

# BACHELOR OF SCIENCE IN NURSING COURSES

## BSN Course Descriptions

Credit allowance for nursing courses is based on a semester. Each class hour earns 1 credit hour. Clinical/laboratory hours are computed on a basis of 1 credit hour for each 3-hour clinical/laboratory period.

### Traditional & Accelerated BSN Programs

Courses are the same in the traditional BSN and accelerated BSN programs. However, the accelerated program compresses the 2-year traditional program to 12 months, with key variations in class and clinical approach, with a one 13-week summer session, two 16-week semesters (spring and fall) and sequencing of selected courses.

#### **NRS 250 PRIN CARE HOSPITALIZED 1 Credit Hour**

This course is designed as an introductory course for health care professional students in allied health disciplines. The course introduces basic knowledge and skills which are requisite to creating a safe environment for interaction between the practitioner and the client. This course has both a theory and a clinical laboratory component (1 semester credit hour). Nursing credit is not applicable toward a major in nursing.

Typically Offered: FALL

#### **NRS 300 NURSE IN PROFESSIONAL PRACTICE I: INTRODUCTION TO NURSING 1 Credit Hour**

This course will introduce the novice level nursing student to a variety of topics from the historical aspects of nursing to the importance of professionalism in academia and in practice. The concepts of critical thinking and clinical judgement will be introduced along with strategies to demonstrate competence in a concept-based curriculum. This is a one credit seminar course where students will work in small groups with an assigned faculty member. 1 Didactic Credit

Typically Offered: FALL/SPR

#### **NRS 301 FOUNDATIONS IN PATHOPHARMACOLOGY I 3 Credit Hours**

This is the first of a 3-course series that focuses on the pathophysiologic changes that occur during times of insult or injury to the human body and the pharmacologic therapies that address these changes across the lifespan. Pharmacologic responsibilities of the professional nurse and safe medication administration will be explored. 3 didactic credits

Prerequisite: Anatomy and Physiology; Chemistry

Typically Offered: FALL/SPR

#### **NRS 302 HEALTH ASSESSMENT ACROSS THE LIFE COURSE 4 Credit Hours**

This course will focus on a conceptual approach to the holistic assessment of a well person. Assessment of critical periods and life events from pre-birth, birth, infant, child, adolescent, adult, older adult through end of life are included. Students will obtain health histories, identify risk factors, and develop health assessment skills in the physiologic, psychosocial (cognitive/mental, emotional, behavioral, social), developmental and spiritual dimensions within environments. Students will identify the data elements and potential data values associated with each of these assessments; separating normal findings from alterations from normal. Students will participate in active learning experiences in laboratory and simulation settings which will assess the student's beginning ability to convert data to information and apply appropriate knowledge to critical thinking and the decision making process. 4 credits: 2.5 classroom; 1.5 lab

Prerequisite: Anatomy and Physiology I and Anatomy and Physiology II OR Anatomy as a course and Physiology as a course

Typically Offered: FALL/SPR

#### **NRS 303 PERSON-CENTERED CARE I 4 Credit Hours**

This course introduces students to many of the fundamental concepts of caregiving. A large part of the course focuses on wellness and health promotion, with students learning to motivate and educate patients to achieve or maintain optimum health. Screening and early intervention are stressed. Patient characteristics and attributes and the impact of health determinants are considered. As students progress, they are introduced to other principles of caregiving in such areas as stress and coping, mobility and elimination. Throughout the course, students are asked to integrate principles of therapeutic communication, interprofessional collaboration, and safety. 4 didactic credits

Corequisite: NRS 304

Typically Offered: FALL/SPR

#### **NRS 304 PERSON-CENTERED CARE CLINICAL I 4 Credit Hours**

This course provides skill development and clinical experiences to augment the learning in all of the other first semester courses. The course provides opportunities for application and integration of primary and secondary prevention strategies, principles of health promotion, use of health information, assessment and planning related to patient profiles, evidence-based practice, and teaching/learning motivational principles, therapeutic communication, inter-professional collaboration, and safety. In addition, students have opportunities to demonstrate the provision of nursing care to assist patients to meet basic needs in a variety of settings. Students develop and practice skills in laboratory and clinical settings. 4 clinical/lab credits

