Code # NHP43 (2015)

**New Course Proposal Form**

[x]  **Undergraduate Curriculum Council** - Print 1 copy for signatures and save 1 electronic copy.

[ ]  **Graduate Council** - Print 1 copy for signatures and send 1 electronic copy to pheath@astate.edu

|  |
| --- |
| [x] **New Course or** [ ]  **Experimental Course (1-time offering) (Check one box)***Please complete the following and attach a copy of the bulletin page(s) showing what changes are necessary.*  |

|  |  |
| --- | --- |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**COPE Chair (if applicable)** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Department Chair:**  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**General Education Committee Chair (If applicable)**   |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Undergraduate Curriculum Council Chair** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Graduate Curriculum Committee Chair** |
|  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…**Vice Chancellor for Academic Affairs** |

1. Contact Person (Name, Email Address, Phone Number)

Annette Stacy, astacy@astate.edu; 870-972-2973

2. Proposed Starting Term and Bulletin Year

Fall 2016

3. Proposed Course Prefix and Number (Confirm that number chosen has not been used before. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

NRS 2313

4. Course Title – if title is more than 30 characters (including spaces), provide short title to be used on transcripts. Title cannot have any symbols (e.g. slash, colon, semi-colon, apostrophe, dash, and parenthesis). Please indicate if this course will have variable titles (e.g. independent study, thesis, special topics).

Concepts of Nursing Practice

5. Brief course description (40 words or fewer) as it should appear in the bulletin.

Introduction to the concepts and theories basic to nursing assessment and intervention. General concepts of health, illness, and professionalism are explored. Focus is upon meeting basic human needs throughout the life span. Prerequisite, Admission to the BSN program

6. Prerequisites and major restrictions. (Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. Are there any prerequisites? Yes
	1. If yes, which ones?

Admission to the BSN program. Co-requisite NRS 2322, NRSP 2321, NRS 2392, NRSP 2391

* 1. Why or why not?

 The BSN program is a selective admission, lock step program. Thirty specific prerequisite hours are required to apply to the program. The students enter and progress in cohorts.

1. Is this course restricted to a specific major? Yes
	1. If yes, which major? BSN

7. Course frequency(e.g. Fall, Spring, Summer). *Not applicable to Graduate courses.*

Fall

8. Will this course be lecture only, lab only, lecture and lab, activity, dissertation, experiential learning, independent study, internship, performance, practicum, recitation, seminar, special problems, special topics, studio, student exchange, occupational learning credit, or course for fee purpose only (e.g. an exam)? Please choose one.

Lecture only

9. What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental)?

Standard letter

10. Is this course dual listed (undergraduate/graduate)?

No

11. Is this course cross listed? (If it is, all course entries must be identical including course descriptions. It is important to check the course description of an existing course when adding a new cross listed course.)

No

1. If yes, please list the prefix and course number of cross listed course.

 Enter text...

1. Are these courses offered for equivalent credit? Choose an item.

 Please explain. Enter text...

12. Is this course in support of a new program? No

a. If yes, what program?

 Enter text...

13. Does this course replace a course being deleted? Yes

a. If yes, what course?

NRS 2314

14. Will this course be equivalent to a deleted course? No

a. If yes, which course?

Enter text...

15. Has it been confirmed that this course number is available for use? Yes

 *If no: Contact Registrar’s Office for assistance.*

16. Does this course affect another program? No

If yes, provide contact information from the Dean, Department Head, and/or Program Director whose area this affects.

Enter text...

**Course Details**

17. Outline (The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

**Date Content**

Week 1 The Profession of Nursing History & Theory

 Health of the Individual, Family, & Community

Week 2 Values and the ANA Code of Ethics

 Ethics in Nursing

Week 3 Legalities in Nursing

 Exam I

Week 4 Professional Nursing Communication

 Nurse as Teacher and Counselor

Week 5 The Nursing Process

 The Nursing Process

Week 6 The Nursing Process

 The Nursing Process

Week 7 The Nursing Process

 Exam II

Week 8 Growth & Development across the Life Span

 Growth & Development across the Life Span

Week 9 Growth & Development across the Life Span

Grief/Stress & Coping

Week 10 Death & Dying

Spirituality

Week 11 Sexuality

Sleep & Rest

Week 12 Exam III

Work on Ethics Project

Week 13 Ethics Projects

 Ethics Projects

Week 14 Final Exam

18. Special features (e.g. labs, exhibits, site visitations, etc.)

None

19. Department staffing and classroom/lab resources

1 nursing faculty and a 100 seat classroom with multimedia equipment

1. Will this require additional faculty, supplies, etc.?

 No

20. Does this course require course fees? No

 *If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Course Justification**

21. Justification for course being included in program. Must include:

 a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

 This didactic course is a revision born of assessment data from current sophomore level courses in the Traditional BSN option. After BSN faculty curriculum review, the sophomore level content was reorganized to improve curricular flow and ensure basic foundation theory and skills are actually taught in foundations courses and nursing concepts are actually taught in the concepts course. Course credit hours were redistributed in order to cover the relevant content in the foundations and concept courses. The overall nursing credit hours for the fall sophomore semester will not change. (Current Traditional BSN courses NRS 2314, NRSP 1422; Proposed Traditional BSN courses NRS 2313, NRS 2322, NRSP 2321). This didactic course was created by shifting content from NRS 2314 to NRSP 2321 and NRS 2322. This didactic course provides and introduction to the concepts and theories basic to nursing assessment and intervention. General concepts of health, illness and professionalism as well as meeting basic human needs for individuals and families are explored. This course integrates the nursing process, informatics, interpersonal communication, patient teaching, delegation, critical thinking, and safety as essential skills for nursing practice.

b. How does the course fit with the mission established by the department for the curriculum? If course is mandated by an accrediting or certifying agency, include the directive.

