**NURSING (NURS)**

**NURS 100: First Year Seminar in Nursing**
1 Credits
First year seminars in Nursing will introduce the student to the University and the College of Nursing. The primary focus will be engaging students in learning and orienting them to the scholarly community from the outset of their undergraduate studies in a way that will bridge to later experiences in the nursing major and facilitate the high expectations, demanding workload and other aspects of transition to college life. The course content will focus on enhancing opportunities that enable students to provide a holistic focus on the promotion of human health and initiatives that enhance quality of life.

**First-Year Seminar**

**NURS 115: Medications and the Elderly Client**
1 Credits
Nursing implications of medication therapy with the elderly client.

**NURS 197: Special Topics**
1-9 Credits/Maximum of 9
Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.

**NURS 200M: Principles of Nursing Research and Evidence-Based Practice-Honors**
3 Credits
NURS 200M is an introduction to principles and methods of nursing research and application of research evidence to practice. The course is a writing intensive Honors course. Students will work individually and in cooperative learning groups to analyze and discuss nursing research from multiple viewpoints with a focus on integrity, global perspectives and leadership in nursing research. Each honor student will identify an evidence-based practice topic that could potentially lead to an undergraduate thesis to study in depth. Every in-class and out-of-class assignment is tailored to their topic. The students though, a series of writing intensive assignments, will be taught how to conduct a written peer review; will practice this in formative written review sessions on their peer’s projects. NURS 200M will culminate with the development of evidenced based practice paper, which will be delivered to their peers as they would at a scientific meeting. This paper will also serve as the first draft of their thesis proposal. Upon completion of the course students will be able to: Discuss the roles and responsibilities of the nurse related to research and evidence-based practice (EBP); compare and contrast the research process and the EBP process; Explain the interrelationships among nursing theory, practice, and research; Identify sources of evidence as a basis for EBP; Describe the process by which an EBP question is formulated; Formulate EBP questions that relate to relevant clinical problems and demonstrate critical thinking; Describe basic concepts and steps of the research process in nursing; Interpret research findings to determine statistical and clinical significance; Appraise current issues relevant to nursing research (such as cultural diversity issues and ethical conduct of research); Critically appraise published research studies.

**Recommended preparation for NURS majors:** STAT 200 or STAT 250 and NURS 225. Recommended preparation for NURN majors: STAT 250 and NURS 390.

**Writing Across the Curriculum**

**NURS 200W: Principles of Nursing Research and Evidence-Based Practice**
3 Credits
Introduction to principles and methods of nursing research and application of, research evidence to practice. NURS 200W is the introduction to principles and methods of nursing research and the application of research evidence to practice. The course is a writing intensive course with the goal to help the student communicate clearly and effectively while learning the basics of nursing research and its application to developing evidence based practice. Upon completion of this course the student will be able to: Discuss the roles and responsibilities of the nurse related to research and evidence-based practice (EBP); Compare and contrast the research process and the EBP process; Explain the interrelationships among nursing theory, practice, and research; Identify sources of evidence as a basis for EBP; Describe the process by which an EBP question is formulated; Formulate EBP questions that relate to relevant clinical problems and demonstrate critical thinking; Describe basic concepts and steps of the research process in nursing; Interpret research findings to determine statistical and clinical significance; Appraise current issues relevant to nursing research (such as cultural diversity issues and ethical conduct of research); Critically appraise published research studies.

**Recommended preparation for NURS majors:** STAT 200 or STAT 250 and NURS 225. Recommended preparation for NURN majors: STAT 250 and NURS 390.

**Writing Across the Curriculum**

**NURS 203: First Aid and CPR**
3 Credits
An introductory first aid course designed to provide the basic knowledge and skills to provide assistance to someone injured/ill. NURS 203 is an introductory first aid and safety course that is appropriate for nursing and non-nursing majors. The course focuses on basic safety precautions, knowledge and skills needed to provide immediate care necessary for someone injured or suddenly ill until professional help arrives. Infectious disease and the standard precautions to prevent disease transmission are incorporated in the course. Major topics include: medical and respiratory emergencies, poisoning, bleeding, sprains and fractures, and heat and cold emergencies. A card is issued to the student for First Aid and One-person CPR (not the Professional CPR or Healthcare Provider CPR) upon successful completion of the course.

**General Education: Health and Wellness (GHW)**

**NURS 211H: Patho/Nursing Interventions I**
5 Credits
Honors

**NURS 214M: Nursing Care of Clients with Psychiatric/Mental Health Disorders**
3 Credits
Honors

**Writing Across the Curriculum**
NURS 225: Pathophysiology

3 Credits

Designed to explore the illness component of health with emphasis on the pathophysiological and psychosocial aspects. NURS 225 NURS 225 Pathophysiology (3) NURS 225 is designed to explore the illness component of health, with emphasis on the pathophysiological and psychosocial aspects. The required 3-credit course is a foundational course for all succeeding nursing courses. Upon completion of this course, the student will be able to identify knowledge from nursing and contributing disciplines as a foundation for the understanding of illness; describe selected theories of stress and adaptation; identify basic pathophysiological and psychosocial aspects of illness; relate common manifestations of illness to the underlying pathophysiological and psychosocial processes; identify physical environmental factors associated with the development of illness; recognize the different pathological changes related to human variation and lifespan. Teaching strategies include lecture, audiovisual, case studies/discussion. Enrollment is limited to sophomore level nursing students. The course is offered each spring semester and successful completion is required prior to advancing to the Junior level nursing courses.

Enforced Prerequisite at Enrollment: NURS 250 and NURS 251

NURS 230: Introduction to the Fundamentals of Nursing

4 Credits

Introduction to the nursing process, clinical competencies and psychosocial skills. NURS 230 NURS 230 Introduction to Fundamentals of Nursing (4) NURS 230 incorporates the analysis of the nursing process and introduction to clinical competencies and psychosocial skills. Students demonstrate beginning skills in utilizing the nursing process in the clinical setting to meet basic physical and psychosocial individual client needs. Upon completion of the course, students will be able to describe the characteristics of each step of the nursing process; demonstrate beginning skills in utilizing the nursing process in the clinical setting to meet basic physical and psychosocial individual client needs; demonstrate safe and competent performance of basic psychomotor nursing skills; demonstrate the ability to practice the principles of health and safety; perform basic interviewing techniques in collecting health status data; demonstrate communication skills that enable the student to establish appropriate interpersonal relationships; recognize variables influencing health status; recognize the psychosocial needs of individuals including basic needs related to loss, grief and the death experience; demonstrate a personal professional philosophy which addresses the individuality, dignity, values, beliefs, and culture of all clients; recognize the significance of evidence based practice as the basis for the use of the nursing process; recognize the importance of health teaching and health promotion across the life span; identify purposes and functions of appropriate community resources. Teaching strategies include lecture, discussion, audiovisuals, clinical experience, simulation laboratory demonstration and practice, self-learning medication and math mathematics packet. The course is offered each spring semester with an enrollment of approximately 120 nursing students divided into clinical sections limited to 10 students each.

Enforced Prerequisite at Enrollment: NURS 250 and NURS 251

NURS 230H: Introduction to the Fundamentals of Nursing

4 Credits

Introduction to the nursing process, clinical competencies and psychosocial skills.

Honors

NURS 245: Violence and the Impact on Society

3 Credits

Interdisciplinary discussion of violence, its perpetrators, victims and its impact on society as well as possible solutions for violence reduction.

General Education: Social and Behavioral Scien (GS)

NURS 250: Professional Role Dev I: Intro to Professional Issues in Nursing Practice and Nursing Informatics

2 Credits

Introduction to professional nursing practice and health-related issues emphasizing application of nursing informatics. NURS 250 Professional Role Dev I: Intro to Professional Issues in Nursing Practice and Nursing Informatics (2) (US)NURS 250US is the first course in the baccalaureate nursing program and introduces the students to the profession of nursing, the science of nursing and the use of information technology in health care. Designed to explore the wellness component of health and the role that informatics plays in the planning and delivery of health care. Upon completion of the course, the student will be able to meet the following course objectives: identify concepts of health and wellness that contribute to a foundation for nursing practice; discuss the influence of diversity on health care delivery systems and utilization of services; identify the roles of the professional nurse in the delivery of health care to patients, families, communities and populations; define elements that contribute to professional, evidence-based nursing practice; describe nursing theory and its relationship to the implementation of the nursing process; describe nursing informatics and its applications in the planning and delivery of health care; demonstrate beginning competency in utilizing information technology/nursing informatics in selected areas of nursing practice (e.g. research, patient care); apply concepts of ethical and legal considerations to the use of information technology/nursing informatics in health care. The concepts of diversity and cultural competence are emphasized and integrated within each major topic discussed. Teaching strategies emphasize inquiry-based learning, competency in informatics and promote critical thinking and include lecture, selected readings, exploration of internet sites on health and nursing, case studies, small group activities, group discussions, audiovisuals, role playing, journaling, self-reflection, and field trips. Enrollment is limited to sophomore-level nursing students. The course is offered fall semester.

