

Ellmer School of Nursing

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Rene Love, Dean, Ellmer School of Nursing
Lynn Wiles, Undergraduate Program Director (lwiles@odu.edu)

The Ellmer School of Nursing offers programs leading to the degrees of Bachelor of Science in Nursing, Master of Science in Nursing and Doctor of Nursing Practice.

The Ellmer School of Nursing **pre-licensure** undergraduate curriculum admits a cohort of students each fall and spring semester. This is a full-time program where all nursing courses are completed in five consecutive semesters including summer semester. Upon completion of the program, graduates are eligible to take the national licensure exam (NCLEX) to become registered nurses.

The curriculum incorporates current recommendations for undergraduate nursing education and is designed to get graduates into the workforce and enrolled in graduate nursing programs more quickly. There are 66 upper-division credit hours in the nursing curriculum and the number of total credits required to graduate with a Bachelor of Science in Nursing is 120. Students applying to the pre-licensure curriculum are required to have all lower-division departmental and general education courses fully completed before admission to the nursing major; there are no exceptions to this requirement. The minimum GPA for admission to the pre-licensure program is 3.00.

The Ellmer School of Nursing **concurrent and post-licensure** undergraduate curriculum admits a cohort of students each semester. The RN to BSN and Concurrent curriculum is offered using a year-round schedule with part-time and full-time options. The **Linked BSN to MSN** program is designed for associate degree prepared Registered Nurses who are pursuing MSN degrees in Advanced Practice Nursing Roles. The program allows select students, working closely with faculty advisors, to complete graduate coursework while they are still undergraduates.

Post-licensure students are already registered nurses who are returning to complete their BSN degree.

Concurrent students are enrolled in an associate degree nursing program (AAS/ADN) and desire to take BSN courses concurrently. Concurrent students typically take one-two RN-BSN courses in addition to their courses at their pre-licensure program.

Linked BSN to MSN students can count up to 9 credit hours of graduate nursing coursework toward both their undergraduate and master's degrees in nursing. Students in the linked program must earn a minimum of 150 credit hours (120 discrete credit hours for the undergraduate degree and 30 discrete credit hours for the graduate degree).

For additional information on the curriculum or admission requirements, please contact:

- Chief Academic Advisor for the Undergraduate Nursing Program, Suzanne Van Orden (svanorde@odu.edu)

School of Nursing Essential Technical Standards and Performance Requirements for Admission, Progression and Graduation

Overview

The goal of the School of Nursing's programs is to prepare exceptional nurses who think critically, and practice nursing competently and compassionately in rapidly changing practice environments. All efforts are designed to build nursing knowledge, enhance nursing practice and patient safety, foster professional integrity, and ultimately improve the health outcomes of patients, families, communities and global environments across the continuum of care. Old Dominion University School of Nursing is committed to the policy that all persons shall have equal access to its programs, facilities and employment without regard to race, color, creed,

religion, national origin, sex, age, marital status, disability, public assistance status, veteran status or sexual orientation.

The School of Nursing curricula require students to engage in diverse, complex and specific experiences essential to the acquisition and practice of essential nursing skills and functions. A unique combination of cognitive, affective, psychomotor, physical, and social abilities is required to satisfactorily perform these functions. In addition, specific functional abilities are essential for the delivery of safe, effective nursing care during clinical training activities. Therefore, the faculty has determined that particular technical standards are requisite for admission, progression, and graduation from the nursing programs.

In addition to classroom learning, the clinical learning that occurs throughout the respective programs involves certain considerations (such as patient safety, preceptor experiences and clinical facilities) that are not relevant to classroom accommodations. The School has established technical standards, based in part on the Quality and Safety Education for Nurses Competencies (Cronenwett, L. et. al., (2007). Quality and safety education for nurses. *Nursing Outlook*, 55, 122-131. /doi.org/10.1016/j.outlook.2007.02.006), in an effort to provide a framework to balance several competing interests:

- The rights of applicants and students.
- The safety of students, their co-workers and patients.
- The significant clinical component of the School curricula.
- The requirements imposed on the School by the Commission on Collegiate Nursing Education, the accrediting body, and by clinical agency agreements that allow the School to place students in various health care organizations for clinical education.
- The requirements of clinical facilities.
- The conditions for licensure of School graduates.

These competing interests and the nature of nursing educational activities may prevent some prospective students with disabilities and students with disabilities from qualifying for enrollment or continued enrollment, and may limit access to the academic program of the School of Nursing.

For this reason, any applicant or student who seeks accommodations prior to or immediately after enrolling in the nursing programs must also request an assessment of the types of reasonable accommodations needed for the clinical component of the program and work with the Office of Educational Accessibility. Old Dominion University School of Nursing will make appropriate academic adjustments to facilitate enrollment and participation of qualified individuals with temporary or permanent disabilities.

An individual must be able to independently, with or without reasonable accommodation, meet the following technical standards of general abilities and those specifically related to (1) observation; (2) communication; (3) senses; (4) motor; (5) intellectual-conceptual, integrated and quantitative abilities; and (6) essential behavioral, interpersonal and social attributes. Individuals seeking admission to graduate nursing programs should be able to perform in a reasonably independent manner **without a trained intermediary**. The use of a trained intermediary means that a candidate's judgment or performance must be mediated by someone else's power of selection, observation, or performance. Individuals unable to meet these technical standards, with or without reasonable accommodation, will not be able to complete the program and are counseled to pursue alternate careers.