Corequisite: NRS 303

Typically Offered: FALL/SPR

**NRS 320 NURSE IN PROFESSIONAL PRACTICE II: EVIDENCE-BASED PRACTICE AND LEADERSHIP IN NURSING 2 Credit Hours**

This course is devoted to baccalaureate level professional nursing concepts. Students will focus on the practical skills required to identify and appraise best evidence to support nursing practice. Roles of the professional nurse will be explored, including the attributes of leadership and the assimilation of professional values. This course addresses the professional issues of evidence-based practice, collaboration and teamwork, ethics, safety, risk reduction, law and regulation, and organizational systems in providing patient-centered care. The appropriate use of technology and informatics to leverage change in nursing care and continuous quality improvement and to assist in decision making will be integrated throughout the course. 2 didactic credits

Prerequisite: Statistics

Typically Offered: FALL/SPR

**NRS 321 FOUNDATIONS IN PATHOPHARMACOLOGY II 3 Credit Hours**

This is the second of a 3-course series that focuses on the pathophysiologic changes that occur during times of insult or injury to the human body and the pharmacologic therapies that address these changes across the lifespan. Pharmacologic responsibilities of the professional nurse and safe medication administration will be explored. 3 didactic credits

Prerequisite: Anatomy Physiology; Chemistry

Typically Offered: FALL/SPR

**NRS 323 PERSON-CENTERED CARE II 5 Credit Hours**

This course focuses on exemplars illustrative of the identified concepts using the life course perspective. Secondary prevention strategies to promote wellbeing for individuals, families and groups across the life course will be introduced. Students will analyze selected nursing concepts and related research, focusing on primary and secondary prevention and the acute disease process. Collaboration with other health professionals in order to facilitate patient transition from acute illness to optimal health will be emphasized. 5 didactic credits

Prerequisite: NRS 302, NRS 303, NRS 304

Corequisite: NRS 301, NRS 321, NRS 324

Typically Offered: FALL/SPR

**NRS 324 PERSON-CENTERED CARE CLINICAL II 4 Credit Hours**

This course provides skill development and clinical experiences to augment learning in all other corequisite courses. Emphasis will be placed on the students' beginning utilization of clinical decision-making tools and development of clinical reasoning skills to implement safe nursing interventions for individuals, families and/or groups with predictable outcomes. The clinical experiences will provide opportunities for the use of primary and secondary prevention strategies to promote wellbeing and prevent disease across the life course. A variety of health care settings will be utilized to maximize student experiences. 4 clinical credits

Prerequisite: NRS 302, NRS 303, NRS 304

Corequisite: NRS 301, NRS 321, NRS 323

Typically Offered: FALL/SPR

**NRS 325 POPULATION-CENTERED CARE I 2 Credit Hours**

The primary focus at this level is to apply concepts to individual/family and local community. The exemplars help students to apply concepts and explore population-based practice with a focus on social determinants of health, vulnerable populations, access to care and appropriate community services, environmental health risks in the home and local community, and health promotion/education at the individual and family levels. 2 credits (1 didactic/1 clinical)

Prerequisite: NRS 301

Typically Offered: FALL/SPR

**NRS 331 PATHOPHYSIOLOGIC ALTERATIONS IN HEALTH II 2 Credit Hours**

This course focuses on the pathophysiologic basis for alterations in health across the life course. Theories of disease causation will be explored. Acquired, immune, infectious, carcinogenic, genetic, and biochemical alterations in health in selected body systems will be presented with an emphasis on etiology, cellular and systemic pathophysiologic responses and clinical manifestations. Interdisciplinary management will be introduced. Together, this course along with Pathophysiologic Alterations in Health I, is intended to provide a comprehensive basis of pathophysiology content. 2 classroom credits

Prerequisite: Anatomy and Physiology I and Anatomy and Physiology II OR Anatomy as a course and Physiology as a course.