Enforced Prerequisite at Enrollment: BIOL 129 and BIOL 141 United States Cultures (US)

NURS 251: Health Assessment

3 Credits

Designed to broaden the student’s knowledge and skills in health assessment and physical examination across the lifespan. NURS 251 Health Assessment (3) NURS 251 is designed to broaden the student’s knowledge and skills in health assessment. The
course enables the student to learn the methods of interviewing patients for completing a health history and the tools and techniques necessary to conduct a physical examination. Upon completion of this course, the student will be able to identify psychosocial, cultural and developmental factors affecting the health assessment process; demonstrate appropriate communication and interviewing techniques (including the use of new technology) with clients of all ages to facilitate the health assessment; demonstrate the ability to obtain a holistic, systematic and comprehensive health history and assessment; promote an environment of safety and caring to maximize client care outcomes; participate in education and activities that would promote cultural competency in nursing assessment; document the health history and current health status and the physical exam according to accepted standards; demonstrate competency in the use of inspection, palpation, percussion and auscultation when performing physical examination; demonstrate the ability to recognize and interpret signs of normal and abnormal health assessment findings; demonstrate critical thinking in the analysis of physical findings; demonstrate the ability to assess risk and promote security and safety in the clinical environment; recognize and document health assessment variations in clients throughout the life span. Teaching strategies include lecture, discussion, demonstration, hands-on practice, audiovisuals, simulation laboratory experiences. NURS 251 is the first required clinical course; is offered each fall semester; and is limited to nursing students. Clinical experience with sections of 14 students is conducted in the Simulation Laboratory where students receive the individualized attention to facilitate learning the techniques of physical assessment. Annual enrollment is approximately 120 students who must successfully complete the course to progress in the nursing program.

Enforced Prerequisite at Enrollment: BIOL 129 and BIOL 141

NURS 296: Independent Studies
1-18 Credits/Maximum of 18

Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses.

NURS 297: Special Topics
1-9 Credits/Maximum of 9

Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.

NURS 300: Honors Seminar in Nursing
3-12 Credits/Maximum of 12

Seminar activities on selected topics in nursing. NURS 300H NURS 300H Honors Seminar in Nursing (3-12) NURS 300H is an honors seminar course designed to follow the introduction to nursing research course for honor students only. Each class session focuses on a different element of the honors thesis proposal. Objectives for the course include: discussion of the role of health care research in the development of disciplinary knowledge; evaluation of researchable problems generated from clinical practice and existing literature; critiquing proposals for clinical studies; describing the ethical issues involved in clinical research, with emphasis on investigator responsibilities and participant’s rights; discussing selected research designs used for clinical research; analyzing opportunities for replication of clinical studies; critiquing sampling techniques used in clinical research; and analyzing strengths and weaknesses of data collection techniques commonly used in clinical research. The course is taught in the spring semester only and is open only to nursing honor students. Teaching strategies include lecture, student presentations, handouts, individual conferences, and written research consent forms and proposals. Evaluation criteria of the course include a critique, protection of human subject packet preparation, class participation, and at the end of this course, students will be expected to have a fully developed honors thesis proposal. Proposals will be evaluated on how convincing the argument is for the proposed research (literature review and identified knowledge gaps), the logical procession of the thinking, the clarity of the writing, and the significance of the proposed research to nursing.

Enforced Prerequisite at Enrollment: NURS 250 and NURS 225 and NURS 230 and NURS 251 and admissions to the Schreayer’s Honors Program Honors

NURS 301: Nursing Care of the Adult Client Requiring Medical-Surgical Intervention
4 Credits

Therapeutic nursing care of the adult client in a variety of primarily medical-surgical settings. NURS 301 Nursing Care of the Adult Client Requiring Medical-Surgical Intervention (4) NURS 301 focuses on nursing care of adult client requiring medical-surgical intervention including. The course is placed in the junior year and is considered a beginning level medical-surgical course. Upon completion of this course, the student will be able to assess risks and promote the health and safety of the adult client throughout the lifespan; formulate nursing actions that are based on scientific principles and concepts from contributing disciplines in caring for the adult client to maximize outcomes; recognize pathophysiological and pharmacological aspects related to the nursing care of the adult medical surgical client; recognize the impact of stress on the adult client to incorporate health promotional and health educational activities; demonstrate the ability to communicate effectively across the health care delivery system; promote factors that create a culture of safety and caring for the adult medical-surgical client; utilize assessment data and technology to plan, implement and evaluate interventions specific to the health of the adult client; practice legal, ethical and professional accountability in the delivery of care to the adult client; demonstrate the ability to practice in a holistic, culturally competent and caring manner; demonstrate the ability to utilize evidence based practice and technology to assess and critically respond to the needs of the adult client; demonstrate with guidance the role of the professional nurse in caring for the adult client. Teaching strategies include lectures, discussions, audiovisuals, clinical experiences, and simulation laboratory. Clinical sections of 8-10 students spend 90 hours (2 credits) caring for medical surgical adult clients. Enrollment is approximately 120 nursing students split between University Park and Hershey Medical Center Campus and is offered fall semester of the junior year.

Enforced Prerequisite at Enrollment: NURS 225 and NURS 230. Recommended Corequisite: NURS 305 and NURS 310

NURS 303: Clinical Application of Laboratory Tests
1 Credits

A study of the background, meaning, and nursing implications of laboratory test results. NURS 303 Clinical Application of Laboratory Tests (1) NURS 303 is a study of the background, meaning, and nursing implications of laboratory test results. It is designed to assist the nursing
student in comprehending the patient’s laboratory results in a clinical setting. Lab values are correlated to patient’s condition and physiology of the disease process. Physical assessment data are compared to the various blood and urine lab test results also. Students are evaluated through written examination and the interpretation of case study scenarios. The course is offered in the spring semester and is open to all nursing students who have completed the introductory nursing course at the 200 level. Enrollment is not limited. The course objectives follow. Upon completion of this course, the student will be able to: a. Identify important clinical implications associated with a wide variety of blood and urine tests. b. Correlate lab data with physical assessment findings and other indicators of patient status. c. Recognize constellations of changes that may precede deterioration in clinical status. d. Discriminate between changes in lab values that require immediate reporting to the physician and those changes that do not require immediate reporting. e. Synthesize laboratory test results with assessment findings and pathophysiology and identify appropriate nursing actions.

**Recommended Preparation:** NURS 250, NURS 225, NURS 230, and NURS 251

**NURS 305: Introduction to Pharmacological Concepts**

**3 Credits**

Study of basic concepts of pharmacology and relevant nursing implications. NURS 305 Introduction to Pharmacological Concepts (3)

NURS 305 is the introduction to pharmacological concepts and identifies the pharmacodynamics of major classifications of drugs. Prototypes or original drug models from which subsequent types arise are summarized. This course is closely linked to pathophysiology (a prerequisite) as most medications are administered based on a pathophysiologic condition. Pharmacologic principles covered in the course have practical application for students administering medications to clients in the clinical setting during the junior and senior years. Upon completion of this course, the student will be able to identify the measures taken in the United States to ensure drug safety; describe the process of drug development and evaluation; describe the methods of drug standardization; differentiate official and unofficial drug information sources; recognize the legal aspects and nursing responsibilities relative to the administration of drugs to ensure client safety; identify the pharmacodynamics of major classifications of drugs; recognize characteristics and nursing implications of the various types of pharmaceutical preparations and identify research related to pharmacology which influences nursing practice. Teaching strategies include videos, lectures, handouts and power point slides. Enrollment is limited to junior level nursing students or special permission from the instructor for non-nursing majors. The course is offered yearly during the fall semester.

**Enforced Prerequisite at Enrollment:** NURS 305

**NURS 310: Therapeutic Nursing Care of the Older Adult Client in a Variety of Settings**

**3 Credits**

Nursing concerns and intervention in promoting the health of the older adult. NURS 310 NURS 310 Therapeutic Nursing Care of the Older Adult Client in a Variety of Settings (3)

NURS 310 focuses on nursing concerns and interventions in promoting the health of older clients. Upon completion of the course, the student will be able to utilize knowledge about aging from nursing and contributing disciplines as a foundation for nursing practice with the older adult client; recognize pathophysiological and pharmacological aspects related to the nursing care of the older adult client; demonstrate progressive development of communication skills including technology which supports the health care needs of the older adult client; promote factors that create a culture of safety and caring for the older adult client; utilize assessment data and technology to plan, implement, and evaluate interventions specific to the health of the older adult client; evaluate nursing care in a variety of settings to meet the health needs of the older adult client and promote healthy lifestyles; communicate pertinent client information, plan of care, and evaluation of goals to staff, instructors and other members of the health team; apply evidence based practice to maximize client outcomes in health promotional and educational activities for the older adult client; demonstrate with guidance the role of the professional nurse in caring for the older adult client; participate in activities that advance personal and professional development, cultural competency, and the professional specialty of gerontological nursing; practice legal, ethical and professional accountability in the delivery of child health care; participate in activities that advance personal and professional development, cultural competency, and the professional specialty of pediatric nursing and promote factors that create a culture of safety and caring for children and adolescents. Teaching strategies include lecture, discussion, audiovisuals, hands-on clinical care, laboratory simulation experiences. Emphasis is placed on delivery of safe and competent nursing care. Clinical sections of 8-10 students spend 45 hours caring for child/adolescent clients in a variety of settings (clinics, day care centers, elementary schools, and hospitals). Enrollment is approximately 120 nursing students (split between UP and HMC) and the course is offered each spring semester of the junior year.

