

**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 of the chairperson

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 is placed upon 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.

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

**1 course unit**

(every semester)

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**

(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)

(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, 144; NUR 110, 202, 210, 220

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)

(spring)

*Corequisite:* NUR 200, 230

*Prerequisites:* BIO 141, 142, 144; SCI 111; NUR 110, 202, 210, 220 ,PSY 101

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 is placed 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 300/Legal Challenges in Health Care**

**1 course unit**

(every semester)

This course is designed to empower future health care professionals (i.e., nurse, physician, psychologist, physical therapist, licensed social worker) to take an active role in the legal and political process. Rights, privileges, and obligations of practitioners in their relationship to each other, their employers, their patients, and all providers of health care will be considered. This course will prepare students to practice within the legal boundaries of their health care profession and to help them understand legal implications and advocacy throughout such practice.

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

**1 course unit**

(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 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**

(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)

(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 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**  
(spring)

*Prerequisites:* NUR 310

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.

**NUR 334/Caring in Adult and Elder Health I/Practice** **1 course unit**  
(clinical hours—see *Nursing Student Handbook* for details)  
(spring)

*Prerequisites:* 100- and 200-level required nursing classes; NUR 310, 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

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 Nursing Program. 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

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 either an outpatient clinic, community resource facility, or an acute care setting.

**NUR 370/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 391/Independent Study in Nursing** **variable course units**  
(every semester)

*Prerequisite:* Permission of faculty

Concurrent with major nursing courses. Intensive individual study of a special problem in nursing.

**NUR 393/Individual Research in Nursing** **variable course units**  
(every semester)

*Prerequisite:* Permission of faculty

**NUR 400/Clinical Elective** **1 course unit**  
(occasionally)

*Prerequisite:* Permission of faculty

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 nursing process. Clinical and ethical decision making skills, use of nursing models, and research finding will be further developed. Stress and coping within the context of social and economic forces and culturally diverse backgrounds is also examined.

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

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

*Corequisite:* NUR 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.

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

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

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

*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. 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 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

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.