Typically Offered: FALL/SP/SU

**NRS 332 PHARMACOLOGY FOR HEALTHCARE PROFESSIONALS II 2 Credit Hours**

This course focuses on drug mechanism of actions, expected effects, side effects, adverse effects, contraindications, drug interactions, and professional nursing responsibilities in drug administration. Drug-related metabolism, expected cellular responses for special populations and groups will be explored. Health promotion as it relates to pharmacologic agents, drug safety, and evidence-based nursing implications for teaching, medication administration and monitoring will be included. 4 classroom credits

Prerequisite: Semester 1 courses or permission of instructor

Typically Offered: SUM/SPRING

**NRS 391 HONORS NURSING RESEARCH 1-3 Credit Hours**

This course is designed to help students from any College of Nursing learn more about nursing research by engaging in research with faculty on an ongoing research project. Emphasis is placed on the conducting and dissemination of research as a foundation for a future career in research. Didactic classroom activities (class will meet 4-5 times each semester) will facilitate learning about specific research topics (i.e., writing a mini-research proposal, writing a research abstract), and interaction with fellow classmates about the research project. In addition, students will work with a faculty mentor to develop a mini-research proposal, participate in research team meetings, submit a research abstract, and present the findings from the study. 1-3 didactic credits

Prerequisite: include a GPA greater than or equal to 3.5 and completion of semester 1 courses in the BSN program. In addition, students must have completed the CITI Required Training in the Protection of Human Research Subjects. 4 didactic credits required: 1 semester credit hour for 4 consecutive semesters (Spring, Summer, Fall, and Spring) for a total of 4 credits. Students who complete 4 credits of this nursing elective will have a transcript designation of Honors Nursing Research Scholar. Students who complete < 4 credits will have the coursework only shown on their transcript.

Typically Offered: FALL/SP/SU

**NRS 393 INTRODUCTION TO PRIMARY CARE NURSING 1-3 Credit Hours**

This course will introduce the student to the concept of primary care, the role of the nurse in leading primary care, primary care nursing skills, and the nurse role in addressing health care system drivers for improving primary care practice. The concept-based curriculum focuses on nurse management of chronic disease in primary care settings including but not limited to communication, collaboration, safety, patient education, culture, care coordination, professionalism, quality, health care delivery, health care infrastructure, ethics, leadership, healthcare policy, economics and organization. 1-3 didactic credits

Prerequisite: Completion of first semester of major or permission of instructor

Typically Offered: FALL/SPR

Capacity: 20

**NRS 394 HEMATOLOGY/ONCOLOGY CARE CONSIDERATIONS 1-3 Credit Hours**

This is an elective course for baccalaureate nursing students. The course content will build upon the foundational knowledge provided in the standard undergraduate coursework to provide students with a deeper understanding of the unique health care needs of individuals experiencing a cancer diagnosis. Students are introduced to cancer biology, risk prevention and health promotion, screening and diagnosis, treatment modalities, survivorship and supportive care needs, and palliative and end of life care. Additional concepts related to the professional role of an oncology nurse, the multidisciplinary care team, care of vulnerable populations, ethics, advocacy, and legal and financial topics are covered. 1-3 didactic credits

Typically Offered: FALL/SP/SU

**NRS 395 SCHOOL HEALTH NURSE SCHOLAR 1 Credit Hour**

This course will introduce the student to the concept of school health nursing, the role of the nurse in providing services in the school setting, education and training for school health related topics and the nurses role in addressing health care system drivers for improving school nursing practice. In addition, the student will observe and analyze the expression of the concepts from the concept-based curriculum as seen in school health care settings including but not limited to communication, collaboration, safety, patient education, culture, care coordination, professionalism, quality, health care delivery, health care infrastructure, ethics, leadership, healthcare policy, economics and organizations. These concepts will be addressed in a systematic fashion, as appropriate, for the course sequence. 4 didactic credits required: 1 didactic credit hour for 4 consecutive semesters (spring, summer, fall, and spring) for a total of 4 credits.

