

Nursing

College of Allied Health & Nursing
School of Nursing
360 Wissink Hall • 507-389-6022
Website: <http://ahn.mnsu.edu/nursing/>

Chair: Marcia Stevens

Sue Ellen Bell, Donna Brauer, Angela Christian, Colleen Clark, Jennifer Demma, Sandra Eggenberger, Julie Hebenstreit, Kelly Krumwiede, Norma Krumwiede, Nancyruth Leibold, Nancy McLoone, Hans de Ruiter, Colleen, Royle, Marcia Stevens, Laura Schwarz, Diane Witt, Patricia Young

Pre-Nursing & RN Baccalaureate Student Advisor: Kari Johnson

The nursing curriculum is designed to provide opportunities for the student to develop a sound theoretical and clinical foundation for the practice of professional nursing. The graduate is prepared for a variety of roles in the community, including the responsibility for health promotion; prevention of disease; and caring for the sick in the community, the hospital and the home. An understanding of people and how they adapt to the environment is essential to the provision of these health-care services.

The program is approved by the Minnesota Board of Nursing, the Commission on Collegiate Nursing Education (CCNE). Inquiries can be made by contacting

CCNE
One Dupont Circle NW
Suite 530
Washington, DC 20036

Graduates of the program are prepared to take the National Council Licensure Examination—Registered Nurse. Successfully passing this exam permits the graduate to practice as a registered nurse (R.N.). Graduates will have met the requirements for certification as public health nurse and licensure as school nurses in Minnesota.

Admission to Major, Basic Nursing Program. Application for admission to the School of Nursing is a separate process and in addition to being admitted to the University. Requirements for application to the nursing major are:

1. completion of at least 30 semester credits
2. a minimum career grade point average of 2.8 on a 4.0 scale
3. minimum grade of "C" in all required prerequisite and support courses

All prerequisite and support courses must be taken for a letter grade; P/N is not acceptable. A prenursing student may repeat a prerequisite class for admission to the School of Nursing once and only once for the purpose of improving a "C" or lower grade.

Students in the applicant pool are rank ordered according to a prenursing GPA figured using grades earned in English Composition, Introduction to Cultural Geography, Human Anatomy, Human Physiology, Chemistry of Life Processes, Courage, Caring, and Teambuilding, Elementary Statistics, and Human Development. All eight of these courses must be completed at the time of application. Students are considered for admission into program based on GPA for the eight core prerequisite courses as well as composite score on the Evolve Reach Admission Assessment Exam. The Evolve Reach Admission Assessment Exam includes math, grammar, reading comprehension, vocabulary, anatomy & physiology, and chemistry and must be completed at the time of application.

Applicants must also successfully complete the following support courses prior to admission into the nursing program: Microbiology, Pathophysiology for Healthcare Professionals, Pharmacology for Healthcare Professionals, Relationship-based Care in Nursing Practice, Nutrition for Allied Health Professionals, and Psychology. A grade of "C" or better must be achieved in these courses for admission.

In addition to the above criteria, an interview may be required in the applica-

tion process.

POLICIES/INFORMATION FOR MAJOR BASIC NURSING PROGRAM

GPA Policy. A grade of "C" or better must be achieved in all prerequisite and support courses. Nursing courses are sequentially arranged and progression is based on successful completion of the prerequisite nursing course(s). All classroom courses are offered for grade only and all clinical courses are offered for P/N only. To continue in the nursing major, all students must achieve and maintain at least a "C" or "P" grade in each required nursing course. A grade of "D", "F", or NC in a nursing course is unacceptable, and the student must repeat the course to continue in the nursing major. In addition, it is required that each student maintain at least a "C" (2.0) average in all courses completed.

P/N Grading Policy. All of the pre-nursing and "major" courses must be taken for a letter grade; P/N is not acceptable. A grade of "C" must be achieved.