Observation Competencies

The Technical Standards include the ability to accurately process visual, auditory, tactile and olfactory information in a meaningful way. Observation of patients often occurs in the midst of competing sensory stimuli; therefore, the student must be able to attend to and process stimuli appropriately, selectively, and quickly in spite of competing stimuli.

Examples of observation competencies include, without limitation, the ability to:

- Accurately observe a patient during the course of a comprehensive or focused health assessment and interventions; obtain diagnostic specimens and information from digital, analog and waveform representations of physiologic phenomena observe and interpret a

patient's heart and body sounds, body language, color of wounds, drainage, urine, feces, expectoration, and sensitivity to heat, cold, pain, and pressure to determine a client's condition.

- Observe the patient accurately, at a distance or close at hand, and observe and appropriately interpret non-verbal communication when performing nursing assessment and intervention or administering medications.
- Gather data from written and electronic reference materials, oral presentations, demonstrations and observations of a patient and the patient's environment.

Communication Competencies

The Technical Standards include the ability to communicate effectively and sensitively with students, faculty, staff, patients/clients, family and other professionals.

Examples of communication competencies include, without limitation, the ability to:

- Communicate clearly and intelligibly in English (or to a patient language interpreter if the patient and/or family members/significant others do not speak English) in oral, written and electronic forms in a professional and sensitive manner with patients and their family members/significant others, health team members, faculty, and peers of diverse ethnic, religious, and cultural backgrounds in professional nursing practice settings as well as in the academic setting.
- Read and write in the English language at a level sufficient to retrieve information from literature, computerized data bases and lectures.
- Process and communicate information on the patient's status with accuracy in a timely manner to members of the health care team.
- Make correct judgments regarding patient care, seeking supervision and consultation in a timely manner when indicated.
- Use and comprehend standard professional nursing and medical terminology when using and/or documenting a patient's print or electronic health record.
- Demonstrate a willingness and ability to give and receive feedback.
- Convey appropriate information to patients and the health care team and teach, direct and counsel a wide variety of individuals, including explaining treatment procedures and initiating health education.
- Perceive, interpret and respond to non-verbal communication. This would include (but is not limited to) patients' emotional status, such as sadness, worry, agitation; mental status, including comprehension; and physical activity, gestures, and posture.
- Provide in-depth rationale for plans of care for individuals and groups.
- Communicate in a mature, professional, culturally sensitive, therapeutic, accurate and effective manner with patients, patients' family members/significant others, members of the health care team, faculty, staff, and peers.

Senses Competencies

The Technical Standard includes the ability to use the senses of vision, touch, hearing, and smell so that data received by the senses may be integrated, analyzed, and synthesized in a consistent and accurate manner.

Examples of this competency include, without limitation, the ability to:

- Hear and interpret people's communication in a noisy environment and correctly interpret what is heard; i.e., physicians' orders (verbal or over telephone), patient complaints, physical assessment (especially heart and other body sounds), fire and equipment alarms, and when unable to see lips such as when masks are used.
- Perceive pain, pressure, temperature, position, vibration, and movement that are important to the ability to gather significant information needed to effectively evaluate patients.
- Utilize visual skills necessary to detect signs and symptoms, body language of patients, color of wounds, drainage and possible infections as well as colors associated with various health care alerting systems.
- Interpret the written word and read characters and identify colors on the computer screen accurately.

- Recognize through touch differences in size and shapes, surface characteristics, as well as palpable changes in various organs and tissues.
- Detect odors from the client (i.e. foul smelling drainage, alcohol or fruity breath, abnormal odors from body fluids, etc.), smoke, and gases or noxious smells.
- Gather data from written reference materials, oral presentations, demonstrations, simulations and observations of a patient and his/her environments.

Motor Competencies

The Technical Standards include sufficient motor ability to execute movements required to perform or assist with nursing interventions, to provide comprehensive general nursing care and treatment in connection with other identified professional nursing student competencies in all health care settings.

Examples of motor competencies include, without limitation, the ability to:

- Demonstrate the psychomotor skills reasonably needed to perform or assist with procedures, treatments, administration of medication, management and operation of diagnostic and therapeutic medical equipment and administering basic life support (BLS), and/or the specialty's scope of practice as defined by the relevant accrediting organization, depending upon the nursing student's respective program.
- Perform motor activities such as walking, lifting patients, bending, flexing, twisting, kneeling, pulling, stretching, pushing, carrying, reaching, typing, writing, gripping, squatting, standing and sitting actions repeatedly during clinical experiences that may last up to twelve hours in duration. Ability to frequently lift, carry or move objects weighing up to 60 pounds. Must be able to assist with patient positioning, transferring, or transporting, which requires lifting in excess of 40 pounds.
- Perform gross and fine motor movements with sufficient coordination to perform comprehensive physical examinations utilizing the techniques of inspection, palpation, percussion, auscultation, and other diagnostic maneuvers that monitor or assess physiological phenomena or data.
- Utilize fine and gross muscular movements to treat patients in emergency situations. Emergency situations include any circumstance requiring an immediate intervention.
- Navigate patients' rooms and or homes, work spaces, and treatment areas with appropriate precision and speed to carry out the nursing process during the delivery of general nursing care or, in emergency situations, without hindering the ability of other members of the health care team to provide prompt treatment and care to patients.
- Possess sufficient levels of neuromuscular control and eye-to-hand coordination, as well as possess the physical and mental stamina, to meet the demands associated with extended periods of sitting, standing, moving, and physical exertion required for satisfactory and safe performance in the clinical and classroom settings, including performing CPR, if necessary.
- The Graduate Nurse Anesthesia Student should be able to:
 - Execute motor activities reasonably required to provide general care, to perform direct laryngoscopy, arterial and venous line placement, and performance of peripheral and central nerve blocks, anesthesia gas machine operation and troubleshooting, to provide emergency and urgent treatment to patients such as fiberoptic intubation and therapies of the difficult airway algorithm, and stand and sit for long periods of time.
 - Participate in clinical internship with several mandatory rotations requiring extended hours, with start times as early as 5:00 am. Evening, on-call and weekend shifts are common; students must be able to physically and psychologically perform capably and competently beyond a 12-hour shift.

