

## Nursing-1

### Nursing

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Established in 1966, the 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 below.

#### Organizing Framework

The organizing framework of Nursing at TCNJ emphasizes “Caring” and 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 and geography 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 each individual experiences.

Within this organizing framework, the nursing profession is seen as a body of knowledge derived from 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, ethical and clinical decision-making, and the research process.

The development of the student nurse is believed 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 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.

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### Division of Professional Nursing Education and Practice

The BSN (NURA) program admits post-high school students and transfer students (students with some college credits or with degrees in other disciplines). The RN to BSN program admits 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/learning strategies are varied so that students are able to maximize their learning potentials.

The curriculum is four academic years and includes liberal learning 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 science and practice in the nursing clinical learning laboratory and nursing practice experiences in area health care agencies. The baccalaureate and masters degree programs of The College of New Jersey are accredited by the New Jersey Board of Nursing, Division of Consumer Affairs, 124 Halsey Street 6<sup>th</sup> Floor, Newark, N.J. 07101, mailing address: PO Box 45010, Newark, N.J. 07101, 973.504.6430; [www.njconsumeraffairs.gov/medical/nursing.htm](http://www.njconsumeraffairs.gov/medical/nursing.htm) and the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, 202.887.6791.

BSN graduates are qualified to take the National Council Licensing Examination (NCLEX-RN) to become licensed Registered Professional Nurses. 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. The New Jersey Board of Nursing requires nurse education programs to inform students, before they are admitted, that a criminal history background check is a prerequisite to licensure.

TCNJ's nursing graduates are broadly prepared as advanced beginner practitioners of professional nursing practice. They are able to provide 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 through execution of 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.

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### Requirements for the Major

Supportive/prerequisite courses include BIO 141, 142, 144, SCI 111(Biochemistry and the Human Body), PSY 101, STA 115. Non-clinical courses include NUR 110, 200, 202, 220, 230, 328, as well as three courses in professional role development, NUR 210, 310, and 460. NUR 460 includes a capstone experience. Clinical and clinical-related courses include NUR 240, 320/324, 330/334, 340, 344, 420/424, and 440/444.

### Academic Policies and Program Requirements

Given the developmental nature of the nursing curriculum, course sequence is important to avoid delays in entering nursing courses or in graduation. Students need to work closely with faculty advisors 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 are fees associated with the testing and examinations.

Students are expected to demonstrate safe and ethical professional nursing practice. Guidelines for student behavior in clinical settings are outlined in the *Nursing Student Handbook*.

Liability insurance is required by the N.J. State Board of Nursing for all undergraduate nursing students. See Nursing Student Handbook for additional information.

As a student nurse, certain high-risk contacts necessitate special vigilance to maintain good health. Therefore, Nursing health requirements include an annual health examination, tuberculosis testing, hepatitis vaccination, and rubella titer or immunization. Health requirements are described in detail in the *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 Nursing uniform and to follow the dress code as described in the student handbook.

Criminal background checks are now required by most clinical agencies. Other processes (e.g., drug testing) may also be required. Students are responsible for all fees associated with these processes.

Nursing students who are interested in pursuing academic minors should meet as early as possible with their faculty advisor or chairperson for more information and planning assistance.

### 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: NUR 200 (C); NUR 210 (C); NUR 240 (B)
- For NURB: NUR 200 (C); NUR 230 (B)

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- Students may apply to transfer into the program from another program within the College only once per academic year—at the end of the Spring semester. Applications are available in the Nursing Dean’s Office (Paul Loser Hall, room 206). Consideration for transfer into the program is based upon the following performance standards in one of the following “foundation courses”: For: NURA: PSY 101 (B) or PHL (a philosophy course meeting the Ways of Knowing requirement) (B)
- There also must be at least one science course, a cumulative GPA of 3.0 or better in science courses, and an overall GPA of 3.0 or better at the time of request for transfer into the Nursing major.
- For: NURB: NUR 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: BIO 144; SCI 111(Biochemistry and the Human Body), PSY 101, STA 115; NUR 202, 220, 230, 310, 320, 324, 328, 330, 334, 340, 344, 420, 424, 440, 444, 460
- For NURB: BIO 141, 142, 144; SCI 111(Biochemistry and the Human Body), PSY 101; STAT 115; NUR 110, 202, 211 (must be taken in first semester in program), 220, 240, 310, 320, 324, 328, 334, 340, 344, 420, 434, 440, 444, 460

### **Criminal Background checks for Nursing Students**

All health care organizations accredited by the Joint Commission on Accreditation of Healthcare Organizations (JCAHO) are required to verify the criminal background of students. The State Board of Nursing also requires criminal background checks for licensure. Therefore, as a condition for continued enrollment in clinical courses, Nursing majors are required to authorize TCNJ to obtain criminal background check(s). Students may also be required to obtain a background check themselves or authorize a clinical training facility to conduct this check, and to permit the results to be provided by the reporting agency to TCNJ and/or to clinical facilities. Enrollment in clinical courses will not be permitted until completion of the background check. If the results of the background check(s) are not deemed favorable by TCNJ or a clinical facility, the student may have to withdraw from the program. Students are expected to notify the Nursing program of any convictions, guilty pleas, or no contest pleas to any crime, misdemeanor or other offense subsequent to the background check.