The School of Nursing utilizes a variety of health-care agencies for students' clinical experiences including the Twin Cities. All clinical experiences are planned and conducted by the School of Nursing faculty. **The student is responsible for travel to clinical agencies and for housing arrangements when necessary.** Criminal background studies must be completed each year prior to beginning clinical courses.

Transfer Students. It is often possible for students to complete the required pre-nursing curriculum at another college or university and then have these courses and credits transferred to Minnesota State Mankato. Basic Nursing Program courses begin both fall and spring semesters.

Standardized Exams. All students enrolled in the School of Nursing will be required to take standardized achievement examinations at periodic intervals during their program. Exam results are used for student self-evaluation as well as program evaluation of learning outcomes.

Health. All nursing students are required to maintain a program of yearly health examinations and immunizations. Students will be advised of these requirements and must assume responsibility for meeting the health requirement before starting clinical experiences each year, beginning with the sophomore year.

Expenses. Each student is responsible for costs related to travel for nursing course experiences, student uniforms, health examinations, immunizations, and Mantoux; health insurance, malpractice insurance coverage, and CPR certification. In the case of accidental exposure to blood and body fluids, students are responsible for testing and follow-up care costs.

GENERAL EDUCATION REQUIREMENTS FOR BASIC NURSING PROGRAM

Students in the Basic Nursing Program are required to complete 40 credits of General Education courses in 11 Goal Areas for graduation.

Required General Education

BIOL	270	Microbiology (4)
CHEM	111	Chemistry of Life Processes (5)
ENG	101	Composition (4)
GEOG	103	Introductory Cultural Geography (3)
KSP	235	Human Development (3)
NURS	101W	Courage, Caring, and Team Building (3)
PSYC	101	Psychology (4)
STAT	154	Elementary Statistics (3)

Prerequisite to the Major

BIOL	220	Human Anatomy (4)
BIOL	330	Principles of Human Physiology (4)
FCS	242	Nutrition for Healthcare Professionals (3)
NURS	282	Pathophysiology for Healthcare Professionals (3)
NURS	284	Pharmacology for Healthcare Professionals (3)
NURS	286	Relationship-based Care in Nursing Practice (3)

Major Emphasis

NURS	333	Professional Nursing (3)
NURS	334	Physiologic Integrity I (4)
NURS	335	Family and Societal Nursing Inquiry (3)
NURS	336	Assessment and Nursing Procedures (5)
NURS	363	Critical Inquiry in Nursing (2)
NURS	364	Physiologic Integrity II (4)
NURS	365	Nursing Care of Families in Transition I (7)
NURS	366	Quality, Safety, and Informatics in Nursing Practice (3)
NURS	433	Community Oriented Nursing Inquiry (4)
NURS	434	Physiologic Integrity III (4)
NURS	435	Nursing Care of Families in Transition II (3)
NURS	436	Psychosocial Integrity (5)
NURS	463	Nursing Leadership and Management (3)
NURS	464	Physiologic Integrity IV (3)
NURS	465	Nursing Care of Families in Crisis (2)
NURS	466	Professional Role Integration (4)

RN BACCALAUREATE COMPLETION

Prerequisites to the Major

Transfer Credits: In accordance with the statewide MN Articulation Agreement, 30 semester nursing credits and 30 semester non-nursing credits are transferred for RNs.

Admission to RN Baccalaureate Completion Program. Requirements for admission to the RN Baccalaureate Completion Program are:

1. Proof of active unrestricted RN license,
2. Completion of at least 30 college semester credits,
3. A minimum career grade point average (GPA) of 2.8 on a 4.0 scale,
4. Minimum grade of "C" in all previous courses,
5. College Statistics Course.

Other requirements:

1. Completion of RN Baccalaureate Completion Program Application
2. Completion of Student Health Form
3. CPR certification
4. Health insurance coverage

Students must be admitted into the SON prior to taking any nursing courses. RNs accepted during the fall and spring semester. The application for RN Baccalaureate Completion Program admission may be obtained from the School of Nursing website at <http://ahn.mnsu.edu/nursing>.

