

# BACHELOR OF SCIENCE IN NURSING

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The undergraduate nursing program at Quinnipiac University prepares students with the knowledge, skills and attitudes to provide holistic care for diverse individuals, families and populations across the lifespan. Achievement of the student learning outcomes (p. 3) enables graduates to practice as nurse generalists within complex healthcare systems. The curriculum is framed using The American Association of Colleges of Nursing (AACN) *Essentials of Baccalaureate Education* (2008).

## Technical Standards for School of Nursing Students

Quinnipiac University School of Nursing provides the following technical standards to inform incoming and enrolled students of the performance abilities and characteristics that are necessary to successfully complete the requirements of the nursing curriculum and provide effective and safe healthcare. The student must meet technical standards with or without reasonable accommodations and maintain related satisfactory demonstration of these standards for progression throughout the program and graduation from the program.

An individual must be able to independently, with or without reasonable accommodation, meet the following technical standards of general abilities, and those specifically of key areas for technical standards in nursing include having abilities and skills in the areas of: (1) Observation, (2) Communication, (3) Motor, (4) Intellectual, Conceptual, Integrative, Quantitative, (5) Behavioral-Social, and (6) Ability to Manage Stressful Situations.

### General Abilities

The student is expected to possess functional use of the senses of vision, touch, hearing and smell so that data received by the senses may be integrated, analyzed and synthesized in a consistent and accurate manner. A student must also possess the ability to perceive pain, pressure, temperature, position, vibration and movement which are important to the student's ability to gather significant information needed to effectively evaluate patients. A student must be able to respond promptly to urgent situations that may occur during clinical training activities and must not hinder the ability of other members of the healthcare team to provide prompt treatment and care to patients.

### Specific Key Areas

#### 1. Observational Ability

The student must have sufficient capacity to make accurate visual observations and interpret them in the context of laboratory studies, medication administration, and patient care activities. In addition, the student must be able to document these observations and maintain accurate records.

#### 2. Communication Ability

The student must communicate effectively to elicit information and to translate that information to others. Each student must have the ability to read, write, comprehend and communicate effectively within the English language to facilitate communication with patients, their family members and other professionals in healthcare settings. In addition, the student must be able to present information in a professional, logical manner and provide patient counseling and

instruction to effectively care for patients and their families. The student must possess verbal and written communication skills that permit effective communication with instructors and students in the classroom, laboratory and clinical settings.

#### 3. Motor Ability

The student must be able to perform gross and fine motor movements with sufficient coordination needed to perform complete physical examinations utilizing the techniques of inspection, palpation, percussion, auscultation and other diagnostic maneuvers. A student must develop the psychomotor skills reasonably needed to perform or assist with procedures, treatments, administration of medication, and management and operation of diagnostic and therapeutic medical equipment, and such maneuvers to assist with patient care activities such as lifting, wheelchair guidance and mobility. The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving and physical exertion required for satisfactory and safe performance in the clinical, laboratory and classroom settings including performing CPR, if necessary. The student must possess the ability of manual dexterity that would be required for certain activities, such as drawing up solutions in a syringe.

#### 4. Intellectual, Conceptual, Integrative and Quantitative Abilities

The student must be able to develop and refine problem-solving skills that are crucial to practice as a nurse. Problem solving involves the abilities to measure, calculate, reason, analyze and synthesize objective and subjective data, and to make decisions, often in a time-urgent environment, that reflect consistent and thoughtful deliberation and sound clinical judgment. Each student must demonstrate mastery of these skills and possess the ability to incorporate new information from peers, teachers and the nursing and medical literature to formulate sound judgment in patient assessment, intervention, evaluation, teaching, and setting short- and long-term goals.

#### 5. Behavioral, Social and Professional Attributes

Compassion, integrity, motivation, effective interpersonal skills and concern for others are personal attributes required of those in the nursing programs. Personal comfort and acceptance of the role of a nurse functioning under supervision of a clinical instructor or preceptor is essential for a nursing student. The student must possess the skills required for full utilization of the student's intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities in the classroom, laboratory and clinical settings; and the development of mature, sensitive and effective relationships with patients and other members of the healthcare team. Each student must be able to exercise stable, sound judgment and to complete assessment and interventional activities. The ability to establish rapport and maintain sensitive, interpersonal relationships with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds is critical for practice as a nurse. The student must be able to adapt to changing environments; display flexibility; accept and integrate constructive criticism given in the classroom, laboratory and clinical settings; effectively interact in the clinical setting with other members of the healthcare team; and learn to function cooperatively and efficiently in the face of uncertainties inherent in clinical practice. The student must demonstrate intent and desire to follow the ANA Standards of Care and Nursing Code of Ethics.

