

## DEPARTMENT OF NURSING

The Sciences & Engineering Center and The Commons  
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The Department of Nursing is accredited by the Commission on Collegiate Nursing Education (One Dupont Circle, NW, Suite 530, Washington, D.C. 20036) and approved by the State Board of Nursing of the Commonwealth of Pennsylvania.

### Mission

The mission of the West Chester University Department of Nursing is to provide the highest quality of undergraduate and graduate nursing education to students who come from diverse populations. All graduates are prepared to provide evidence-based quality nursing care, and to become nursing leaders within the nursing profession. The baccalaureate program provides the art and scientific foundations of entry into nursing practice. The graduate programs provide preparation into advanced nursing practice and education roles; thereby, giving students the ability to synthesize knowledge; strengthen communication; and empowerment to promote health care. The Doctor of Nursing Practice program further prepares advanced practice nurses at the highest level to fully evaluate and contribute to increasingly complex health care systems. These contributions are based on contemporary nursing science as well as organizational, political, cultural, and economic principles. Graduates of these nursing programs will be professionals capable of assuming leadership in present and emerging health care roles, citizens who contribute to society and who are committed to life-long learning and personal development.

### Philosophy

The Department of Nursing affirms the WCU Vision, Mission and Values Statements and the College of Health Sciences Mission Statement. It shares the University's commitment to teaching, research, and service to individuals, families, communities, and populations. The following statement reflects the Department of Nursing's philosophical beliefs:

The Department of Nursing recognizes that individuals, families, communities, and populations are entitled to optimum health and quality health care. Nurses play an integral role in health promotion, disease prevention, and enhancing the quality of life throughout the lifespan. According to the ANA, "nursing is the protection, promotion and optimization of health and abilities, prevention of illness and injury, alleviation of suffering through the diagnosis and treatment of human response, and advocacy in the care of individuals, families, communities, and populations." Advanced practice nursing roles include expert clinician, educator, researcher, consultant, and leader. The nursing programs at West Chester University recognize the responsibility to provide innovative educational programs that reflect the growing needs and current trends of diverse populations.

The faculty of the Department of Nursing provide a caring and supportive environment while respecting the diversity of the student body and communities which it serves. The University community cultivates and supports faculty/student collaboration and mentoring. The students are treated as individuals with unique qualities and learning needs. Through professional actions, the faculty reflects the department's philosophy of excellence in nursing practice, creation of evidence-based research, establishing strong interdisciplinary associations, and fostering supportive relationships with colleagues, students, and the community.

The 2008 AACN *Essentials* document (*The Essentials of Baccalaureate Education*), the 2011 AACN *Essentials* document (*The Essentials of Master's Education*), and the 2006 AACN *Essentials* document (*The Essentials of Doctoral Education for Advanced Nursing Practice*) provide structure for the curriculum content of all programs. The faculty designed all programs to facilitate the students' abilities to creatively respond to a continuously changing health system. Innovative educational experiences are cooperatively planned to meet the needs of both the students and clients, empowering them in the nursing-client partnership. The interpretation, development, and implementation of ethical evidence-based research are stressed throughout the educational process.

Ethical decision making, accountability, critical thinking, and effective communication skills are emphasized. This is achieved by the application of nursing theory and empirical evidence to professional practice. All programs promote lifelong learning and leadership, and prepare the student for advance professional degrees or post-doctoral studies. (1/2016)

### Bachelor of Science in Nursing

The Bachelor of Science in Nursing program is offered by the Department of Nursing, which is an integral part of the College of Health Sciences. The family-centered program is based on the concept that the person is a biopsychosocial being with basic health needs. The Department of Nursing believes that high-quality health care is a basic right of all people and that health care needs can be met through the practice of the professional nurse who has completed a systematic program of courses in the social and natural sciences, humanities, and the nursing major.

Characteristics of the graduate include the following:

1. Evidences a concerned awareness and a sense of responsibility for contemporary health and social issues as these affect diverse populations
2. Provides leadership through professional and civic activities to advocate for the improvement of health care within society
3. Demonstrates accountability and competency in using the nursing process to assist clients at various levels of health in a variety of settings
4. Uses nursing theory and research to support nursing practice
5. Collaborates, coordinates, and consults as a colleague within the interdisciplinary health team in managing client care
6. Characterizes learning as a life-long process

### RN-to-BSN Program

The RN-to-BSN curriculum is designed for those that currently hold an active RN license, in addition to students enrolled in a concurrent RN-to-BSN program with one of our community college partners. Both programs allow students to earn the Bachelor of Science in Nursing degree. Students can earn a baccalaureate degree in as little as three semesters and is dependent upon previous courses transferred to WCU. The program is offered in an online format that allows our students greater flexibility. Detailed information about this program may be obtained from the department website, [www.wcupa.edu/nursing/](http://www.wcupa.edu/nursing/).

### Concurrent Nursing

Because of the university's agreement with Delaware Community College (DCCC), students can earn both their Associate Degree in Nursing and their Bachelor of Science in Nursing (BSN) in just 24 to 30 months, taking classes in person at DCCC and pairing them with online classes completed at WCU. It allows students to save time and money, to benefit from hands-on advising, and to enroll in fewer prerequisites at WCU. Up to 92 transfer credits are accepted from DCCC students. For more information about additional benefits

and admission requirements, students can visit DCCC - WCU of PA ([https://www.wcupa.edu/\\_admin/articulation-agreements/dccc.aspx](https://www.wcupa.edu/_admin/articulation-agreements/dccc.aspx)).

## Accelerated BSN

The **Master of Science in Nursing [with Accelerated BSN]** is designed for students who already hold a baccalaureate degree and wish to achieve both an MS. and an RN license. Graduates who successfully complete the program are qualified to sit for the National Council Licensure Examination for the Registered Nurse (NCLEX-RN) and finish the MSN requirements. The program is 24 months long and begins in the spring semester. The program aligns with traditional BSN outcomes, with extra emphasis on graduate studies, and follows the core MSN curriculum. Classes are either online (synchronous or asynchronous) or in person. In-person classes are held on weekdays, with clinicals on either weekdays or weekends. Interested students can view the curriculum at <https://catalog.wcupa.edu/graduate/health-sciences/nursing/nursing-msn-accelerated-bsn/> (<https://catalog.wcupa.edu/graduate/health-sciences/nursing/nursing-msn-accelerated-bsn/>).

## Philadelphia Campus

The RN-to-BSN program is also offered through online nursing courses and on-site student services at the Philadelphia campus.

Curriculums for programs offered at the alternative PASSHE Center City (<http://wcupa.edu/philly/>) satellite campus in Philadelphia are equivalent to those found on WCU's main campus. With state-of-the-art classrooms, the Center City location serves the needs of degree completers and/or adult learners who are balancing work and family obligations.