Major Common Core

NURS	320	Critical Inquiry and Evidence-based Practice for RNs (4)
NURS	362	Family and Societal Nursing for RNs (4)
NURS	382	Provider of Care for RNs (4)
NURS	402	Psychosocial and Interprofessional Communication for RNs (4)
NURS	412	Leadership and Management Principles for RNs (4)
NURS	420	Informatics, Quality, and Safety in Nursing Practice for RNs (4)
NURS	482	Provider of Care II for RNs (6)

Major Unrestricted Electives

None are required. May be taken to earn additional credits.

NURS	300	Transition into Professional Nursing Practice for RNs (3)
NURS	342	Gerontological Nursing for RN's (4)
NURS	352	Altered Human Functioning for RNs (3)
NURS	401	Cultural Immersion in Nursing Practice for RNs (3)
NURS	452	Advanced Health Assessment for RNs (3)

LPN OPTION

The LPN option for completing the BS Degree in Nursing is available only with a sufficient number of applications. Please call the School of Nursing for specific information.

Required Minor: None.

COURSE DESCRIPTIONS

NURS 101W (3) Courage, Caring, and Team Building

This experiential course will prepare students for effective participation in a variety of groups. Students can expect to experience various group member roles through structured activities within the Minnesota State Mankato culture and with diverse cultures. Students will learn about risk taking, trust building, cooperation/collaboration in groups and caring for self and others in the larger community.

Variable
WI, GE-11

NURS 110 (1) Nursing Perspectives

Introduction to nursing as a profession and career, exploration of nursing practice concepts and overview of the nursing curriculum and conceptual framework. Fall, Spring

NURS 220 (2-4) Foundations in Nursing Science

Introduction to the Roy Adaptation Model as a framework for critical thinking, nursing process and practice. Development of effective individual and group communication skills; application of communication theory in small groups. Use of the interview process to collect data from individuals and families. Beginning socialization to nursing as a profession.

Pre: Admission to the School of Nursing
Fall, Spring

NURS 252 (3) Altered Human Functioning

A holistic perspective of the pathophysiologic functioning of the human adaptive system. Includes alterations in oxygenation, nutrition, elimination, activity and rest, and protection. Also includes alterations in processes related to the senses, fluid and electrolytes and neurological and endocrine functions.

Pre: Admission to the School of Nursing
Fall, Spring

NURS 253 (4) Psychomotor Strategies in Nursing I

The first of two psychomotor skills courses in which the Nursing Learning Resource Center is utilized for self-directed learning activities and evaluation of performance with clinical application experience. The psychomotor skills are beginning to intermediate concepts, principles and techniques utilized with patients in a variety of clinical settings.

Pre: Admission to the School of Nursing
Fall, Spring

NURS 260 (2) Pharmacology for Nursing Practice

Introduction to pharmacologic concepts with emphasis on nursing responsibilities in drug therapy.

Pre: Admission to the School of Nursing
Fall, Spring

NURS 282 (3) Pathophysiology for Healthcare Professionals

A holistic perspective of pathophysiologic processes and their impact on body systems and overall human functioning. Focuses on the risk factors, pathophysiology and clinical manifestations of physiologic disease processes in humans.

Pre: BIOL 220
Fall, Spring

NURS 284 (3) Pharmacology for Healthcare Professionals

Introduction to basic pharmacologic concepts with an emphasis on implications of drug therapy.

Pre: BIOL 220, CHEM 111
Coreq: BIOL 270
Fall, Spring

NURS 286 (3) Relationship-Based Care in Nursing Practice

Provides an introduction to the profession of nursing and explores relationship-based care in nursing practice. Provides an overview of concepts related to establishing caring and healing environments, developing therapeutic and professional relationships, and promoting patient and family-centered care.

Fall, Spring, Summer

NURS 300 (3) Transition into Professional Nursing Practice for RNs

Introduces fundamental professional nursing concepts: roles of professional nurse and the interprofessional team, nursing's impact on the delivery of healthcare, and accountability for behaviors. Theoretical perspectives on professional nursing and the concepts of lifelong learning, professional development and self-renewal.

