

# School of Nursing

Susan Bakewell-Sachs, *Dean*

Established in 1966, the School of Nursing is now housed in Paul Loser Hall and consists of two divisions. The Bachelor of Science in Nursing (BSN) degree is offered by the Division of Professional Nursing Education and Practice while the Division of Advanced Nursing Education and Practice offers a graduate program leading to the Master of Science in Nursing (MSN) degree. The MSN program as well as the post-master's family nurse practitioner certificate and the certificate program in school nursing are described in *The College of New Jersey Graduate Bulletin*. The BSN program is described on the following pages.

*Faculty:* Haumann, *Chair*; Bakewell-Sachs, Blicharz, Boughn, Cappelli, Conway, Lindberg, Martin-Plank, Mericle, Mitchell, O'Connor, Rice, Word

## Organizing Framework

The faculty of the School of Nursing gratefully acknowledges the works of Martha Rogers, Jean Watson, Patricia Benner, and Judith Wrubel. The study of their writings has reaffirmed for us the joy, wonder, and excitement of the profession of nursing as art and science. From their theories, observations, and ideas we have derived many of our ideas, philosophical explanations, and definitions.

The organizing framework comprises four basic concepts—human beings, environment, health, and nursing. These concepts form the metaparadigm of nursing and are the basis of the program of study. Systems theory is used to examine the continuous mutual process between human beings and the environment.

Within human beings the pervasive concepts are holism and growth and development across the life span. Holism includes the biological, psychological, social, cultural, spiritual and intellectual dimensions. The client systems are progressive in that students work first with individuals, then families, and finally, the community as client.

Environment is believed to be the context or landscape and geography of the human social experience and relations. Environment is viewed throughout the curriculum to include personal, social, national, global, and beyond-global dimensions. The physical, psychosocial, cultural, historical, developmental, economic, and political aspects are considered within each dimension.

Health, a dynamic process, is the synthesis of wellness and illness and is defined by the perception of the client across the life span. The pervasive concepts are the lived experience of wellness or congruence between one's possibilities and one's realities—based on caring and feeling cared for—and the lived experience of illness or loss/dysfunction that can be mediated by caring relationships. The concepts of stress and coping further explicate the wellness/illness experience of the client. Stress is the disruption of meaning, understanding, and smooth functioning so that harm, loss, or challenge is experienced and sorrow interpretation or new skill acquisition is required. Coping is what people do when personal meanings are disrupted and smooth functioning breaks down. The goal of coping is the restoration of meaning and is not a series of strategies that people choose from a list of unlimited options. Coping is always bounded by the meanings and issues inherent in what counts as stressful to each individual.

Nursing is seen as a process that links the nurse to others. The pervasive concepts are caring and power. At the undergraduate level, critical thinking is seen to move progressively through the curriculum and includes nursing process and the research process.

The development of the student nurse is considered and seen to progress through the study and experience of nursing roles. These humanitarian roles, which include moral/ethical and aesthetic, cognitive, intellectual, and interpersonal dimensions, are learner, clinician, and leader. The learner role includes student, scholar (expert learner), researcher, and scientist. The clinician role of care giver includes critical thinker, teacher, collaborator, and user of nursing theory as

the professional nurse develops from novice to expert clinician. The leader role includes manager and coordinator of care, change agent, and role model.

## Division of Professional Nursing Education and Practice

The BSN program admits post-high school students and transfer students, that is, those with some college credits or with degrees in other disciplines (NURA). There is also a special pathway for registered nurses with the associate degree or diploma in nursing (NURB). Full- and part-time study options are available for all BSN students.

All professional nursing courses are taught by well-qualified faculty who are experienced and proficient in scientific foundations and clinical applications of nursing. State-of-the-art professional instruction emphasizes that nursing is centered on caring for people. The curriculum reflects this emphasis in clinical nursing practice courses that begin in the sophomore year and become increasingly complex. Students work with children, adults, childbearing families, and the elderly in a variety of settings including acute care hospitals, using sophisticated technology and community agencies dealing with individual, family, and community health care needs. Outstanding opportunities to gain valuable clinical experience are available because of excellent relationships with area hospitals, mental health clinics, nursing homes, home health care agencies, schools, and senior citizen centers. The faculty and students comprise a community of learners with the faculty as facilitator and the student responsible for his or her own learning. Teaching strategies are varied so that students are able to maximize their learning potentials. The program is based on the concepts of "curriculum as dialogue and meaning" and empowerment of students and clients in a community of learners.