#### 6. Ability to Manage Stressful Situations

The student must be able to adjust to and respond effectively to stressful situations in both the classroom and clinical settings, including emergency situations. The student will experience multiple stressors while in the nursing program. Stressors may be (but are not limited to) personal, patient/family care, faculty/peer and/or program-related.

## Accessibility and the School of Nursing Technical Standards

The Quinnipiac University School of Nursing maintains a strong institutional commitment to equal educational opportunities for qualified students with disabilities who apply for admission and/or who are already enrolled. Our core values include: diversity of ideas, persons and cultures; supportive learning environments; scholarly undertakings to advance education and practice; ethical conduct in personal and professional arenas; holistic nursing across the spectrum of healthcare; interprofessional education and collaboration; innovative learning methodologies; systematic assessment and evaluation; and lifelong learning. These core values translate into our work with students, including those with disabilities. The mission of the School of Nursing is to provide leadership in nursing and healthcare through innovative undergraduate and graduate education that embraces holism, interprofessionalism and inclusivity.

The Technical Standards are not intended to deter any candidate for whom reasonable accommodation will allow equal access to Quinnipiac University programs and services and fulfillment of the complete curriculum. A reasonable accommodation is a modification or adjustment to an instructional activity, facility, program or service that removes barriers and enables a qualified student with a disability to have an equal opportunity to participate in all Quinnipiac University student activities.

Decisions regarding reasonable accommodation are determined on a case-by-case basis taking into consideration each student's disability-related needs, supporting medical documentation, history of use of accommodations and program requirements. While Quinnipiac University will make every effort to work with students with disabilities to accommodate their disability-related needs, Quinnipiac University is not required to provide accommodations that fundamentally alter the student learning outcomes or waive essential program requirements.

The Office of Student Accessibility (OSA), located in the Learning Commons on Mount Carmel and North Haven, provides students with disabilities a confidential review within the interactive accommodation process to determine whether there are any reasonable accommodations that would provide equal access to the student learning outcomes. The OSA serves prospective and current students with disabilities affecting mobility, vision, hearing and learning as well as physical or mental health challenges. The OSA can be contacted at 203-582-7600 or by emailing [access@qu.edu](mailto:access@qu.edu)

## BS in Nursing Graduation Requirements

Code	Title	Credits
<b>Foundations of Inquiry</b>		<b>12</b>
EN 101	Introduction to Academic Reading and Writing	
EN 102	Academic Writing and Research	
FYS 101	First-Year Seminar	
Math Course (MA 275 or 206)		

<b>Disciplinary Inquiry (one course from each of the four disciplinary areas)</b>		<b>13</b>
BIO 104	Fundamental Life Processes (required)	
BIO 104L	Fundamental Life Processes Lab (required)	
Humanities		
PS 101	Introduction to Psychology	
Fine Arts		
<b>Personal Inquiry I (three courses from three different disciplinary areas)</b>		<b>9</b>
Natural Sciences		
Humanities		
Social Science		
Fine Arts		
<b>Personal Inquiry II (9 additional credits from the disciplinary areas or UC breadth electives)</b>		<b>9</b>
<b>Nursing Major Requirements</b>		<b>16</b>
BIO 211	Human Anatomy and Physiology I	
BIO 211L	Human Anatomy and Physiology Lab I	
BIO 212	Human Anatomy and Physiology II	
BIO 212L	Human Anatomy and Physiology II Lab	
CHE 106	Chemical Principles with Biological Applications	
CHE 106L	Chemical Principles with Biological Applications Lab	
BMS 213	Microbiology and Pathology	
BMS 213L	Microbiology and Pathology Lab	
<b>Professional Component Nursing Courses</b>		<b>64</b>
NUR 300	Core Concepts in Nursing	
NUR 302	Nursing Science and Information Literacy	
NUR 304	Introduction to Professional Nursing Practice	
NUR 306	Health Assessment	
NUR 307	Core Nursing Practicum	
NUR 318	Care of Women, Newborns and Families	
NUR 320	Care of Children and Families	
NUR 323	Women, Children and Families Practicum	
NUR 324	Care of Adults with Complex Health Needs I	
NUR 325	Adult Care Practicum I	
NUR 326	Pathophysiology and Pharmacotherapy I	
NUR 330L	Holistic Nursing Integration Lab I	
NUR 340L	Holistic Nursing Integration Lab II	
NUR 400	Psychiatric-Mental Health Nursing	
NUR 401	Psychiatric-Mental Health Practicum	
NUR 408	Evidence-Based Nursing Practice and Scholarship	