Intellectual-Conceptual, Integrative and Quantitative Competencies

The Technical Standards include the ability to measure, calculate, reason, analyze, integrate and synthesize in the context of nursing study

in connection with the other identified professional nursing student competencies. Examples of intellectual-conceptual competencies include, without limitation, the ability to:

- Quickly read and comprehend extensive written material and electronic data as well as evaluate and apply information and engage in critical thinking in the classroom, laboratory and clinical setting.
- Rapidly problem solve various situations after considering alternatives; independently assess and interpret health care data and make decisions for managing or intervening in the care of a patient to formulate a logical plan of care. The process of problem-solving involves the abilities to measure, calculate, reason, analyze, and synthesize objective and subjective data, and to make decisions, often in a time urgent environment, that reflect consistent and thoughtful deliberation and sound clinical judgment.
- Process and understand information, comprehend three-dimensional relationships, and retain and recall pertinent information in a timely fashion, demonstrating the ability to establish a plan of care, set priorities, and make decisions reflecting consistent and thoughtful analysis of appropriate information.
- Demonstrate the ability to incorporate new information from peers, faculty, and the nursing and health care literature to formulate sound judgment in patient assessment, intervention, evaluation, teaching, and setting short and long term goals.
- Retrieve and critically appraise patient-related research to determine the best available research evidence (quantitative and qualitative) to use in a patient's nursing plan of care to promote positive patient outcomes.
- Accurately follow course syllabi, assignment directions, patient protocols, and any action plan(s) developed by deans, faculty, administrators, or health care agency staff.
- Precisely measure, calculate, reason, analyze and synthesize medication/solution dosages and any other essential information specific to patient care in a timely manner.
- The graduate nursing student must be able to, with or without the use of assistive devices, but without reliance on another person, interpret x-ray and other graphic images and digital or analog representations of physiologic phenomenon (such as EKGs).

Essential Behavioral, Interpersonal and Social Competencies

The Technical Standards include the ability to demonstrate behavioral and social attributes in academic and in on-campus clinical (simulation) and off-campus clinical settings in alignment with professional nursing student competencies stipulated in the AACN's Essentials of Baccalaureate, Master's and Doctoral Education for Professional Nursing Practice, National Student Nurses' Association, Inc.® Code of Ethics: Part II Code of Academic and Clinical Conduct and Interpretive Statements and/or the American Nurses Association Code of Ethics with Interpretive Statements.

Examples of behavioral and social attributes competencies include, without limitation, the ability to:

- Conform to all requirements set forth by ODU/health care agency affiliation agreements as well as any additional requirements of any clinical setting. In addition, must be able to uphold professional nursing standards related to the student's scope of practice.
- Function effectively under physically taxing workloads, and in times of physical and mental stress, and able to provide safe nursing care work within environments with multiple interruptions and noises, distractions, and unexpected patient needs.
- Adapt to ever-changing environments by displaying flexibility and composure, and function effectively during uncertain and stressful situations inherent in clinical situations involving diverse clients and families.
- Interact effectively in the clinical setting with other members of the healthcare team; and function cooperatively and efficiently in the face of the uncertainties inherent in clinical practice.
- Receive and integrate constructive criticism regarding performance and respond with appropriate modification of behavior.

- Compassionately and professionally provide sensitive care for patients and families whose values, beliefs or practices differ from their own.
- Conform to ODU's attendance and clinical dress code/professional appearance requirements for on-campus clinical simulation and off-campus clinical learning sessions.
- Exercise stable, sound judgment in completing assessment and interventional activities.
- Establish rapport and maintain appropriate professional relationships with patients, patients' family members/significant others, peers, groups, faculty, staff, and other health care professionals from a variety of social, emotional, cultural and intellectual backgrounds.
- Work cooperatively and with honesty and professional integrity at all times with peers, faculty, and members of the healthcare team.
- Demonstrate effective conflict resolution strategies in the University, the classroom, in on-campus clinical simulation, and off-campus clinical experiences.
- Correctly assess when a nursing intervention requires additional assistance and use good judgment in seeking help from the faculty, preceptor, or appropriate agency health care team members.
- Employ the skills required for full utilization of the student's intellectual abilities and the prompt completion of all responsibilities in the classroom and clinical settings.