The curriculum is four academic years and includes general education courses, courses in the natural and behavioral sciences, and nursing science and practice courses. The nursing courses are concentrated in the upper division and include nursing practice in the School of Nursing clinical learning laboratory and nursing practice experiences in a wide variety of area health care agencies. Each credit of a nursing lecture or seminar course is the equivalent of one college hour (that is, 53 minutes) in the classroom per week of the semester. Each credit assigned to a nursing laboratory/clinical course equates to three college hours per week for the semester. Thus a three-credit clinical course requires an eight-hour clinical day each week of the semester. The Bachelor of Science in Nursing program is fully accredited by the New Jersey State Board of Nursing and the National League for Nursing. The National League for Nursing Accrediting Commission at 350 Hudson Street, New York, New York 10014 (800/669-1656) is a resource for information regarding tuition, fees, and length of the program.

Approximately 70 to 80 percent of students matriculated in the nursing major complete program requirements. Graduates are then qualified to take the National Council Licensure Examination (NCLEX-RN) for licensure as registered nurses. Application for licensure, in accord with regulations of the New Jersey Board of Nursing, also requires the submission of an affidavit that the applicant "has never been convicted or has not pleaded *nolo contendere*, *non vult contendere* or *non vult* to an indictment, information, or complaint alleging a violation of any federal or state law involving moral turpitude or relating adversely to the nurs-

ing profession." Boards of nursing in other states have similar requirements.

Graduates of the School of Nursing at TCNJ have enjoyed a better-than-average passing rate on the NCLEX-RN. They are broadly prepared as beginning practitioners of professional nursing to give nursing care in any health setting; to interpret and demonstrate such care to others; and to assume professional responsibility for nursing diagnosis, health promotion, disease prevention, habilitation, and rehabilitation. Graduates assume leadership roles in planning, directing, and evaluating nursing care. They are actively recruited for employment in health care agencies. In excess of 70 percent of graduates are employed in full-time positions in nursing within six months following graduation. Many graduates pursue graduate study in nursing at the master's and doctoral levels.

The purpose of the Bachelor of Science in Nursing program at The College of New Jersey is to prepare nurses to:

1. Enter the practice of professional nursing as advanced beginners;
2. Assume the responsibilities of educated persons in society;
3. Participate in the advancement of the profession;
4. Pursue advanced study; and
5. Engage in life-long learning.

## Requirements for the Major

Twenty-nine credits in supportive/prerequisite courses which include BIOL 141, 142, 212, CHEM 201, 202, PSYC 101, STAT 115 and 116; NURS 110, 200, 202, 220, 230, 328, including nine credits in professional role development, NURS 210, 310, 410; and 37 credits of clinical and clinical-related courses which include NURS 240, 320/324, 330/334, 340, 344, 350, 420/424, 440/444, and 460.

## Academic Policies and Program Requirements

Given the nature of the nursing curriculum, course sequence is very important to avoid delays in entering nursing courses and delays in graduation. Students need to work closely with faculty advisers in scheduling courses.

Satisfactory performance on comprehensive achievement examinations is required for graduation. Based on scores achieved, students may be required to complete designated review activities and retesting. There may be fees associated with the examinations.

Students are expected to demonstrate patterns of behavior consistent with safe and ethical professional nursing practice. Students who do not demonstrate such behavior may be removed from clinical experience and are subject to failure in the course and dismissal from the program. Guidelines for student behavior in clinical settings are outlined in the *School of Nursing Student Handbook*.

The College provides liability insurance for all nursing students who are not already registered nurses. The insurance applies only to clinical experiences associated with nursing courses. Registered nurse students must provide their own liability/malpractice insurance.

As a student nurse, certain high-risk contacts necessitate special vigilance to maintain good health. Therefore, the School of Nursing has established health requirements that include an annual health examination, tuberculosis testing, hepatitis vaccination, and rubella titer or immunization. Health requirements are described in detail in the *School of Nursing Student Handbook*.

Clinical learning assignments require students to travel to off-campus clinical agencies. Students are responsible for arranging their own transportation.

Professional status is reflected in appropriate attire. Students are required to purchase the School of Nursing uniform and to adhere to the dress code as described in the student handbook.

Students interested in pursuing a career in pharmaceutical sales and marketing or in other areas of the health care industry can combine a Bachelor of Science in Nursing (BSN) with a minor in marketing. See your adviser or the chairperson of the undergraduate division for more information.