NUR 424	Care of Adults with Complex Health Needs II
NUR 425	Adult Care Practicum II
NUR 426	Pathophysiology and Pharmacotherapy II
NUR 428	Community and Public Health Nursing
NUR 429	Community and Public Health Nursing Practicum
NUR 430L	Holistic Nursing Integration Lab III
NUR 432	Contemporary Issues and Roles in Nursing
NUR 433	Transition to Professional Practice
NUR 450L	Holistic Nursing Integration and Transition Into Practice Lab
NUR 454	Nursing Capstone
<b>Total Credits</b>	
	<b>123</b>

The curriculum for the professional component is subject to modification as deemed necessary by the nursing faculty to provide students with the most meaningful educational experience and to remain current with professional standards and guidelines. Nursing courses must be taken in the sequence presented in the curriculum and students must successfully complete one semester before progressing to the next. Initial placement in English and mathematics courses is determined by examination.

Graduates are eligible to take the NCLEX-RN® examination, and qualify for entry-level nursing positions or graduate study. Those students contemplating applying for graduate study in nursing at Quinnipiac should refer to the Graduate Studies (<http://catalog.qu.edu/graduate-studies/nursing/>) section of the catalog.

## Student Learning Outcomes

Upon completion of the program, the BSN graduate will demonstrate the following competencies:

1. **Integrate** the university's core liberal education into generalist nursing practice.
2. **Apply** principles of basic organizational and system leadership to deliver high-quality and safe patient care.
3. **Employ** evidence to deliver best practices in healthcare.
4. **Utilize** information management and patient care technologies to deliver safe and effective health care.
5. **Recognize** the impact of health care policy, finance and regulatory environments on the delivery of patient care.
6. **Demonstrate** interprofessional communication and collaboration for improving health outcomes.
7. **Incorporate** the concepts of prevention and population health in the delivery of health care.
8. **Exhibit** professional standards and values.

## Admission Requirements: Undergraduate Nursing

The requirements for admission into the undergraduate nursing program are the same as those for admission to Quinnipiac University.

## Advanced Standing/Placement

The Policy for Advanced Standing/Placement, as stated in this catalog, applies to students seeking admission into the undergraduate nursing program. Advanced standing or placement is considered for entering first-years who have completed college-level credit courses through a recognized college or university, and/or achieved an acceptable score on an appropriate examination of:

1. The Advanced Placement Program of the College Entrance Examination Board;
2. The International Baccalaureate; or
3. The College Level Examination Program.

## Transfer Students from Other Colleges/Universities

Transfer students should apply for admission by mid-November for the spring (January) semester or by June 1 for fall (August) entry. Official transcripts from all institutions attended must be provided. The nursing program looks for a cumulative and science minimum grade point average of 3.00 for consideration. Transfer into the professional component of the nursing program can occur only in the fall junior year term. Quinnipiac works closely with the community colleges in Connecticut and elsewhere and recommends that students follow a transfer curriculum of study if their plan is to move to a four-year university. Students may wish to arrange an admissions appointment to discuss program requirements.

## Transfer Students from Other Majors within Quinnipiac

Students who have earned credit at Quinnipiac and wish to apply for matriculation into the nursing program are invited to apply for transfer. Undergraduate enrollment is evaluated on a semester-by-semester basis. Limited space has become available and transfer applicants are evaluated for admission. The transfer applicant must be a student in good standing and have a minimum cumulative and science GPA of 3.00. Transfer into the professional component of the nursing program can occur only in the fall junior year term. Email [transfernursing@qu.edu](mailto:transfernursing@qu.edu) for more information.