Programs

Bachelor of Science in Nursing Programs

- Nursing - Concurrent Program (BSN) (<https://catalog.odu.edu/undergraduate/nursing/nursing-concurrent-bsn/>)
- Nursing Post-Licensure Major (BSN) (<https://catalog.odu.edu/undergraduate/nursing/nursing-post-licensure-bsn/>)
- Nursing Pre-Licensure Major (BSN) (<https://catalog.odu.edu/undergraduate/nursing/nursing-pre-licensure-bsn/>)

Courses

Nursing (NURS)

NURS 304 Foundations of Health Assessment (3 Credit Hours)

This didactic and laboratory course emphasizes the assessment phase of the nursing process. Supervised practice, faculty demonstration, and self-paced learning in the audio-visual laboratory, simulation laboratory and selected clinical sites facilitate skill acquisition in health assessment and health history interviewing. Pre- or

Prerequisites: Admission to the BSN program

Corequisites: NURS 316 and NURS 317

NURS 305 Health Assessment (3 Credit Hours)

This course emphasizes the physical assessment phase of the nursing process. For registered nurse students only.

Prerequisites: Admission to the concurrent or post-licensure BSN program

NURS 306 Theoretical Foundation of Professional Nursing Practice (3 Credit Hours)

This course focuses on selected nursing models, concepts, and theories as supporting frameworks for professional nursing practice. Emphasis is placed on the utilization of nursing theory as a methodology for improving nursing practice in various client situations and practice settings. For registered nurse students only.

Prerequisites: Admission to the BSN program

Pre- or corequisite: NURS 401

NURS 310 Introduction to Nutrition/Normal Nutrition (1 Credit Hour)

This course focuses on concepts of normal nutrition. Emphasis is placed on understanding the impact of various nutrients on the body.

Prerequisites: Admission to the BSN program

NURS 311 Nutrition of Nursing Practice (1 Credit Hour)

This course builds upon NURS 310 and introduces the student to selected therapeutic diets. Emphasis is placed on specific diets associated with selected alterations in adaptation and the adult with behavioral issues.

Prerequisites: NURS 310

NURS 314 Nursing Foundational Concepts (3 Credit Hours)

Emphasis is on concepts and theories that are fundamental to professional nursing practice, the nursing process, and therapeutic nurse-patient communication.

Prerequisites: Admission to the BSN program

NURS 316 Nursing Fundamental Clinical Skills (3 Credit Hours)

This course focuses on concepts and theories underlying professional clinical nursing practice. This course also includes laboratory application of health assessment skills, the nursing process, and clinical nursing techniques.

Prerequisites: Admission to the BSN program

Pre- or corequisite: NURS 304

NURS 317 Clinical Management: Foundations of Nursing Practice (1 Credit Hour)

This clinical course focuses on the assessment and basic care of the hospitalized adult client. Application of the nursing process, health assessment, and clinical nursing techniques are implemented using concepts and theories that underlie professional nursing practice.

Prerequisites: admission to the BSN program

Pre- or corequisite: NURS 304 and NURS 316

NURS 321 Clinical Management: Adult Health Nursing I (2 Credit Hours)

This clinical course focuses on the nursing process with adult clients experiencing alterations/adaptations in bodily defense mechanisms. The concepts inclusive in the didactic component (NURS 320) will be actualized on general surgical nursing units and oncology units (qualifies as a CAP experience).

Prerequisites: junior standing in the BSN program

NURS 322 Adult Health Nursing I (4 Credit Hours)

This lecture course focuses on the adult who is experiencing selected alterations and/or adaptations in organ system function such as elimination, immune system/cellular regulation, hematological system, fluid balance, temperature regulation and nutritional balances. Focus is also on the adult experiencing pain, inflammation and other selected system alterations. Emphasis is on the use of the nursing process to assist adult patients to adapt to alterations/adaptations in function of systems.

Prerequisites: NURS 304, NURS 316 and NURS 317

Pre- or corequisite: NURS 323 and NURS 373

NURS 323 Clinical Management Adult Health Nursing I (2 Credit Hours)

This clinical course focuses on the nursing process with adult clients experiencing alterations/adaptations in bodily defense mechanisms. The concepts inclusive in the didactic component will be actualized in general medical surgical units and oncology units.

Prerequisites: NURS 304, NURS 316, and NURS 317

Pre- or corequisite: NURS 322 and NURS 373

NURS 332 The Growing Family (2 Credit Hours)

This lecture course focuses on the theoretical and applied concepts related to the care of families experiencing pregnancy and childbirth. Emphasis is on the dynamic familial, societal, psychological and physiological changes that occur in this stage of family and personal development. The assistive role of the nurse and as a family-centered provider of care is a major focus.

Prerequisites: NURS 322 and NURS 323

Pre- or corequisite: NURS 333

NURS 333 Clinical Management of the Growing Family (1 Credit Hour)

This clinical course provides the opportunity for planning and provision of nursing care to the childbearing family. Emphasis is on the use of the nursing process to plan, provide and coordinate quality care. Students are expected to demonstrate responsibility and accountability for personal actions as well as a respect for families and clients.

Prerequisites: NURS 322 and NURS 323

Pre- or corequisite: NURS 332

NURS 351 Clinical Management of Psychiatric/Mental Health Problems (1 Credit Hour)

This clinical course provides a mechanism for students to perform mental health assessments, plan nursing care, practice therapeutic communication techniques and observe group processes in both inpatient and outpatient settings (qualifies as a CAP experience).

