COLLEGE OF HEALTH SCIENCES
Division of Nursing

Claudette Spalding, Ph.D., ARNP, CNAA, Associate Dean and Chair
Karen Miles, Ed.D., RN, Program Director, Undergraduate Nursing Education

Faculty: Carr, Colvin, Delpech, Hackett, Hershorn, Lamet, Lavandera, Majka, Marshall, McCarthy, McGregor, Milne, Owen, Peoples, Rafalko, Rice, Schwal, Shaw, Spalding, Steffey

Philosophy

This philosophy describes the beliefs of the nursing faculty of Barry University about person, society, health, illness, and professional nursing. The philosophy evolves from the University mission which is congruent with the College of Health Sciences (CHS) philosophy and supports the purpose of the Division of Nursing (DON).

The faculty believes that all humans are unique beings who have intrinsic value endowed in them by their Creator. Humans manifest a mind-body-spirit unity which encourages creativity, harmony, and health. The essence of human unity is the individual’s culture, spiritual experience, environment, and changing life circumstances. We respect diversity, multiple realities, and individual choices of all persons. We place value on the life of all human beings within the context of family, community, and society.

Society is the dynamic and constructed setting within which all persons exist and interact. Nursing occurs in the framework of a global society valuing cultural, social, and intellectual diversity. Professional nursing carries with it the social responsibility to shape and transform the environment, to improve health and eliminate healthcare disparities for all people. Within society, each defined community provides a unique, multidimensional context for learning.

The faculty believe that health is the balance of mind-body-spirit which is interpreted and expressed in individuals and groups. The experience of illness is an alteration in the harmony of the mind-body-spirit. Health and illness are not considered dichotomous experiences; both are human experiences occurring simultaneously. Understanding simultaneity is fundamental to the diagnosis and treatment of human experiences and responses.

Focusing in a holistic manner across the life span, professional nursing roles involve evidence based practices that are preventative, restorative, and promotive. Evolving professional roles are acknowledged and fostered.

The knowledge base for professional nursing practice is derived from the liberal arts, nursing science, and related professional studies. Professional nursing education facilitates the socialization process, the development of values and professional behavior, and the social construction of policies which affect health at local, national, and international levels. The faculty believes that the baccalaureate degree in nursing is the entry level for professional nursing practice. Nursing education at the master’s level is the minimal preparation for advanced nursing practice. Doctoral nursing education prepares nurses as clinicians, educators, leaders, researchers, scholars, and visionaries.

Nursing scholarship advances the knowledge base of the discipline by promoting inquiry, generating and utilizing research, and selecting theoretical knowledge that is compatible with our professional values and practices. Inquiry is paramount to competence in professional practice and life long learning. The unique focal area of our inquiry is multicultural health.

The curricula of the nursing programs are transformational and based on the belief that society and nursing are ever-changing. This attention to nursing’s influence on communities and society supports our focal area of multicultural health by providing opportunities for scholarship, research, teaching, and community service. The curricula promote and facili-
The philosophy of the Division of Nursing articulates with the philosophy of the CHS and the University mission through the major characteristics of knowledge and truth, religious dimension, collaborative service, social justice and an inclusive community which celebrates the diversity of students, staff, faculty, and community. The nursing faculty embrace Barry University’s international dimension, respect for human dignity, Dominican spirit of scholarship and service and commitment to a nurturing environment, social responsibility and leadership.

Purpose

The Bachelor’s of Science in Nursing (BSN) program consists of the Traditional, Accelerated and RN to BSN options. The undergraduate program is based on a Judeo-Christian heritage and humanistic framework which seeks to lay a foundation for safe, compassionate and multiculturally sensitive professional practice. The undergraduate program prepares beginning practitioners of professional nursing to provide health care in a variety of settings.

Curriculum

The nursing faculty has developed a contemporary curriculum designed to prepare nursing students for professional nursing practice in the new millennium. This program is grounded in Community Focused Education (CFE) which requires ongoing partnerships among students, faculty and community members. In community focused education, each defined community is a unique, multidimensional context for learning. Educational opportunities provide a variety of healthcare delivery experiences that are determined by the needs and resources of both the community and the nursing program. The undergraduate curriculum in the Division of Nursing is based on nine significant processes. These processes evolve from beliefs about human beings and their environment; the American Nurses Association definition of nursing as a profession; and from the intellectual disciplines of natural and social sciences, psychology, education, administration, and the humanities. The nine processes which comprise the practice of nursing and upon which the undergraduate curriculum is based include change, communication, critical thinking, leadership, nursing, professionalism, research, teaching/learning and multicultural health.