 This course is part the Traditional BSN degree option in the College of Nursing and Health Professions (CNHP)/School of Nursing (SON) and is intended to foster knowledge and skills for professional nursing students that will assist the graduate nurse to function in various nursing roles. This intention is in line with CNHP and SON mission statements. The mission of the School of Nursing is to educate, enhance and enrich students for evolving professional nursing practice. The mission of the College of Nursing and Health Professions is to provide quality education to students, graduates and health care providers in a variety of health disciplines. Recognizing its unique position in the lower Mississippi Delta region, the College provides educational programs that are designed to promote lifelong learning based on the expressed needs of its varied constituencies. The College assesses the attainment of this mission in terms of the contributions its graduates make to health care in the Delta region and beyond. Approved 2000-2001; revised 2008. The BSN program is approved by the Arkansas State Board of Nursing (ASBN). The ASBN requires the curriculum and learning experiences to include the essential skills for the expected entry level and scope of practice for a registered nurse. The BSN program is also accredited by the Accreditation Commission for Education in Nursing (ACEN). ACEN curriculum requirements include current professional standards, guidelines and competencies that are consistent with contemporary practice. This course provides content that is evidence-based and reflects the nationally established patient health and safety goals.

c. Student population served.

BSN majors

d. Rationale for the level of the course (lower, upper, or graduate).

Lower level course that provides a foundation for junior and senior level nursing courses.

**Assessment**

**University Outcomes**

22. Please indicate the university-level student learning outcomes for which this new course will contribute. Check all that apply.

|  |  |  |
| --- | --- | --- |
| * 1. [x] Global Awareness
 | * 1. [x] Thinking Critically
 | * 1. [x] Information Literacy
 |

**Relationship with Current Program-Level Assessment Process**

23. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

This BSN course will contribute to program level learning in all nine BSN student learning outcomes.

1. Value a culture of safety in all aspects of professional practice.
2. Relate and apply knowledge of the sciences to provide individualized quality patient care.
3. Use the nursing process in providing care to patients/families/communities/populations.
4. Demonstrate effective and professional communication with patients/families/communities/populations and members of the health care team.
5. Teach patients/families/communities/populations/healthcare professionals.
6. Use evidence based research in nursing practice.
7. Manage the delivery of care to patients/families/communities/populations.
8. Collaborate within nursing and inter-professional teams to achieve quality care.
9. Exemplify professionalism in all aspects of nursing practice.