**Enforced Prerequisite at Enrollment:** NURS 305

**Recommended Corequisites:** NURS 301 and NURS 310

**NURS 306: Nursing Care of Children and Adolescents**

**3 Credits**

Common health problems and nursing intervention for children and adolescents. NURS 306 Nursing Care of Children and Adolescents (3)

NURS 306 focuses on common health problems and nursing intervention for children and adolescents. Upon completion of this course, the student will be able to formulate nursing actions that are based on scientific principles and concepts from contributing disciplines in caring for children and adolescents to maximize client care outcomes; develop interpersonal skills in responding in a humanistic manner to the unique needs of children, adolescents, and their families; recognize pathophysiological and pharmacological aspects related to the nursing care of the adult medical surgical client; assess the health needs of diverse populations of children and adolescents based on an understanding of the developmental, psychosocial, environmental, and cultural variables with an emphasis on health promotion; evaluate nursing care in a variety of settings to meet the health needs of children of various ages; utilize assessment data and technology to plan, implement, and evaluate interventions specific to the health care needs relevant to the characteristics of the child and adolescent client in interaction with the personal and suprapersonal environments; evaluate nursing care in a variety of settings to meet the health needs of children of various ages and promote healthy lifestyles; collaborate with colleagues in nursing and other health professions to promote the well being of children and adolescents in a variety of settings including the community; relate relevant research findings to child health nursing practice; practice legal, ethical and professional accountability in the delivery of child health care; participate in activities that advance personal and professional development, cultural competency, and the professional specialty of pediatric nursing and promote factors that create a culture of safety and caring for children and adolescents. Teaching strategies include lecture, discussion, hands-on clinical care, laboratory simulation experiences. Emphasis is placed on delivery of safe and competent nursing care. Clinical sections of 8-10 students spend 45 hours caring for child/adolescent clients in a variety of settings (clinics, day care centers, elementary schools, and hospitals). Enrollment is approximately 120 nursing students (split between UP and HMC) and the course is offered each spring semester of the junior year.
clinical care and simulation laboratory experiences. Clinical sections of 8-10 students spend 45 hours caring for clients in nursing homes and community settings with the focus on environmental assessment, individual health teaching and group health teaching. The course is offered fall semester and enrollment is approximately 120 nursing student (60 at UP and 60 at HMC).

**Enforced Prerequisite at Enrollment:** NURS 225 and NURS 230.

**Recommended Corequisites:** NURS 301 and NURS 305

**NURS 320:** Nursing Care of the Childbearing Family and Gynecological Client

3 Credits

Therapeutic nursing care of the childbearing family and gynecological client. NURS 320 NURS 320 Nursing Care of the Child Bearing Family and Gynecological Client (3) NURS 320 focuses on providing therapeutic nursing care of child-bearing family and gynecological client. Upon completion of this course, the student will be able to utilize knowledge from nursing and contributing disciplines related to reproductive health concerns, life events and health alterations of the child bearing family and gynecological client to maximize client care outcomes; recognize pathophysiological and pharmacological aspects related to the nursing care of the child bearing and gynecological client; demonstrate progressive development of communication skills including technology which supports the child bearing family and gynecological client; promote factors that create a culture of safety and caring for the child bearing family and gynecological client; assess the reproductive health of the child bearing family and gynecological client within the context of the developmental process and the personal and suprapersonal environments; utilize assessment data and technology to plan, implement, and evaluate interventions specific to the health of the child bearing family and gynecological client; evaluate nursing care in a variety of settings to meet the health needs of the child bearing family and promote healthy lifestyles; communicate pertinent client information, plan of care, and evaluation of goals to staff, instructors and other members of the health team; apply evidence based practice to maximize client outcomes in health promotional and educational activities for the child bearing family and gynecological client; demonstrate with guidance the role of the professional nurse in caring for child bearing families and gynecological client; participate in activities that advance the personal and professional development and cultural competency in the professional specialty of obstetric and gynecological nursing; practice legal, ethical and professional accountability in the delivery of care to the child bearing family and gynecological patient. Teaching strategies include lecture, clinical experiences and laboratory simulation, discussion, post clinical conferences, audiovisuals-slides and case studies. The course is offered spring semester of the junior year with an approximate enrollment of 120 nursing students (split between UP and HMC) and with clinical sections limited to 10 students per section.

**Enforced Prerequisite at Enrollment:** NURS 305

**NURS 350:** Professional Role Development II: Ethics, Legal and Genetic Issues

2 Credits

The study of the interaction of ethical, legal, and genetic concepts as they apply to current health care practice. NURS 350 Professional Role Development II: Ethics, Legal and Genetic Issues (2) NURS 350 is the second of three professional role development courses and addresses the interaction of ethical, legal and genetic concepts as they apply to current health care practice. Upon completion of the course the student will be able to define the fundamental ethical theories; define and integrate into evidence based practice the basic ethical concepts as they relate to nursing; state the American Nurses’ Association Code of Ethics for Nurses; demonstrate ethical behaviors such as honesty, integrity, responsibility, and dependability in clinical practice and everyday life; define and describe the concepts of standards of care and scope of practice; analyze nurse practice acts as they pertain to licensure and scope of practice; define the concepts of negligence versus malpractice; define and distinguish between the concepts of informed consent, patient self-determination, right of refusal, and advance directives (such as living wills, durable power of attorney, and do not resuscitate orders); analyze the role of advocacy from an ethical and legal perspective; communicate effectively (including the use of new technologies) with patients and families regarding legal, ethical, and genetic issues; describe the concept of confidentiality from ethical and legal perspectives; identify the impact genetics has played in the practice of health care; describe the historical to current research findings in genetics that have or may change health care practice guidelines; identify the role ethics, legal issues, and genetics plays in providing health care to culturally sensitive populations; analyze and discuss historical and current biomedical dilemmas utilizing various ethical, legal and genetic perspectives. Teaching strategies include lecture, discussion, audiovisuals, small group activities, role-playing and group presentations. The course is offered spring semester and enrollment is limited to nursing majors.

**Recommended Preparation:** NURS 305

**NURS 352:** Advanced Health Assessment for the Registered Nurse

3 Credits

**RECOMMENDED PREPARATION:** NURS MAJOR CONTROL NURS 352 is a course designed to extend the RN student's knowledge and skills in health assessment and physical examination across the lifespan. The course includes 45 hours of clinical and is intended for students who are already nurses and who have relevant basic education of health and physical assessment. This course enhances the RN student's knowledge base with more advanced techniques of interview and examination. The course demands higher-level thinking about complex health assessment challenges and prepares RN students for health assessment study at the graduate level. Recommended Preparation: NURS Major Control.

**NURS 357:** Introduction to Nursing Informatics

3 Credits

An introduction to nursing informatics focusing on technology applications to the nursing profession.

**Recommended Preparation:** NURS 301, NURS 306, NURS 310, and NURS 320

**NURS 390:** Transition and the Professional Nursing Role

3 Credits

Transition to baccalaureate education and professional nursing practice, emphasizing leadership, management, and issues influencing nursing education and practice. NURS 390 Transition and the Professional Nursing Role (3) (US) NURS 390 is the first nursing course that the registered nurse (RN) student completes. The course's intent is to set the groundwork for transition of the RN to baccalaureate education and professional nursing practice. With the emphasis being on leadership, management, and issues influencing nursing education and practice, the
RN has the foundation on which to build nursing expertise as nursing courses progress. The course prerequisite is a current and valid RN license. Teaching strategies include: lecture, discussion, audiovisuals, self-assessment, reflective analysis, critical thinking/problem solving, computer assignments and active/collaborative learning. Evaluation of the course is by grading of written assignments, presentations, and testing. The course is offered in fall, spring or summer semesters of the junior year with a projected enrollment of 10 - 15 students, and is a prerequisite to other nursing courses. Upon completion of this course, the student will be able to: 1. Explain the processes inherent in successful transition to the role of the baccalaureate prepared nurse. 2. Analyze the influences that impact role development and nursing practice, especially self-regulation and accountability. 3. Appraise the health care environment as it relates to nursing roles and nursing practice. 4. Measure the impact of nursing theory and research on baccalaureate level nursing practice. 5. Evaluate the value of nursing research to nursing practice and the legislative arena. 6. Critically analyze issues that influence nursing education and practice today and in the future.