Outcomes

In accordance with The Essentials of Baccalaureate Education for Professional Nursing Practice of the American Association of Colleges of Nursing (2008), the faculty identified the following outcomes expected of each student at the end of the baccalaureate program in nursing:

- Assimilate knowledge, skills, and values from the arts and sciences to provide humanistic, safe, quality care as a nurse generalist.
- Utilize clinical reasoning to formulate decisions regarding safe, quality healthcare outcomes.
- Integrate evidence based practice to provide safe, compassionate, and holistic, patient/family centered nursing care in diverse settings.
- Communicate effectively with all members of the health care team, including patients and their support system(s).
- Integrate health promotion, disease and injury prevention strategies in the care of individuals, families and communities.
- Apply leadership concepts, skills, and decision making in the provision of high quality nursing care.
- Demonstrate proficiency in using patient care technologies, information systems, and communication devices to support safe nursing practice.
- Evaluate the Impact of political, legal, and ethical factors on the health of individuals, families and communities from a global perspective.
- Integrate professional standards of moral, ethical, and legal conduct into nursing practice.

Accreditation

The UG nursing program is approved by the Florida Board of Nursing (FBON) since 1953. The FBON may be contacted at 4080 Woodcock Drive, Suite 202, Jacksonville, FL 32207.
The UG program was initially accredited by the National League for Nursing (NLN) in December, 1962, and is presently accredited by the Commission on Collegiate Nursing Education (CCNE). Accreditation is an indication of public approbation, attesting to the quality of the educational program and the continued commitment of the sponsoring institution to support the program. For further information about the accreditation of the UG nursing program, please contact the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, (202) 887-6791.

Programs & Options

Pre-Nursing Program:
The pre-nursing curriculum consists of the first two years of general education, pre-requisites and supporting courses needed for a baccalaureate degree in nursing at Barry University. However, students can complete the requirements, listed below within a shorter period of time by taking selected courses in the summer (see pre-nursing program requirements below).

Freshmen and transfer students not meeting the requirements for admission to the BSN program may apply to be admitted to the pre-nursing program.

Admission requirements for the pre-nursing program include:

1. **Freshman** – High school GPA of 2.5 or higher; completion of high school or college courses in biology and chemistry (including laboratories) with a minimum grade of C in each; completion of Algebra II or equivalent, with a minimum grade of C; and, achievement of a minimum score of 800 on the SAT or 17 on the ACT.

2. **Transfer students with credits outstanding or a GPA of at least 2.5, but less than 3.2** – Achievement of a minimum of 2.5 cumulative college GPA with fewer than a total of 5 Ws, Ds, or Fs; earned at least a C in each of the required science courses taken (Anatomy & Lab, Physiology & Lab, Microbiology & Lab, Biochemistry & Lab) without repeats, including withdrawals; and, earned at least a C in all liberal arts courses.

3. **Please note**: To be considered for admission to the BSN program a GPA of 3.2 is required.

All pre-nursing students who have paid the enrollment deposit are advised by the Division of Nursing. Completion of the pre-nursing program requirements does not guarantee admission to the nursing program.

Bachelor of Science in Nursing Program:

The baccalaureate degree in nursing may be earned through the following options:

**Traditional Option**

Students in the two year Traditional BSN Option enter a contemporary curriculum that is designed to prepare them for professional nursing practice. This program is grounded in Community Based Education with educational opportunities that provide a variety of healthcare delivery experiences. The Baptist Health South Florida Health System has a collaborative agreement with the Division of Nursing to offer a selective number of admitted Traditional Option BSN students the opportunity to apply and be interviewed for acceptance into the Baptist Bond Option. Upon acceptance into this option, Baptist Health South Florida pays half of the student’s tuition in return for a 3-year employment commitment upon graduation.

**Accelerated Option**

The Accelerated Option (AO) is designed for students who have a bachelor’s or higher degree in a field other than nursing. The AO student may earn prerequisite course credit through CLEP, transfer, correspondence, or by challenging or enrolling in courses at Barry University. All nursing courses are taken full time at Barry during four 15-week terms beginning in January and ending the following May.

Because time in class or clinical approximates 40 hours per week, it is not advised for an AO student to work during the year of enrollment in nursing courses. Advance preparation should be made for financing during that year. Some financial aid and loans are available, and students are encouraged to seek assistance from the Financial Aid Office. The cost for tuition and fees for the nursing credits equals that for four full-time semesters. Books, uniforms, and other requirements will be additional costs.

**RN to BSN Option**
Graduates of state-approved diploma and associate degree programs in nursing are eligible to apply for admission to the baccalaureate program in the Registered Nurse Option. The program is designed to be flexible and responsive to individual students' needs as possible within the constraints of curriculum, university and accreditation requirements. The program is designed to be 15-months (four semesters) long, but the time in the program may vary dependent upon the option chosen, amount of acceptable transfer credit; success in completion of CLEP, proficiency, and nursing examinations; and part-time or full-time status.

