

# School of Nursing

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Established in 1966, the School of Nursing is located 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, and 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 and adult 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:* Blicharz, *Chair*; Bakewell-Sachs, Bloch, Boughn, Capelli, Conway, Haumann, Lindberg, Mitchell, Rice, Word

## Organizing Framework

The organizing framework is based on the works of nursing theorists—Martha Rogers, Jean Watson, and Patricia Benner. Four concepts underlie the meta-paradigm of nursing, and are the basis of the program of study: human beings, environment, health, and nursing practice.

Environment is believed to be the context (or landscape) in which human relationships occur. Environment is viewed throughout the curriculum to include personal, social, national, global, and beyond-global dimensions. Physical, psychosocial, cultural, historical, developmental, economic, and political aspects are considered within each dimension. The concepts of holism and human development are pervasive across the curriculum. Holism includes the biological, psychological, social, cultural, spiritual, and intellectual dimensions.

Health, a dynamic process, is the synthesis of wellness and illness and is defined by the perception of the client. Health is defined as 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. Coping is what people do when personal meanings are disrupted and smooth functioning breaks down. The goal of coping is the restoration of meaning. Coping is always bounded by the meanings and issues inherent in what is experienced as stress by each individual.

Within this organizing framework, nursing is seen as a body of knowledge derived from the four theories and used to provide care to human beings in all settings. Nursing practice links the nurse to others. At the undergraduate level, critical thinking moves progressively through the curriculum and includes nursing process and the research process.

The development of the student nurse is believed to progress through the study and experience of nursing roles. These 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 caregiver includes critical thinker, teacher, collaborator, and user of nursing theory and research 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 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 highly qualified faculty who are experienced and proficient in scientific foundations and clinical applications of nursing principles. 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. Opportunities to gain comprehensive clinical experience are available because of excellent relationships with area hospitals, mental health clinics, home health care agencies, schools, and senior citizen centers. The faculty and students comprise a community of learners with the faculty member 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 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 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 nine hours of clinical 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 Accrediting Commission. 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. In addition, the School of Nursing is seeking accreditation by the Commission on Collegiate Nursing Education (CCNE). CCNE is located at One Dupont Circle, NW, Suite 530, Washington, D.C. 20036-1120.

Graduates are qualified to take the National Council Licensing Examination (NCLEX-RN) to become a licensed Registered Professional Nurse. Application for licensure is regulated by the Board of Nursing in the State in which the student applies to take the NCLEX and varies from state to state. Graduates of the School of Nursing at TCNJ are broadly prepared as advanced beginning practitioners of professional nursing practice. They give nursing care in any health setting and assume responsibility for diagnosing and treating human responses to actual or potential physical and emotional health problems, through such services as case finding, health teaching, health counseling, and provision of care supportive to or restorative of life and well-being, and executing prescribed medical regimens (NJSA 45:11-23). In addition, they protect the rights, safety and welfare of clients, work to influence health and social policy, and contribute to the development of the profession.

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

1. Enter the practice of professional nursing as advanced beginners.
2. Assume the responsibilities of an educated person in society.
3. Participate in the advancement of the profession.
4. Pursue advanced study.
5. Engage in lifelong learning.

### **Requirements for the Major**

Thirty credits in supportive/prerequisite courses that include BIOL 141, 142, 212, CHEM 201, 202, PSY 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. 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. The insurance applies only to clinical experiences associated with nursing courses.

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. Students are required to purchase the School of Nursing uniform and to follow 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.

### **Program Entrance, Retention, and Exit Standards**

Every major program at the College has set standards for allowing students to remain in that program, to transfer within the College from one program to another, and to graduate from a program. The following are the standards for nursing. Minimum standards are noted in parentheses.

Retention in the program is based on the following performance standards in these “critical content courses”:

- For NURA: NURS 200 (C); NURS 210 (C); NURS 240 (B)
- For NURB: NURS 210 (C)

Transfer into the program from another program within the College is based upon the following performance standards in these “foundation courses”:

- For: NURA: PSY 101, CHEM 202, and one additional 100/200 level science course (C)
- For: NURB: NURS 210 (C)

Graduation requires a GPA of 2.0 in courses for the program and earning a minimum grade of C- in the following courses:

- For NURA: BIOL 212; CHEM 202; STAT 115, STAT 116; NURS 110, 202, 220, 230, 310, 320, 324, 328, 330, 334, 340, 344, 350, 410, 420, 424, 440, 444, 460
- For NURB: BIOL 212; CHEM 201, 202; PSY 101; STAT 115, 116; NURS 110, 202, 310, 328, 410, 434, 440, 444, 460

## **Organizations**

### **Professional Nursing Organization of Students (PNOS)**

PNOS members include 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. Nursing students are also eligible to become members of the National Student Nurses' Association, Inc.