Prerequisites: junior standing in the BSN program

NURS 352 Mental Health and Behavioral Health Nursing: Altered Cognition and Coping (2 Credit Hours)

This lecture course focuses on psychotherapeutic processes across the lifespan. Building on foundations from the social and behavioral sciences, emphasis is on the use of the nursing process in providing care to clients with acute and chronic illness in a variety of psychiatric settings.

Prerequisites: NURS 304, NURS 316, and NURS 317

Pre- or corequisite: NURS 353

NURS 353 Clinical Management of Mental and Behavior Health Patients (1 Credit Hour)

This clinical course provides a mechanism for students to perform mental health assessments, plan nursing care, practice therapeutic communication techniques and observe group processes in both inpatient and outpatient settings.

Prerequisites: NURS 304, NURS 316, and NURS 317

Pre- or corequisite: NURS 352

NURS 355 Genetics in Nursing (2 Credit Hours)

Emphasis is placed on current information and research findings about the role of genetics in health. Students completing this course will be better prepared to incorporate genetic information and technology when providing care to clients. A student receiving credit for NURS 355 cannot receive credit for NURS 455.

Prerequisites: Admission to the prelicensure BSN program

NURS 356 Global Health Perspectives (2 Credit Hours)

This introductory course to global health emphasizes the major underlying determinants of poor health and the relationship between health and political, social, and economic development. Students will be introduced to global effects on the health of populations worldwide, current and future challenges to global health and the role of primary health care providers in meeting that challenge. (A student receiving credit for NURS 356 cannot receive credit for NURS 456.)

Prerequisites: admission to the prelicensure BSN program

NURS 357 Palliative Care in Nursing (2 Credit Hours)

This course provides an overview of the need to improve end of life care and the role of nursing as a member of the interdisciplinary team in providing quality care. Basic principals of palliative care are presented within a quality of life (QOL) framework. Palliative care nursing care combines caring, communication, knowledge, and skill. Clinical issues to include expert assessment skills and aggressive pain and symptom management as well as the psychological, social, and spiritual care of patients and families experiencing a life threatening progressive illness will be discussed. Caring for the dying means not only "doing for" but also "being with". Students will be provided the opportunity to use introspection to clarify their own feelings related to the dying process. A student receiving credit for NURS 357 cannot receive credit for NURS 457.

Prerequisites: Admission to the prelicensure BSN program

NURS 358 Studies in Professional Nursing (2 Credit Hours)

The study of selected topics in professional nursing practice; designed to provide an in-depth exploration of current nursing issues.

Prerequisites: Admission to BSN program

NURS 363 Evidence-based Practice and Research as Foundation for Nursing Practice (3 Credit Hours)

This course focuses on the theories and concepts utilized in the scientific investigation of nursing practice. Content emphasizes the development of skills necessary to be a consumer of nursing research.

Prerequisites: Admission to BSN program

Pre- or corequisite: STAT 130M

NURS 369 Practicum: Studies in Clinical Nursing Practice (1-3 Credit Hours)

The study of selected clinical practice applications in professional nursing practice; designed to provide an in-depth practicum in selected nursing practice areas. Students must have specific practicum arrangements (ex: externship) prior to registration.

Prerequisites: admission to BSN program and permission of undergraduate program director or chief departmental advisor

NURS 373 Pharmacology for Nursing Practice I (2 Credit Hours)

This course is designed to involve the student in the application of the nursing process to clinical situations involving drug therapy.

Prerequisites: NURS 304, NURS 316, and NURS 317

Pre- or corequisite: NURS 322 and NURS 323

NURS 376 Pharmacology for Nursing Practice II: Issues (1 Credit Hour)

This course is designed to involve nursing students in the practical application of the nursing process in clinical pharmaco-therapeutics related to selected concepts.

Prerequisites: NURS 373

NURS 380 Clinical Nursing Concepts 1 (9 Credit Hours)

This is an advanced placement course for nursing students concurrently enrolled in level 1 nursing coursework with an approved partner nursing program. After successful completion of the didactic coursework and clinical requirements at the partner institution, the student will be awarded experiential learning credits.

Prerequisites: Admission to the BSN program

NURS 381 Clinical Nursing Concepts 2 (9 Credit Hours)

This is an advanced placement course for nursing students concurrently enrolled in level 2 nursing coursework with an approved partner nursing program. After successful completion of the didactic coursework and clinical requirements at the partner institution, the student will be awarded experiential learning credits.

Prerequisites: Admission to the BSN program

NURS 382 Clinical Nursing Concepts 3 (9 Credit Hours)

This is an advanced placement course for nursing students concurrently enrolled in level 3 nursing coursework with an approved partner nursing program. After successful completion of the didactic coursework and clinical requirements at the partner institution, the student will be awarded experiential learning credits.

Prerequisites: Admission to the BSN program

NURS 383 Clinical Nursing Concepts 4 (9 Credit Hours)

This is an advanced placement course for nursing students concurrently enrolled in level 4 nursing coursework with an approved partner nursing program. After successful completion of the didactic coursework and clinical requirements at the partner institution, the student will be awarded experiential learning credits. Proof of licensure as a registered nurse is required prior to awarding the level 4 experiential learning credits.

Prerequisites: Admission to the BSN program

NURS 387 Evidence-based Practice and Research as a Foundation for Nursing Practice (3 Credit Hours)

This course focuses on the theories and concepts utilized in the scientific investigation of nursing practice. Content emphasizes the development of skills necessary to be a consumer of nursing research. Open to Honors Program students only.