United States Cultures (US)

NURS 401: Concepts of Health

3 Credits

Exploration of current and ancient concepts of health and their respective modes of intervention.

**Recommended Preparation:** PSYCH 100 or SOC 001

International Cultures (IL)

NURS 402: Holistic Health

3 Credits

Examination of emerging conceptualizations of health and therapy based on a holistic view of human beings.

**Recommended Preparation:** NURS 401

International Cultures (IL)

NURS 403: School Health and Emergency Care of Children and Adolescents

3 Credits

Techniques for higher-level care for school health and emergency situations and application-based education. NURS 403 School Health and Emergency Care of Children and Adolescents (3) This course is a part of the school nurse series and will provide participants with advanced techniques for school health professionals that respond to health and emergency situations. The topics covered will include abdominal, genitourinary, head, musculoskeletal, and sports-related injuries. Students also will review shock, respiratory, neurologic, psychological and behavioral emergencies, and a wide array of issues facing students with special needs. Additionally, the participant will review disaster planning, preparation, and response activities. The course will review major medical and accidental situations facing the school nurse including the inter-agency coordination with emergency response systems and community entities. Students will learn what to include in a report for the communication center and emergency medical services. Skills stations for orthopedic injuries, trauma, and medical situations will allow students to practice skills and receive immediate feedback. Students will participate in application based education that utilizes case studies to pull the concepts together. Students will be asked to provide return demonstration for skills reviewed in this course.

**Recommended Preparation:** BIOL 129, BIOL 141, and HDFS 129

NURS 404: Cardiac Dysrhythmias: Interpretation, Treatment, and Nursing Management

1 Credits

An introductory course with a focus on dysrhythmia recognition and interpretation of abnormal 12-lead electrocardiograms (EKG, ECG). NURS 404 Cardiac Dysrhythmias: Interpretation, Treatment, and Nursing Management NURS 404 (Cardiac Dysrhythmias: Interpretation, Treatment, and Nursing Management) is an introductory course in dysrhythmia recognition and interpretation of normal and abnormal rhythm strips and 12-lead electrocardiograms. The course involves integration of electrophysiology principles, anatomy, physiology, and arrhythmogenesis in interpretation of dysrhythmias. The diagnosis, medical treatment, and nursing management will be incorporated through case study analysis. Evaluation of course content will be done through exams, in class worksheets, and case study analysis. The class is open to nursing and non-nursing majors desiring introductory understanding of cardiac dysrhythmias. NURS 404 is a good course for nursing majors interested in critical care and non-nursing majors interested in emergency medical services associated with any major (e.g., Kinesiology). The class is offered fall and/or spring semester with enrollment limited (20 students) to allow interactive hands-on interpretation of dysrhythmias.

**Recommended Preparation:** BIOL 141 and BIOL 129

NURS 405A: Nursing Care of the Adult Client with Complex Health Problems: Part A

4 Credits

In-depth study of care of patients with acute and complex health problems, utilizing evidence based practice. NURS 405A - Nursing Care of the Adult Client with Complex Health Problems: Part A (4) NURS 405A focuses on nursing care of adult clients with acute and complex health problems related to all major systems of the body. Upon completion of this course, the student will be able to synthesize knowledge from nursing and contributing discipline to maximize client care outcomes; recognize pathophysiological and pharmacological aspects related to the nursing care of the adult client; demonstrate the ability to communicate effectively including the use of technology with patients, families and the health care team; promote factors that create a culture of safety and caring for the adult client; demonstrate the ability to perform a comprehensive and systematic assessment and take appropriate nursing actions for the client with complex health problems; collaborate with colleagues from nursing and related disciplines using empirical and theoretical resources when defining nursing care priorities and determining nursing actions; utilize assessment data and technology to plan, implement, and evaluate interventions specific to the complex health problems of the adult client; participate in activities that advance the personal and professional developmental and cultural competency in the professional specialty of adult medical-surgical nursing; practice legal, ethical and professional accountability in the delivery of care to the adult medical-surgical client; apply evidence based practice to maximize client outcomes in health promotional and educational activities for the complex health needs of the adult client; demonstrate current and relevant knowledge of the social, health, behavioral and psychological sciences that can be applied to nursing practice for the adult client; demonstrate increasing self direction and confidence in providing
nursing care for the adult client with complex health needs; demonstrate the role of professional nurse as a client advocate; demonstrate the ability to assess risk and actively promote the well being, safety, and security (patients and coworkers) in the work environment; demonstrate the ability with guidance to lead and coordinate a team, delegating care appropriately and safely; demonstrate the ability to respond appropriately to the emotional, psychological and spiritual needs of the adult client with complex care needs. Teaching strategies include lecture, discussion, laboratory simulation and clinical experiences. Evaluation methods include examinations, scholarly papers, simulation laboratory experiences, preclinical preparatory written work, and mid-course and final clinical performance evaluations.

**Enforced Prerequisite at Enrollment:** NURS 305

**NURS 405B:** Nursing Care of the Adult Client with Complex Health Problems: Part B

4 Credits

In-depth study of care of patients with acute and complex health problems, utilizing evidence based practice. NURS 405B - Nursing Care of the Adult Client with Complex Health Problems: Part B (4) NURS 405B focuses on nursing care of adult clients with acute and complex health problems related to all major systems of the body. The emphasis is on enhancing critical thinking skills necessary for making sound nursing judgments and the demonstration of self-direction in providing nursing care for clients with complex medical surgical problems. Upon completion of this course, the student will be able to: Synthesize knowledge from nursing and contributing discipline to maximize client care outcomes; Recognize pathophysiological and pharmacological aspects related to the nursing care of the adult client; Demonstrate the ability to communicate effectively including the use of technology with patients, families and the health care team; Promote factors that create a culture of safety and caring for the adult client; Demonstrate the ability to perform a comprehensive and systematic assessment and take appropriate nursing actions for the client with complex health problems; Collaborate with colleagues from nursing and related disciplines using empirical and theoretical resources when defining nursing care priorities and determining nursing actions; Utilize assessment data and technology to plan, implement, and evaluate interventions specific to the complex health problems of the adult client; Participate in activities that advance the personal and professional specialty of adult medical-surgical nursing; Practice legal, ethical and professional accountability in the delivery of care to the adult medical-surgical client; Apply evidence based practice to maximize client outcomes in health promotional and educational activities for the complex health needs of the adult client; Demonstrate current and relevant knowledge of the social, health, behavioral and psychological sciences that can be applied to nursing practice for the adult client; Demonstrate increasing self direction and confidence in providing nursing care for the adult client with complex health needs; Demonstrate the role of professional nurse as a client advocate; Demonstrate the ability to assess risk and actively promote the well being, safety, and security (patients and coworkers) in the work environment; Demonstrate the ability with guidance to lead and coordinate a team, delegating care appropriately and safely; Demonstrate the ability to respond appropriately to the emotional, psychological and spiritual needs of the adult client with complex care needs. Teaching strategies include lecture, discussion, laboratory simulation and clinical experiences. The course is offered fall semester with approximately 120 students enrolled (60 at UP and 60 at HMC) with clinical sections limited to 10 students per section.
introduction to the forensic health sciences, forensic nursing, and the nursing role in the scientific investigation of violence. The course focus is on the principles and philosophy of forensic nursing in acute care and community settings and the roles of the forensic science professional. The responsibilities of the advanced practice forensic nurse are explored. The course requires that the student have a basic understanding of the professional healthcare role, specifically that of the nurse. The course is appropriate for non-nursing majors interested in forensic health sciences.

Recommended Preparation: NURS 250, NURS 225, and NURS 230

NURS 410: Forensic Evidence Collection and Preservation

3 Credits/Maximum of 3

Examines nurses’ role of recognizing patterns of injury. Evidence collection procedures are examined from collection to courtroom presentation, includes autopsy. Forensic Evidence Collection and Preservation examines the forensic nurse’s role recognizing injuries/ patterns of injury. Evidence collection procedures are examined from collection to courtroom presentation. NURS 410 will guide the student through a prerecorded autopsy, teaching general evidence identification, collection, preservation, and documentation techniques as well as a complete sexual assault kit evaluation. Students will be immersed in a case study allowing them to learn and then demonstrate their understanding of forensic procedures and protocols. Students follow actual forensic protocol used in practice including policies, procedures, and documentation tools. The final course evaluation includes an interactive assessment that draws upon the techniques taught in the course and prepares the student for employment in a forensic role.

Recommended preparation or concurrent: NURS 245 and NURS 409

NURS 411: Seminar in Forensic Nursing

3 Credits

Seminar to discuss current topics, trends and research related to forensic nursing.