### **Organizations**

#### **Student Nurse Association at TCNJ (SNA)**

SNA members include nursing majors and those interested in the profession of nursing. The SNA works to provide opportunities for personal, intellectual, professional, and social growth of its members by sponsoring educational, social, and service events. Through SNA at TCNJ, Nursing majors are named to Nursing committees. Nursing students are also encouraged 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.

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### **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**

One-, two- and three-year Nursing Scholarships. Sophomore nursing candidates interested in serving the USAF Nurse Corps may compete for the AFROTC scholarship. For further information contact the Financial Aid Office or AFROTC at 732.932.7706.

#### **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 609.771.3169.

#### **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)**

#### **First Year**

##### **Fall**

FSP	First Seminar	1 course unit
SCI	111/Biochemistry and the Human Body	1 course unit
BIO	141/Principles of Human Anatomy and Physiology I	1 course unit
	Liberal Learning-Ways of Knowing	1 course unit

##### **Spring**

NUR	110/Man/Environment Across the Life Span	1 course unit
BIO	142/Principles of Human Anatomy and Physiology II	1 course unit
BIO	144/Principles of Microbiology	1 course unit
WRI	102/Academic Writing (if not exempted)*	1 course unit
	Liberal Learning—Literature	1 course unit

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*\*Entering students who do not score at or above 580 in BOTH the verbal and math portions of the SAT will be required take WRI 102 unless they gain exemption through a score of 4 or higher in an AP English or History exam, or through the college's Writing Exemption and Placement Exam. It is recommended that students exempted from this course take another liberal learning course.*

**Total for year**

**8 or 9 course units**

### Sophomore Year

#### Fall

NUR 202 Nutrition	1 course unit
NUR 210 Professional Role Development I (Learner)	1 course unit
NUR 220 Wellness Promotion	1 course unit
PSY 101 General Psychology	1 course unit

#### Spring

NUR 200 Pharmacology	1 course unit
NUR 230 Holistic Assessment	1 course unit
NUR 240 Holistic Interventions	1 course unit
STA 115 Statistics	1 course unit

**Total for year**

**8 course units**

### Junior Year

#### Fall

NUR 310 Professional Role Development II (Clinician)	1 course unit
NUR 320 Maternal Child Health Science	1 course unit
NUR 324 Maternal Child Health Practice	1 course unit
NUR 340 Caring in Psychosocial Health/Science/Practice	1 course unit

#### Spring

NUR 328 Research	1 course unit
NUR 330 Adult and Elder Health I Science	1 course unit
NUR 334 Adult and Elder Health I Practice	1 course unit
NUR 344 Caring in Child Health/Science/Practice	1 course unit

**Total for year**

**8 course units**

### Senior Year

#### Fall

NUR 420 Adult and Elder Health II Science	1 course unit
NUR 424 Adult and Elder Health II Practice	1 course unit
Liberal Learning-Historical Perspectives	1 course unit
Elective or remaining Liberal Learning requirement	1 course unit

#### Spring

NUR 440 Community Health Science	1 course unit
NUR 444 Community Health Practice	1 course unit
NUR 460 Professional Role Development III/Capstone Seminar	1 course unit
Elective or remaining Liberal Learning requirement	1 course unit

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**Total for year**

**8 course units**

### **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 nursing program 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. To earn a degree from The College of New Jersey, a student must take at least 12 full course units (48 semester hours) at the College.

**Maximum Units Taken in Transfer:** The maximum number of courses taken in transfer from schools designated as community colleges or junior colleges cannot exceed 16 course units (64 semester hours). The maximum number of courses transferred from all sources cannot exceed 20 course units (80 semester hours).

**Transfer Hours Conversion:** For transferability, one course unit equals four (4) semester hours. The College of New Jersey will transfer in courses based on this same formula (i.e., a three semester hour course equals .75 course units).

Up to 13 nursing courses (or 52 semester hours) may be transferred from an associate degree nursing program. Approximately four courses (or 16 semester hours) of non-nursing-related liberal learning course work may be transferred (as permitted by evaluation of transcripts) or taken at any point in the BSN curriculum. However, a maximum of 64 credit hours may be transferred from an associate's degree program.