## Programs

### Majors

- B.S. in Nursing (<https://catalog.wcupa.edu/undergraduate/health-sciences/nursing/nursing-bs/>)
- B.S. in Nursing - RN-to-BSN Track (concurrent to B.S. in Nursing) (<https://catalog.wcupa.edu/undergraduate/health-sciences/nursing/nursing-bs-rn-to-bsn/>)

### Graduate Opportunities

See the graduate catalog for more information on the Nursing programs. (<https://catalog.wcupa.edu/graduate/health-sciences/nursing/>)

## Policies

- See undergraduate admissions information. (<https://catalog.wcupa.edu/general-information/admissions-enrollment/undergraduate-admissions/>)
- See academic policies. (<https://catalog.wcupa.edu/undergraduate/academic-policies-procedures/>)

All undergraduate students are held to the academic policies and procedures outlined in the undergraduate catalog. Students are encouraged to review departmental handbooks for program tips, suggested course sequences, and explanations of procedures. When applicable, additional policies for specific department programs may be listed below.

## Licensing Eligibility in Pennsylvania

In order to be employed in professional nursing in the Commonwealth of Pennsylvania, students must apply for a temporary practice permit through the State Board of Nursing.

Students must meet all program requirements to be eligible for the National Council Licensure Examination (NCLEX) upon graduation. Passing this examination designates Registered Nurse (RN) status. In accordance with the Professional Nurse Law, felonious acts prohibit licensure in Pennsylvania as indicated by the following:

"The Board shall not issue a license or certificate to an applicant who has been convicted of a felonious act prohibited by the act of April 14, 1972 (P.L. 233, No. 64), known as 'The Controlled Substance, Drug, Device and Cosmetic Act,' or convicted of a felony relating to a controlled substance in a court of law of the United States or any other state, territory, or country unless:

1. At least ten (10) years have elapsed from the date of the conviction
2. The applicant satisfactorily demonstrates to the board that he has made significant progress in personal rehabilitation since the conviction such that licensure of the applicant should not be expected to create a substantial risk of harm to the health and safety of patients or the public or a substantial risk of further criminal violations
3. The applicant otherwise satisfies the qualifications contained in or authorized by this act

As used in the subsection, the term 'convicted' shall include a judgment, an admission of guilt or a plea of nolo contendere. An applicant's statement on the application declaring the absence of a conviction shall be deemed satisfactory evidence of the absence of a conviction, unless the Board has some evidence to the contrary." (Pennsylvania State Board of Nursing, Professional Nurse Law, printed, September 2009)

## Admission Criteria for the B.S. in Nursing and RN-to-BSN Program

Applicants for nursing must have completed work equal to a standard high school course, including a minimum of 16 units: four units of English, three units of social studies, two units of mathematics (one of which must be algebra), and two units of science with a related laboratory course or the equivalent. A combined score of 1250 is expected on the SAT.

### Admission Requirements for the RN-to-BSN Program

The RN-to-BSN program is a post-licensure, degree-completion program for Registered Nurses seeking a baccalaureate degree. The successful applicant must:

- Have an active Registered Nurse license in at least one state
- Be a graduate of an NLN or ACEN-accredited associate degree or diploma-granting professional nursing program<sup>1</sup>
- Have a cumulative GPA of 2.75 in all college-level coursework.

<sup>1</sup> Students in their final semester of an associate or diploma program may apply and be offered provisional admission prior to becoming licensed; however, students may not start classes in the RN-to-BSN program without an active RN license. Students in the concurrent program may begin classes without a RN license; however, they may not graduate until they successfully pass the NCLEX exam.

### Prerequisite Courses for Admission to the RN-to-BSN Program

Applicants are encouraged to utilize tools provided by the Office of the Registrar at WCU to evaluate their current credits' eligibility for transfer to West Chester University. These tools can be found on the Registrar's Office page of the WCU website.

**Students must complete the two WRT courses (6 credits total) prior to enrolling in the first RN-to-BSN course. Students who have not completed the prerequisite courses may be admitted to the program and will be assigned an academic advisor to assist the student in selecting courses to meet the prerequisite requirements.**

All prerequisites are 3-credit courses.

### Prerequisite Requirements

- WRT 120
- WRT 200, WRT 204, WRT 205, WRT 206, WRT 208, or WRT 220

Nursing credits will be evaluated and awarded transfer credit by the WCU Transfer Credit Office. The Nursing Department Chair may evaluate and award credits on an individual basis if students completed prior nursing courses at another school.

## Academic Progression Policy

### Academic Progression in the Nursing Major (Pre-licensure BSN only)

- Complete the following courses with a minimum grade of C-:
  - WRT 120 or WRT 123; WRT 200, WRT 204, WRT 205, WRT 206, WRT 208, or WRT 220; BIO 204; NTD 303; PSY 100; SOC 100 or SOC 240; PSY 210 or HEA 206; MAT 121 or MAT 125.
- Students are required to achieve a science composite GPA of 2.75 in the following courses to progress to NSG 212/NSL 212, NSG 310, and the subsequent upper-division nursing courses: BIO 100 (or BIO 110), BIO 259, BIO 269, and CHE 107/CRL 107. Coursework to achieve this science composite GPA must be completed no later than the Fall semester preceding the Spring semester when students enroll in NSG 212/NSL 212 and NSG 310. Students may not complete science composite GPA courses in the winter session immediately preceding enrollment in NSG 212/NSL 212 and NSG 310.
  - Students who are unsuccessful in attaining the required 2.75 science composite GPA must repeat the course with the lowest grade.
    - If two courses that contribute to the science composite GPA have the same lowest grade, the student must repeat the course with the higher credit load.
      - For example, if a student does not meet the Science Composite GPA requirement and has a C- in BIO 100 (3 cr.) and BIO 259 (4 cr.), the student would repeat BIO 259.
    - If the two lowest grade courses are of equal credit load, the student will repeat the lowest grade course in the following order of priority: BIO 269, BIO 259, BIO 100, CHE 107, CRL 107.
      - For example, if a student does not meet the Science Composite GPA requirement and has a C- in both CHE 107 and BIO 269, the student would repeat BIO 269.
  - Complete all undergraduate NSG and NSL courses with a minimum grade of C for academic progression in the program.
    - If a student must repeat NSG 212/NSL 212, NSG 311/NSL 311, NSG 312/NSL 311, NSG 411/NSL 411, or NSG 412/NSL 412, a grade of C or better must be achieved in both the theory (NSG) and laboratory (NSL, clinical practicum) components. The theory (NSG) and clinical portions (NSL) of these nursing courses must be taken concurrently.
  - Other policies are explained in detail in the current issue of the department handbook.