Requirements of the program can be met through CLEP, nursing mobility and achievement examinations or their equivalents, proficiency examinations, transfer, correspondence courses, or by enrolling in courses at Barry University. To be accepted in transfer, credit must have been completed with at least a grade of C at a regionally accredited college or university. Please refer to the transfer credit policies in this catalog for complete information.

R.N. students may receive credit for a course at Barry University by passing a proficiency exam. The following proficiency exams are available through the Division of Nursing: CHE 152 Biochemistry; BIO 220 Human Anatomy; BIO 240 Physiology; and BIO 253 Microbiology.

These examinations are taken for “CREDIT/NO CREDIT.” Proficiency exams may not be repeated and there is a fee assessed for each credit awarded.

Nursing Credit By Examination

Registered nurses who are graduates of approved accredited associate degree programs will be awarded 32 credits towards their bachelors degree after successfully completing 21 credits of nursing courses at Barry University and submission of a portfolio. There is a fee assessed for each credit awarded. RNs who are graduates of a diploma program may earn 32 nursing credits by successfully completing proficiency exams through Excelsior College. These exams can be taken at any time before enrolling in the first nursing course. There is a fee assessed for each credit awarded. For further information about these examinations, students should contact their initial academic advisor.

R.N./B.S./B.A. to M.S.N. BRIDGE OPTION

Registered nurses with bachelor’s degrees in other fields, who have a GPA of 3.0 or higher, may apply directly for admission to the Masters Program in Nursing. See the graduate catalog for complete information.
BACHELOR OF SCIENCE IN NURSING (BSN) ADMISSION REQUIREMENTS

To be considered for acceptance to the Traditional, Accelerated and RN to BSN options, the following are required:

Traditional, Accelerated & RN to BSN Options

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Traditional Option (2-years)</th>
<th>Accelerated Option (15-months)</th>
<th>RN to BSN Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td>3.2</td>
<td>3.2</td>
<td>2.5</td>
</tr>
<tr>
<td>Liberal Arts Outstanding</td>
<td>None (0)</td>
<td>None (0)</td>
<td>Nine credits (9)</td>
</tr>
<tr>
<td>Liberal Arts Grades</td>
<td>C or greater</td>
<td>C or greater</td>
<td>C or greater</td>
</tr>
<tr>
<td>Science Grades (must be completed before admission to the program)</td>
<td>C or greater, no repeats</td>
<td>C or greater, no repeats</td>
<td>C or greater</td>
</tr>
<tr>
<td>DIN271–Therapeutic Nutrition, PSY382–Developmental Psychology, MAT152–Probability &amp; Statistics</td>
<td>C or greater, one (1) repeat</td>
<td>C or greater, one (1) repeat</td>
<td>C or greater</td>
</tr>
<tr>
<td>Letter of Recommendation from college/university Professors</td>
<td>Two (2)</td>
<td>Two (2)</td>
<td>N/A</td>
</tr>
<tr>
<td>Interview</td>
<td>Possible</td>
<td>Possible</td>
<td>Possible</td>
</tr>
<tr>
<td>FL RN License</td>
<td>N/A</td>
<td>N/A</td>
<td>Required</td>
</tr>
</tbody>
</table>

**Note:** A License Practical Nurse (LPN) applicant must meet the above requirements applicable to them as well as having:

1. At least an 80% average in practical nursing coursework; and,
2. A current Florida L.P.N. license or proof of eligibility to sit for the NCLEX-PN.

Applicants are notified in writing of the admission decision after all application materials have been received and evaluated. Applicants must provide two (2) letters of recommendations from prior and/or present college/university faculty. The letters must be on college/university letterhead and mailed directly to Barry University Division of Nursing, ATTN: UG Admission Advisor, 11300 NE 2nd Ave, Miami Shores, Fl, 22161. An interview may be required before acceptance to any of the nursing programs.

Please note that meeting the admission requirements does not guarantee admission to the nursing programs. Also, due to a high demand for and the competitive nature of the nursing programs, the applicant may be accepted, but placed on a waiting list to begin the program.