## Preprofessional Progression Policy

1. Students must complete all preprofessional component courses, including all sciences, prior to starting the professional component in the fall of the junior year.
2. Students must earn a C or better in BIO 104, BIO 104L, CHE 106, CHE 106L, BMS 213, BMS 213L, BIO 211, BIO 211L, BIO 212 and BIO 212L to progress to the professional component in the fall of the junior year.
3. Students must take BIO 211, BIO 211L, BIO 212 and BIO 212L at Quinnipiac University. They may not be taken at other universities unless taken prior to matriculation.
4. A student who fails to meet the minimum grade for any prerequisite course is able to repeat the course **once** the next time it's offered (at the student's expense) to attain the required grade. If the student does not attain the minimum grade, they will be required to change majors.
5. Students must earn a C+ (77) or higher in NUR 304 to progress to the professional component in the fall of the junior year. Students who do not earn a grade of C+ or higher may repeat the course **once** the next time it's offered (at the student's expense) to attain the required grade. If the student does not attain the minimum grade, they will be required to change majors.

6. A minimum cumulative grade point average of 3.00 is required for progression from the sophomore year to the junior year.
7. A minimum science grade point average of 3.00 is required for progression from the sophomore year to the junior year.
8. A student who does not meet the preprofessional progression requirements will be required to transfer to another major.

## Professional Progression Policy

1. To progress and remain in good standing, junior and senior nursing students must attain a semester GPA of 2.67 (B-) and receive a grade of C+ or higher in each classroom and laboratory experience (77 or higher) and a Pass (P) in all clinical practica.
2. A student who receives less than a C+ (77) in one nursing course (C, C-, D, F) is unable to progress to the next semester. This student will be given the opportunity to repeat the failed nursing course at the time of the next course offering and at the student's expense.
3. A student who receives less than a C+ (77) in more than one nursing course (C, C-, D, F) will not be permitted to progress in the program and will be required to change their major out of nursing.
4. A student who receives a grade of Incomplete (I) in any nursing course (lecture, lab or practicum) must meet ALL course requirements for conversion to a letter grade or Pass (P) before the start of the subsequent semester or according to a specific written academic plan approved by the program director or designee. Failure to do so will require the student to withdraw from the nursing major.
5. A student who earns grades of C+ or better in all nursing courses yet has less than a 2.67 semester GPA will be placed on academic probation and will develop an academic plan to progress in the nursing major. This student must achieve a 2.67 semester GPA by the end of the next semester. The student who does not meet these academic criteria will be required to change their major out of nursing.
6. A student must achieve a 2.67 semester GPA and a cumulative GPA of 2.67 in the final semester to meet the graduation requirements for the Bachelor of Science in Nursing.
7. A student who is performing at an unsatisfactory level either academically or clinically at the mid-semester point will be notified by the program director. Written notification will be sent to the student via email. Any student who is having difficulty with academic performance and needs help with study skills or test-taking strategies will be advised to utilize the resources offered by the Learning Commons and School of Nursing.
8. At the end of each semester, course grades and semester and cumulative GPAs for each nursing student are reviewed by the program director.

## Appeal Process

A student who wishes to appeal a progression decision must write a letter via email to the director of the undergraduate nursing program within five business days of receiving notice of their inability to progress.

1. Appeals will be considered by the Progression Appeal Committee, chaired by the associate dean.
2. Decision and procedural actions will be communicated in writing via email to the student.

The full policy for progression appeal is available in the Undergraduate Student Handbook and Policy Manual located in the Student Community on Blackboard.

A student wishing to appeal a course grade should follow the grade appeal process (<http://catalog.qu.edu/university-policies/procedure-appeal-final-grade/>) detailed in the University Catalog.

## Eligibility for Licensure

Graduates are eligible for registered nurse licensure in Connecticut or other states upon satisfactory achievement of the National Council Licensure Examination for Registered Nurses (NCLEX-RN®). In accordance with the Connecticut General Statutes (Sec. 19a-14), the State of Connecticut may deny licensure to applicants who have been convicted of a felony or have committed an act which would not confirm to the accepted standards of practice of the profession, including abuse or excessive use of drugs or alcohol. Students should be aware of what the licensure requirements are in the State in which they intend to apply for licensure. A copy of the statute is available for review in the School of Nursing Dean's Office.