## Organizations

### Professional Nursing Organization of Students (PNOS)

PNOS comprises nursing majors and those interested in the profession of nursing. The PNOS works to provide opportunities for personal, intellectual, professional, and social growth of its members by sponsoring educational, social, and service events. Through PNOS, nursing majors are named to School of Nursing committees.

### New Jersey Nursing Students Association (NJNSA)

Nursing majors are eligible to belong to NJNSA and the National Student Nurses Association. Members participate in state and national activities and conferences.

### Sigma Theta Tau International Honor Society of Nursing

The Delta Nu Chapter of Sigma Theta Tau, the only international honor society of nursing, was chartered at The College in 1980. There are over 300 constituent chapters across the nation in collegiate schools of nursing accredited by the National League for Nursing. Sigma Theta Tau was founded to:

- Recognize the achievement of scholarship of superior quality;
- Recognize the development of leadership qualities;
- Foster high professional standards;
- Encourage creative work; and
- Strengthen commitment on the part of individuals to the ideals and purposes of the profession of nursing.

Each year invitations to membership are extended to selected students in the undergraduate and graduate programs who are in the upper 35 percent of their graduating class. Faculty and other nursing professionals in the community who meet specified criteria may also be invited to become members. Program meetings of an educational or scientific nature are held on a regular basis.

## Nursing Scholarships and Loans

### Air Force ROTC Nursing Scholarships

Freshmen and sophomore nursing candidates interested in serving the USAF Nursing Corps may compete for an AFROTC Scholarship. The scholarship covers tuition, fees, book costs, and a monthly tax-free allowance. There also is a one-year college program allowing juniors to pursue Air Force Commissions before graduation. For further details, contact AFROTC, 9 Senior Street, New Brunswick, NJ 08901. Or fax 732/932-7202.

## Army Reserve Officer Training Corps Two- and Three-Year Nursing Scholarships

Freshmen and sophomore nursing candidates may compete for the Army ROTC scholarship. The scholarship covers full tuition (at TCNJ), laboratory fees, textbooks, and provides a monthly tax-free allowance during the junior and senior years. For further information, contact ROTC at extension 3169.

## Federal Nursing Loans

Nursing loans are available to those students who are enrolled in the nursing program. Students may borrow up to \$2,000, depending upon the availability of funds and the amount of demonstrated financial need. The interest rate on nursing loans is five percent per year. For additional information, see the Office of Student Financial Assistance, Green Hall 101.

## Four-Year Suggested Sequence for Basic Students (NURA)

### Freshman Year

<b>Fall</b>			
NURS	099/Freshman Nursing Seminar		0
IDSC	151/Athens to New York		3
CHEM	201/General Chemistry I		4
PSYC	101/Introductory Psychology		3
RHET	101/Rhetoric		3
	Philosophy/Religion (GE)		3

### Spring

NURS	110/Man/Environment Across the Life Span		3
CHEM	202/General Chemistry II		4
BIOL	141/Anatomy/Physiology I		4
RHET	102/Rhetoric II		3
	<b>Total for year</b>		<b>30</b>

### Sophomore Year

<b>Fall</b>			
BIOL	142/Anatomy/Physiology II		4
NURS	202/Nutrition		3
NURS	210/Prof Role I (Learner)		3
NURS	220/Wellness Promotion		3
IDSC	252/Society, Ethics, Technology		3

### Spring

BIOL	212/Microbiology		4
NURS	200/Pharm. Intervention		3
NURS	230/Holistic Health Assessment		3
NURS	240/Holistic Interventions		3
STAT	115/Statistics I		3
	<b>Total for year</b>		<b>32</b>

### Junior Year

<b>Fall</b>			
STAT	116/Statistics II		3
NURS	310/Prof. Role II (Clinician)		3
NURS	320/Caring in Childbearing Family Health/Science		3
NURS	324/Childbearing Family Health/Practice		3
NURS	340/Caring in Psychosocial Health		3
	<i>or</i>		
NURS	344/Caring in Child Health		3

**Spring**

NURS 328/Research for Health Related and Social Sciences	3
NURS 330/Caring in Adult and Elder Health I/Science	3
NURS 334/Adult and Elder Health I/Practice	3
NURS 340/Caring in Psychosocial Health or	
NURS 344/Caring in Child Health	3
NURS 350/Advanced Holistic Interventions	1
<b>Total for year</b>	<b>28</b>

**Senior Year****Fall**

NURS 410/Prof. Role III (Leader)	3
NURS 420/Caring in Adult and Elder Health II/Science	3
NURS 424/Adult and Elder Health/Practice Literature (GE)	3
History (GE)	3