Recommended preparation or concurrent: NURS 410

NURS 415: Community and Family Health Nursing

4 Credits

Therapeutic nursing care and health promotion concepts to families, groups and populations in the community. NURS 415 Community and Family Health Nursing—Concepts and Applications (4) (US;IL) NURS 415 US; IL focuses on nursing care of clients in the community and the family. This course allows students to work independently providing and improving health care of population groups within a diverse society. Upon completion of this course, the student will be able to synthesize knowledge from nursing, public health, family, and community theory as a foundation for culturally congruent community health nursing practice; utilize the nursing process and principles of primary, secondary, and tertiary prevention that are culturally appropriate in the care of community based clients who differ in terms of age, developmental stage, health beliefs values and practices; demonstrate interpersonal skills necessary for collaboration with and among culturally diverse consumers, community agencies, health professionals, and health related resources in the community; demonstrate the management and safety of client, family, and community care through appropriate use of concepts of leadership, case management, and group process; demonstrate understanding of epidemiological methods in gathering, analyzing, and utilizing data and be able to apply to diverse populations in the community; use coherent comprehensive, culturally sensitive and age appropriate communication in oral and written form; analyze biostatistical/epidemiological data and nursing evidence-based research findings to improve/enhance the delivery of nursing care to diverse populations in the community; identify recommended health screenings and immunizations and health promotional strategies throughout the life span; analyze the impact of culture as a significant influence on the health perceptions, interpretations, and behaviors of diverse groups; demonstrate the ability to perform comprehensive and risk assessments, to make critical decisions, and to take appropriate nursing actions in the area of community health; demonstrates the ability to practice the principles of health and safety in a caring manner to maximize client care outcomes across the lifespan. Teaching strategies include lecture, audiovisuals, student presentations, discussion, clinical experiences, guest speakers, laboratory simulation and clinical experiences in varied clinical settings where the students are responsible for assessing, planning, implementing, and evaluating the care of families within the context of a community. Students have the opportunity to analyze the impact of culture on health perceptions, interpretations, and behaviors of diverse groups. The course is offered fall and spring semester of the senior year with approximately 120 students (60 at UP and 60 at HMC enrolled in clinical sections limited to 10 students per section.

Enforced Prerequisite at Enrollment: NURS 305 International Cultures (IL) United States Cultures (US)

NURS 417: Family and Community Health Concepts

4 Credits

Study of the concepts of family and community based nursing care emphasizing multicultural influences on health practices. NURS 417 Family and Community Health Concepts (4) (US; IL) Upon completion of the course the student will be able to (a) Synthesize knowledge from nursing, public health, family, and community theory as a foundation for culturally congruent community health nursing practice that is sensitive to race, religion, gender, disability and sexual orientation; (b) Utilize the nursing process and principles of primary, secondary and tertiary prevention that are culturally appropriate in the care of community based clients who differ in terms of health beliefs, values, and practices; (c) Develop skill in the use of independent/interdependent nursing actions to deliver care to clients across the life span; (d) Demonstrate the management of client, family, and community care through appropriate use of concepts of leadership, case management and group process; (e) Describe collaboration at the collegial level with nurses and other members of the health care team to provide continuity of care through culturally appropriate communication, consultation, and referral; (f) Use coherent, comprehensive and culturally sensitive communication in oral and written form; (g) Analyze biostatistical/epidemiological data and nursing research findings to improve/enhance the delivery of nursing care to diverse populations in the community; (h) Analyze the impact of culture as a significant influence on the health perceptions, interpretations, and behaviors of diverse groups. Students will spend 40 hours practicing in a clinical setting. In that setting they will be responsible for assessing, planning, implementing and evaluating the care of families within the context of a community. Students will have the opportunity to analyze the impact of culture on health perceptions, interpretations, and behaviors of diverse groups. Evaluation methods: Students will be evaluated both theoretically and clinically by use of the following: (a) Guided study of complex family and community health patterns using collaboration case analysis; (b) Case findings and
NURS 420: Mental Health Nursing

4 Credits

Emphasizes clinical application of mental health theory in nursing care of patients with acute and chronic mental health problems. NURS 420 NURS 420 Mental Health Nursing (4) NURS 420 focuses on care of clients experiencing mental health problems and emphasizes the clinical application of mental health theory in nursing care of patients with acute and chronic mental health problems. Upon completion of this course, the student will be able to synthesize knowledge from nursing and the social, health, and behavioral sciences to describe the nature of mental adaptations throughout the lifespan; demonstrate effective therapeutic communication skills when dealing with clients, groups, and families experiencing maladaptive responses to stress; assess the strengths and weaknesses of the client and family in the context of a group and community environment; demonstrate the ability to perform comprehensive and risk assessments, to make critical decisions, and to take appropriate nursing actions in the area of psychiatric mental health; utilize the nursing process as related to the Standards of Psychiatric and Mental Health Nursing practice; collaborate with nursing colleagues, mental health professionals, and consumers in the practice of psychiatric mental health nursing; analyze individual and societal forces that effect nursing research and evidence based practice in the area of psychiatric mental health nursing; demonstrate the knowledge of self needed to be an effective therapeutic agent and a client advocate; demonstrate culturally competency and the ability to provide holistic psychiatric mental health nursing care; perform the principles of psychiatric mental health and safety in a caring, nonjudgmental manner; demonstrate a current and relevant knowledge base of legal and ethical issues that can be applied to psychiatric mental health nursing; identify and support mental health promotion and mental health educational activities to maximize client care outcomes and evaluate psychiatric mental health nursing as a professional specialty. Teaching Strategies include lecture, process recordings, discussion, selected readings, audiovisuals, laboratory simulation and clinical experiences. NURS 420 is offered fall and spring semesters with an annual enrollment of approximately 120 students (60 at UP and 60 at HMC) with clinical sections limited to 10 students each.

Enforced Prerequisite at Enrollment: NURS 305

NURS 430: Organization and Administration for the Nurse Manager

3 Credits

Introduction to organizational theory and principles of practice in the administration of nursing services and patient care. NURS 430 Organization and Administration for the Nurse Manager (3) NURS 430 is the first of four courses included in the nursing management series, which focuses on leadership and management in nursing. NURS 430 includes a study of the history of American management and the influences on management styles and approaches. Topics covered in the course includes: Leadership theory, Change theory, Health care organizational structure and functions, Legal and Ethical issues, Nursing Management structure, function, and roles, Power and politics; Communication; and Nursing care delivery systems.

NURS 431: Data Management for Nurse Managers

3 Credits

Analysis of information systems to manage nursing service organizations; includes financial management, the budgeting processes, and productivity measurement. NURS 431 NURS 431 Data Management for Nurse Managers (3) NURS 431 is the second of four courses included in the nursing management series, which focuses on leadership and management in nursing. NURS 431 includes a study of information systems and financial aspects of managing health care organizations and patient care delivery. Topics covered in the course include: Information systems in health care, Electronic medical record, Security and portability of health care information. Topics related to budget and finance include, operating and capital budget management, nurse staffing systems and productivity. Lab activities enable students to develop proficiencies with spreadsheet software. The course is offered in traditional classroom instruction, on-line through ANGEL at selected campus sites and through World Campus. Course evaluation criteria may include examination, case studies, and student projects or presentations as assigned by the faculty. Upon completion of all 4 courses, students receive a certificate of completion of the Nursing Management Series from the school of nursing.

Recommended Preparation or Concurrent: NURS 430

NURS 432: Nursing Management of Human Resources

3 Credits

Human resource management and related factors in nursing service organizations. NURS 432 NURS 432 Nursing Management of Human Resources (3) NURS 432 is the third of four courses included in the nursing management series, which focuses on leadership and management in nursing. NURS 432 includes a study of human resource management with an emphasis on application to nursing and health care organizations. Topics covered in the course include: Employment laws, hiring, termination and managing staff turnover, conflict management, staff development and productivity, organized labor and unions, the impaired nurse, and discussion of nursing standards, ethics, delegation and the nursing shortage. The course is offered in traditional classroom instruction, on-line through ANGEL at selected campus sites and through World Campus. Course evaluation criteria may include examinations, case studies, and student projects or presentations as assigned by the
faculty. Upon completion of all 4 courses, students receive a certificate of completion of the Nursing Management Series from the school of nursing.

Prerequisite: Prerequisite or concurrent: NURS 430 and permission of the program

NURS 433: Seminar for Nurse Managers

3 Credits

Course focuses on the application of management principles in the role of the nurse manager. NURS 433 NURS 433 Seminar for Nurse Managers (3) NURS 433 is the fourth of four courses included in the nursing management series, which focuses on leadership and management in nursing. NURS 433 is designed to allow the student to explore issues that challenges individuals in the nurse manager role. Designed with a seminar approach the student will study the following topics: The future of nursing leadership, mentoring, networking, stress management for the nurse manager and avoiding burnout, managing patient care quality and regulatory compliance, and implementing change. Students also complete a field observational study with a nurse manager or nurse executive in a health care organization. It is recommended that students complete at least one of the previous nursing management (NURS 430, NURS 431, NURS 432) courses prior to enrolling in this course. The course is offered in traditional classroom instruction, on-line through ANGEL at selected campus sites and through World Campus. Course evaluation criteria may include examinations, case studies, and student projects or presentations as assigned by the faculty. Upon completion of all 4 courses, students receive a certificate of completion of the Nursing Management Series from the school of nursing.