Prerequisites: Admission to the BSN program

Pre- or corequisite: STAT 130M

NURS 393 Clinical Skills for Nonnursing Majors (2 Credit Hours)

Focuses on basic hygiene, comfort and safety skills required of health professionals providing diagnostic and/or supportive therapies to clients in a health care facility. May not be taken as required elective by nursing majors. Open to nuclear medicine technology students only.

Prerequisites: junior standing and permission of the instructor

NURS 395 Topics (1-3 Credit Hours)

Selected health-related topics of interest. Course descriptions and prerequisites are available from the chief academic advisor.

Prerequisites: permission of the School of Nursing

NURS 396 Independent Study (1-3 Credit Hours)

Nursing majors only. Selected health-related topics of interest to nursing majors. Course descriptions and prerequisites are available from the chief academic advisor.

Prerequisites: Permission of the School of Nursing

NURS 397 Independent Study (1-3 Credit Hours)

Independent study of selected topics.

Prerequisites: permission of the School of Nursing

NURS 398 Clinical Nursing Concepts I (17 Credit Hours)

This advanced placement credit is awarded to the registered nurse who has demonstrated knowledge of selected basic clinical nursing concepts for the provision of nursing care to individuals experiencing health deviations. Awarded upon completion of 14 credits in major. Registered nurse students only.

Prerequisites: Admission to the BSN program

NURS 401 Introduction to Professional Development for Baccalaureate Nursing Practice (4 Credit Hours)

This course focuses on basic skills required for success in the post-licensure baccalaureate nursing program. Emphasis is placed on professional development for baccalaureate nursing practice. Selected skills to be acquired include introduction to the development of a professional portfolio, APA professional writing format, information literacy in nursing literature and professional communication strategies. For registered nurse students only.

Prerequisites: Admission to the BSN program

NURS 402 Role Development for the Baccalaureate Nurse as Educator (3 Credit Hours)

This course focuses on further development of the baccalaureate nursing student with an emphasis on expanding critical thinking skills, teaching-learning theories and application, professional resume development and exploration of nursing specialties and practice roles. For registered nursing students only.

Prerequisites: NURS 401

NURS 403 Transition to Baccalaureate Nursing Practice (3 Credit Hours)

Through this course you will refine your ability to represent yourself professionally through developing a focused professional resume and writing persuasive arguments. Utilization of current research to change bedside practice is vital to the well-being of our patients. You will write a paper comparing current practice to current literature on the topic.

Prerequisites: NURS 401, NURS 363, and NURS 402

Pre- or corequisite: NURS 306, NURS 412, NURS 417, NURS 490W, and NURS 492

NURS 404 BSN ePortfolio Capstone (1 Credit Hour)

This is the final course in the RN to BSN nursing curriculum. This course facilitates the completion of a professional electronic portfolio (eP) for the post-licensure baccalaureate nursing student. Assignments from each BSN course are included in eP development. Emphasis is on advanced professional communication strategies and reflective processes for professional role expansion and development.

Prerequisites: NURS 401, NURS 402, NURS 305, NURS 306, NURS 363, NURS 401, NURS 412, NURS 417, NURS 490W, NURS 492, and NURS 403

Pre- or corequisite: Student may complete Nursing elective

NURS 405 Interprofessional Study Abroad on Global Health (1-3 Credit Hours)

This study abroad service learning course will introduce the student to the political, social, cultural, and ethical issues involved in prevention and health promotion globally. Students will travel to another country and learn the incidence/prevalence, morbidity/mortality, and identified public health problems in specific regions and countries.

Prerequisites: ENGL 110C

NURS 410 Adult Health Nursing II (4 Credit Hours)

This lecture course focuses on the adult experiencing multisystem alterations/adaptations. Emphasis is on the use of the nursing process to assist adult clients to adapt to multisystem alterations/adaptations related insults.

Prerequisites: NURS 322 and NURS 323

Pre- or corequisite: NURS 453 and NURS 474

NURS 412 Ethics, Law, Economics & Health Policy in Nursing (1-2 Credit Hours)

This course examines ethics, law, economics and health policy that influence nursing practice, the health care system, and quality patient care.

Prerequisites: Admission to the BSN program

NURS 417 Nursing Informatics (1-2 Credit Hours)

This course focuses on information management and the utilization of patient care technologies to improve the patient experience of care (quality, satisfaction, safety), improve the health of populations, and reduce cost. Students will develop knowledge, skills and attitudes related to nursing informatics through readings, online discussions, case studies and exploration and use of electronic modalities.

Prerequisites: Admission to the BSN program

NURS 421 Clinical Management of Children of the Family (2 Credit Hours)

This clinical course emphasizes the provision of nursing care to infants and children suffering from acute and chronic illnesses. Through the use of the nursing process, students provide and coordinate care, serving as client advocates. Students are expected to demonstrate responsibility for personal actions related to the practice of nursing.

Prerequisites: NURS 322 and NURS 323

Pre- or corequisite: NURS 422

NURS 422 Nursing Care for Children of the Family (2 Credit Hours)

This lecture course provides a basis for understanding the nursing care of children of various ages. Emphasis is on the use of the nursing process to assist children as they encounter acute and chronic illnesses. The nurse's communication with and education of the family and child as individuals or as part of a group are discussed as a means of achieving the goal of comprehensive individualized child care in the home and health care settings.