**Spring**

NURS 440/Caring in Community Health/Science	3
NURS 444/Community Health/Practice	3
NURS 460/Capstone/Leadership Seminar Fine/Performing Art (GE) Elective	3 3 3
<b>Total for year</b>	<b>30</b>

**RN Students (NURB)**

A special curriculum pathway has been designed for RN students who are graduates of associate degree or hospital diploma programs and who now wish to attain a BSN. This pathway provides for recognition of prior study of nursing through challenge examinations or transfer credit from associate degree nursing courses. In addition to satisfying all admission criteria established for transfer students by The College of New Jersey, the RN student must hold a current license to practice professional nursing in the United States and present a copy of the same with application for admission to TCNJ. RN students are expected to carry individual liability/malpractice insurance while taking nursing courses. A copy of the student's current policy must be submitted to the chairperson of the Division of Professional Nursing Education and Practice.

The faculty of the School of Nursing at The College of New Jersey endorse "The New Jersey Articulation Model." Thus, credits are awarded for transferable college-level nursing courses. Up to 31 credits for nursing courses may be transferred within the five-year period following the RN's graduation from the associate degree or diploma nursing program. Beyond the five-year period, testing may be required to establish credit.

Students who are transferring from schools without transferable credit may establish up to 34 credits in nursing through the NLN Mobility Profile II. Details regarding testing procedures and costs will be available from the Division of Professional Nursing Education and Practice.

Non-nursing course requirements for RN students are the same as for basic students. Nursing course requirements differ slightly. RN students work with faculty advisers to develop individualized pathways for completing the program. Individualized pathways are based upon the amount of transfer credit, credit by examination, and the number of

credits the student takes in a given semester. Generally, RNs complete non-nursing course requirements prior to beginning the sequence of nursing courses.

The following nursing courses may either be transferred or challenged by the RN student. *Note:* The maximum number of nursing credits transferred will not exceed the number of nursing credits earned in the sending institution.

NURS 200/Pharmacology	3
NURS 220/Wellness Promotion	3
NURS 240/Holistic Interventions	3
NURS 320/Childbearing Family Science	3
NURS 324/Childbearing Family Practice	3
NURS 330/Adult and Elder Science I	3
NURS 334/Adult and Elder Practice I	3
NURS 340/Psychosocial Health	3
NURS 344/Child Health	3
NURS 350/Advanced Holistic Interventions	1
NURS 420/Adult and Elder Science II	3
<b>Total</b>	<b>31</b>

**Nursing credits that RN students generally need to take include:**

NURS 110/Life Span	3
NURS 202/Nutrition	3
NURS 210/Prof. Role Development I	3
NURS 211/Empowering Returning Students*	1
NURS 230/Holistic Health Assessment	3
NURS 310/Prof. Role Development II	3
NURS 328/Research	3
NURS 410/Prof. Role Development III	3
NURS 434/Professional Practice Across the Life Span*	3
NURS 440/Community/Science	3
NURS 444/Community/Practice	3
NURS 460/Capstone Leadership Seminar	3
<b>Total</b>	<b>34</b>

\*RN students only.

**NURS 110/Development of Unitary Man and Environment Across the Life Span** 3 cr.

(annually-spring)

*Pre- or Corequisite:* PSYC 101

Open to non-majors with permission from coordinator. This course focuses on holistic human beings and includes the normal biological, physical, and psychosocial dimensions of the development of individuals and families from conception to old age. Emphasis is on the lived experience of human-environment interactions. Primary emphasis is on the individual with some discussion of family and community development. An underlying theme of the course is development of the individual student within the context of caring. The beginning learner will study unitary man from birth to old age and death within the context of holism. Environment is defined as the landscape and geography of human social experience as everyday life. The history, theories, and methodologies of growth and development will be explored as a foundation to explain and predict human life span events. The lived experiences of the developing individual will be discussed within the following dimensions: physical and cognitive changes; social, emotional, spiritual, and personality development; and cultural diversity. The concept of caring will be introduced as a foundation for the study of holistic human beings and environment.

**NURS 200/Pharmacological Interventions****3 cr.**

(3 class hours)

(annually-spring)

*Prerequisite:* BIOL 141 or permission*Pre- or Corequisite:* BIOL 142

Open to majors and non-majors

An introduction to the basic terms, concepts, and principles of drugs and drug therapy, and their effect on human beings with various health problems. The course is designed to introduce nursing majors and non-nursing majors interested in health-related fields, and consumers of health care, to drugs and drug therapy. Emphasis is placed upon the therapeutic, adverse, and toxic effects of drugs upon the human body. The course examines the legislative and legal controls relative to drug abuse, dependence, and addiction. The opportunity to raise moral and ethical issues that affect the consumer is integrated throughout the course.