The Quinnipiac BS in Nursing program meets the State of Connecticut education requirements for a Registered Nurse License. For information about other states, see the Professional Licensure and Certification Disclosures page in the catalog. Applicants should investigate requirements prior to accepting an offer of admission to Quinnipiac for the BS in Nursing program. The licensure boards in each state establish their own requirements for licensure or certification for their state. The state professional licensing boards will make decisions on whether or not an individual is eligible for license based on regulation in place at time of application for licensure. Please see the National Council State Board of Nursing website for more guidance on Registered Nurse Licensure as well as the licensure requirements and contact information for each state/ jurisdiction.

The Bachelor of Science in Nursing program, Master of Science in Nursing program and Doctor of Nursing Practice program at Quinnipiac University are accredited by the Commission on Collegiate Nursing Education ([aacnursing.org/CCNE](http://aacnursing.org/CCNE)).

## Clinical Requirements

Students must arrange their own transportation to and from clinical agencies. CPR certification for the healthcare provider or professional rescuer must be obtained prior to enrolling in the first nursing course and maintained throughout the program. The School of Nursing has additional health and clinical readiness requirements in addition to those required by the university. A criminal background check and drug screening are required. Incoming and current students will be advised that final program acceptance and continuation is dependent on a successful background investigation and clearance.

### NUR 300. Core Concepts in Nursing.

**3 Credits.**

This course introduces students to core concepts in nursing, and focuses on assessment and nursing interventions to support and protect health. The delivery of safe, evidence-based, holistic, patient-centered care is emphasized. Knowledge, attitude and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

**Prerequisites:** Traditional BSN Program: all preprofessional courses, NUR 304.

**Corequisites:** Traditional BSN Program: Take NUR 302, NUR 306, NUR 330L, NUR 307.

**Offered:** Every year, Fall and Spring

**NUR 302. Nursing Science and Information Literacy. 3 Credits.**

This course examines historical and contemporary nursing science. Students are introduced to patterns of knowing, clinical reasoning and select disciplinary and interdisciplinary concepts and theories useful in nursing practice. This course also focuses on information literacy and information management in the delivery of quality patient care. Knowledge, attitude and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

**Prerequisites:** Traditional BSN Program: all preprofessional courses, NUR 304.

**Corequisites:** Traditional BSN Program: Take NUR 300, NUR 306, NUR 330L, NUR 307.

**Offered:** Every year, Fall

**NUR 304. Introduction to Professional Nursing Practice. 3 Credits.**

The purpose of this course is to introduce nursing students to professional practice central to the provision of safe, and high-quality nursing care. This course focuses on the role of the nurse (including historical, ethical, political, social and legal aspects of nursing), nursing theory, health promotion through the lifespan, diversity and inclusion and concepts essential to the School of Nursing's Mission, Vision and Values.

**Prerequisites:** None

**Offered:** Every year, Fall and Spring

**NUR 306. Health Assessment. 3 Credits.**

This course focuses on health assessment of individuals across the lifespan. Students are introduced to a holistic approach to assessment taking into consideration bio-psycho-social-spiritual, environmental and cultural aspects. Knowledge, attitude, and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

**Prerequisites:** Traditional BSN Program: all preprofessional courses, NUR 304.

**Corequisites:** Traditional BSN Program: Take NUR 300, NUR 302, NUR 330L, NUR 307.

**Offered:** Every year, Fall and Spring

**NUR 307. Core Nursing Practicum. 2 Credits.**

This clinical practicum is taken concurrently with NUR 300, 302, 306 and 330L. Students participate in 84 hours of supervised clinical practice in a variety of health care settings.