### Criminal and Pennsylvania Child Abuse History Clearances

In accordance with Pennsylvania Nursing Law and Child Protective Services Law as an effort to protect client safety and property, students will be required to complete a criminal background check beginning their first-year classes in the fall and again before progressing to NSG 212/NSL 212, NSG 311/NSL 311, NSG 312/NSL 312, NSG 411/NSL 411, and NSG 412/NSL 412. In addition, students will be required to complete Delaware Child and Elder Abuse History Clearance prior to NSG 311/NSL 311 and NSG 312/NSL 312.

## Transfer Policy

Transfer students may be accepted into the nursing major each year. The number accepted each year is based on the number that the department can accommodate in a sound educational experience.

Students currently enrolled at West Chester University who wish to transfer in to the Department of Nursing must attend a transfer information session to begin the process and subsequently submit an application packet to the department. All application procedures must be completed in order for the candidate to be considered for entrance into the nursing major.

*All* students who wish to transfer into the Department of Nursing must:

1. Show evidence of satisfactory completion (C- or better) in WRT 120 or WRT 123; WRT 200, WRT 204, WRT 205, WRT 206, WRT 208, or WRT 220; BIO 204; NTD 303; PSY 100; SOC 100 or SOC 240; PSY 210 or HEA 206; MAT 121 or MAT 125.
2. Complete the application form (available from the Department of Nursing);
3. Complete the required essay;
4. Submit one letter of reference from a West Chester University faculty member;
5. Complete an interview with the assistant department chairperson; and
6. Have a minimum science composite 2.75 GPA in the following courses: BIO 100 or BIO 110; BIO 259; BIO 269; and CHE 107/CRL 107 or CHE 103/CRL 103.

## Department Standards

### Special Requirements

1. Traditional nursing candidates are admitted once a year, in September.
2. Internal transfer students are admitted once a year, in November.

### Uniforms

Uniform policies are presented in detail in the current issue of the department handbook.

### CPR Certification

Students enrolled in nursing courses with a clinical component are required to be currently certified by the American Red Cross or American Heart Association in Healthcare Provider Cardiopulmonary Resuscitation. The CPR course must include resuscitation of children and infants.

### Calculations Exam

Competency in calculation of dosages is a prerequisite to NSG 311/NSL 311 and NSG 312/NSL 312. The student is required to have attained 100 percent proficiency in calculating dosages as measured by a paper and pencil test. The nursing laboratory coordinator administers the calculations exam in the spring semester.

### Graduate Requirements: NCLEX Examination and Licensure

All students must attend the ATI Live Review course offered the week following graduation. Students who do not score at least a 94% predictive probability on the RN Comprehensive Predictor Exam will need to retake the Exam after completion of the ATI Live Review. Students who do not achieve a score that is equal to or greater than the predictor probability of 92% of passing the NCLEX-RN on the second Comprehensive Predictor will not be cleared for taking State Boards until they have completed the Virtual ATI and have been given the "green light" to take the exam. Virtual ATI will be purchased at the expense of the student. Please note: If students are unable to attend

ATI LIVE REVIEW at the end of the senior year coursework, they will be required to complete the ATI VIRTUAL regardless of their Comprehensive Predictor score.

## Health Requirements

Candidates must meet the following health requirements during the summer prior to their junior and senior years: inoculations against Covid, diphtheria, tetanus, measles, mumps, Rubella and Rubeola, poliomyelitis (a series of four), Hepatitis B, varicella, and flu; a complete physical examination; and an annual QuantiFERON gold test and meningococcal, physical examination, and any other diagnostic tests deemed necessary by clinical agency.

## Substance Testing

Students must have urine drug screening performed at a designated laboratory during the stated testing period before progressing to each of the following courses: NSG 311/NSL 311, NSG 312/NSL 312, NSG 411/NSL 411, and NSG 412/NSL 412 (a total of two tests). Students are responsible for the costs associated with these tests. Students with a positive result will be dismissed from the nursing major. Refusal to be tested will result in dismissal from the nursing major.

## Nursing Laboratory

The Duey Immersive Learning Center within the SECC is available as a resource to help the nursing student in the learning process. It contains the following learning spaces:

- 12-bed patient assessment laboratory for teaching skills
- 4 high fidelity mannequin rooms that include a birthing suite
- 4 patient exam rooms for use of standardized patient actors for simulation
- Home healthcare suite that includes: kitchen, living space, bedroom, and bathroom
- Nurse's / Records station for healthcare informatics
- 2 debriefing rooms that can each accommodate 40 students
- Control room that allows for multiple simulations at once
- Center is equipped with VALT recording platform that allows the flexibility for faculty to review experiences either in the ILC or within their own device on campus

Every student is required to use the learning laboratory at specified times. In addition, students are expected to spend time using this resource for independent learning based on their individual needs. The laboratory is staffed by a full-time nursing laboratory coordinator who is a registered nurse.

## Faculty

### Professors

Deborah Ann Mandel (dmandel@wcupa.edu) (2012)  
B.S.N., Kean University; M.S.N., University of Pennsylvania; Ph.D., Rutgers University

Julie McCulloh Nair (jnair@wcupa.edu) (2013)  
A.A., Community College of Baltimore County; B.S., M.S.N., West Chester University; Ph.D., Medical University of South Carolina

Carolyn Meehan (cmeehan@wcupa.edu) (2013)  
B.S.N., Bloomsburg University; M.S.N., C.R.N.P., University of Pennsylvania; Ph.D., Widener University

Megan Ann Mraz (mmraz@wcupa.edu) (2008)  
Graduate Coordinator, Nursing  
Assistant Chairperson, Nursing  
B.S.N., M.S.N., West Chester University; Ph.D., Duquesne University

Cheryl Schlamb (cschlamb@wcupa.edu) (2006)  
B.S.N., University of Pittsburgh; M.S.N., University of Pennsylvania;  
D.N.P., CRNP, Case Western Reserve University

Christine Thomas (cthomas@wcupa.edu) (1999)  
B.S.N., Allentown College of St. Francis; M.S.N., Indiana University of Pennsylvania; D.N.S., Ph.D., Widener University

### Associate Professors

Nancy Barker (nbarker@wcupa.edu) (2016)  
Chairperson, Nursing  
B.S.N., Widener University; M.S.N., Drexel University; Ed.D., Immaculata University

Michelle K Kaulback (mkaulback@wcupa.edu) (2017)  
R.N., Northeastern Hospital School of Nursing; B.S.N., Temple University; M.S.N., F.N.P.-B.C., Thomas Jefferson University; Ed.D., Immaculata University

Michelle Kensey (mkensey@wcupa.edu) (2016)  
B.S.N., Marquette University; M.S.N., University of Pennsylvania;  
D.N.P., West Chester University

Nina Pulliam (npulliam@wcupa.edu) (2016)  
B.A.N., M.S.N., West Chester University; Ph.D., Northcentral University