Major drug classifications are emphasized and discussed in relation to the lived experiences of wellness and illness of holistic individuals. Drug classifications and effects are considered in relation to providers and consumers of health care.

**NURS 202/Nutrition Across the Life Span****3 cr.**

(3 class hours)

(annually-fall)

Open to majors and non-majors

This course is intended to give the student a comprehensive overview of basic nutrition principles. Primary focus is directed toward the nutrient groups and their function in human physiology. Present knowledge about each nutrient is related to current issues in nutrition research and practice. Nutrition controversies faced by consumers are covered. This basic knowledge is applied by examining the relationship between nutrition and health (wellness-illness) across the life span.

The course examines the impact of cultural, psychosocial, historical, political, and economic influences on the lived experience of nutrition during developmental stages of the life cycle. Students will also be prepared to continue the study of nutrition at a more advanced level in both its normal and therapeutic applications.

**NURS 210/Professional Role Development I: Caring Within the Learner Role****3 cr.**

(annually-fall)

Open to non-majors with permission of chairperson

Professional Role Development I is designed to examine the concepts of caring; power and empowerment; and autonomy, advocacy, and activism as related to nursing using the models of Watson, Benner, and Rogers. Focus is on the conceptual and historical bases of professional nursing with an emphasis on caring within humanitarian ethic and the learner role as related to the philosophy and organizing framework of the School of Nursing. The learner role will be examined from various perspectives including stages of professional development, domains of practice, development of critical thinking, and historical and contextual dimensions. The following concepts are also explored: socialization, self-development, gender issues, and systems theory. The role of the student from novice to expert learner is discussed using the Benner model and including the learner sub-roles of researcher, scholar, and scientist.

**NURS 211/Empowering Returning Students****1 cr.**

(1 class hour)

(annually-fall)

Enrollment limited to returning RN students

The course is designed to empower returning RN students and re-socialize them into professional nursing. The student is introduced to the concepts of caring, re-socialization, power and empowerment, and stress and coping. The "Returning to School Syndrome" and related research is the focus of the course.

**NURS 220/Wellness Promotion Across the Life Span****3 cr.**

(3 class hours)

(annually-fall)

Open to non-majors with permission of chairperson. This course addresses human activities that are directed toward sustaining, developing, and enhancing wellness and self-actualization at all stages of development and across the life span. Topics include: concepts of health, wellness evaluation, introduction to teaching and learning theory, values clarification, and communication and facilitative interaction focused on wellness. In addition, students will discuss family systems theory; social environmental, and economic issues related to wellness promotion; and access to health care. An underlying theme in this course is wellness promotion of the student with a focus on the use of self in wellness promotion across the life span. Specific interventions for lifestyle changes will be discussed and include coping and stress management; health education; diet management and weight control; social support; exercise and physical fitness; and issues related to smoking, alcohol, and other forms of substance abuse. Opportunities for interactive and experiential learning are provided in the Nursing Clinical Laboratory.

**NURS 230/Holistic Health Assessment****3 cr.**

(2 class hours, 3 lab hours)

(annually-spring)

*Pre- or Corequisites:* NURS 110, 200, BIOL 142, 212, CHEM 202*Prerequisites:* BIOL 141, NURS 202, 210, 220, CHEM 201, PSYC 101

This course will introduce the novice learner to assessment of the lived experiences of human beings within their environment, throughout the life span, and within the context of caring and transcultural human diversity. The dynamics of wellness and illness are explored in the holistic health assessment of young persons to aging adults. Students will develop the ability to assess people and formulate nursing diagnoses derived from observation, interview techniques, the collection and analyzing of subjective data from a health history, and the interpretation of objective data obtained through physical examination skills. These modalities will be practiced on each other in the clinical laboratory setting and with clients in selected health-related settings. Knowledge from the science of nursing, human development, the humanities, arts, and natural and behavioral sciences will be integrated into the assessment of the whole person through consensual caring validation. This course continues the preparation of the student as an empowered autonomous practitioner, capable of independent clinical judgments and decision making.

