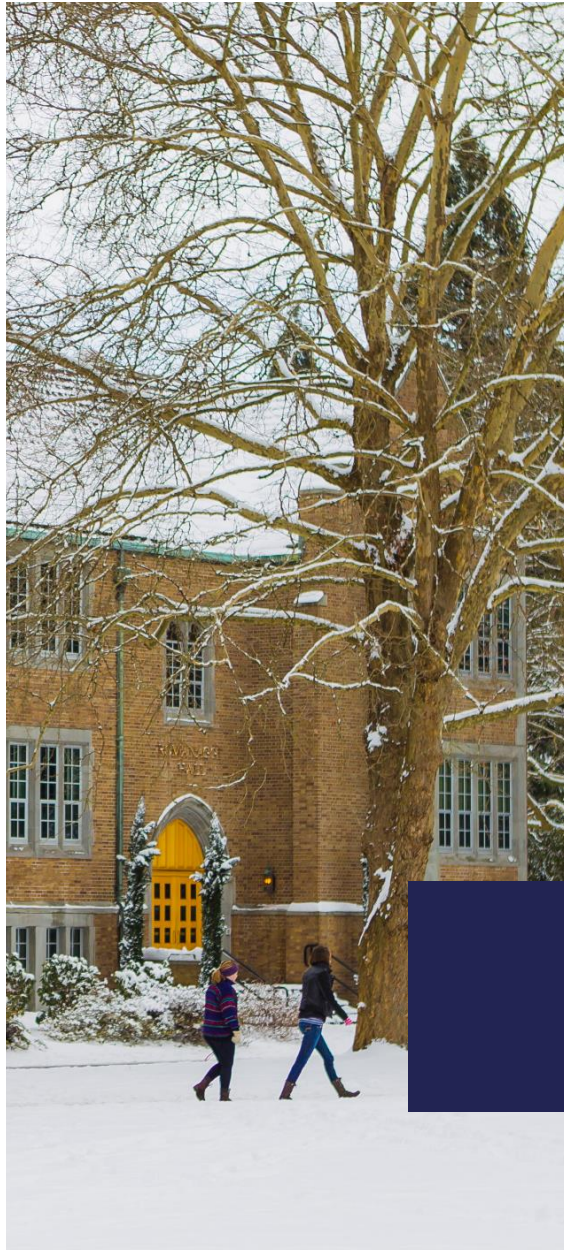
# New Program of Study

University of Portland School of Nursing BSN Curriculum Program of Study					
Freshman Fall		Credits	Freshman Spring		Credits
NRS 104: Nursing Professionalism and Practice		3	NRS 116: Health and Wellness Across the Lifespan I		3
Sophomore Fall		Credits	Sophomore Spring:		Credits
NRS 216: Health and Wellness Across the Lifespan II		3	NRS 204: Foundations in Health Assessment		3
			NRS 206: Professional Practice: Health Assessment		3
Junior Fall:		Credits	Junior Spring:		Credits
NRS 316: Population Health and Wellness Across the Lifespan		3	NRS 317: Acute Illness Management Across the Lifespan		3
NRS 325: Pathophysiology and Pharmacology I		3	NRS 326: Pathophysiology and Pharmacology II		3
NRS 306: Professional Practice: Population Health and Wellness		4	NRS 308: Professional Practice: Acute Illness Management		4
NRS 307: Clinical Reasoning Seminar: Population Health and Wellness		3	NRS 309: Clinical Reasoning Seminar: Acute Illness Management		3
Senior Fall		Credits	Senior Spring		Credits
NRS 416: Chronic Illness Management Across the Lifespan		3	NRS 460: The Baccalaureate Nurse's Role in Advancing the Culture of Health		3
NRS 440: Social Justice and Population Health		3	NRS 480: Life-long Learning		3
NRS 406: Professional Practice: Chronic Illness Management		4	NRS 408: Transition to Professional Practice		4
NRS 407: Clinical Reasoning Seminar: Chronic Illness Management		3	NRS 409: Clinical Reasoning Seminar: Transition to Professional Practice		3
			<b>Total credits BSN Program:</b>		<b>121</b>
			<b>Total clinical credits / hours:</b>		<b>credits</b>

# Next steps . . .

- Continue with stakeholder engagement
  - Public health
  - Ambulatory care
  - Primary care
  - Current health system practice partners
- Transitions in DEU model
- Prepare faculty
- Prepare students





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