**Core Performance Standards**

The faculty, having accepted that nursing is a practice discipline with cognitive, sensory, affective and psychomotor requirements, has adapted a list of “Core Performance Standards" based on a document of the Southern Council on Collegiate Education for Nursing.
# ADDENDUM

## Core Performance Standards for Admission, Progression, and Graduation

<table>
<thead>
<tr>
<th>Performance</th>
<th>Standard</th>
<th>Examples of Necessary Activities (Not all inclusive)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Critical thinking ability sufficient for clinical judgment</td>
<td>Identify cause-effect relationships in critical situations, develop nursing care plans.</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds</td>
<td>Establish rapport with patients/clients and colleagues.</td>
</tr>
<tr>
<td>Communication</td>
<td>Communication abilities sufficient for interaction with others in oral and written form</td>
<td>Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient/client responses. Give oral and written reports to other members of the health care team.</td>
</tr>
<tr>
<td>Mobility</td>
<td>Physical abilities sufficient to move from room to room and maneuver in small spaces</td>
<td>Move around in patient rooms, work spaces, and treatment areas, administer cardiopulmonary resuscitation procedures. Meet responsibilities in a timely manner.</td>
</tr>
<tr>
<td>Motor Skills</td>
<td>Gross and fine motor abilities sufficient to provide safe and effective nursing care</td>
<td>Calibrate and use equipment; safely position, lift, and transfer patients/clients.</td>
</tr>
<tr>
<td>Hearing</td>
<td>Auditory ability sufficient to monitor and assess health needs</td>
<td>Hear monitor alarm, emergency signals, auscultatory sounds, cries for help.</td>
</tr>
<tr>
<td>Tactile</td>
<td>Tactile ability sufficient for physical assessment</td>
<td>Perform palpation, auscultation, percussion and functions of physical examination and/or those related to therapeutic intervention.</td>
</tr>
<tr>
<td>Social Behavior</td>
<td>Compassion, integrity, interpersonal skills, interest and motivation</td>
<td>Develop a mature, sensitive and effective relationship with clients.</td>
</tr>
</tbody>
</table>
ADDENDUM

Background Check and Drug Screening

Clinical agencies require students to be fingerprinted, pass drug screening and background checks, and clear the HHS/OIG list of excluded individuals and the GSA list of parties excluded from federal programs. Compliance with this requirement and satisfactory findings are essential for clinical placement and progression. Students who fail to submit to a background check or students whose background checks indicate a conviction as specified in Florida Statutes, Title XXXI, Labor Chapter 435 Employment Screening (level 2), which can be found at http://www.leg.state.fl.us/Statutes/index.cfm?Appmode=Display&Statute&URL=Ch0435/ch0435.htm or have a positive drug screen will be unable to enroll in or remain in the nursing program. To complete the background and drug screen requirements click on the Background Checks box in the left column of this page, and the link to American Databank will appear. This link will allow you to begin the application process and set up a method of payment to American Databank, the sole company handling the Division of Nursing’s screenings. Please note there will be a fee of $145 for the background check and drug screening. When placing your background check order, click “I want to receive a copy of my background check and drug screening.” This will enable you to have a copy of the reports that we receive. It should be kept in your portfolio in the event a clinical agency requests to see it. Once American Data Bank receives payment, they will send you the necessary information and forms to get your drug/background check processed.

The cost of background checks, fingerprinting, and drug screening is the responsibility of the student. These requirements must be completed no later than July 1st. Students beginning the undergraduate Accelerated Option program in January must have this completed no later than December 15th of the year prior to their enrollment in nursing courses.

Health & Insurance Requirements

Submission of evidence of health status acceptable for the practice of nursing (which include an annual physical, up-to-date immunization status and tuberculosis [TB] screening); health insurance (see Health Insurance Section of this Catalog); and, liability insurance. The liability insurance fee will be charged to all nursing students; however students who provide proof of comparable liability insurance coverage to the Business Office within 30 days of billing will have their account credited for the premium. Some clinical agencies may have additional requirements that students must meet. Students (traditional, accelerated and RN-BSN) not meeting these requirements will not be eligible for admission to the program; and, students already admitted to the program will not be able to continue in the program.

Basic Life Support

All BSN students must complete their Basic Life Support (BLS) requirement at Barry University, Division of Nursing prior to the beginning of classes.

Transportation

Students are responsible for providing their own transportation to and from all health agencies and other selected experiences such as home visits to patients, parents and families and clinical experiences in hospitals.

Computer Requirements

All entry level BSN students are required to have a laptop computer which meets the following system requirements:

PC:
- Windows 2000 or XP
- Pentium 750 MHz (1 GHz or higher recommended)
- 128 MB RAM (256 MB recommended)
- Sound card and speakers or headphones
- 56k modem or faster, and reliable Internet service (DSL/Cable modem or faster recommended)
- Internet Explorer 6.0 and Internet Tools or higher or FireFox 1.5 or higher (IE recommended)
- Macromedia Flash Player 8.0 or higher (available as a free download from www.flash.com)
- Cookies and JavaScript must be enabled
- America Online users will need to minimize the AOL window and open Internet Explorer 6.0 or higher
- 1024 x 768 screen resolution or higher
ADDENDUM

MAC:
• Macintosh OS 10.2 or higher
• 128 MB RAM (256 MB recommended)
• G4 processor (1 GHz or better)
• Sound card and speakers or headphones
• 56k modem or faster, and reliable Internet service (DSL/Cable modem or faster recommended)
• FireFox 1.5 or higher (limited support for Safari 1.0 or higher)
• Macromedia Flash Player 8.0 or higher (available as a free download from www.flash.com)
• Cookies and JavaScript must be enabled
• America Online users will need 5.0 or higher, and will need to minimize the AOL window and open Safari 1.0 or higher
• 1024 x 768 screen resolution or higher

MAC users sometimes report difficulty with the online program. If so – the suggestion is to not use Safari but to use Internet Explorer or FireFox.