Variable

NURS 320 (4) Critical Inquiry and Evidence-based Practice for RNs

Introduction to fundamental theories, concepts, evidence, and competencies pertaining to scientific inquiry, development of nursing knowledge, evidence-based and informed practice, and research utilization in nursing practice. Pre: RN Licensure, completion of general education req.

Fall, Spring, Summer

NURS 333 (3) Professional Nursing

Introduces concepts fundamental to professional nursing: roles of professional nurse and interprofessional team members, regulatory guidelines, standards of practice, therapeutic communication, and cultural sensitivity. Theoretical perspectives on professional nursing and the concepts of persons, health and environment are introduced.

Fall, Spring

NURS 334 (4) Physiologic Integrity I

Focuses on global health concerns and related health promotion and prevention and early detection of alterations in physiological integrity. Includes didactic, simulation, and experiential learning components.

Fall, Spring

NURS 335 (3) Family and Societal Nursing Inquiry

Critical inquiry into the nursing care of family and society in the context of diverse cultures. Explores concepts related to family and society as clients, the family and societal health experience, and nursing strategies to foster family and societal care.

Fall, Spring

NURS 336 (5) Assessment and Nursing Procedures

A focus on assessment of the healthy family and the relationship of health assessment to prevention and early detection of disease, incorporating the processes of interviewing, history-taking, and physical assessment. A laboratory component integrating nursing skills and procedures is included.

Fall, Spring

NURS 340 (2) Gerontological Nursing

Theory course on the promotion of physiological and psychosocial adaptation of the older adult client.

Pre: NURS 220, NURS 252, NURS 253, and NURS 260

Fall, Spring

NURS 341 (3) Gerontological Clinical

Gerontological clinical nursing practice in various health care settings.

Pre: NURS 220, NURS 252, NURS 253 and NURS 260.

Pre or Coreq: NURS 340 and NURS 353

Fall, Spring

NURS 342 (4) Gerontological Nursing for RNs

Examines society and aging, focusing on the political, social, economic, ethical and moral issues that have implications for an aging society and on the nurse's role in assisting older adults in realizing their potential for continued growth and better health.

Fall, Spring, Summer

NURS 350 (3) Altered Physiologic Mode Nursing I

The first of two theory courses. Emphasizes the promotion of adaptation in individuals experiencing alterations in activity and rest patterns, ingestion, digestion, absorption and elimination, protection, endocrine function, inflammatory-immune-infectious response, and neoplastic responses. Concepts of stress and coping, powerlessness, sick role and long term illness are introduced.

Pre: NURS 220, NURS 252, NURS 253, and NURS 260.

Pre or Coreq: NURS 340

Fall, Spring

NURS 351 (3) Altered Physiologic Mode Clinical I

The first of two clinical courses emphasizing the nursing care of adult clients experiencing physiologic and psychosocial alterations. The Roy Adaptation Model will be utilized to provide nursing care for clients requiring supportive, acute and chronic care in simple to intermediate situations.

Pre: NURS 220, NURS 252, NURS 253, NURS 260 and NURS 341.

Pre or Coreq: NURS 350

Fall, Spring

NURS 352 (3) Altered Human Functioning for RNs

Explores pathophysiology concepts to enhance the RN student's understanding of illness and health. Identifies rational for clinical judgment and therapeutic intervention in disease conditions. Analyzes psychosocial and family concepts that emerge with pathophysiologic alterations.

Fall, Spring

NURS 353 (1) Psychomotor Strategies in Nursing II

The second of two psychomotor skills courses in which the Nursing Learning Resource Center is utilized for self-directed learning activities and evaluation of performance. The psychomotor skills included in this course relate to the more advanced concepts, principles and techniques utilized with patients in a variety of clinical settings.