**Prerequisites:** Traditional BSN Program: all preprofessional courses, NUR 304.

**Corequisites:** Traditional BSN program: Take NUR 300, NUR 302, NUR 306, NUR 330L.

**Offered:** Every year, Fall and Spring

**NUR 318. Care of Women, Newborns and Families. 2 Credits.**

This course examines topics related to nursing management for women, newborns and families, and emphasizes health promotion, wellness and the illness states of childbearing families. The delivery of safe, evidence-based, holistic, patient-centered care is emphasized. Knowledge, attitude and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

**Prerequisites:** Traditional BSN Program: Take NUR 300, NUR 302, NUR 304, NUR 306, NUR 307, NUR 330L.

**Corequisites:** Traditional BSN Program: Take NUR 320, NUR 323, NUR 324, NUR 325, NUR 326, NUR 340L.

**Offered:** Every year, Spring and Summer

**NUR 320. Care of Children and Families. 2 Credits.**

This course examines topics related to nursing management of infants, children and families, and emphasizes health promotion, wellness and the illness states of these populations. The delivery of safe, evidence-based, holistic, patient-centered care is emphasized. Knowledge, attitude and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

**Prerequisites:** Traditional BSN Program: Take NUR 300, NUR 302, NUR 304, NUR 306, NUR 307, NUR 330L.

**Corequisites:** Traditional BSN Program: Take NUR 318, NUR 323, NUR 324, NUR 325, NUR 326, NUR 340L.

**Offered:** Every year, Spring and Summer

**NUR 323. Women, Children and Families Practicum. 1-2 Credits.**

This clinical practicum is taken concurrently with NUR 318 and NUR 320. Students participate in 84 hours of supervised clinical practice in a variety of health care settings.

**Prerequisites:** Traditional BSN Program: Take NUR 300, NUR 302, NUR 304, NUR 306, NUR 307, NUR 330L.

**Corequisites:** Traditional BSN Program: Take NUR 318, NUR 320, NUR 324, NUR 325, NUR 326, NUR 340L.

**Offered:** Every year, Spring and Summer

**NUR 324. Care of Adults with Complex Health Needs I. 3 Credits.**

This course examines concepts of nursing management for adults with complex health care needs. The delivery of safe, evidence-based, holistic, patient-centered care is emphasized. Knowledge, attitude and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

**Prerequisites:** Traditional BSN Program: Take NUR 300, NUR 302, NUR 304, NUR 306, NUR 307, NUR 330L.

**Corequisites:** Traditional BSN Program: Take NUR 318, NUR 320, NUR 323, NUR 325, NUR 326, NUR 340L.

**Offered:** Every year, Spring

**NUR 325. Adult Care Practicum I. 2 Credits.**

This clinical practicum is taken concurrently with NUR 324. Students participate in 84 hours of supervised clinical practice in a variety of health care settings.

**Prerequisites:** Traditional BSN Program: Take NUR 300, NUR 302, NUR 304, NUR 306, NUR 307, NUR 330L.

**Corequisites:** Traditional BSN Program: Take NUR 318, NUR 320, NUR 323, NUR 324, NUR 326, NUR 340L.

**Offered:** Every year, Spring

**NUR 326. Pathophysiology and Pharmacotherapy I. 3 Credits.**

This course integrates pathophysiology and pharmacotherapy relevant to concurrent junior spring semester nursing courses. Students are introduced to medications used for health maintenance and the treatment of illness. Legal, ethical and regulatory issues also are examined.

**Prerequisites:** Traditional BSN Program: Take NUR 300, NUR 302, NUR 304, NUR 306, NUR 307, NUR 330L.

**Corequisites:** Traditional BSN Program: Take NUR 318, NUR 320, NUR 323, NUR 324, NUR 325, NUR 340L.

**Offered:** Every year, Spring

**NUR 330L. Holistic Nursing Integration Lab I. 2 Credits.**

This integrated campus laboratory experience provides the opportunity to develop nursing knowledge and attitudes, and to practice skills relevant to concurrent junior fall semester nursing courses. Students participate in learning modalities such as guided practice, clinical simulation and problem-based learning activities to develop clinical reasoning. (5 hrs./week, 70 hrs./semester)

**Prerequisites:** Traditional BSN Program: all preprofessional courses, NUR 304.

**Corequisites:** Traditional BSN Program: Take NUR 300, NUR 302, NUR 306, NUR 307.

**Offered:** Every year, Fall and Spring

**NUR 340L. Holistic Nursing Integration Lab II. 2 Credits.**

This integrated campus laboratory experience provides the opportunity to develop nursing knowledge and attitudes, and to practice skills relevant to concurrent junior spring semester nursing courses. Students participate in learning modalities such as guided practice, clinical simulation, and problem-based learning activities to develop clinical reasoning. (5 hrs./week, 70 hrs./semester)