Progression Requirements and Standards

Admission to nursing does not guarantee graduation from the program. The nursing faculty reserves the right of retaining, progressing, and graduating those students who, in its judgment, satisfy the requirements of scholarship, health, and personal suitability to practice professional nursing. (See Chart Below)

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Traditional Option</th>
<th>Accelerated (15-month) Option</th>
<th>RN to BSN Option</th>
</tr>
</thead>
<tbody>
<tr>
<td>GPA</td>
<td>2.5</td>
<td>2.5</td>
<td>2.0</td>
</tr>
<tr>
<td>Passing Grade</td>
<td>76% or greater</td>
<td>76% or greater</td>
<td>76% or greater</td>
</tr>
<tr>
<td>Nursing Course Repeats</td>
<td>One (1) repeat</td>
<td>One (1) repeat</td>
<td>One (1) repeat</td>
</tr>
<tr>
<td>Standardized Testing</td>
<td>Exit Examination</td>
<td>Exit Examination</td>
<td>N/A</td>
</tr>
<tr>
<td>Graduation Month</td>
<td>May or December</td>
<td>May</td>
<td>Variable</td>
</tr>
</tbody>
</table>
BSN Progression Standards

1. Maintain current health and compliance requirements.
2. Earn a minimum of a 76 average to pass nursing courses.
3. Earn a passing grade in the clinical portion of nursing courses.
4. One nursing course may be repeated one time.
5. A student receiving a second failure in any UG nursing course will not be permitted to continue in the nursing program.
6. Grades of D, F and WF are considered the same as a grade lower than C when repeating any undergraduate nursing course.
7. RN to BSN student may not enroll in other nursing courses until earning a C or better in repeated course.

Kaplan Comprehensive Integrated Testing for Nursing Programs

The Traditional and Accelerated Option programs seek to facilitate the success of its students for entry into professional clinical practice as a nurse generalist. As part of this process, the faculty utilizes the Kaplan Integrated Testing series of content specific exams, remediation programs, and final comprehensive predictor examinations to assess knowledge of concepts and readiness for the national licensure examination (NCLEX-RN). All students are required to participate in this program and the Kaplan NCLEX-RN on-line or live preparation courses for licensure testing. Detailed policies and procedures for standardized testing may be found in the Division of Nursing Undergraduate Policy and Procedure Manual.


GRADUATION and NCLEX-RN Testing

Students are eligible for graduation after all program requirements have been satisfactorily met and verified by the Undergraduate Program Director. After graduation students are qualified to apply for licensure by examination with a State Board of Nursing. A letter of completion and official transcript is usually sufficient evidence to apply for licensure by examination in most states. Students are advised to contact the Board of Nursing in the state they intend to take their licensure exam for detailed instructions. Official transcripts may not be available for up to two months after graduation. Faculty recommend students take the NCLEX-RN examination within a few months after graduation.

As part of the licensure application process, arrest and court records of final adjudication for any offense other than a minor traffic violation must be submitted to the Board of Nursing for review. Applications of those who have been convicted of a felony and whose civil rights have not been restored are considered to be incomplete until documentation of restoration of civil rights is received.

The Medicaid Fraud Bill passed contains provisions concerning the licensure of healthcare providers convicted of certain felonies. If a provider or applicant has a history of a conviction for any felony relating to medical fraud, non-medical fraud or controlled substances, they may not be issued a license for 15 years after their probation has ended.

Effective July 1, 2009, Title XXXII Section 456.0635, Florida Statutes, requires health care boards or the Department of Health to refuse renewal of a license, certificate or registration or admit a candidate for examination, if the applicant meets certain conditions. Florida Statues: Title XXXII FLS 409; Title XLVI FLS 817 and FLS 893. Website for Florida Statues www.flsenate.gov

The application and records should be filed at least 90 days before the examination date in case a student may be required to appear before the Board.

Opportunities for Student Growth and Service

Among the opportunities for student activities within the DON is the Nursing Student Association (NSA), which is a constituent of the Florida Nursing Student Association (FNSA) and the National Student Nurses Association (NSNA). The NSA prepares students for the assumption of professional responsibilities, promotes and encourages participation in community service and activities toward improved health care, nursing education and legislative issues. Additionally, this pre-professional organization offers opportunities for student socialization, recognition, and
scholarship. Active membership as a student is rewarded by a special one year membership in the Florida Nurses Association after graduation.