Lauren E Stoltzfus (lstoltzfus@wcupa.edu) (2019)  
B.S., M.S.N., Immaculata University; D.N.P., West Chester University

John T. Taylor (jtaylor3@wcupa.edu) (2014)  
B.S.N., West Virginia University; M.S.N., D.N.P., Chatham University

Christina M. Voncolln-Appling (cvoncolln-appling@wcupa.edu) (2019)  
B.A., Neumann University; M.S.N., Widener University; Ph.D., University of Phoenix

Veronica Wilbur (vwilbur@wcupa.edu) (2016)  
B.S.N., University of Delaware; M.S.N., Ph.D., Widener University

Danielle Yocom (dyocom@wcupa.edu) (2018)  
B.S.N., M.S.N., Millersville University; D.N.P., Regis University

### Assistant Professors

Marguerite Ambrose (mambrose@wcupa.edu) (2020)  
B.S.N., M.S.N., LaSalle University; Ph.D., Widener University

Daniel P. Bileth (dbileth@wcupa.edu) (2021)  
B.S.N., Florida State University; M.S.N., University of Pennsylvania;  
D.N.P., West Chester University

Beth A. Brady (bbrady@wcupa.edu) (2021)  
B.S.N., M.S.N., Indiana University of Pennsylvania

Jean Herb (jherb2@wcupa.edu) (2024)  
BSN, MSN, West Chester University

Julie Kurkowski (jkurkowski@wcupa.edu) (2024)  
BSN, MSN, PhD, Villanova University

Jacquelyn M. Owens (jowens@wcupa.edu) (2014)  
Graduate Coordinator, Nursing  
B.S., University of Delaware; M.S., Syracuse University; D.N.P., Thomas Jefferson University

Eunice Park-Clinton (epark2@wcupa.edu) (2022)  
B.S., Villanova; M.S., University of Pennsylvania; D.N.P., Johns Hopkins School of Nursing

Kasey L. Trill (ktrill@wcupa.edu) (2023)

Adrienne L. Wharry (awharry@wcupa.edu) (2020)  
B.S., M.S.N., Wilmington University

## Courses

### NSG

#### NSG 101. Introduction to Nursing. 1 Credit.

This course will introduce the student to knowledge of the nursing process, and the nursing profession. Emphasis is placed on the exploration of the conceptual and philosophical basis of nursing, and the role of critical thinking using the nursing process. This course will identify the relationship of historical events to the application of current nursing practice, and the implication that legal and ethical issues have on the nursing profession.

#### NSG 109. Health Issues of Women. 3 Credits.

This course encompasses the needs and concerns of women as consumers in our present health care system. It examines various biological, psychological, and social topics related to women's health care, including medical abuses, sexuality, sex roles, and women's health in the workplace. This course is an enrichment to liberal education, encouraging inquiry into previously neglected areas of women and health. It is offered in the Women's Studies Program and is open to all University students, regardless of major, as an elective.

Gen Ed Attribute: Diverse Community(select both)

Distance education offering may be available.

#### NSG 199. Nursing Transfer Credits. 1-10 Credits.

Transfer Credits

Repeatable for credit.

#### NSG 212. Fundamentals of Nursing Practice. 3 Credits.

In this course the student will examine various nursing theories and concepts; conceptual frameworks; theories from other disciplines which apply to nursing; nursing history; nursing education; professionalism in nursing; nursing leadership; the nursing process; nursing diagnosis; nursing research; ethical, legal, economic, and political aspects of nursing and current issues in nursing. The student will also study and learn to practice psychosocial and physical assessment skills as well as learning how to do vital sign assessment; provide bedside nursing care, hygiene and comfort; transfer and positioning techniques for clients; and understand and demonstrate competence in the utilization of standard precautions as a health care provider. This course serves as a foundation for all subsequent nursing courses in the upper division.

NSG 212 Prerequisite: Successful completion of NSG 101 with minimum grade of C; and successful completion of BIO 100, BIO 259, BIO 269, CHE 107, and CRL 107 with a minimum composite GPA of 2.75. Corequisite: NSL 212.

#### NSG 216. Healthy Aging in the New Millennium. 3 Credits.

In this course the student will examine the influences associated with healthy aging through a variety of learning activities. Students will begin by learning about ageism and lifespan biological and genetic influences (allostatic load theory) on health outcomes. This biological foundation serves as a starting point to examine other factors (social, economic, cultural) that impact healthy aging. Students then apply communication skills through interaction on a one-to-one basis with older adults. Students complete basic assessments on common problems of day-to-day living (sleep, nutrition, mobility, fall risk) and a community walking assessment that illustrates how environment influences aging. Students learn to apply health equity promotion and social justice principles to older adult health (Health Equity Promotion model). Students learn about community programs, health policy, and their impact on the health of older adults. The course will foster an informed and reasoned openness to, and understanding of, aging differences based on lifestyle, economic, and biological factors. In conclusion, a course goal is to educate students who become citizens committed to creating a just and equitable society.

Gen Ed Attribute: Diverse Community(select both)

#### NSG 218. Concepts in Caring. 3 Credits.

The emphasis of this course is that caring is a universal concept that can be viewed from many disciplines. Nurses, professionals in the caring business, serve as the guides in a creative journey connecting human caring and the various disciplines.

NSG 218 Prerequisite: Students must be enrolled in a Nursing major.

#### NSG 221. Skills for Professional Success. 1 Credit.

This one-credit elective for level III and IV nursing majors is designed to help students foster clinical judgment skills by focusing on study skills, critical thinking, and test-taking. Emphasis is placed on preparing students with skills that are essential for success on the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

NSG 221 Prerequisite: Students must be enrolled in a Nursing major.

Repeatable for credit.

#### NSG 222. Transcultural Healthcare Delivery. 3 Credits.

This course introduces students to culturally diverse populations within the United States. Emphasis is placed on the exploration of heritage (social structure), and the meaning of health and illness in various culturally diverse sub-populations that include individuals from marginalized groups. Weekly assignments will provide students with the opportunity to explore diversity in healthcare delivery. Through class discussions, students will further develop agency and devise strategies to employ resistance in the face of structural oppression which is often encountered in healthcare structures. Discussions will include the following topics: demographic disparity/poverty, immigration/U.S. institutional mandates, diverse health care beliefs, traditional medicine, religion, ethnicity, healthcare economics, socialization, and linguistics as they each relate to health outcomes. Concepts will be approached using an interdisciplinary lens and draw upon perspectives from the following disciplines: health sciences, economics, history, anthropology, sociology, and political science. This course promotes collaboration among disciplines to improve healthcare access and delivery for diverse populations.

Gen Ed Attribute: Diverse Community(select both), Interdisciplinary Requirement  
Distance education offering may be available.