**Prerequisites:** Traditional BSN Program: Take NUR 300, NUR 302, NUR 304, NUR 306, NUR 307, NUR 330L.

**Corequisites:** Traditional BSN Program: Take NUR 318, NUR 320, NUR 323, NUR 324, NUR 325, NUR 326.

**Offered:** Every year, Spring

**NUR 400. Psychiatric-Mental Health Nursing. 3 Credits.**

This course examines concepts of nursing management for individuals with psychiatric-mental health needs across the lifespan. The delivery of safe, evidence-based, holistic, patient-centered care is emphasized. Knowledge, attitude and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

**Prerequisites:** Traditional BSN Program: all 300 level nursing courses.

**Corequisites:** Traditional BSN Program: Take NUR 401, NUR 408, NUR 424, NUR 425, NUR 426, NUR 430L.

**Offered:** Every year, Fall and Summer

**NUR 401. Psychiatric-Mental Health Practicum. 1-2 Credits.**

This clinical practicum is taken concurrently with NUR 400. Students participate in 84 hours of supervised clinical practice in a variety of health care settings.

**Prerequisites:** Traditional BSN Program: all 300 level nursing courses.

**Corequisites:** Traditional BSN Program: Take NUR 400, NUR 408, NUR 424, NUR 425, NUR 426, NUR 430L.

**Offered:** Every year, Fall and Summer

**NUR 408. Evidence-Based Nursing Practice and Scholarship. 2 Credits.**

This course focuses on the related knowledge, attitudes, and skills necessary for evidence-based decision making in clinical practice. Students learn the basic elements of evidenced based practice and participate in the process of retrieval, appraisal, and synthesis of evidence. Students develop scientific literacy and enhanced information fluency.

**Prerequisites:** Traditional BSN Program: all 300 level nursing courses.

**Corequisites:** Traditional BSN Program: Take NUR 400, NUR 401, NUR 424, NUR 425, NUR 426, NUR 430L.

**Offered:** Every year, All

**NUR 424. Care of Adults with Complex Health Needs II. 3 Credits.**

This course examines concepts of nursing management for adults with complex, high-acuity health care needs requiring sophisticated patient care technologies. The delivery of safe, evidence-based, holistic, patient-centered care is emphasized. Knowledge, attitude and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

**Prerequisites:** Traditional BSN Program: all 300 level nursing courses.

**Corequisites:** Traditional BSN Program: Take NUR 400, NUR 401, NUR 408, NUR 425, NUR 426, NUR 430L.

**Offered:** Every year, Fall and Summer

**NUR 425. Adult Care Practicum II. 2 Credits.**

This clinical practicum is taken concurrently with NUR 424. Students participate in 84 hours of supervised clinical practice in a variety of health care settings.

**Prerequisites:** Traditional BSN Program: all 300 level nursing courses.

**Corequisites:** Traditional BSN Program: Take NUR 400, NUR 401, NUR 408, NUR 424, NUR 426, NUR 430L.

**Offered:** Every year, Fall and Summer

**NUR 426. Pathophysiology and Pharmacotherapy II. 2 Credits.**

This course integrates pathophysiology and pharmacotherapy relevant to concurrent senior fall semester nursing courses. Students are introduced to medications used for health maintenance and the treatment of illness. Legal, ethical and regulatory issues also are examined.

**Prerequisites:** Traditional BSN Program: all 300 level nursing courses.

**Corequisites:** Traditional BSN Program: Take NUR 400, NUR 401, NUR 408, NUR 424, NUR 425, NUR 430L.

**Offered:** Every year, Fall and Summer

**NUR 428. Community and Public Health Nursing. 3 Credits.**

This course focuses on concepts of community and public health nursing. Emphasis is on primary, secondary and tertiary prevention and nursing management for individuals, groups and populations with health problems in community settings. The delivery of safe, evidence-based, holistic, patient-centered care is emphasized. Knowledge, attitude and skill acquisition opportunities are provided in campus lab and applied in clinical practicum.