Recommended Preparation or Concurrent: NURS 430

NURS 440: Trauma/Critical Care Nursing

3 Credits

Focuses on the impact of and the nursing care of persons experiencing acute trauma and/or critical illness. NURS 440 NURS 440 Trauma/Critical Care Nursing (3) NURS 440 is designed as an introductory study of the impact of like-threatening physical problems across the life-span utilizing the nursing process. The course focuses on problems encountered in the hospital critical care setting and is a nursing elective. Upon completion of this course, the student will be able to meet the following objectives: Integrate knowledge from nursing and related disciplines into case study format for persons with life-threatening illnesses; Explore practice, ethical, legal and interpersonal dimensions within the critical care setting. Identify problems for nursing critical care research. Study the most common illnesses in the critical care setting for the neurological, respiratory, cardiac, renal, gastro-intestinal, trauma and multiple system organ failure systems. Students incorporate academic learning with some case study review to simulate the critical care setting. Success in the course is evaluated by in-class examinations, assigned research readings, and written critiques. NURS 440 is offered in the spring semester only, with an average enrollment of 40 students.

Enforced Prerequisite at Enrollment: NURS 305 or NURN major

NURS 440H: Trauma/Critical Care Nursing

3 Credits

Honors

NURS 441: Nursing Care of America's Veterans: An Introduction Into the Care of Military Veterans

3 Credits

This course offers information on caring for the unique population of United States military veterans. NURS 441 Nursing Care of America's Veterans: An Introduction Into the Care of Military Veterans (3) This course provides in-depth information on the American Veteran population from a nursing perspective. Nursing education focusing on the needs of this specific culture will result in improved patient care and outcomes for veterans. Health care needs are reviewed from the physical, emotional, social, and cultural aspects of care. The history of the Veterans Health Administration (VHA)/Veterans Administration (VA) system will be discussed as well as the benefits available for eligible veterans. Through addressing current events surrounding the VA quality care issues and access to care, nursing students will gain insight into the health care and health maintenance challenges experienced by many veterans in the United States.

Recommended Preparation: PSYCH 100 or SOC 1 or HDFS 129 or (NURS 230 and NURS 251)

NURS 442: Introduction to Perioperative Nursing

1 Credits

Perioperative nursing is a growing field with significant career opportunities for professional nurses. This course is designed to introduce undergraduate nursing students to the specialty of perioperative nursing through didactic teaching and simulation experiences. Throughout this course, students will experience the roles and responsibilities of the circulating and scrub nurse and the other members of the surgical team while applying the nursing process. Students will integrate knowledge from the sciences along with universal nursing principals to assure safe and effective nursing care in this clinical setting. In addition, students will have opportunities to explore the career opportunities found within the specialty while supporting the development of more specialized knowledge and skills required in the care of the surgical client.

Enforced Prerequisite at Enrollment: NURS 230

NURS 450A: Professional Role Development III: Leadership and Management

2 Credits

Study of leadership roles and various styles of nursing management and their implications for the professional nurse. NURS 450A - Professional Role Development III: Leadership and Management (2) NURS 450A is the senior level professional role development course that focuses on delegation of care, leadership and management. Upon completion of the course, the student will be able to analyze influences which impact on role development and nursing practice; recognize the significance of professional, ethical, regulatory and legal codes within the context of nursing practice; recognize nursing skills necessary to respond to the client's needs throughout the life span including end of life issues; recognize current and relevant knowledge of leadership and management theory as it relates to the health care environment; recognize current and relevant knowledge of ethical, legal, national and international policies as it relates to the health care environment; demonstrates current knowledge of nursing research and modern technologies to recognize nursing care that is rigorous and evidence based; assess the nursing
profession's responsibility for self-regulation and accountability in order to maximize client care outcomes; demonstrates the ability to promote, support, and facilitate the health, well-being, and comfort of vulnerable populations as to enhance the quality of service delivery; recognize the principles of leadership, accountability and delegation that promote the well-being, safety and security of patients and coworkers; recognize and promote the ability to communicate effectively (including the use of technology) with patients, families, social groups and the health care team; demonstrates increased awareness of the nurse generalist role and the value of life-long learning. Teaching strategies include lecture, audiovisuals, student presentations, discussion, guest speakers, simulation and role-playing. The course is offered each fall semester with approximately 120 students enrolled.

**Enforced Prerequisite at Enrollment:** NURS 305

**NURS 450B: Professional Role Development III: Clinical Capstone**

3 Credits

Senior level clinical capstone course that emphasizes the integration and application of theory and evidence based practice. NURS 450B is the clinical capstone course for the Nursing Program and provides a total of 135 clinical hours. Ninety (90) clinical hours will be spent with a preceptor in a clinical setting, where the student will be responsible for assessing, planning, implementing and evaluating the care of clients and will have the opportunity to employ management and delegation skills in the care of clients. The remaining 45 clinical hours will be obtained from simulation, case studies and other course work such as NCLEX review. All clinical hours focus on preparing the student to transition into the Registered Nurse role. Upon completion of this course, the student will be able to demonstrate the ability to practice in a holistic, culturally competent and caring manner; demonstrate the ability to practice within the context of professional, ethical, regulatory and legal codes of nursing practice; demonstrate the ability to promote, support, and facilitate the health, well-being, and comfort of vulnerable populations so as to enhance the quality of service delivery; demonstrate the ability to perform comprehensive and systematic assessments and take appropriate actions; demonstrate the ability to utilize evidence based practice and modern technologies to assess and respond appropriately to patient needs; utilize nursing skills to provide optimum care and to practice principles of health and safety in a caring, nonjudgmental manner; utilize nursing skills to respond to a person's needs throughout the life span, i.e. life choices, disability, and end of life issues; demonstrate current and relevant knowledge of the social, health, and behavioral sciences that can be applied to nursing practice; demonstrate current and relevant knowledge of ethical, legal, national, and international policies that can be applied to nursing practice; demonstrate current knowledge of nursing research to provide nursing care that is rigorous and evidence based; demonstrate the ability to communicate effectively (including the use of technology) with patients, families, social groups and the health care team; identify, manages and support health promotion and health educational activities to optimize patient safety and well-being; demonstrate the ability to lead and coordinate a team, delegating care appropriately; demonstrate the ability to assess risk and actively promote the well-being, safety, and security (patients and coworkers) in the work environment; demonstrate increased confidence in the nurse generalist role and in the value of life-long learning.

**Enforced Prerequisite at Enrollment:** NURS 305

**NURS 452: Women's Health Issues**

3 Credits

Recommended Preparations: BIOL 141; PSYCH 100; WMNST 100

N452 examines major health issues concerning women today. The topics covered include, but are not limited to: developing a healthy life style--nutrition and exercise; family planning--birth control methods; violence against women--relationship rights and signs of a batterer; eating disorders--anorexia, bulimia, and binge eating; sexual wellness; substance abuse--alcohol, prescription drugs; menopause signs and symptoms, treatments; and medical conditions affecting women today such as cancer, arthritis, multiple sclerosis and heart disease. The course emphasizes that women's lives are influenced by social, economic, political, and cultural conditions.

**Recommended Preparation:** BIOL 141 or PSYCH 100 or WMNST 100

Cross-listed with: BBH 452, WMNST 452

United States Cultures (US)

**NURS 452H: Women's Health Issues**

3 Credits

Exploration of major health issues concerning women today, with an emphasis on social, cultural, and medical influences.

**Cross-Listed**

*Honors*

**NURS 455: Novice Nurse Residency I**

1 Credits

This course is designed to support newly graduated nurses in their professional development as members of the health care team.

**NURS 456: Novice Nurse Residency II**

2 Credits

This course enhances the transition into professional nursing practice which focuses on leadership, professional development, quality care and evidence-based practice.

**NURS 458: Ethical Challenges in Healthcare Informatics**

3 Credits

A case based collaboratory designed for the exploration and analysis of the ethical dilemmas facing healthcare informatics practitioners. NURS 458 focuses on the challenges associated with managing private healthcare information as health informatics technologies evolve. Students explore and apply principles of ethical decision-making and professional codes of conduct and laws governing information privacy to selected case scenarios and then compare and contrast their reasoning with expert opinions. Students gain an appreciation for the benefits of healthcare technologies and the potential for inadvertent and negligent breaches in information security.