The Division of Nursing supports the Lambda Chi Chapter of Sigma Theta Tau International, the international honor society for nursing. The purposes of Sigma Theta Tau International are to: recognize superior academic achievement; recognize the development of leadership qualities; foster high professional standards; encourage creative work; and strengthen commitment to the ideals and purposes of the profession. Lambda Chi sponsors an annual research conference and provides other programs of professional and scholarly interest.

The Center for Interdisciplinary Scholarship (CIS) guides, supports, and assists with the discovery, application, integration and dissemination of scholarly work for the faculty and students of the College of Health Sciences (CHS). The Center is guided by Boyer’s model of scholarship, which includes the scholarship of discovery, application, integration, and teaching. The Center provides support in the creation of scholarly activities that affect multicultural health, guide faculty and students in the design of scholarly inquiry, assist with the dissemination of scholarly work, houses scholarly resources for faculty and student use, provides support to develop skills in proposal writing and publishing, reviews IRB proposals to assist faculty and students, and supports scholarship that is created/formed by practice, community services, and/or teaching.

**NURSING PROGRAM REQUIREMENTS:**

**Pre-Nursing**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ORI 100</td>
<td>Freshman Seminar</td>
</tr>
<tr>
<td>ENG 111/210</td>
<td>English Composition and Research</td>
</tr>
<tr>
<td>SPE 101</td>
<td>Fundamentals of Speech</td>
</tr>
<tr>
<td>BIO 220</td>
<td>Introductory Human Anatomy (with lab)</td>
</tr>
<tr>
<td>BIO 240</td>
<td>Introduction to Human Physiology (with lab)</td>
</tr>
<tr>
<td>BIO 253</td>
<td>Introductory Microbiology (with lab)</td>
</tr>
<tr>
<td>CHE 152</td>
<td>Introduction to Organic and Biological Chemistry (with lab &amp; SI)</td>
</tr>
<tr>
<td>MAT 152</td>
<td>Elementary Probability and Statistics</td>
</tr>
<tr>
<td>PSY 281</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>PSY 382</td>
<td>Developmental Psychology</td>
</tr>
</tbody>
</table>

**SOS**  Any History, Economics, Geography, Political Science

**ANT/SOC**  Any Anthropology, Sociology or Psychology

**PHI**  Philosophy Distribution

**THE**  Theology Distribution

**HUM and ARTS** Humanities and Arts Distribution

**DIN**  271 Nutrition in Clinical Care

**CS**  180 Introduction to Computers

**PHI**  353 Biomedical Ethics

**OPEN**  Open Elective

**Prerequisite Courses for students with a previous bachelor's degree:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 220</td>
<td>Introductory Human Anatomy (with lab)</td>
</tr>
<tr>
<td>BIO 240</td>
<td>Introduction to Human Physiology (with lab)</td>
</tr>
<tr>
<td>BIO 253</td>
<td>Introductory Microbiology (with lab)</td>
</tr>
<tr>
<td>CHE 152</td>
<td>Introduction to Organic and Biological Chemistry (with lab &amp; SI)</td>
</tr>
<tr>
<td>MAT 152</td>
<td>Elementary Probability &amp; Statistics</td>
</tr>
<tr>
<td>PSY 281</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>PSY 382</td>
<td>Developmental Psychology</td>
</tr>
<tr>
<td>PSY/SOC/ANT</td>
<td>One course in either of these areas</td>
</tr>
<tr>
<td>DIN 271</td>
<td>Nutrition in Clinical Care</td>
</tr>
<tr>
<td>PHI/THE</td>
<td>Philosophy and Theology courses (6 cr.)</td>
</tr>
<tr>
<td>PHI 353</td>
<td>Biomedical Ethics</td>
</tr>
<tr>
<td>CS</td>
<td>Computer Elective</td>
</tr>
</tbody>
</table>

**TRADITIONAL & ACCELERATED OPTIONS**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 205</td>
<td>Introduction to Nursing Science</td>
</tr>
<tr>
<td>NUR 319</td>
<td>Foundations for Nursing Practice</td>
</tr>
<tr>
<td>NUR 313</td>
<td>Pathophysiology</td>
</tr>
<tr>
<td>NUR 329</td>
<td>Pharmacology</td>
</tr>
<tr>
<td>NUR 323</td>
<td>Health Assessment and Health Promotion</td>
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<td>NUR 499E</td>
<td>Professional Role Transition</td>
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**ADDENDUM**