#### NSG 223. Crime Victim Advocacy. 3 Credits.

This course provides introductory training for anyone wishing to work with victims and survivors of sexual assault and other forms of victimization. The course is an excellent basis for those seeking to volunteer or intern with community based agencies specializing in this field.

#### NSG 225. Health and Heredity in Human Caring. 3 Credits.

This course will examine the foundations of Genetics that makes a person unique, why one resembles or differ from their family members, and why some diseases run in families. The Human Genome Project decoded the genetic information in 2003. This genetic 'instruction manual' is currently used to understand and treat diseases. The course will examine patterns of inheritance, genetic differences, and disease risks. The course also will focus on application of genetic information in different situations as individuals and families, employment and insurance settings, legal and ethical aspects, genetic counseling and long term care  
NSG 225 Prerequisite: Successful completion of BIO 100, with a minimum grade of D-.  
Distance education offering may be available.

#### NSG 234. Gender and Sexual Minority Health. 3 Credits.

This course will expose students to historical, current, and emerging health issues experienced by the gender and sexual minority (GSM) populations. This course is rooted in the minority stress approach to health promotion problems amongst the gender and sexual minorities. Introduction to health promotion activities, advocacy, prevention, and community health resources are emphasized. This course is open to all majors.

Gen Ed Attribute: Diverse Community(select both)

Distance education offering may be available.

#### NSG 235. Introduction to Forensic Nursing. 3 Credits.

This survey course introduces forensic nursing and the role of the professional nurse to forensic science. Building on nursing knowledge, the course topics will assist in the development and understanding of the relationship between clinical nursing practice and forensic science. The history of forensic nursing and a variety of forensic nursing specialty roles will be examined. The application of patient teaching, prevention and intervention, long-term health effects and referral resources within the specialty of forensic nursing will be defined for multi-professional practice. Specific groups and vulnerable populations at increased risk to crime will be explored. Distance education offering may be available.

#### NSG 239. Preparing Students for Incivility, Bullying & Lateral Violence in the Workplace. 3 Credits.

This course is designed to prepare nursing students and new graduate nurses' education for encounters with incivility, bullying, and lateral violence in the workplace. Course content will include reviewing the personal and professional impact of incivility, bullying, and lateral violence. It will also include how incivility, bullying, and lateral violence influences patient care, professional self-esteem, self-worth, and physical and emotional health. Current nursing position statements, policies, and protections will be explored. Resiliency and self-care skills will be taught along with training in conflict resolution and professional communication to help empower students to address incivility, bullying, and lateral violence in the workplace. Orem's Self-Care Theory will serve as the theoretical framework for the course.

Gen Ed Attribute: Speaking Emphasis

Distance education offering may be available.

**NSG 240. Advances in Palliative Care. 3 Credits.**

This course will focus on the concept of palliative care, one that improves the quality of life of patients and their families at any stage of a serious illness. The course will focus on the distinction between palliative and hospice care. Based on the Nursing Process, the issues of physical problems such as pain, psychosocial and spiritual suffering, through culturally congruent preventative and relief measures will be addressed. Additionally, the distinct advantages of palliative care will be identified to improve quality measures and resource utilization.

NSG 240 Prerequisite: Successful completion of NSG 212, with a minimum grade of D-. Distance education offering may be available.

**NSG 310. Human Response to Disease. 3 Credits.**

Examination of core concepts of alterations of human responses to disease processes at the cellular and systemic level. This course focuses on illness as it affects major body systems. Students will identify and analyze prototypical clinical situations, which will provide a foundation for their nursing practice. This course will link clinical situations to their underlying mechanism of disorder and provide a sound knowledge for the practice of professional nursing.

NSG 310 Prerequisite: Successful completion of NSG 101 with minimum grade of C; and successful completion of BIO 100 or BIO 110, BIO 259, BIO 269, CHE 107, and CRL 107 with minimum grades of D- and a minimum composite GPA of 2.75. Nursing majors only.

**NSG 311. Nursing Care of Women, Infants, & Children. 4 Credits.**

The emphasis of this course is the childbearing family and the pediatric patient. Content will focus on prevention of illness and promotion of health by assessment of the health status, appropriate intervention, and evaluation of the health promotion plan. Chronic states as well as acute health conditions will be addressed as well. Content is organized around the concepts of wellness, chronicity and acuity. The nursing process provides the framework for the care to be given in a variety of settings with clients. Associated clinical experiences are provided in agencies where relatively well populations have been identified, as well as acute care population settings. Examples include schools, primary care practices, inpatient settings, and childbirth settings.

NSG 311 Prerequisite: Successful completion of NSG 101, NSG 212, NSL 212, and NSG 310, with minimum grades of C; and successful completion of WRT 120 or WRT 123, a 200-level WRT course, NTD 303, BIO 204, PSY 100, SOC 100 or SOC 240, and PSY 210 or HEA 206, all with minimum grades of C-. Corequisite: NSL 311.

**NSG 312. Introduction to Medical Surgical Nursing and Care of the Elder. 5 Credits.**

The emphasis of this course is on the assessment, maintenance, and promotion of health of the older adult and introduction to the care of the inpatient. Clients with chronic health problems in both these populations are addressed. Content is organized around the concepts of wellness, chronicity and acuity. The nursing process is used to assist these clients to grow and or adapt through supportive, therapeutic, palliative, and preventive measures.

NSG 312 Prerequisite: Successful completion of NSG 101, NSG 212, NSL 212, and NSG 310, with minimum grades of C; and successful completion of WRT 120 or WRT 123, a 200-level WRT course, BIO 204, HEA 206 or PSY 210, NTD 303, PSY 100, and SOC 100 or SOC 240, all with minimum grades of C-. Corequisite: NSL 312.

**NSG 313. Applied Nursing Research. 3 Credits.**

This course is designed to provide students with a thorough understanding of the mechanism by which evidence is developed including the research process, clinical judgment, interprofessional perspectives and patient preference as applied to practice. This course is also a foundation for more complex research applications at the graduate level. Opportunities include development of a literature review, critique of a qualitative and quantitative nursing research study and participating in the conduct of nursing research with a faculty member.

NSG 313 Prerequisite: Successful completion of NSG 212, NSL 212, and MAT 121 or MAT 125, with minimum grades of D-.

Gen Ed Attribute: Writing Emphasis (select both)

Distance education offering may be available.

**NSG 317. Gender-Specific Women's Sexuality. 3 Credits.**

This is a writing-intensive course examining gender-specific women's experience with sex and sexuality from a biopsychosocial perspective. The approach is inclusive of multiple foci including age, race, ethnicity, sexual orientation, (dis)ability, and other aspects of human difference. Special attention is paid to women's sexuality within the context of gender analysis.