Prerequisite: Successful completion of Semester 1 courses

Corequisite: Must be taken concurrently with NRS 324, NRS 325, and NRS 430 in the semesters those courses are offered.

Typically Offered: FALL/SP/SU

**NRS 413 POPULATION CENTERED CARE 5 Credit Hours**

The course is a concept synthesis course in which students use nursing concepts previously introduced and apply them to vulnerable and at risk populations in a variety of clinical and community settings. Opportunities to practice comprehensive, public health nursing roles and functions are provided in structured and unstructured diverse healthcare environments. Health disparities, cultural diversity, social justice and health laws and policies related to population vulnerability throughout the life course are emphasized. Major concepts include care coordination as demonstrated by nurse case management, safety through emergency preparedness and environmental health, and informatics and technology inclusive of epidemiology. Multiple approaches, such as inter-professional and community partnerships, case studies and simulations, clinical experiences, population data assessment and analysis and evidence-based practice are expected learning experiences. 5 credits: 2 classroom, 3 clinical

Prerequisite: NRS 312, NRS 313, NRS 314, NRS 316

Typically Offered: FALL/SPR

**NRS 415 POLICY AND ISSUES IN HEALTHCARE DELIVERY 3 Credit Hours**

This course develops leadership, management, and professionalism expected of a nurse with a bachelor's level education. The focus of this course is on professional role development in relation to environmental, social, political and economic factors which influence health care policy and the organization and operation of health care systems. Selected exemplars are examined to help students analyze issues, compare and contrast multiple views on issues, and formulate appropriate responses to health care policy. 3 classroom credits

Prerequisite: NRS 312, NRS 313, NRS 314, NRS 316

Typically Offered: FALL/SPR

**NRS 419 TRANSITION TO PROFESSIONAL NURSING 4 Credit Hours**

This is a clinical practicum during which a student assumes the role of a beginning professional nurse in partnership with a registered nurse preceptor in a health care setting. The student will integrate professional nursing concepts and skill. The clinical preceptor provides the students with experiences to begin role transition through delivery of safe, high quality care using sound clinical decision-making skills. Emphasis is placed on leadership, evidence-based practice, intra- and inter-professional partnership, and clinical reasoning. 4 clinical credits

Prerequisite: NRS 413, NRS 415, NRS 421, NRS 422, NRS 424

Typically Offered: FALL/SPR

**NRS 421 PATIENT CENTERED CARE IV 3 Credit Hours**

This course is focused on nursing care of complex patients, families, and groups in unstable situations with unpredictable outcomes. Students will be able to synthesize previous and concurrent knowledge in determining clinical decisions. Students will analyze multiple interrelating nursing concepts and related research, focusing on high-quality safe patient care across the life course. Exemplars provide opportunities for application and integration of secondary and tertiary prevention strategies. Students will use clinical reasoning skills to achieve optimum physiological and psychological patient and family outcomes. 3 classroom credits

Prerequisite: NRS 411, NRS 412, NRS 413, NRS 415

Corequisite: NRS 422

Typically Offered: FALL/SPR

**NRSG 422 PATIENT CENTERED CARE CLINICAL IV 3 Credit Hours**

Students will provide high quality safe care for complex patients, families, and groups in unstable situations with unpredictable outcomes. Clinical experiences will use all levels of prevention in the care of complex patients, families and groups across the life course. Students will also have the opportunity to participate in intra and inter-professional partnerships in health care delivery. Students will engage in patient centered care using evidence based practice and informatics. 3 credits: clinical