Prerequisites: NURS 322 and NURS 323

Pre- or corequisite: NURS 421

NURS 430/530 Nursing Care of the Older Adult (2 Credit Hours)

This course focuses on the nursing needs of the well gerontological client. Emphasis is on the multi-complex needs of the older adult.

Prerequisites: Admission to the BSN program

NURS 440 Regenerative and Restorative Care (2 Credit Hours)

This course introduces the theoretical and applied concepts necessary to assist individuals with potential or actual disabilities prevent further functional dependence or restore maximum levels of function.

Prerequisites: NURS 322, NURS 323, and NURS 373

Pre- or corequisite: NURS 441

NURS 441 Clinical Management of Regenerative and Restorative Care (2 Credit Hours)

This clinical course focuses on using the nursing process to assist the recovery of individuals with disabilities prevent further functional dependence or restore maximum levels of function. Collaborative team approaches are stressed.

Prerequisites: NURS 322, NURS 323, and NURS 373

Pre- or corequisite: NURS 440

NURS 453 Clinical Management Adult Health Nursing II (2 Credit Hours)

This clinical course emphasizes the provision of nursing care to clients who are experiencing alterations/adaptations in organ system functions. Through the use of the nursing process, students will provide and coordinate care and serve as client advocates in a variety of settings.

Prerequisites: NURS 322 and NURS 323

Pre- or corequisite: NURS 410 and NURS 474

NURS 455 Genetics in Nursing (1.5-3 Credit Hours)

Emphasis is placed on current information & research findings about the role of genetics in health. Students completing this course will be better prepared to incorporate genetic information and technology when providing care to clients. A student receiving credit for NURS 355 cannot receive credit for NURS 455.

Prerequisites: Admission to the postlicensure BSN program

NURS 456 Global Health Perspectives (3 Credit Hours)

This introductory course to global health emphasizes the major underlying determinants of poor health and the relationship between health and political, social, and economic development. Students will be introduced to global effects on the health of populations worldwide, current and future challenges to global health and the role of primary health care providers in meeting that challenge. (A student receiving credit for NURS 456 cannot receive credit for NURS 356.)

Prerequisites: permission of the instructor

NURS 457 Palliative Care (3 Credit Hours)

This course provides an overview of the need to improve end of life care and the role of nursing as a member of the interdisciplinary team in providing quality care. Basic principles of palliative care are presented within a quality of life (QOL) framework. Palliative care nursing care combines caring, communication, knowledge, and skill. Clinical issues to include expert assessment skills and aggressive pain and symptom management as well as the psychological, social, and spiritual care of patients and families experiencing a life threatening progressive illness will be discussed. Caring for the dying means not only "doing for" but also "being with". Students will be provided the opportunity to use introspection to clarify their own feelings related to the dying process. A student receiving credit for NURS 357 cannot receive credit for NURS 457.

Prerequisites: Admission to the postlicensure BSN program

NURS 458 Studies in Professional Nursing (3 Credit Hours)

The study of selected topics in professional nursing practice; designed to provide an in-depth exploration of current nursing issues.

Prerequisites: admission to B.S.N. program or permission of instructor

NURS 459 Concepts in Primary Care (3 Credit Hours)

In this course, students learn to improve the health of individuals, families, and communities in primary care settings. Emphasis is on health education, health promotion and disease prevention, and management of chronic illnesses, especially for underserved populations and veterans.

Prerequisites: Junior standing or permission of the instructor

NURS 462 Community and Population Health Nursing I (1 Credit Hour)

This course focuses on family and community health nursing. Content emphasizes concepts and themes of families and communities and the use of the nursing process to assist in promoting and maintaining health. Application of course concepts through experience and interactions with health care coalition groups is emphasized.

Prerequisites: NURS 322 and NURS 323

Pre- or corequisite: NURS 463

NURS 463 Clinical Interactions: Community and Population Health I (1 Credit Hour)

This clinical course provides opportunity for application of concepts and themes of families and communities through experience and interactions with health care coalition groups.

Prerequisites: NURS 322 and NURS 323

Pre- or corequisite: NURS 462

NURS 472 Community and Population Health Nursing II (1 Credit Hour)

This course focuses on the continued development of concepts related to family and community health nursing. Content emphasizes development of strategies to facilitate application of concepts and themes of families and communities. The nursing process is used to assist in promoting and maintaining health.

Prerequisites: NURS 462 and NURS 463

Pre- or corequisite: NURS 473

NURS 473 Clinical Interactions Community and Population Health II (1 Credit Hour)

Application of course concepts through experience and interactions with healthcare coalition groups are emphasized.

Prerequisites: NURS 462 and NURS 463

Pre- or corequisite: NURS 472

NURS 474 Pharmacology for Nursing Practice III (2 Credit Hours)

This course is designed to involve nursing students in the practical application of the nursing process in clinical pharmacotherapeutics related to selected concepts.

Prerequisites: NURS 376

Pre- or corequisite: NURS 410 and NURS 453

NURS 480W Nursing Leadership: Pre-Licensure (3 Credit Hours)

This course focuses on utilization of strategies from leadership, management systems and change theories to facilitate professional nursing practice. Emphasis is placed on the professional nurse as a leader in the health care system. The influence of organizational behavior, professional image and case management on nursing practice is examined. This is a writing intensive course.