**Prerequisites:** Traditional BSN Program: Take NUR 400 NUR 401 NUR 408 NUR 424 NUR 425 NUR 426 NUR 430L.

**Corequisites:** Traditional BSN Program: Take NUR 429, NUR 432, NUR 433, NUR 450L, NUR 454.

**Offered:** Every year, Spring

**NUR 429. Community and Public Health Nursing Practicum. 1-2 Credits.**

This clinical practicum is taken concurrently with NUR 428. Students participate in 84 hours of supervised clinical practice in a variety of health care settings.

**Prerequisites:** Traditional BSN Program: Take NUR 400 NUR 401 NUR 408 NUR 424 NUR 425 NUR 426 NUR 430L.

**Corequisites:** Traditional BSN Program: Take NUR 428, NUR 432, NUR 433, NUR 450L, NUR 454.

**Offered:** Every year, Spring

**NUR 430L. Holistic Nursing Integration Lab III. 2 Credits.**

This integrated campus laboratory experience provides the opportunity to develop nursing knowledge and attitudes, as well as to practice skills relevant to concurrent senior fall or summer semester nursing courses. Students participate in learning modalities such as guided practice, clinical simulation and problem-based learning to develop clinical reasoning. (5 hrs./week, 70 hrs./semester)

**Prerequisites:** Traditional BSN Program: all 300 level nursing courses.

**Corequisites:** Traditional BSN Program: Take NUR 400, NUR 401, NUR 408, NUR 424, NUR 425, NUR 426.

**Offered:** Every year, Fall and Summer

**NUR 432. Contemporary Issues and Roles in Nursing. 3 Credits.**

This course analyzes trends and issues in contemporary health care and their effect on the consumer, the nursing profession and society. It incorporates social intelligence, diversity awareness, creativity and sensitivity required for leadership roles and management functions in dynamic health care environments.

**Prerequisites:** Traditional BSN Program: Take NUR 400 NUR 401 NUR 408 NUR 424 NUR 425 NUR 426 NUR 430L.

**Corequisites:** Traditional BSN Program: Take NUR 428, NUR 429, NUR 433, NUR 450L, NUR 454.

**Offered:** Every year, All

**NUR 433. Transition to Professional Practice. 2 Credits.**

This capstone practicum facilitates the transition from nursing student to professional nurse. Synthesis of knowledge from all course work is integrated into the delivery of safe, evidence-based, holistic, patient-centered care. Students participate in 84 hours of supervised clinical practice in a variety of health care settings.

**Prerequisites:** Traditional BSN Program: Take NUR 400 NUR 401 NUR 408 NUR 424 NUR 425 NUR 426 NUR 430L.

**Corequisites:** Traditional BSN Program: Take NUR 428, NUR 429, NUR 432, NUR 450L, NUR 454.

**Offered:** Every year, All

**NUR 450L. Holistic Nursing Integration and Transition Into Practice Lab. 3 Credits.**

This integrated campus laboratory experience provides the opportunity to develop nursing knowledge and attitudes, and to practice skills relevant to concurrent senior spring semester nursing courses. Students participate in learning modalities such as guided practice, clinical simulation and problem-based learning activities to develop clinical reasoning. Students also prepare for the nursing licensure examination (NCLEX-RN ©) with emphasis on content review, transition into professional nursing practice, and computer-simulated test taking using web-based technology. For traditional BSN students only. (7.5 hrs./week, 105 hrs./semester)

**Prerequisites:** Traditional BSN Program: Take NUR 400, NUR 401, NUR 408, NUR 424, NUR 425, NUR 426, NUR 430L.

**Corequisites:** Traditional BSN Program: Take NUR 428, NUR 429, NUR 432, NUR 433, NUR 454.

**Offered:** Every year, Spring

**NUR 454. Nursing Capstone. 3 Credits.**

This nursing capstone course provides a framework within which the student intentionally reflects upon and integrates the experiences that represent the meaning of their collegiate learning. Each student designs a final signature work, which demonstrates a scholarly representation of those experiences. For traditional BSN students only.

**Prerequisites:** Traditional BSN Program: Take NUR 400, NUR 401, NUR 408, NUR 424, NUR 425, NUR 426, NUR 430L.

**Corequisites:** Traditional BSN Program: Take NUR 428, NUR 429, NUR 432, NUR 433, NUR 450L.

**Offered:** Every year, Spring

**Curriculum Notes:**

General Education course descriptions are listed in the College of Arts and Sciences and School of Health Sciences catalog sections.