Prerequisite: NRSG 411, NRSG 412, NRSG 413, NRSG 415

Corequisite: NRSG 421

Typically Offered: FALL/SPR

**RN to BSN Program****NRSG 351W HEALTH PROMOTION 3 Credit Hours**

This course will focus on health promotion across the life course utilizing epidemiological principles. Students will identify interventions to support health promotion for individuals, families and/or selected age groups. Students will use patient profile concepts, professional nursing and health care concepts to analyze health promotion goals with individuals, families and/or selected age groups. This course is designed to build on previous education and experience of the registered nurse. 3 classroom credits

**NRSG 386W EVIDENCE-BASED NRSG PR 2 Credit Hours**

This course provides an introduction to the language and skills of evidence based nursing practice and research. Students will focus on the practical skills required to identify and appraise best evidence to support nursing practice. Students will be exposed to all components of the research process. Issues related to implementation and integration of best evidence in practice will be included. 2 classroom credits

**NRSG 426W NURSING INTERVENTIONS AND HEALTHCARE OUTCOMES 4 Credit Hours**

This course is designed for the student to describe use of assessment strategies to detect patient health needs, apply chronic care model to enhance patient and family self-management of a chronic illness, discuss process used to propose changes in nursing interventions for patients and their families, and identify selected patient healthcare outcomes. This course is designed to build on the previous education and experience of the registered nurse. Concepts the students will use include: evidenced-based practice and research, healthcare delivery, healthcare infrastructure, clinical judgment, and problem-solving. Emphasis is placed on the students demonstrating critical thinking in written form. 4 classroom credits

Prerequisite: NRSG 386W

**NRSG 443W POPULATION CENTERED CARE 3 Credit Hours**

This course is a concept synthesis course in which students use nursing concepts previously introduced and apply them to vulnerable and at risk populations in a variety of clinical and community settings. Opportunities to practice comprehensive, public health nursing roles and functions are provided in structured and unstructured diverse healthcare environments. Health disparities, cultural diversity, social justice and health laws and policies related to population vulnerability throughout the life course are emphasized. Major concepts include care coordination as demonstrated by nurse case management, safety through emergency preparedness and environmental health, and informatics and technology inclusive of epidemiology. Multiple approaches, such as inter-professional and community partnerships, case studies, clinical experiences, population data assessment and analysis and evidence-based practice are expected learning experiences. 3 credits: 2 classroom, 1 clinical

Prerequisite: NRSG 386W

Typically Offered: FALL/SP/SU

**NRSG 451W LEADERSHIP IN HEALTHCARE DELIVERY I 4 Credit Hours**

This course is designed to develop leadership, management, and professionalism expected of a nurse with a bachelor's level education. This course explores the complex health care system's internal forces that affect the delivery of care. Specific consideration will be given to professional role development, interprofessional collaboration, delegation, resource management, legal issues, ethical concerns, quality, safety, evidence based practice, and workplace issues for current and projected healthcare needs. Skills in problem solving, critical thinking, clinical reasoning, decision making, and organizational leadership are emphasized. 4 classroom credits

**NRSG 452W LEADERSHIP IN HEALTHCARE DELIVERY II 4 Credit Hours**

This course is designed to develop leadership, management, and professionalism expected of a nurse with a bachelor's level education. The focus of this course is on personal and professional practice and role development in relation to the complex healthcare system's external forces with specific consideration of environmental, social, political and economic factors that influence health care policy and the organization and operation of healthcare systems. Advocacy and critical assessment and evaluation of needs on the personal, client, community, and global level are examined with needs for new health policy determined. Selected exemplars are examined to help students analyze issues, compare and contrast multiple viewpoints, and formulate appropriate responses to health care policy. Legislative processes on the state and national level are examined, followed, and evaluated. Clinical experiences provide an opportunity to engage in the nurse leader's role, responsibilities and actions that result in positive client outcomes, staff satisfaction, and professional growth. 4 credits: 3 classroom, 1 clinical  
Typically Offered: FALL/SP/SU