Prerequisites: Completion of ENGL 110C and ENGL 211C or ENGL 221C or ENGL 231C with a grade of C or better

NURS 481 Role Transition Practicum (5 Credit Hours)

This capstone course is a practicum experience in which students apply theoretical, conceptual and psychomotor learning in a structured clinical environment under the supervision of a staff preceptor. The experience is designed to assist the student to facilitate the transition to the role of the baccalaureate generalist nurse.

Prerequisites: NURS 317, NURS 323, NURS 333, NURS 353, NURS 421, NURS 441, and NURS 453

Pre- or corequisite: Senior standing in the curriculum

NURS 490W Nursing Leadership: Post-Licensure (3 Credit Hours)

This course focuses on utilization of strategies from leadership, management, systems and change theories to facilitate professional nursing practice. Emphasis is placed on the professional nurse as a leader in the health care system. The influence of organizational behavior, proactive political action, professional image and case management on nursing practice is examined. For registered nurse students only. This is a writing intensive course.

Prerequisites: Admission to the BSN program and completion of ENGL 110C and ENGL 211C or ENGL 221C or ENGL 231C with a grade of C or better

Pre- or corequisite: NURS 401

NURS 491 Role Transition Practicum (5 Credit Hours)

This capstone course is a practicum experience in which students apply theoretical, conceptual and psychomotor learning in a structured clinical environment under the supervision of a staff preceptor. The experience is designed to assist the student to facilitate the transition to the role of the baccalaureate generalist nurse.

Prerequisites: NURS 317, NURS 323, NURS 333, NURS 353, NURS 421, NURS 441, and NURS 453

Pre- or corequisite: Senior standing in the program

NURS 492 Community and Population Health Nursing (3 Credit Hours)

This course focuses on professional nursing practice with families and communities as clients. Emphasis is on community wellness, interaction with political influences and epidemiological principles. For registered nurse students only.

Prerequisites: Admission to the BSN program

Pre- or corequisite: NURS 401

NURS 495/595 Topics in Nursing (1-3 Credit Hours)

The study of selected topics that may not be offered regularly. Special topics will appear in the schedule of classes each semester.

Prerequisites: Permission of the instructor

NURS 498 Clinical Nursing Concepts II (16 Credit Hours)

This advanced placement credit is awarded to the registered nurse who has demonstrated knowledge of selected complex nursing concepts for the provision of nursing care to individuals and families experiencing health deviations. Awarded upon completion of 26 credits in the major. For registered nurse students only.

Prerequisites: Admission to the BSN program

NURS 499 Clinical Nursing Concepts III (33 Credit Hours)

This is an advanced placement course for registered nurse students. After verification of registered nurse licensure, the student will be awarded 33 experiential learning credits.

Prerequisites: Admission to the BSN program

Linked BSN to MSN

The linked BSN (Bachelor of Science in Nursing) to MSN (Master of Science in Nursing) is designed for well-qualified students seeking an efficient pathway to an MSN degree in Advanced Practice Nursing Roles. Up to 9 credits of graduate coursework may be counted toward both the undergraduate and master's degrees in nursing. This program allows for select post-licensure students, working closely with faculty advisors, to complete graduate coursework while they are still undergraduates.

Admission Requirements

Applicants will apply to the RN/BSN to MSN option by May 1st of each year and must meet all current requirements for admission to the Nursing Post-licensure Major (BSN) program as currently outlined in catalog. Further, applicants must meet all current requirements for admission to the MSN as currently stated in the catalog with the exception of the requirement for completion of a Baccalaureate degree in nursing or related science field.

Admission Procedures

Students who meet the admission requirements should consult with the graduate program director to discuss their eligibility and to establish a proposed plan of study for graduate courses to be taken as an undergraduate. Students must first apply and be accepted to the Nursing Post-licensure Major (BSN) program. Once accepted, students will work directly with the Graduate Program Director to be considered for admission to the Linked BSN to MSN program. The application to the Linked BSN to MSN will include three letters of recommendation, with at least one from a former faculty member and at least one from a former employer while in the RN role and a 500-700 word essay that addresses the applicant's goals and reasons for seeking certification as an advanced practice nurse. Some MSN tracks may have additional requirements.

Requirements for the Linked BSN to MSN Program

Students accepted into this curriculum may use nine graduate credits to count toward both the BSN and MSN degrees as follows:

- NURS 709 to meet BSN NURS 363 and MSN core
- NURS 771 to meet BSN NURS 305 and MSN core
- NURS 800 to meet required BSN NURS ELECTIVE and MSN core

To continue in the BSN to MSN curriculum, a student must earn a grade of B or above in each graduate-level course. A student who earns a grade of B- or C+ in a graduate course will not be able to continue in the MSN curriculum as an undergraduate student, but will be allowed to count that graduate course toward the BSN degree requirements. A student who earns a grade of C or below in a graduate course will not be allowed to continue in the MSN curriculum as an undergraduate student, and will be required to take the corresponding undergraduate course to complete the BSN degree requirements.

Students must earn a minimum of 120 credits for the undergraduate degree. The 9 credits listed above of graduate level course work would count toward the 120 credits and toward the MSN degree. Further, students must complete all required credits for the MSN concentration sought as currently listed in the catalog for the concentration.