**NURS 240/Holistic Health Interventions****Across the Life Span**

(9 clinical hours)

(annually-spring)

*Pre- or Corequisites:* NURS 110, 200, 230, BIOL 142, 212, CHEM 202*Prerequisites:* NURS 202, 210, 220, BIOL 141, CHEM 201, PSYC 101

This course is designed to permit the novice learner to acquire, demonstrate, and implement common nursing actions in order to respond to the lived experiences of unitary persons in wellness and illness. Beginning level technologies and clinical applications to individual client-care situations will be discussed and demonstrated in the clinical learning laboratory utilizing dialogue as content with the teacher as expert learner and the student as novice learner. Opportunities for the student to use the nursing process in the care of diverse individuals across the life span will be provided in clinical experiences in health care facilities. Mastery of identified skills will be demonstrated by the novice learner in both the clinical learning laboratory and in the health care facility.

The nursing philosophy of humanistic caring provides the framework for holistic nursing interventions related to enhancing, protecting, and preserving health functioning of individual clients across the life span. The human being in interaction with his environment is the focus of the study. The dimensions of Watson's 10 carative factors are explored. Emphasis is placed on concepts and principles that will permit the novice to enter clinical situations in a safe and efficient manner. Concepts studied in the context of caring are related to environmental contextual influences, interactive processes, and problem solving. Students will perform protective, enhancing, and preservative interventions with individuals across the life span and with varied lived health experiences. Opportunity is provided for the student to begin to integrate role responsibility in the health care delivery system.

**NURS 250/Women and Health: Power, Politics, and Change**

(offered occasionally)

Perspectives on the World: Social Sciences-Content, Gender Elective, open to majors and non-majors

This course presents a feminist perspective concerning women's health issues. Historical, political, economic, and social influences will be examined for their impact on women as consumers and providers of health care.

**NURS 310/Professional Role Development II: Caring Within the Clinician Role**

(3 class hours)

(annually-fall)

*Prerequisites:* 200-level required nursing courses

Focuses on professional role development and socialization to the clinician role within the School of Nursing framework of caring and Benner's model of clinical development (novice to expert). Clinical application of this conceptual model to the experiences of wellness and illness is emphasized based on the works of Watson, Benner, and Rogers as explicated within the School of Nursing philosophy. Other nursing theories/models are also discussed from a nursing practice perspective. The clinician role is further developed emphasizing the concepts of professionalism (power and empowerment, accountability, collaboration, autonomy, and advocacy), and ethical decision making (including critical

**3 cr.**

thinking, clinical decision making, and the nursing process). The clinician sub-roles of care giver, critical thinker, teacher, collaborator, and user of nursing theory are also discussed. The concept of diversity, as applied to the challenges in health care delivery, is also emphasized in this course.

**NURS 320/Caring in Childbearing Family Health/Science**

(3 class hours)

(annually-fall)

*Prerequisites:* 200-level required nursing courses, BIOL 212*Corequisite:* NURS 324

A developmental family-centered approach to the nursing of families, parents, and infants during the maternity cycle. Critical thinking with an emphasis on shared decision-making skills is developed within the family construct. This course provides a knowledge base from which to apply holistic nursing care to the lived experiences of the childbearing family. The human being is viewed as a member of the family within the context of environment. Both family and family members are viewed as client.

Ethical dilemmas as they are related to the childbearing family are explored along with the concepts of caring, stress-coping, and power and empowerment. Family developmental theory, body image, parenting, attachment and loss, domestic violence, and diversity are also included as well as an introduction to research findings within the context of the maternity cycle.

**NURS 324/Caring in Childbearing Family Health/Practice**

(9 clinical hours)

(annually-fall)

*Pre- or Corequisite:* NURS 320

Clinical practice with childbearing families. Consideration is given to care of the family in the community as well as the acute care facility. Critical thinking skills are emphasized in the use of the nursing process in the lived experience of wellness-illness wherein the student applies nursing care principles and concepts in the care of childbearing women; parents; their families; and newborn infants in hospitals, clinics, and at home.

**NURS 328/Research for Health-Related and Social Sciences**

(3 class hours)

(every semester)

*Pre- or Corequisite:* STAT 116

Designed to prepare the student to understand the nature and objectives of systematic inquiry by becoming familiar with the methodology and techniques of research. Emphasis is placed on preparing students to critically analyze current research in the health-related and social sciences. Students critique selected research studies. Current issues in research, such as ethics and the application of research findings, are discussed.