Non-nursing course requirements for RN students are the same as for all BSN students except for First Seminar. Nursing course requirements differ slightly. RN students work with faculty advisors 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 courses 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 cannot exceed the number of nursing credits earned in the sending institution.

NUR 110/Lifespan	1 course unit
NUR 200/Pharmacology	1 course unit
NUR 202/Nutrition	1 course unit
NUR 220/Wellness	1 course unit
NUR 230/Health Assessment	1 course unit
NUR 240/Holistic Interventions	1 course unit
NUR 320/Childbearing Family Science	1 course unit
NUR 324/Childbearing Family Practice	1 course unit
NUR 330/Adult and Elder Science I	1 course unit
NUR 334/Adult and Elder Practice I	1 course unit
NUR 340/Psychosocial Health	1 course unit
NUR 344/Child Health	1 course unit

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NUR 420/Adult and Elder Science II	1 course unit
<b>Total</b>	<b>13 course units</b>

### **Nursing courses that RN students generally need to take include:**

NUR 210/Prof. Role Development I	1 course unit
NUR 310/Prof. Role Development II	1 course unit
NUR 328/Research	1 course unit
NUR 460/Professional Role Development III/Capstone Seminar	1 course unit
NUR 434/Professional Practice Across the Life Span*	1 course unit
NUR 440/Community/Science	1 course unit
NUR 444/Community/Practice	1 course unit
<b>Total</b>	<b>7 course units</b>

*\*RN students only.*

## COURSES

### **NUR 110/Development of Unitary Man and Environment Across the Life Span** **1 course unit**

(every semester)

Open to non-majors with permission of the chairperson

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 studies 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 are 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.

### **NUR 200/Pharmacological Interventions** **1 course unit**

(annually—spring)

*Prerequisites:* BIO 141 and 142 or permission

Open to non-majors with permission of the chairperson

An introduction to the basic terms, concepts, and principles of drugs and drug therapy, and their effect on human beings with various health problems. 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 on the therapeutic, adverse, and toxic effects of drugs upon the human body. 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.

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### **NUR 202/Nutrition Across the Life Span**

**1 course unit**

(annually—fall)

Open to non-majors with permission of the chairperson

Provides 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.

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.

### **NUR 210/Professional Role Development I:**

#### **Caring Within the Learner Role**

**1 course unit**

(annually—fall)

*Prerequisite or corequisite:* NUR 110

Open to non-majors with permission of the chairperson

Examines 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 Nursing program. The learner role is 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.

### **NUR 220/Wellness Promotion Across the Life Span**

**1 course unit**

(includes community-engaged learning)

(annually—fall)

*Prerequisite or corequisite:* NUR 110

Open to non-majors with permission of the chairperson

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 are 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 discuss family systems theory; social environmental, and economic issues related to wellness promotion; and access to health care. Specific interventions for lifestyle changes are 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.

### **NUR 230/Holistic Health Assessment**

**1 course unit**

(includes laboratory)

(annually—spring)

*Corequisite:* NUR 200, 240

*Prerequisites:* BIO 141, 142, BIO 144, NUR 110, 202, 210, 220, SCI 111

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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 are 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.

### **NUR 240/Holistic Health Interventions Across the Life Span**

**1 course unit**

(clinical hours—see *Nursing Student Handbook* for details)

(annually—spring)

*Corequisite:* NUR 200, 230

*Prerequisites:* BIO 141, 142, 144, SCI 111, NUR 110, 202, 210, 220

A course 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 with varied lived health experiences. 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 on concepts and principles that 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. Opportunity is provided for the student to begin to integrate role responsibility in the health care delivery system.

### **NUR 250/Women and Health: Power, Politics, and Change**

**1 course unit**

(occasionally)

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.

### **NUR 310/Professional Role Development II:**

#### **Caring Within the Clinician Role**

**1 course unit**

(annually—fall)

*Prerequisites:* 100- and 200-level required nursing courses

Focuses on professional role development and socialization to the clinician role within the 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

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theory are also discussed. The concept of diversity, as applied to the challenges in health care delivery, is emphasized in this course.

### **NUR 320/Caring in Childbearing Family Health/Science** **1 course unit** (annually—fall)

*Prerequisites:* 100- and 200-level required nursing courses, BIO 144

*Prerequisite or corequisite:* NUR 310

*Corequisite:* NUR 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.

### **NUR 324/Caring in Childbearing Family Health/Practice** **1 course unit** (clinical hours—see *Nursing Student Handbook* for details)

(annually—fall)

*Prerequisites:* 100 and 200-level required nursing courses, BIO 144

*Prerequisite or corequisite:* NUR 310

*Corequisite:* NUR 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.