**R.N. to B.S.N. Option**
Distribution & Prerequisite Courses:
- Human Anatomy + lab
- Microbiology + lab
- Biochemistry + lab
- Physiology + lab
- Statistics
- English Composition (6 cr.)
- Speech
- Social and Behavioral Science Distribution (9 cr.)
- Humanities and Arts Distribution (9 cr.)
- Philosophy Distribution (3 cr.)
- Theology Distribution (3 cr.)
- Bio-Medical Ethics (3 cr.)
- Computer Elective
- Open Elective

Nursing Major: R.N. to B.S.N.; Options
(In addition to 32 credits by validation or examination)
- NUR 337 Research & Evidence Based Practice
- NUR 303 Professional Processes
- NUR 481 Community Health Nursing
- NUR 483 Health Assessment for RN's
- NUR 488 Health Care Trends and Politics for Nurses
- NUR 493R Nursing Leadership
- NUR 313 Pathophysiology
- NUR 520 Nursing Informatics

Course Descriptions—
Nursing Prefix: NUR

(Theory credits, 1 cr = 15 hours; Clinical credits, 1 cr. = 45 hours)

**199 Special Topics (Theory 1-3)**
Content to be determined each semester as requested by faculty and/or students to fill specified needs or interests.

**205 Introduction to Nursing Science (Theory 2)**
This course provides an introduction to the professional and scientific foundation of nursing practice. Topics such as the historical development of nursing, ethical, legal and theoretical foundations of the profession are explored, and competencies necessary to provide safe, quality health care are presented. Prerequisites: Admission to the Nursing Program, Co-requisites: NUR 313, NUR 319, NUR 323

**313 Pathophysiology (Theory 4)**
The focus of this course is on alterations in the biological patterning that affects the homeostasis/homeodynamics in human beings. Emphasis is placed on the dynamic aspects of disease, signs and symptoms, and physical and laboratory findings. Pre-requisites: Admission to the Nursing Program, Co-requisites: NUR 205, NUR 319, NUR 323

**319 Foundations for Nursing Practice (Theory 3, Lab 1, Clinical 2)**
This course introduces basic nursing concepts to establish a foundation for nursing practice. These include therapeutic communication, nursing process, nursing interventions which promote safety, principles of infection control, and skills for basic care and comfort needs. In addition to theory students practice in the laboratory setting and begin to apply basic skills to patient care in the clinical setting. Pre-requisite: Admission to the Nursing Program, Co-requisites: NUR 205, NUR 313, NUR 323

**323 Health Assessment & Promotion (Theory 3, Lab 1)**
This course introduces the concepts and skills of health assessment across the life span and perspectives of wellness and health promotion while utilizing the nursing process. Health assessment is approached holistically, advocating the foundational principles of health promotion and client education. Prerequisites: Admission to the Nursing Program, Co-requisites: NUR 205 NUR 313 NUR 319

**335 Patient-Centered Care: Adult/Elderly Nursing I (Theory 3, Clinical 2)**
This course focuses on the professional practice of patient-centered nursing care for the adult and elderly within the context of acute and restorative care environments. Emphasis is on clinical reasoning and decision-making for patient-centered collaborative care and safe clinical practice. Pre-requisites: NUR 205, NUR 313, NUR 319, NUR 323, Co-requisite: NUR 329

**329 Pharmacology (Theory 3)**
This course examines the principles of pharmacotherapeutics, pharmacodynamics, pharmacogenomics, and pharmacokinetics. Professional nursing implications of safe medications administration, adverse drug reactions and implications are emphasized. Pre-requisites: NUR 205, NUR 313, NUR 319, NUR 323, Co-requisites: NUR 335

DIN 271 Nutrition in Clinical Care (Theory 3)
Introduces the essentials of normal and therapeutic nutrition. Provides students with techniques for assessment of nutritional status and principles of diet therapy in regulating the health of individuals, families and communities. Prerequisites: BIO 220, CHE 152

337 Research & Evidence Based Practice (Theory 3)
This course provides a basic understanding of the research process and examines its relationship to evaluation and application of evidence based knowledge in nursing practice. Prerequisite: NUR 205.

303 Professional Processes (Theory 3) (R.N. to B.S.N.)
Examines the health care delivery system based on the 8 processes inherent in the curriculum: change process, communication process, critical thinking, leadership/management process, nursing process, professionalization process, research process, and teaching/learning process. Prerequisite: MAT 152, PHI 353, CS 180.