### **New Jersey Nursing Students, Inc. (NJNS)**

Nursing majors are eligible to belong to NJNS and the National Student Nurses Association (NSNA). 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.

## **Suggested Course Sequence for Basic Students (NURA)**

*During academic year 2003-2004, The College of New Jersey is in the process of transformative curricular change. Therefore only the course of study for first-year students entering in 2003-2004 is set out below. These students should consult their advisors when planning courses for future years. Supplements to this online bulletin also will be available on an ongoing basis.*

## Freshman Year

### Fall

|      |   |   |
|------|---|---|
| NURS | 099/Freshman Nursing Seminar                    | 0 |
| CHEM | 201/General Chemistry I                         | 4 |
| PSY  | 101/General Psychology                          | 4 |
|      | Philosophy/Religion (General Education)         | 3 |
|      | <i>Choose one of the following two options:</i> |   |
|      | • WRI 102/Academic Writing*                     | 4 |
|      | • IDSC 151/Athens to New York                   | 3 |
|      | <i>or</i>                                       |   |
|      | FSP 101/First Year Seminar                      | 4 |

\*Students scoring 500 or lower on the verbal part of the SAT will be required to take WRI 102 in Fall semester

### Spring

|      |  |              |
|------|--|--------------|
| NURS | 110/Man/Environment Across the Life Span               | 3            |
| CHEM | 202/General Chemistry II                               | 4            |
| BIOL | 141/Anatomy/Physiology I                               | 4            |
|      | <i>Choose the remaining option from the following:</i> |              |
|      | • WRI 102/Academic Writing                             | 4            |
|      | • IDSC 151/Athens to New York                          | 3            |
|      | <i>or</i>  |              |
|      | FSP 101/First Year Seminar                             | 4            |
|      | <b>Total for year</b>                                  | <b>29/30</b> |

## RN Students (NURB)

A BSN curriculum pathway for RN students who are graduates of associate degree or hospital diploma programs is offered. 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 School of Nursing at The College of New Jersey endorses "The New Jersey Articulation Model." Thus, credits are awarded for transferable college-level nursing courses and work experience. Up to 31 credits for nursing courses may be transferred from the associate degree or diploma nursing program.

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 all BSN 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)

*Prerequisite or corequisite:* PSY 101

Open to non-majors with permission from chairperson

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 are discussed within the following dimensions: physical and cognitive changes; social, emotional, spiritual, and personality development; and cultural diversity. The concept of caring is 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

*Prerequisite 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 are 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 RN's as they return to the student role and prepare for professional nursing practice. The student is introduced to the concepts of caring, professional socialization, power and empowerment, and stress and coping.

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

(3 class hours per week and 30 hours of community-engaged learning per semester)  
(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. The determinants of health in individuals and families, and communities is a key concept of this course. 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. Specific interventions for lifestyle changes will be discussed and include coping and stress management; health education; nutrition; 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/week)  
(annually—spring)

*Prerequisites or corequisites:* NURS 110, 200, BIOL 142, 212, CHEM 202

*Prerequisites:* BIOL 141, NURS 202, 210, 220, CHEM 201, PSY 101

This course introduces the student 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 develop the ability to assess people and formulate nursing diagnoses derived from observation, interview techniques, collection and analysis of subjective data from a health history, and interpretation of objective data obtained through physical examination skills. These modalities are practiced on each other in the clinical laboratory setting. 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** **3 cr.**

(9 clinical hours/week)  
(annually—spring)

*Prerequisites or corequisites:* NURS 110, 200, 230, BIOL 142, 212, CHEM 202

*Prerequisites:* NURS 202, 210, 220, BIOL 141, CHEM 201, PSY 101

This course is designed to permit the student 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 are 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 are 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** **3 cr.**

(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 are 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 cr.**

(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 thinking, clinical decision making, and the nursing process). The clinician sub-roles of caregiver, 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 3 cr.**

**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 childbearing cycle.

**NURS 324/Caring in Childbearing Family 3 cr.**

**Health/Practice**

(9 clinical hours/week)

(annually—fall)

*Prerequisite 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 3 cr.**

**and Social Sciences**

(3 class hours)

(every semester)

*Prerequisite 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 3 cr.**

**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 experience 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 3 cr.**

**Health I/Practice**

(9 clinical hours/week)

(annually—spring)

*Prerequisite 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.

**NURS 340/Caring in Psychosocial Health Across the Life Span** 3 cr.

(1.5 class hours, 4.5 clinical hours/week)  
(every semester)

*Prerequisites:* 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.

**NURS 344/Caring in Child Health/Science/Practice** 3 cr.

(2 class hours, 3 clinical hours/week)  
(every semester)

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

This course offers 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/week)  
(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



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. Not to be used to replace a required course.