### **NUR 328/Research for Health-Related and Social Sciences** **1 course unit** (every semester)

*Prerequisite or corequisite:* STA 115

Open to nursing majors and non-majors with the permission of the chair

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.

### **NUR 330/Caring in Adult and Elder Health I/Science** **1 course unit** (annually—spring)

*Prerequisites:* 100- and 200-level required nursing courses, NUR 320, 324

*Corequisite:* NUR 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.

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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.

### **NUR 334/Caring in Adult and Elder Health I/Practice** **1 course unit**

(clinical hours—see *Nursing Student Handbook* for details)

(annually—spring)

*Prerequisites:* 100- and 200-level required nursing classes; NUR 320; 324

*Corequisite:* NUR 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.

### **NUR 340/Caring in Psychosocial Health Across the Life Span/Science/Practice** **1 course unit**

(clinical hours—see *Nursing Student Handbook* for details)

(every semester)

*Prerequisites:* 100- and 200-level required nursing courses, BIO 144

Examines 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.

### **NUR 344/Caring in Child Health/Science/Practice** **1 course unit**

(clinical hours—see *Nursing Student Handbook* for details)

(every semester)

*Prerequisites:* 100- and 200-level required nursing courses, BIO 144

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. Content is divided into units and offered during the fall and spring semester of the junior year. Each student has weekly clinical practice in an outpatient clinic, community resource facility, or an acute care setting. Additionally, several clinical case study seminars, correlated with course content, are offered.

## **Nursing-13**

**NUR 360/Selected Topics in Nursing** **1 course unit**  
(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.

**NUR 420/Caring in Adult and Elder Health II Science** **1 course unit**  
(annually—fall)

*Prerequisites:* 100-, 200-, and 300-level required nursing courses

*Corequisite:* NUR 424

Focus on the concepts of caring and developmental processes related to wellness and illness of adult and elder clients within a family system. Emphasis 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.

**NUR 424/Caring in Adult and Elder Health II Practice** **1 course unit**  
(clinical hours—see *Nursing Student Handbook* for details)

(annually—fall)

*Prerequisites:* 100-, 200-, and 300-level required nursing courses

*Corequisite:* NUR 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.

**NUR 434/Professional Practice Across the Life Span** **1 course unit**  
(enrollment limited to NURB students)

(clinical hours—see *Nursing Student Handbook* for details)

*Prerequisite or corequisite:* NUR 310 (enrollment limited to returning RN students)

Focus 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 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.

**NUR 440/Caring in Community Health/Science** **1 course unit**  
(annually—spring)

*Prerequisites:* 100-, 200-, and 300-level required nursing courses, NUR 420, 424, 434 (for NURB students)

*Corequisite:* NUR 444

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.

## **Nursing-14**

In addition, students 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 are identified and discussed.

### **NUR 444/Caring in Community Health/Practice** **1 course unit**

(clinical hours—see *Nursing Student Handbook* for details)

(annually—spring)

*Prerequisites:* 100-, 200-, and 300-level required nursing courses, NUR 420, 424, 434 (for NURB students)

*Corequisite:* NUR 440

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

### **NUR 454/Clinical Elective** **variable course units**

(clinical hours—see *Nursing Student Handbook* for details)

(occasionally)

*Prerequisites:* 300-level required nursing courses

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 on critical thinking and implementation of the nursing process. Clinical and ethical decision-making skills, use of nursing models and research findings are further developed. Stress and coping within the context of social and economic forces and culturally diverse backgrounds is also examined.

### **NUR 460/Professional Role Development III: Capstone Seminar/Caring within the Leadership Role** **1 course unit**

(clinical hours—see *Nursing Student Handbook* for details)

(annually—spring)

*Prerequisites:* 100-, 200-, and 300-level required nursing courses, NUR 420 and 424

*Corequisites:* NUR 440, 444

This culminating experience provides an opportunity to analyze, synthesize, evaluate and integrate knowledge, skills, and perspectives gained during the undergraduate experience/education into the nursing leadership/management role as students transition from college to the workplace. Through classroom discussion/seminars and practice experiences, students synthesize and apply this knowledge base and leadership/management concepts to professional nursing practice. Discussion addresses health policy and strategies to promote quality health care systems based on a caring model of nursing. Students also evaluate their own personal and professional growth and the outcome of their learning activities in enhancing the effectiveness of the nurse leader role as a manager, coordinator of care, change agent and role model in preparation to negotiate a nursing position in the rapidly changing health care environment.

### **NUR 499/Independent Study** **variable course units**

*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.