Pre: NURS 220, NURS 252, NURS 253, and NURS 260

Fall, Spring

NURS 360 (2) Childbearing Family Nursing

A course designed to describe the physiological and psychosocial changes that occur in families during the childbearing period. Key concepts include personal and family adaptation and health promotion.

Pre: NURS 340, NURS 341, NURS 350, NURS 351, and NURS 353

Fall, Spring

NURS 361 (3) Childbearing Family Clinical

This clinical course focuses on the care of the childbearing family. The nursing process is utilized to plan and implement care of normal and high risk parental clients in the hospital and community based settings.

Pre: NURS 340, NURS 341, NURS 350, NURS 351, and NURS 353.

Pre or Coreq: NURS 360

Fall, Spring

NURS 362 (4) Family and Societal Nursing for RNs

Examination of family level approaches that promote health while exploring concepts of family as client, family health experience, and nurse-family relationships. Nursing strategies to enhance family level care during acute, chronic and critical illnesses are analyzed.

Pre: RN Licensure

Fall, Spring, Summer

NURS 363 (2) Critical Inquiry in Nursing

Introduction to fundamental theories, concepts, evidence, and competencies pertaining to scientific inquiry, development of nursing knowledge, evidence-based and informed practice, and research utilization in nursing practice.

Fall, Spring

NURS 364 (4) Physiologic Integrity II

Focuses on nursing management of acute alterations in physiological integrity. Includes didactic, simulation, and experiential learning components.

Pre: NURS 333, NURS 334, NURS 335, NURS 336

Fall, Spring

NURS 365 (7) Nursing Care of Families in Transition I

Focuses on the critical inquiry of the physiological and psychosocial changes occurring with families during the childbearing/childrearing period. Includes didactic and experiential learning designed to promote family centered nursing care during the childbearing/childrearing period.

Pre: NURS 333, NURS 334, NURS 335, NURS 336

Fall, Spring

NURS 366 (3) Quality, Safety, and Informatics in Nursing Practice

Focus on identification, implementation, and evaluation of patient/family quality and safety measures. Includes quality movement history and evolution, current quality of care issues, research and innovations, intervention strategies, and instruments; with an analysis of health care quality management system models.

Fall, Spring

NURS 380 (2) Child Health Nursing

Concepts related to adaptation, growth and development, and specific physiologic and psychosocial alterations of the child from infancy through adolescence.

Pre: NURS 340, NURS 341, NURS 350, NURS 351, and NURS 353

Fall, Spring

NURS 381 (3) Child Health Clinical

A clinical course utilizing the nursing process to plan and implement nursing care for children from infancy through adolescence with a variety of specific physiologic and psychosocial responses. Clinical experiences with children and their families occur in acute care and community based settings.

Pre: NURS 340, NURS 341, NURS 350, NURS 351 and NURS 353.

Pre or Coreq: NURS 380

Fall, Spring

NURS 382 (4) Provider of Care I for RNs

Explores the nurse's role in interacting with and providing care to families of diverse religious, ethnic and cultural backgrounds across the lifespan. Examines spirituality and the integration of complementary and alternative therapies with conventional practices to provide holistic care.

Pre: RN Licensure

Fall, Spring

NURS 401 (3) Cultural Immersion in Nursing Practice for RNs

An experiential immersion into the healthcare needs of the client and family within another culture with a focus on nursing interventions to promote health. An intense induction into cultural humility will enhance awareness and promote an appreciation for global health.

Variable

NURS 402 (4) Psychosocial and Interprofessional Communication for RNs

Communication is an essential skill for professional RNs. This course will cover professional communication strategies, including patient and family interactions, dealing with mental-health issues, effective inter-professional communication, and issues unique utilizing technology and information systems.

Pre: RN Licensure

Fall, Spring, Summer

NURS 410 (2) Nursing Perspectives of Leadership and Management

Current theories derived from research in organizational psychology, business, and educational leadership are explored as they apply to the role of nurse leader and/or manager of nursing personnel giving direct care. Patient care, human resource and operational management skills in interaction with a changing health care environment are emphasized.