**NURS 330/Caring in Adult and Elder Health I/Science**

(3 class hours)

(annually-spring)

*Prerequisites:* 200-level nursing courses, NURS 320, 324*Corequisite:* NURS 334

Focus is on the concept of caring within the novice clinician role and the developmental process related to the lived exper-

**3 cr.****3 cr.****3 cr.****3 cr.**

rience of wellness and illness of adult and elder clients within a family system. Bio-psychosocial dimensions and patterns are discussed and emphasis is placed on critical thinking and use of the nursing process in examining major health concerns of adults and elders and their relation to stress and coping within the context of social, economic, and cultural forces.

Topics include coping and illness across the life span of adults and elders, common stressors and their management (surgery, infectious disease, altered body image, shock), coping with problems of gas transport, coping with cancer, coping with problems of sexuality and reproduction, and coping with problems of protection.

**NURS 334/Caring in Adult and Elder**

**Health I/Practice**

(9 clinical hours)

(annually-spring)

*Pre- or Corequisite:* NURS 330

Nursing practice experience as a novice clinician in implementing the nursing process in the care of adult and elder clients coping with varied lived experiences of wellness and illness within the family system. Acute care settings are utilized with an emphasis on nursing diagnoses and nursing interventions as well as evaluation of nursing care. Clinical decision-making skills are developed.

3 cr.

**NURS 340/Caring in Psychosocial Health**

**Across the Life Span**

(1.5 class hours, 4.5 clinical hours)

(every semester)

*Prerequisite:* 200-level nursing courses

This course is designed to examine concepts of caring, power, and empowerment in relation to the lived experience of mental health. Emphasis is placed on understanding care of the mentally ill throughout history and the directions historical perspective provide for contemporary care. Organizations designed to empower both the mentally ill and their families are discussed. The psychiatric interview as the basis for data generation is examined. Also examined are the concepts of mental wellness, family systems theory relating to mental health, chronic anxiety, physiologically based mental illness, and nursing interventions to promote mental health. The special problems of outwardly and inwardly channeled aggression are also studied. The problems of the mentally ill homeless are examined as well as current research endeavors and the implications of those studies for the future practice of nursing. Learning is guided by the philosophy and the organizing framework of the School of Nursing. Clinical practice experiences are provided in health care settings with clients across the life span with varied lived mental health experiences. Exploration of the evolving role of professional nursing in relation to the care of the mentally ill is emphasized.

3 cr.

**NURS 344/Caring in Child Health/Science/Practice**

3 cr.

(2 class hours, 3 clinical hours)

(every semester)

*Prerequisites:* 200-level nursing courses; BIOL 212

A holistic caring approach to the study of family-centered nursing care of children and their families throughout the lived health experience. Emphasis is placed on the interrelated emotional, cultural, psychosocial, environmental, and physical health experiences of the family unit and the effect

of these forces upon the normal growth, development, and maturation of children and adolescents.

The child and family are discussed as a unit that has the potential for coping with stressors, which are developmental, contextual, or health related. Caring strategies to assist families with children are described as those that enhance, protect, or preserve optimum levels of wellness. The course is designed to impart knowledge, enhance critical thinking, and to foster observational, communication, and assessment skills central to nursing diagnosis, creative problem solving, planning, implementation, and evaluation of the nursing care of children. The content is divided into units and offered during the fall and spring semester of the junior year. Each student has weekly clinical practice in either an outpatient clinic, community resource facility, or an acute care setting. Additionally, several clinical case study seminars, correlated with course content, are offered.

**NURS 350/Advanced Holistic Interventions in a Technological Society**

1 cr.

(3 lab hours)

(annually-spring)

*Prerequisites:* 200-level required nursing courses, NURS 320, 324

This course is designed to assist students to develop mastery of increasingly complex nursing technologies. This course is taken concurrently with NURS 330 and assists the students in understanding the use and importance of advanced technology in today's health care system and society. Computer applications to nursing care are also discussed.

**NURS 360/Selected Topics in Nursing**

3 cr.

(3 class hours)

(offered occasionally)

*Prerequisite:* Permission of faculty

*Note:* Each time this course is offered, the specific topic will be announced.

An opportunity to pursue in-depth study and/or field experience in topics of current interest or specialized focus not available in the required nursing curriculum.

**NURS 410/Professional Role Development III: Caring Within the Leadership Role**

3 cr.

(annually-fall)

*Prerequisites:* 300-level required nursing courses

Focuses on caring within the leadership role in nursing. Topics include change agent; role model, leader, manager, and coordinator of care. Concepts to be explored include advocacy accountability, power and empowerment as they relate to quality nursing practice, the legislative process, health care delivery systems, and the nursing leadership role. Students will also examine the broad professional, social, political, ethical, and technological issues and trends impacting the environment and nursing practice; discuss health policy and recommend strategies that will promote quality health care systems based on the caring model of nursing.