Gen Ed Attribute: Writing Emphasis (select both)

**NSG 318. Selected Topics in Nursing. 1-3 Credits.**

An in-depth study of selected, current topics relevant to nursing and health care. This course will emphasize the critical analysis of current topics on health care. Each student will develop a commitment to reading and critiquing nursing literature in professional journals as part of the teaching-learning process.

Repeatable for credit.

**NSG 323. Suggestive Therapeutics for the Healthcare Professional. 3 Credits.**

This course will provide a practical framework for the healthcare professional to structure suggestions and pattern communication with patients. The most recent innovations and research in the field will be presented and a variety of approaches will be synthesized into a comprehensive approach to the practice of suggestive therapeutics.

**NSG 325. Health Teaching & Promotion for the RN. 1 Credit.**

This course designed for the RN-BSN student will assist the student to develop educational objectives; apply learning theories for healthcare teaching; identify developmental theories/stages of the learner; explore the use of technology to meet learning objectives; identify methods to determine healthcare literacy; and evaluate teaching methodology/strategy utilized.

NSG 325 Corequisites: NSG 311 and NSL 311.

Distance education offering may be available.

**NSG 330. Professional Nursing Communication Strategies. 2 Credits.**

The course is designed for the RN-BSN student to foster beginning skills in scholarly inquiry, scientific writing, and professional communication strategies. Information science and teamwork will be explored in the context of professional nursing. The content of this course serves as a foundation for student success in subsequent coursework.

Distance education offering may be available.

**NSG 332. Ethics and Health Policy in Nursing. 3 Credits.**

This course is designed to explore the role of ethics in healthcare and public policy. Common ethical problems are discussed and strategies for resolution of ethical dilemmas are applied. This course will address such topics as end-of-life care, living wills and advanced directives, social networking and media in Nursing, research with vulnerable populations and genomics. Focus is placed on values clarification, ethical theory, ethical decision making models, and professional ethical standards. Emphasis is on ethical obligations of professional nurses in their roles as citizens, members of a profession, providers of care, and facilitators of public health policy.

NSG 332 Prerequisite: Admission to the RN-to-BSN program.

Gen Ed Attribute: Ethics Requirement, Writing Emphasis (select both)

Distance education offering may be available.

**NSG 334. Community/Public Health Nursing. 3 Credits.**

This course will allow students to explore and gain knowledge about the role of the community/public health nurse caring for individuals, families, communities, and populations. Emphasis is placed on health promotion and disease/injury prevention within vulnerable and at-risk populations. Students will be introduced to environmental health and emergency and disaster planning and response systems. Social determinants of health (SDoH), including neighborhood, economic stability, access to education and healthcare, and cultural context, will be analyzed using various evidence-based and organizational resources. Entry-level competencies for public health nursing will be gained through course assignments.

NSG 334 Prerequisite: Admission to the RN-to-BSN program.

Distance education offering may be available.

**NSG 335. Clinical Prevention and Population Health. 2 Credits.**

This experiential learning experience will allow students to apply their knowledge of the role of the community/public health nurse when caring for individuals, families, communities, and populations. Students will complete the assessment, design, implementation, and evaluation of a potential population-based intervention that promotes the health of a selected community. Emphasis is placed on health promotion and disease/injury prevention of at-risk populations. Students will be introduced to vulnerable and medically underserved populations while completing their community nurse project. Entry-level competencies for public health nursing will be gained through course assignments.

NSG 335 Prerequisite: Admission to the RN-to-BSN program.

Distance education offering may be available.

**NSG 367. Nursing Implications of Drug Interaction. 3 Credits.**

The student will be introduced to essential pharmacological principles and concepts. The nursing process will provide the framework by which students will apply these principles and concepts to situations in a variety of health care settings.

NSG 367 Prerequisite: Successful completion of BIO 269, NSG 212, and NSL 212, with minimum grades of D-.

Gen Ed Attribute: Speaking Emphasis

**NSG 370. Clinical Judgment and Prioritization in Clinical Practice. 3 Credits.**

Clinical judgment refers to the process by which nurses make decisions based on nursing knowledge (evidence, theories, ways/patterns of knowing), other disciplinary knowledge, critical thinking, and clinical reasoning. This process is used to understand and interpret information in the prioritization and delivery of care. Clinical decision-making based on clinical judgment is directly related to care outcomes. Students will learn to use critical thinking skills to analyze information, consider alternatives, and make sound decisions based on evidence. They will also use their clinical reasoning abilities to connect assessment data, patient history, and diagnosis to make appropriate nursing decisions.

NSG 370 Prerequisite: Successful completion of NSG 311 and NSG 312, with minimum grades of D-.

**NSG 380. Clinical Simulation in Nursing. 3 Credits.**

Students will role play a variety of roles during patient care scenarios using SIM-MAN technology. During scenarios students will assess patient condition, critically think through patient care problems, implement nursing interventions, and evaluate patient outcomes. Student will evaluate performance of self and peers during debriefing sessions for continued improvement in problem solving and patient outcomes.

**NSG 381. Nursing Foundations & Population Health/Gero. 3 Credits.**

In this course the student will examine various nursing theories and concepts; conceptual frameworks; theories from other disciplines which apply to nursing; nursing history; nursing education; professionalism in nursing; nursing leadership; the nursing process; nursing diagnosis, nursing research; ethical, legal, economic, and political aspects of nursing and current issues in nursing. The student will also study and learn to practice psychosocial and physical assessment skills as well as learning how to do: vital sign assessment, provide bedside nursing care, hygiene and comfort; transfer and positioning techniques for clients, and understand and demonstrate competence in the utilization of standard precautions as a health care provider. The emphasis of this course will also be on the maintenance, and promotion and health of the older adult and introduction to the care of the inpatient. Clients with chronic health problems in both these populations are addressed. Content is organized around the concepts of wellness, chronicity and acuity. The nursing process is used to assist these clients to grow and or adapt through supportive, therapeutic, palliative, and preventive measures.

NSG 381 Prerequisite: Successful completion of NSG 530, NSG 532, and NSG 533, with minimum grades of C. Corequisite: NSL 381.

**NSG 382. Global Topics in Health Care Delivery: Women, Infants, and Children in South Africa. 3 Credits.**

Students will explore core concepts of global health that affect accessing health care in resource-limited settings. The course will evaluate health concerns of South Africa's women and children throughout maternity, delivery and newborn care systems. The course will include seminar and service-learning components. Seminars will focus on the global health concerns in South African women and children such as expansion of maternity care through Central and State government, the nursing professional role as care attendants and midwives, HIV/AIDS detection and prevention as well as the availability of anti-retrovirus medications to prevent HIV in infants and children. Students will assess the health care needs of a high risk population, develop a plan of action that is concurrent with the strategic plan of the South African government and World Health Organization (WHO), and provide care or an educational program that will address that need. Through this course the students will gain the knowledge, skills and understanding of South African culture that are necessary to make significant contributions to improve the global health of women and their families through nursing.