Pre: NURS 430, NURS 440, NURS 441, NURS 460 and NURS 461 or Consent

Fall, Spring

NURS 412 (4) Leadership and Management Principles for RNs

This course explores leadership and management principles and concepts necessary for the professional nurse to function effectively in a changing health care system incorporating collaborative strategies, technology, financial issues, and the complexity of care.

Pre: RN Licensure

Fall, Spring, Summer

NURS 420 (4) Informatic, Quality, and Safety in Nursing Practice for RNs

Enhance the role of the nurse in the promotion of quality and safety and the use of national guidelines, technology, and informatics to create a culture of quality and safety, prevent and reduce medical errors, and support health care reimbursement.

Fall, Spring, Summer

NURS 428 (2) Nursing Elective

Several sections on various topics not included in the curriculum. Each section is a different course and expands on the nursing major courses. Examples of topics are ethical dimensions, laughter and wellness in nursing practice, dementia, rural nursing, cancer care, etc.

Pre: As appropriate for each section.

Variable

NURS 430 (2) Nursing Research

Introduces the components of the research process. The student is prepared to develop an evidence-based nursing practice and to participate in the research process.

NURS 433 (4) Community Oriented Nursing Inquiry

Think critically about the roles and responsibilities of the community oriented nurse in the context of disease prevention, health promotion, protection, maintenance, restoration, and surveillance. Examine foundational pillars of assurance, assessment and policy development to support relationship based nursing care.

Pre: NURS 363, NURS 364, NURS 365, NURS 366

Fall, Spring

NURS 434 (4) Physiologic Integrity III

Focuses on nursing management of chronic alterations in physiological integrity. Includes didactic, simulation, and experiential learning components.

Pre: NURS 363, NURS 364, NURS 365, NURS 366

Fall, Spring

NURS 435 (3) Nursing Care of Families in Transition II

Focuses on the critical inquiry of families' health and illness experiences. Includes didactic and experiential learning designed to promote family centered nursing care during transitions within child, teenage, adult and older adult family transitions.

Pre: NURS 363, NURS 364, NURS 365, NURS 366

Fall, Spring

NURS 436 (5) Psychosocial Integrity

Emphasizes the function and responsibility of nursing in promoting and maintaining the psychosocial integrity of all people. Application of communication and caring through therapeutic relationship and evidence based nursing actions in the care and treatment of common clinical conditions.

Pre: NURS 363, NURS 364, NURS 365, NURS 366, PSYC 101

Fall, Spring

NURS 440 (2) Mental Health Nursing

Issues of self-esteem, dependency, abuse, and violence are addressed related to inpatient and community based nursing care of individuals, groups, families, and organizational systems.

Pre: All 300 level nursing courses and PSYC 455 or Consent

Fall, Spring

NURS 441 (3) Mental Health Clinical

The focus of this clinical course is on patterns of ineffective behavioral responses related to conditions of mental illness. Mental health concepts and process skills are applied to working with individuals, groups, families, and members of the health team.

Pre: All 300 level nursing courses or Consent, Pre or Coreq: NURS 440

Fall, Spring

NURS 450 (3) Altered Physiologic Mode Nursing II

The second of two theory courses. Emphasizes the promotion of adaptation in individuals experiencing alterations in fluid and electrolytes/burns, oxygenation, renal elimination, perception, and multiple trauma. Concepts of crisis theory are introduced. Psychosocial needs of both clients and families are integrated throughout the course.

Pre: NURS 430, NURS 440, NURS 441, NURS 460 and NURS 461

Fall, Spring

NURS 451 (4) Altered Physiologic Mode Clinical II

The second of two clinical courses emphasizing the nursing care of adult clients experiencing physiologic and psychosocial alterations. The Roy Adaptation Model will be utilized to provide and coordinate nursing care of clients requiring acute and chronic care in complex situations.

Pre: NURS 430, NURS 440, NURS 441, NURS 460 and NURS 461.