343 Patient-Centered Care: Adult/Elderly Nursing II (Theory 3, Clinical 3)
This is the second course in a sequence that covers topics of adult and elderly nursing. The focus continues to be on the professional practice of patient centered nursing care for adults and elderly within the context of acute and restorative care environments. Emphasis is on clinical reasoning and safe clinical practice for more complex medical surgical patients. Prerequisites: NUR 320, NUR 329 Co-requisite: NUR 383

325 Nursing Care of Families: Parent/Child (Theory 4, Clinical 4)
Focuses on meeting the parent-child and adolescent health needs of individuals and families within the community. Emphasis is placed on providing a continuum of care for at risk pregnant women, infants, children, and adolescents with acute or chronic conditions. Special focus placed on the unique role of nursing and its contributions to the parent-child health team. Prerequisites: NUR 320

383 Patient-Centered Care: Behavioral Health Nursing (Theory 3, Clinical 2)
This course focuses on the role of nurse as provider of care for individuals experiencing acute and chronic mental health disorders. Emphasis is placed on the therapeutic relationship, evidence based practice for treatment modalities, teaching and learning related to safe administration of psychopharmacological agents and the role of the nurse within a patient-centered, interdisciplinary approach to promote and support behavioral health. Prerequisites: NUR 335, NUR 329, Co-requisite: NUR 343

459 Independent Study (Theory 1-3)
Provides opportunity for an in-depth investigation in an area of nursing of special interest to the student. Student is primary course designer assisted by a nursing faculty member. Prerequisites: Senior status and permission of Program Director of the Undergraduate Program.

481 Community Health Nursing (Theory 3, Clinical 3) (RN to BSN Only)
Focuses on health promotion and illness prevention, synthesis and application of nursing skills and theory while caring for individuals, families, and aggregates as an integral part of the community. Students study public health principles, and experience an in-depth relationship with client(s) over extended period of time in variety of community settings to become familiar with the many roles of the community health nurse. Prerequisites: “Nursing Credit by Examination” (32 crs.) or successful completion of respective courses/tutorials.

483 Health Assessment for RN’s (Theory 3) (R.N. to B.S.N. only)
Introduces the concepts and skills of health assessment with focus on well adults and children. Prerequisites: BIO 220, BIO 240, BIO 253, CHE 152.

488 Healthcare Trends and Politics for Nurses (Theory 3) (RN to BSN only)
Introduction to the present realities of the healthcare industry, the stages of public policy development, and political activism. Focuses on paradigmatic shifts and trends impacting healthcare today, which will affect the new
ADDENDUM

A professional nurse. Connects policy and politics to practice. Prepares the student to proactively plan and function in a constantly changing healthcare environment, and empowers students to recognize their professional identities. Prerequisite: NUR 303.

489 High Acuity Nursing of the Adult (Theory 3, Clinical 3)
Provides for the acquisition and synthesis of healthcare knowledge with an emphasis on the adult population in an acute care environment. Apply the nursing process, problem solving techniques, and critical thinking in caring for clients with multi-system disease processes. Prerequisite: NUR 320, NUR 325, NUR 380.

490 Community/Public Health Nursing (Theory 2, Clinical 2)
The theoretical and practical bases for public health nursing are presented. Knowledge from previous courses is integrated as students identify and analyze the health care needs of aggregate populations and independently plan and actualize public health intervention projects. Prerequisite: NUR 325, NUR 380.

491 Nursing Care of the Older Adult (Theory 1, Clinical 1)
Details the complex health needs and societal issues of the elderly in our society. Opportunity to manage the health care needs of older clients in a variety of settings while identifying the sociological and political challenges that are unique to clients in this age group. Corequisite: NUR 325, NUR 380.

493 Nursing Leadership (Theory 2)
Introduction to the professional and social issues of leadership roles and clinical management functions. Assists the student in cultivating and acquiring the leadership skills needed to be innovative and prepared to function in tomorrow’s healthcare environment. Prerequisite: NUR 320, NUR 325, NUR 380; Corequisite: NUR 499E.

493R Nursing Leadership (Theory 3) (R.N. Only)
Introduction to the professional and social issues of leadership roles and clinical management functions. Assists the student in cultivating and acquiring the leadership skills needed to be innovative and prepared to function in tomorrow’s healthcare environment. Prerequisite: NUR 303.

499E Profession Role Transition (Seminar 1, Clinical 3)
Synthesis of knowledge, skills, and technology from the practice and science of nursing, arts, humanities and natural sciences to engage in critical thinking, incorporating the mind, body, and spirit in the care of diverse individuals, groups, communities in multiple contexts. Intensive senior practicum and seminar sessions create opportunities to address role transition challenges which foster the successful socialization of the beginning practitioner to professional practice. Prerequisite: All nursing courses.

520 Nursing Informatics (Theory 3) (RN to BSN only)
Introduction to concepts of computer and information science as they relate to nursing informatics. Introduction and refinement of skills necessary to gather and dispense nursing data and nursing information as they relate to nursing science. Exploration of computer programs and software relevant to nursing administration, education, research, and practice (nursing knowledge). Prerequisite: Senior status.