**NURS 459: Legal and Professional Issues in School Nursing**

3 Credits

Legal and professional issues of school nurses and delivery impact of health care in school environment. NURS 459 Legal and Professional Issues in School Nursing (3)This course is part of the school nurse series.
This course encompasses the synthesis and analysis of the legal and professional issues faced by school nurses and other professionals in the school setting. Strategies on the legal and professional delivery of health care in the school environment are integral to the course. Objectives include: explore legal and ethical issues influencing school nursing practice; analyze attributes of the legal and professional issues faced by school nurses and other professionals; develop strategies for addressing school nursing, interdisciplinary or health care issues; analyze issues that impact the resolution of special problems in school-age populations; identify resources and management strategies available to the school nurse and other professionals in meeting the needs of at risk school-aged populations.

**Recommended Preparation:** PSYCH 100 or SOC 1 or HDFS 129

NURS 460: Advanced Concepts in Clinical Nursing Informatics

3 Credits

An exploration of clinical informatics tools to support informatics practice. NURS 460 Advanced Concepts in Clinical Nursing Informatics (3) Advanced Concepts in Clinical Nursing Informatics prepares nurses to support, promote, and assist in the implementation and efficient and safe use of informatics tools in the fast-paced, technology rich clinical healthcare environment. Students will explore electronic health records, clinical decision support tools, database management and data mining, patient safety technologies, and the clinical workflow implications and meaningful use of each. Students will learn principles of health care organizational culture, change theory, and the System Development Life Cycle (SDLC) to prepare them to assist with project management as informatics tools are introduced in the clinical environment. The use of informatics tools to support knowledge management in an organization is also emphasized. Students will discover the benefits and barriers of Health Information Exchange (HIE) in the promotion of public health. Finally, students will discover the competencies, skills, roles, and standards of informatics nursing practice.

**Enforced Prerequisite at Enrollment:** NURS 357. Recommended Concurrent: NURS 458

NURS 461: Perioperative Nursing

4 Credits

Comprehensive introduction regarding fundamental principles and practices of the Operating Room Nurse when managing the care of the surgical patient. NURS 461 Perioperative Nursing (4) Comprehensive introduction regarding fundamental principles and practices of the Operating Room Nurse, when managing the care of the surgical patient. Upon completion of this course, the student will be able to define the roles and responsibilities of the circulating and scrub nurse and the other members of the surgical team; practice aseptic technique as related to the roles of the Perioperative Nurse; integrate knowledge from the sciences to function in a Perioperative setting with the specialized environment, procedures and equipment; discuss types of anesthesia and medications used in the Perioperative period; utilize the nursing process in meeting the physical, psychological, and educational care of the surgical client; discuss the various methods of sterilization related to the care of the surgical patient; recognize the complexity of the Operating Room environment related to patient safety; identify the legal and ethical responsibilities of the professional nurse related to the rights of the surgical patient. Course topics will specifically cover the roles and responsibilities of the perioperative nurses and the Operating Room team, aseptic technique, specialized environment, procedures and equipment, communication, documentation and legal issues, safety, medications an anesthesia, and specialty areas of the Operating Room. Since the course is a clinical preparation course for RNs, the clinical takes place in the Operating Room. Teaching strategies may include seminar/discussion, films/videos, guest speakers, student presentation. The course may be offered spring, summer or fall semesters.

**Enforced Prerequisite at Enrollment:** NURN major

NURS 462: Psychotropic Drugs and Children/Adolescents

1 Credits

Study of psychotropic medications used to treat children and adolescents, including indications, actions, adverse reactions and implications for school nurses. NURS 462 Psychotropic Drugs and Children/Adolescents (1) Study of psychotropic drugs that are used to treat children and adolescents. The major drug classifications of psychotropic drugs including stimulants, selective norepinephrine reuptake inhibitors, antidepressants, antipsychotics, alpha 2 Adrenergic Agents, antianxiety agents, lithium and antiepileptic agents will be reviewed. Upon completion of this course, the student will be able to explain the mechanism of action of the major psychotropic drug classes; list the indications for the use of psychotropic drugs in children and adolescents; recognize the possible adverse reactions that may occur in children/adolescents who are taking psychotropic drugs; and explain the role of the school nurse in monitoring the effectiveness and side effects of psychotropic drugs. Teaching strategies may include lecture, discussion, audiovisuals, selected readings. This course may be offered in the Spring, Summer or Fall semesters.

**Enforced Prerequisite at Enrollment:** NURN major

NURS 463: Compassionate Counseling for Children/Adolescents Dealing with Dying, Death, Other Life Crises

3 Credits

Explores issues involving dying, death and life crises which occur in today's world and affect school communities. RECOMMENDED PREPARATION FOR NURS 463 IS PSYCH 100 OR SOC 001 OR HD FS 129. NURS 463 explores the complex issues involving death in today's world as faced by children and adolescents. Content includes: counseling skills for nurses; child and adolescent development in the understanding of dying, death, and other life crises; exploring dying, death, and crises that are present in the lives of children and adolescents in the modern world; discussions of risks of death in the modern world including suicide, accidents, disasters, violence, war, and communicable diseases; description of death rituals and how societies cope with dying and death; identifying effective strategies to assist children and adolescents in coping with dying, death, and other life crises. The societal and school issues that affect not only an individual student but the milieu of the school and other students, parents, teachers, advisers, and administrators are inherent in the content. This course expands knowledge and interventions for those working with children and adolescents in the school setting.

**Recommended Preparation:** PSYCH 100 or SOC 1 or HDFS 129

NURS 464: Dying and Death

3 Credits

Explores attitudes toward death and dying; concept of grief; responsibilities to the dying person and the family. NURS 464 focuses
on the exploration of attitudes toward death and dying, concept of grief, responsibilities to the dying person and the family. The student will explore theories and research related to death and dying, identify one’s individual attitudes and beliefs about death, identify effective strategies to assist individuals and families to cope with death. Course topics include thanatology, expressions of attitudes toward death, factors affecting familiarity with death, learning about death, socialization, understanding death through the life course, a mature concept of death, death of a companion animal, social and cultural influences, cross-cultural and historical perspectives and inter faith dimensions and religious rituals, including traditional culture, western culture and cultural viewpoints and diversity. The course focuses on an overall understanding of the experience of loss, bereavement, grief and mourning as it relates to different populations and different methods of death for example suicide, war, illness and violence

**Recommended Preparation:** PSYCH 100 or SOC 1
United States Cultures (US)
International Cultures (IL)

NURS 465: Health Concepts for Adults with Complex Health Care Needs

3 Credits

In-depth study and application of the theoretical principles and roles of adult clients and families with complex healthcare needs. NURS 465 focuses on the application of concepts that relate to the adult high-risk client, family or significant other in a complex health care setting. Upon completion of this course, the student will be able to: integrate theory and knowledge of nursing and related disciplines as a basis for professional nursing practice with adult high-risk clients; demonstrate interpersonal skills to support and guide clients/families/significant others in the selection of appropriate health patterns; utilize the nursing process to analyze complex adult high-risk situations occurring in acute care, transitional care, and/or community settings; apply critical thinking skills to clinical nursing practice situations involving the high-risk client/family/significant others; collaborate with colleagues in the design, implementation, and evaluation of nursing interventions; demonstrate in the clinical nursing practice setting the role of the professional nurse as case manager, change agent, advocate and researcher with the adult high-risk client/families/significant others; demonstrate a comprehensive understanding of opportunities for clinical nursing research with the adult high-risk client/families/significant others; and demonstrate nursing practice within the professional legal and ethical guidelines. The RN student selects a clinical nursing practice experience related to complex health care of the adult high-risk client and, based on course objectives, develops clinical practice objectives in collaboration with the course faculty.

**Recommended Preparation:** NURN major

NURS 466: Systems and Community Responses

3 Credits

An exploration of the multidisciplinary response to child maltreatment. CMAS 466 / NURS 466 Systems and Community Responses (3) An exploration of the multidisciplinary response to child maltreatment. The roles, responsibilities, and interconnected relationships between the systems that interact when responding to child maltreatment issues will be analyzed. The forensic medical response, challenges, and multidisciplinary team best practices to child maltreatment case are examined. Students will explore responses and best practices within the health care, judicial, child protection, social service, educational, mental health, human service, and community systems. This course provides students with the opportunity to work with a variety of majors and understand more clearly the interdisciplinary nature of child maltreatment prevention, advocacy, and response.

**Prerequisite:** CMAS 258
Cross-listed with: CMAS 466

NURS 467: Medication Update and Health Teaching Interventions for School Nurses

1 Credit

Study of current pharmacologic concepts, including health teaching, prescribed for acute and chronic conditions commonly encountered in school nursing. NURN MAJOR CONTROL. NURS 467 addresses the current pharmacologic therapies and related health teaching that school nurses commonly encounter in the student population. The most commonly used medications in the school-age student include the following categories: the Respiratory System, the Central Nervous System, the Cardiovascular System, the Digestive System, the Endocrine System, the Dermatologic System, and medications used to treat and prevent infections/infestations. Upon completion of this course, the student will be able to identify the classifications of commonly used medications; discuss the pharmacologic treatment of specific ambulatory pediatric health problems; develop patient teaching plans for students taking medications.