**NURS 420/Caring in Adult and Elder Health II/Science**

3 cr.

(3 class hours)

(annually-fall)

*Prerequisites:* 300-level nursing courses

*Corequisite:* NURS 424

Focus is on the concepts of caring and developmental processes related to wellness and illness of adult and elder

clients within a family system. Emphasis is placed on critical thinking and use of the nursing process in examining major health problems in relation to stress and coping within the context of social and economic forces and culturally diverse backgrounds. Topics include coping and illness in adult and elder clients, common stressors and their management (chronic illness, pain, fluid and electrolyte imbalance, sensory alteration), coping with problems of regulation and metabolism, nutrition, and elimination, and coping with sensorimotor problems.

**NURS 424/Caring in Adult and Elder Health II/ Practice** 3 cr.

(9 clinical hours)  
(annually-fall)

*Prerequisite or Corequisite:* NURS 420

Application of nursing knowledge to the lived experience of adult and elder clients within a family system with major health problems. Clinical experiences are provided in acute care and tertiary settings with an emphasis on nursing diagnosis and interventions as well as evaluation of the nursing care and development of clinical decision-making skills.

**NURS 434/Professional Practice Across the Life Span** 3 cr.

(9 clinical hours/week)

*Prerequisite or Corequisite:* NURS 310 (enrollment limited to returning RN students)

Focus is on the concepts of caring and the developmental process related to wellness and illness of clients across the life span and within the family system. Emphasis is placed on critical thinking and use of the nursing process in examining stress and coping within the context of social and economic forces and culturally diverse backgrounds. Clinical experiences take place in a variety of settings where emphasis is placed on the application of nursing knowledge to the lived experience of human health care across the life span.

**NURS 440/Caring in Community Health/Science** 3 cr.

(3 class hours)  
(annually-spring)

*Prerequisites:* 300-level nursing courses, NURS 410, 420/424

*Corequisite:* NURS 444

This course focuses on the concepts of caring, power, and empowerment as they relate to the lived health experience of populations and communities. Students discuss the role of the nurse in population-focused practice with the community as the client of care. Topics include epidemiology, the concepts of community, community health nursing, populations and aggregates, family health, and diversity and ethical decision making in community health nursing.

In addition, students will analyze and evaluate models for community assessment and program planning, screening methodologies, management strategies, and research findings related to community health nursing. Other topics discussed include health of the home care population, environmental health and safety, school health, hospice care, discharge planning, community health advocacy, and health care of specific sub-populations within the community. Current social issues and health problems affecting the community will be identified and discussed.

**NURS 444/Caring in Community Health/Practice** 3 cr.

(9 clinical hours)

(annually-spring)

*Prerequisite or Corequisite:* NURS 440

Clinical nursing practice related to the lived experience of the health of communities. Emphasis is on population-focused experiences. Students will perform protective, enhancing, and preservative interventions with communities in a variety of settings. Settings may include home care agencies, public health agencies, outpatient clinics, day care programs, prisons, early intervention programs, homeless shelters, schools, industry, and mental health clinics.

**NURS 454/Clinical Elective** 1 cr.

(3 clinical hours/week)

(offered occasionally)

*Prerequisites:* 300-level required nursing courses

This course is designed to provide additional clinical experiences in a variety of settings to increase opportunities for the advanced beginner student to apply nursing knowledge to the lived experiences of clients. Emphasis is placed upon critical thinking and implementation of the nursing process. Clinical and ethical decision-making skills, use of nursing models and research findings will be further developed. Stress and coping within the context of social and economic forces and culturally diverse backgrounds is also examined.

**NURS 460/Capstone Seminar: Leadership and Management in Nursing** 3 cr.

(1.5 class hours, 4.5 practice hours)

(annually-spring)

*Prerequisites:* 300-level nursing courses, NURS 410, 420 and 424

*Prerequisite or Corequisite:* NURS 440, 444

This course provides an opportunity to analyze, evaluate, and synthesize the nursing knowledge base with a primary focus on the nursing leadership role. Through practice experiences and seminar discussions, students will apply leadership concepts and theories in the practice and management of professional nursing. Students will also evaluate the outcomes of their own activities in enhancing the effectiveness of the nurse leader as a manager, coordinator of care, change agent, and role model.

**NURS 499/Independent Study** 1-4 cr.

*Prerequisites:* Permission of faculty adviser and chair of the Division of Professional Nursing Education and Practice  
Intensive individual study of a special topic in nursing.