NSG 382 Prerequisite: Successful completion of NSG 212 and NSL 212, with minimum grades of D-.

**NSG 383. Caring for Healthy, Acute and Chronic Populations - Pediatrics/Maternity/ Medical-Surgical I. 6 Credits.**

The emphasis of this course is the medical-surgical, childbearing family, and the pediatric patient. Content will focus on prevention of illness and promotion of health by assessment of the health status, appropriate intervention, and evaluation of the health promotion plan. Chronic states as well as acute health conditions will be addressed. Content is organized around the concepts of wellness, chronicity and acuity. The nursing process provides the framework for the care to be given in a variety of settings with clients.

NSG 383 Prerequisite: Successful completion of NSG 381 and NSL 381, with minimum grades of C. Corequisite: NSL 383

**NSG 385. Caring for Acutely Ill Populations - Medical-Surgical II & Behavioral Health/ Immersive Experience. 6 Credits.**

The emphasis of this course is on the care of persons with acute medical-surgical and acute holistic health crises. Concepts of holistic care are highlighted throughout classroom and clinical experiences. The content will focus on the use of the nursing process to assist clients in crisis. The framework for the care to be given will reflect concepts including the use of leadership, management, and public/population health nursing concepts to manage and improve health. Students will collaborate, coordinate, and advocate as they use the nursing process independently and interdependently to focus on the complex problems of individuals, families, communities, populations, and systems. Students are expected to function as self-directed learners who correlate nursing/scientific theory and concepts with identifiable research problems in varied environments.

NSG 385 Prerequisite: Successful completion of NSG 381, NSL 381, NSG 383, and NSL 383, with minimum grades of C. Corequisite: NSL 385.

**NSG 407. Concepts in Critical Care Nursing. 3 Credits.**

The purpose of this course is to provide students an opportunity to enhance their knowledge and skills in the area of acute critical care nursing. Students will acquire knowledge pertaining to the pharmacological management, advanced cardiac, and respiratory concepts in the critically ill adult. Students will examine ethical principles and concepts that affect clinical practice in the acute critical care setting. Students will explore the role of the critical care nurse, and clinical observation experiences are provided in various acute critical care settings. This course has limited course enrollment and unit assignments will be based on clinical site availability.

NSG 407 Prerequisite: Successful completion of NSG 311, NSL 311, NSG 312, and NSL 312, with minimum grades of C. Corequisite: NSG 411 and NSL 411.

Gen Ed Attribute: Ethics Requirement

**NSG 410. Nursing Research Internship. 1-3 Credits.**

This internship is a one-semester research work-study appointment in a healthcare-related agency. Students will be mentored in the research process through active collaboration in new and ongoing research efforts. Students will be supervised jointly by a professional at an agency with which the department has a contractual agreement and a Department of Nursing faculty member.

NSG 410 Prerequisite: Successful completion of NSG 313, with a minimum grade of D-.

Students must be enrolled in a Nursing major.

Repeatable for credit.

**NSG 411. Medical Surgical Nursing. 5 Credits.**

The emphasis of this course is on the care of persons with acute medical surgical and acute holistic health crises. Concepts of holistic care are highlighted throughout classroom and clinical experiences. The content will focus on the use of the nursing process to assist clients in crisis. Associated clinical experiences are provided in acute care psychiatric inpatient and medical surgical settings.

NSG 411 Prerequisite: Successful completion of NSG 311, NSL 311, NSG 312, and NSL 312, with minimum grades of C. Corequisite: NSL 411.

**NSG 412. Public/Population Health Nursing, Nursing Leadership, & Management. 5 Credits.**

The emphasis of this course will be on the use of leadership, management, and public/population health nursing concepts to manage and improve health. Students will collaborate, coordinate, and advocate as they use the nursing process independently and interdependently to as they focus on the complex problems of individuals, families, communities, populations, and systems. Associated clinical experiences are provided in an immersion experience and Community/Public Health settings.

NSG 412 Prerequisite: Successful completion of NSG 311, NSL 311, NSG 312, and NSL 312, with minimum grades of C. Corequisite: NSL 412.

Distance education offering may be available.

**NSG 430. Physical and Health Assessments of Diverse Populations Across the Lifespan. 3 Credits.**

In this course, students will build a foundation of knowledge and learn concepts and principles underlying assessment of the health status of individuals from culturally diverse backgrounds with emphasis placed on interviewing skills, health histories, and the physical and psychosocial findings in the well person across the lifespan. Students will focus on completing a holistic health and physical assessment by obtaining health histories, performing physical and psychosocial assessments, and formulating initial nursing plans using the nursing process with virtual patients.

Distance education offering may be available.

**NSG 432. Health Information, Technology, and Quality Improvement. 3 Credits.**

This course is designed to introduce the nursing student to informatics tools that are currently being utilized in healthcare to ensure safe and quality care. Electronic Health Records (EHR), telehealth, personal reference management software, Evidence-Based Practice (EBP), and HIPAA will be emphasized.

NSG 432 Prerequisite: Admission to the RN-to-BSN program.

Gen Ed Attribute: Speaking Emphasis

Distance education offering may be available.

**NSG 434. Nursing Leadership & Management in Today's Healthcare Environment. 3 Credits.**

This course prepares the BSN nurse for the challenges of nursing leadership and management with a concentration on issues that currently impact the healthcare environment. BSN students are prepared to apply management theories, organizational behavior theories, and leadership styles that are relevant to the practice of nursing management. BSN students complete the course with leadership skills in maintaining best practices and standards of care as well as the ability to appropriately interact with the healthcare team in future work settings.

NSG 434 Prerequisite: Admission to the RN-to-BSN program. Corequisite: NSG 435.

Gen Ed Attribute: Speaking Emphasis

Distance education offering may be available.

**NSG 435. Nursing Leadership Practicum. 2 Credits.**

This practicum course has an emphasis on decision-making and advocacy for the Bachelor's degree in nursing. Under the guidance of the instructor, students will demonstrate their mastery of leadership theories and styles, approaches, and frameworks.

Distance education offering may be available.

**NSG 456. Interprofessional Simulation. 3 Credits.**

The primary objective of this course is to examine the interrelationship of various healthcare professions through simulation activities. In this course, students will examine the knowledge, skills, and attitudes needed to establish effective teamwork across healthcare disciplines. Teamwork has been found to be one of the key initiatives within patient safety that can transform the culture of healthcare delivery. Patient safety requires effective communication and other teamwork skills to deliver quality healthcare and to prevent medical errors, patient injury, and harm. To address this, health sciences students will explore a team-based, interdisciplinary, integrative approach to healthcare delivery through online self-study, simulation, debriefing, and self-reflection. Speaking emphasis skills will be assessed during performance of case presentations in simulations and analytical oral interpretations of the performance in debriefing. Students will examine strategies that enhance collaboration, communication, and patient safety, leading to integration of various perspectives into a unified framework of healthcare delivery.