**Recommended Preparation:** NURN major

NURS 468: Client Education Strategies for Nurses and Other Health Care Providers

3 Credits

Explores current and emerging roles of client education in the knowledge era. RECOMMENDED PREPARATION FOR NURS 468 IS PSYCH 100 OR SOC 001 OR HD FS 129. NURS 468 explores current and emerging roles of client (patient) education in the knowledge era. Emphasis is placed on the application of teaching and learning strategies that deliver empowering and engaging health education to promote wellness, prevent health problems, and manage chronic illness. Upon completion of this course, the student will be able to: assess the challenges and issues facing nurses and health care providers enacting the role of client educator in the knowledge era; explore the promotion of client health at all levels of prevention: primary, secondary, tertiary; integrate the client education process for individuals, families, groups, and communities; assess learner motivation, readiness, and situational impacts such as psychosocial factors and cultural beliefs that affect the client education process; implement sound, effective teaching and learning strategies in selected clinical settings with special populations; develop teaching plans using taxonomies of educational objectives; select specific teaching strategies and delivery systems, including technology, appropriate for the developmental stage and needs of the learner; describe methods for evaluation of teaching; identify appropriate communication and documentation of the process and outcomes; and list topics in client education which can be further explored through research. This course may be used as a nursing elective or by nurses or other health care workers to increase knowledge and promote successful health teaching to clients.

**Recommended Preparation:** PSYCH 100 or SOC 1 or HDFS 129
NURS 470: Autism Spectrum Disorders: Care Overview
1 Credits

Overview of autism spectrum disorders including resources related to children with autism spectrum disorders. RECOMMENDED PREPARATION FOR NURS 470 IS PSYCH 100 OR SOC 001 OR HD FS 129. NURS 470 is an overview of autism spectrum disorders including Autism, Pervasive Developmental Disorders Not Otherwise Specified (PDD-NOS), Retts Syndrome, Childhood Disintegrative Disorder (CDD) and Aspergers Syndrome. The course will provide definitions, special care provisions, identification options, treatments, and resources that will assist any person who interacts with (educates or provides care to) children who are on the autism spectrum.

Recommended Preparation: PSYCH 100 or SOC 1 or HDFS 129

NURS 471: Issues in Bullying for Health Professionals
1 Credits

Explores the impact of bullying on individuals, schools, teachers, families, of the target and the bully. RECOMMENDED PREPARATION FOR NURS 471 IS PSYCH 100 OR SOC 001 OR HD FS 129. NURS 471 focuses on identification of bullying and interventions. The course focuses on the impact of bullying on individuals, schools, teachers, and families of the target and the bully. Details of cyber-bullying are included. Students will review current research findings on bullying including witnesses/ bystander behavior and factors contributing to the behaviors. The use of screening and assessment tools for prevention along with early identification will be emphasized to help students understand the steps a professional may take in these situations. Students will learn methods of prevention and intervention. The mechanisms for reporting of bullying and legal and ethical issues will be analyzed.

Recommended Preparation: PSYCH 100 or SOC 1 or HDFS 129

NURS 472: Relational Aggression in the Healthcare Setting
3 Credits

An exploration of research and interventions for relational aggression in the healthcare setting. RECOMMENDED PREPARATION FOR NURS 472 IS NURN MAJOR OR NURS 350. NURS 472 focuses on the problem of workplace bullying, also known as relational aggression. The course addresses the problem as it occurs within the healthcare professions, with a primary focus on the nursing profession and the nursing education process. The history, roles, and cultural influences of relational aggression will be explored. Students will also learn about related concepts such as horizontal violence and lateral violence. The psychological and physiological impact on the recipients of relational aggression will be reviewed. The consequences of relational aggression on patient care quality, safety, and the recruitment and retention of staff will be explored. Strategies and interventions designed for use by an individual, the work group, and management will be presented. Factors, such as education, mentoring, and leadership in combating relational aggression, will be emphasized.

Recommended Preparation: NURN major or NURS 350

NURS 475: Integrated Concepts in Nursing Practice
3 Credits

Project-based capstone course for application of nursing concepts to health promotion/disease prevention in populations. RECOMMENDED PREPARATION FOR NURS 475 IS NURS 417 OR NURS 465. NURN MAJOR CONTROL. NURS 475 is a project-based capstone clinical course for the RN student with a focus on the application of nursing concepts and the RN's development of future career goals. The course is designed to provide opportunity for students to synthesize and apply the art and science of nursing to health promotion and disease prevention in culturally diverse populations in varied clinical settings of the global community. Upon completion of this course, the student will be able to synthesize knowledge from nursing and related sciences for application to evidence based nursing practice; interpret legislative and regulatory processes relevant to the capstone project; collaborate with members of the health team to provide continuity of care through appropriate communication, consultation, and referral; communicate effectively using written, verbal, nonverbal and emerging technology methods; apply biostatistical, epidemiological, and research findings to enhance the delivery of evidence based nursing care; provide evidence based nursing care that contributes to safe and high quality patient outcomes within healthcare Microsystems; participate in the development and implementation of theory-based and a population-focused health promotion project; facilitate change in the healthcare Microsystems affecting the provision of nursing care to diverse populations throughout the lifespan; demonstrate accountability in the delivery of professional nursing care; and integrate the concept of life-long learning into professional nursing practice.

Enforced Prerequisite at Enrollment: NURN major. Recommended Concurrent: (NURS 417 and NURS 475) or (NURS 465 and NURS 475)

NURS 480: NCLEX Prep
2 Credits

This course is designed to prepare nursing majors who are in their final semester to take the National Council Licensure Exam (NCLEX®) exam. Passing this exam is required to obtain licensure as a registered nurse (RN) in all US states and territories. Major topics include the structure and format of the exam, the NCLEX® test plan, test taking strategies, and review of key nursing concepts from across the curriculum that will be tested on the exam. The course is intended to be interactive and students are given extensive practice answering NCLEX®-style questions. Students are encouraged to identify areas in which they need further study to prepare for the exam. At the end of the course students are expected to develop a personal study plan to guide their preparation for the exam.

Prerequisites: NURS 405A Concurrent courses: NURS 405B

NURS 492: Emergency Care and Safety
3 Credits

A comprehensive first aid course designed to provide knowledge of prehospital emergency care at the First Responder level. RECOMMENDED PREPARATION FOR NURS 492 IS BIOL 141 AND BIOL 129. NURS 492 is a comprehensive emergency care and safety course that incorporates basic first aid skills and knowledge and advanced topics such as oxygen therapy, hazardous materials, farm/rural incidents, disaster planning, incident command, triage, and mass casualty incidents. The course includes discussion of infectious diseases and the standard precautions utilized by rescuers to prevent the transmission of disease. Critical thinking and decision-making skills are enhanced through practical exercises using various scenarios to improve the rescuers response in emergency situations. Students successfully passing the practical skill testing receives cards in First Aid/Emergency Care and CPR for the
Healthcare Provider/Professional CPR. NURS 492 is a complimentary course to NURS 203, which is a basic first aid/community CPR general education elective course designed for the non-nursing major who is required to have first aid/CPR certification for their course of study. NURS 492 provides emergency care at a higher level of training and is an excellent course for nursing students with advanced health care knowledge, community health care providers (i.e., school nurses), and any non-nursing major interested in emergency medical services (i.e., Kinesiology).

**Recommended Preparation:** BIOL 141 and BIOL 129

NURS 494: Honors Thesis

1-6 Credits/Maximum of 6

Independent honors research project related to student’s interests directed by faculty supervisor and culminating in production of thesis. NURS 494H is the vehicle by which scholars in the Schreyer Honors College who are conducting honors research with a faculty member in the College of Nursing will register for the senior honors thesis credits. The course facilitates the development of an independent honors research project related to student’s interests directed by faculty supervisor and culminating in production of thesis.

Honors

NURS 495: Nursing Study in Specialized Setting

1-12 Credits/Maximum of 12

Designed to provide student with in-depth study and practice in clinical specialty area of choice. COURSE CONTROL. NURS 495 is designed to provide students with in-depth study and practice in clinical specialty area of choice. Students work with a faculty member in the development of course objectives and goals and with a clinical preceptor to accomplish them. Student evaluation is provided by both the faculty and clinical preceptor. All clinical hours focus on increasing the student’s self-confidence in transitioning into the Registered Nurse role and in the value of life-long learning that supports high quality care and evidence-based practice.

NURS 496: Independent Studies

1-18 Credits/Maximum of 18

Creative projects, including research and design, which are supervised on an individual basis and which fall outside the scope of formal courses.

NURS 497: Special Topics

1-9 Credits/Maximum of 9

Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.

NURS 498: Special Topics

1-9 Credits/Maximum of 9

Formal courses given infrequently to explore, in depth, a comparatively narrow subject which may be topical or of special interest.

NURS 499: Foreign Study--Nursing

1-9 Credits/Maximum of 9

Study of nursing issues in a foreign country. International Cultures (IL)