Pre or Coreq: NURS 450

Fall, Spring

NURS 452 (3) Advanced Health Assessment for RNs

This course offers theoretical and simulated clinical practice to develop advanced skills in obtaining a health history and physical assessment throughout the life span, inclusive of specific topics including culture, aging, and caring for the health care needs of individuals.

Fall, Spring

NURS 460 (2) Community Health Nursing

This course focuses on the community and integrates the principles of nursing and public health. Nursing care of individuals, families and groups is addressed within the context of promoting, maintaining, and restoring health.

Pre: All 300 level nursing courses or Consent, Pre or Coreq: NURS 440 or Admission to RN Track

Fall, Spring

NURS 461 (4) Community Health Clinical

The focus of this clinical course is on community based nursing and home health care. Public health concepts are applied to promote adaptation in individuals, families, and populations.

Pre: All 300 level nursing courses or Consent, Pre or Coreq: NURS 440 and NURS 460 or NURS 402 and NURS 460

Fall, Spring

NURS 463 (3) Nursing Leadership and Management

Focuses on nursing leadership and management skills, organizational structure, care processes; health policy and regulatory processes, quality improvement; and patient/family and consumer advocacy.

Pre: NURS 433, NURS 434, NURS 435, NURS 436

Fall, Spring

NURS 464 (3) Physiologic Integrity IV

Focuses on nursing management of multi-system alterations in physiologic integrity. Includes didactic, simulation, and experiential learning components.

Pre: NURS 433, NURS 434, NURS 435, NURS 436

Fall, Spring

NURS 465 (2) Nursing Care of Families in Crisis

An examination of family dynamics during crisis and the role of the nurse in caring for families in crisis who are experiencing complex alterations in physiologic integrity.

Pre: NURS 433, NURS 434, NURS 435, NURS 436

Fall, Spring

NURS 466 (4) Professional Role Integration

Focuses on experiential learning which promotes the integration of previous learning and the greater development of the roles of the baccalaureate generalist nurse as a provider of care, designer/manager/coordinator of care, and member of a profession.

Pre: NURS 433, NURS 434, NURS 435, NURS 436

Coreq: NURS 463, NURS 464, NURS 465

Fall, Spring

NURS 470 (1) Nursing Synthesis Seminar

This course focuses on the transition of the student into the role of the professional nurse. Licensure and implications for accountability will be addressed.

Pre: NURS 410, NURS 450, and NURS 451

Fall, Spring

NURS 471 (4) Nursing Synthesis Clinical

The purpose of this capstone clinical course is to expand the student's knowledge and skill in caring for individuals, families and/or communities and to gain reality-based insights into the role of the professional nurse.

Pre: NURS 410, NURS 450, and NURS 451, Coreq: NURS 470

Fall, Spring

NURS 472 (5) Provider of Care II

This capstone course focuses on the community as the client and integrates previously learned theory and principles of nursing.

Pre: NURS 382

Spring

NURS 473 (4) Provider of Care II Clinical

Health promotion, disease prevention, and health education are operationalized as principal interventions within the context of community health.

Pre: NURS 472 or concurrent

Spring

NURS 482 (6) Provider of Care II for RNs

Synthesis of nursing and public health practice within the community. Nursing care of individuals, families, and groups is addressed within context of promoting, maintaining, and restoring health. Health promotion, disease prevention and health education are interventions to reduce health disparities.

Pre: NURS 382, RN Licensure

Fall, Spring, Summer

NURS 490 (1-3) Workshop

Workshop(s) with various topics and titles.

Variable

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NURS 491 (1-5) In-Service

Workshop(s) with various topics and titles.

Variable

NURS 497 (1) Summer Internship

This course provides clinical based learning opportunities to encourage application of theory and research based knowledge in clinical practice. Students will engage in experiences to enhance the development of their professional nursing role.

NURS 499 (1-5) Individual Study

Individual study according to outcomes developed by faculty and student(s).

Variable