NSG 456 Prerequisite: Successful completion of 60 credits in the Communication Sciences and Disorders, Nursing, or Nutrition majors.

Gen Ed Attribute: Interdisciplinary Requirement, Speaking Emphasis

Distance education offering may be available.

Equivalent courses: NTD 456, SLP 456

**NSG 480. Advanced Clinical Simulation in Nursing. 3 Credits.**

In this class students will role play a variety of roles during advanced patient care scenarios using SIM-MAN technology. During scenarios students will assess patient condition, critically think through patient care problems, implement nursing interventions, and evaluate patient outcomes in crisis situations. Students will evaluate performance of self and peers during debriefing sessions for continued improvement in problem solving complex patient care situations and evaluate outcomes.

**NSL****NSL 199. Nursing Lab Transfer Credits. 3-9 Credits.**

Transfer Credits

Repeatable for credit.

**NSL 212. Health Assessment and the Fundamentals of Nursing. 3 Credits.**

This course provides the nursing student with skills in physical and psychosocial assessment of adult clients. The course also assists in the development and demonstration of the fundamental skills in nursing to include a checking of competence for all skills necessary to begin clinical practicums.

NSL 212 Prerequisite: Successful completion of NSG 101 with minimum grade of C; and successful completion of BIO 100 or BIO 110, BIO 259, BIO 269, CHE 107, and CRL 107, with minimum grades of D- and a minimum composite GPA of 2.75. Corequisite: NSG 212 and NSL 212L.

Gen Ed Attribute: Speaking Emphasis

**NSL 212L. Health Assessment and the Fundamentals of Nursing Lab. 0 Credits.**

Laboratory studies that provide the nursing student with skills in physical and psychosocial assessment of adult clients. The course also assists in the development and demonstration of the fundamental skills in nursing to include a checking of competence for all skills necessary to begin clinical practicums.

NSL 212L Corequisite: NSL 212.

**NSL 311. Laboratory. 5 Credits.**

Clinical experiences are provided in agencies where relatively well populations have been identified, such as schools, day care centers, and childbirth settings.

NSL 311 Prerequisite: Successful completion of NSG 101, NSG 212, NSL 212, and NSG 310, with minimum grades of C; successful completion of WRT 120 or WRT 123, a 200-level WRT course, BIO 204, NTD 303, and HEA 206 or PSY 210, with minimum grades of C-. Corequisite: NSG 311.

Gen Ed Attribute: Writing Emphasis (select both)

**NSL 312. Laboratory. 5 Credits.**

Clinical experience is provided in rehabilitation centers, nursing homes, and acute care settings. These environments provide flexibility for students to implement changes for clients and acquire skills which will be utilized in other nursing courses.

NSL 312 Prerequisite: Successful completion of NSG 101, NSG 212, NSL 212, and NSG 310, with minimum grades of C; and successful completion of WRT 120 or WRT 123, a 200-level WRT course, NTD 303, BIO 204, PSY 100, SOC 100 or SOC 240, and PSY 210 or HEA 206, all with minimum grades of C-. Corequisite: NSG 312.

Gen Ed Attribute: Writing Emphasis (select both)

**NSL 381. Caring for Healthy, Acute and Chronic Populations - Nursing Foundations and Population Health/Gero. 3 Credits.**

In this course the student will examine various nursing theories and concepts; conceptual frameworks; theories from other disciplines which apply to nursing; nursing history; nursing education; professionalism in nursing; nursing leadership; the nursing process; nursing diagnosis, nursing research; ethical, legal, economic, and political aspects of nursing and current issues in nursing. The student will also study and learn to practice psychosocial and physical assessment skills as well as learning how to do: vital sign assessment, provide bedside nursing care, hygiene and comfort; transfer and positioning techniques for clients, and understand and demonstrate competence in the utilization of standard precautions as a health care provider. The emphasis of this course will also be on the maintenance, and promotion and health of the older adult and introduction to the care of the inpatient. Clients with chronic health problems in both these populations are addressed. Content is organized around the concepts of wellness, chronicity and acuity. The nursing process is used to assist these clients to grow and or adapt through supportive, therapeutic, palliative, and preventive measures.

NSL 381 Prerequisite: Successful completion of NSG 530, NSG 532, and NSG 533, with minimum grades of C. Corequisite: NSG 381.

**NSL 383. Caring for Healthy, Acute and Chronic Populations - Pediatrics/Maternity/Medical-Surgical I. 3 Credits.**

The emphasis of this course is the medical-surgical, childbearing family, and the pediatric patient. Content will focus on prevention of illness and promotion of health by assessment of the health status, appropriate intervention, and evaluation of the health promotion plan. Chronic states as well as acute health conditions will be addressed as well. Content is organized around the concepts of wellness, chronicity and acuity. The nursing process provides the framework for the care to be given in a variety of settings with clients.

NSL 383 Prerequisite: Successful completion NSG 381 and NSL 381, with minimum grades of C. Corequisite: NSG 383.



**NSL 385. Caring for Acutely Ill Populations - Medical-Surgical II & Behavioral Health/ Immersive Experience. 3 Credits.**

The emphasis of this course is on the care of persons with acute medical-surgical and acute holistic health crises. Concepts of holistic care are highlighted throughout classroom and clinical experiences. The content will focus on the use of the nursing process to assist clients in crisis. The framework for the care to be given will reflect concepts including the use of leadership, management, and public /population health nursing concepts to manage and improve health. Students will collaborate, coordinate, and advocate as they use the nursing process independently and interdependently to focus on the complex problems of individuals, families, communities, populations, and systems. Students are expected to function as self-directed learners who correlate nursing/scientific theory and concepts with identifiable research problems in varied environments. Clinical experiences are provided in an immersion experience in acute care psychiatric inpatient and medical surgical settings.

NSL 385 Prerequisite: Successful completion of NSG 381, NSG 383, NSL 381, NSL 383, with minimum grades of C. Corequisite: NSG 385.

**NSL 411. Laboratory. 5 Credits.**

Clinical experiences are provided in acute care psychiatric in-patient and in medical surgical settings.

NSL 411 Prerequisite: Successful completion of NSG 311, NSG 312, NSL 311, and NSL 312, with minimum grades of D-. Corequisite: NSG 412.

**NSL 412. Laboratory. 5 Credits.**

The clinical experience is provided in acute care medical surgical settings and in Community/ Public Health settings. The student will have the opportunity to use leadership and systems level skills and to develop interdependency in their nursing practice.

NSL 412 Prerequisite: Successful completion of NSG 311, NSG 312, NSL 311, and NSL 312, with minimum grades of D-. Corequisite: NSG 412.

Distance education offering may be available.