NRS 2313 Course Learning Outcomes

I. Describe factors that create a culture of safety including the National Patient Safety Goals.

II. Identify theories which explain the basic needs of integrated bio-psycho-social-cultural man.

III. Define the steps of the nursing process.

IV. Identify communication techniques used in interpersonal relationships.

V. Discuss selected teaching/learning theories applicable to basic health care needs.

VI. Compare the problem-solving, research, and nursing processes.

VII. Identify nursing interventions used in managing the care of patients/families with basic health care needs.

VIII. Identify members of the health care team.

IX. Identify legal/ethical and personal values which apply to nursing practice.

24. Considering the indicated program-level learning outcome/s (from question #23), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #23)** | Value a culture of safety in all aspects of professional practice.  |
| Assessment Measure | HESI Exit Exam; Graduate Follow up survey; Employer Satisfaction Survey; NCLEX-RN Pass Rate  |
| Assessment Timetable | HESI Exit Exam (final semester of senior year); Graduate Follow Up Survey (6-12 months after graduation); Employer Satisfaction Survey (6-12 months after graduation); NCLEX-RN Pass Rate (data gathered as students take exam—data reported on calendar year, fiscal year and by class cohort) |
| Who is responsible for assessing and reporting on the results? | Annette Stacy, BSN Program Chair collects and reports data. BSN faculty evaluate results and develop action plans based upon those results. |
| **Program-Level Outcome 2 (from question #23)** | Relate and apply knowledge of the sciences to provide individualized quality patient care. |
| Assessment Measure | HESI Exit Exam; Graduate Follow up survey; Employer Satisfaction Survey; NCLEX-RN Pass Rate  |
| Assessment Timetable | HESI Exit Exam (final semester of senior year); Graduate Follow Up Survey (6-12 months after graduation); Employer Satisfaction Survey (6-12 months after graduation); NCLEX-RN Pass Rate (data gathered as students take exam—data reported on calendar year, fiscal year and by class cohort) |
| Who is responsible for assessing and reporting on the results? | Annette Stacy, BSN Program Chair collects and reports data. BSN faculty evaluate results and develop action plans based upon those results. |
| **Program-Level Outcome 3 (from question #23)** | Use the nursing process in providing care to patients/families/communities/populations. |
| Assessment Measure | HESI Exit Exam; Graduate Follow up survey; Employer Satisfaction Survey; NCLEX-RN Pass Rate  |
| Assessment Timetable | HESI Exit Exam (final semester of senior year); Graduate Follow Up Survey (6-12 months after graduation); Employer Satisfaction Survey (6-12 months after graduation); NCLEX-RN Pass Rate (data gathered as students take exam—data reported on calendar year, fiscal year and by class cohort) |
| Who is responsible for assessing and reporting on the results? | Annette Stacy, BSN Program Chair collects and reports data. BSN faculty evaluate results and develop action plans based upon those results. |
| **Program-Level Outcome 4 (from question #23)** | Demonstrate effective and professional communication with patients/families/communities/populations and members of the health care team.  |
| Assessment Measure | HESI Exit Exam; Graduate Follow up survey; Employer Satisfaction Survey; NCLEX-RN Pass Rate  |
| Assessment Timetable | HESI Exit Exam (final semester of senior year); Graduate Follow Up Survey (6-12 months after graduation); Employer Satisfaction Survey (6-12 months after graduation); NCLEX-RN Pass Rate (data gathered as students take exam—data reported on calendar year, fiscal year and by class cohort) |
| Who is responsible for assessing and reporting on the results? | Annette Stacy, BSN Program Chair collects and reports data. BSN faculty evaluate results and develop action plans based upon those results. |

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| **Program-Level Outcome 5 (from question #23)** | Teach patients/families/communities/populations/healthcare professionals. |
| Assessment Measure | HESI Exit Exam; Graduate Follow up survey; Employer Satisfaction Survey; NCLEX-RN Pass Rate  |
| Assessment Timetable | HESI Exit Exam (final semester of senior year); Graduate Follow Up Survey (6-12 months after graduation); Employer Satisfaction Survey (6-12 months after graduation); NCLEX-RN Pass Rate (data gathered as students take exam—data reported on calendar year, fiscal year and by class cohort) |
| Who is responsible for assessing and reporting on the results? | Annette Stacy, BSN Program Chair collects and reports data. BSN faculty evaluate results and develop action plans based upon those results. |
| **Program-Level Outcome 6 (from question #23)** | Use evidence based research in nursing practice.  |
| Assessment Measure | HESI Exit Exam; Graduate Follow up survey; Employer Satisfaction Survey; NCLEX-RN Pass Rate  |
| Assessment Timetable | HESI Exit Exam (final semester of senior year); Graduate Follow Up Survey (6-12 months after graduation); Employer Satisfaction Survey (6-12 months after graduation); NCLEX-RN Pass Rate (data gathered as students take exam—data reported on calendar year, fiscal year and by class cohort) |
| Who is responsible for assessing and reporting on the results? | Annette Stacy, BSN Program Chair collects and reports data. BSN faculty evaluate results and develop action plans based upon those results. |
| **Program-Level Outcome 7 (from question #23)** | Organize nursing tasks for self and team in simulated patient care settings. |
| Assessment Measure | HESI Exit Exam; Graduate Follow up survey; Employer Satisfaction Survey; NCLEX-RN Pass Rate  |
| Assessment Timetable | HESI Exit Exam (final semester of senior year); Graduate Follow Up Survey (6-12 months after graduation); Employer Satisfaction Survey (6-12 months after graduation); NCLEX-RN Pass Rate (data gathered as students take exam—data reported on calendar year, fiscal year and by class cohort) |
| Who is responsible for assessing and reporting on the results? | Annette Stacy, BSN Program Chair collects and reports data. BSN faculty evaluate results and develop action plans based upon those results. |
| **Program-Level Outcome 8 (from question #23)** | Collaborate within nursing and inter-professional teams to achieve quality care.  |
| Assessment Measure | HESI Exit Exam; Graduate Follow up survey; Employer Satisfaction Survey; NCLEX-RN Pass Rate  |
| Assessment Timetable | HESI Exit Exam (final semester of senior year); Graduate Follow Up Survey (6-12 months after graduation); Employer Satisfaction Survey (6-12 months after graduation); NCLEX-RN Pass Rate (data gathered as students take exam—data reported on calendar year, fiscal year and by class cohort) |
| Who is responsible for assessing and reporting on the results? | Annette Stacy, BSN Program Chair collects and reports data. BSN faculty evaluate results and develop action plans based upon those results. |

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| **Program-Level Outcome 9 (from question #23)** | Exemplify professionalism in all aspects of nursing practice.  |
| Assessment Measure | HESI Exit Exam; Graduate Follow up survey; Employer Satisfaction Survey; NCLEX-RN Pass Rate  |
| Assessment Timetable | HESI Exit Exam (final semester of senior year); Graduate Follow Up Survey (6-12 months after graduation); Employer Satisfaction Survey (6-12 months after graduation); NCLEX-RN Pass Rate (data gathered as students take exam—data reported on calendar year, fiscal year and by class cohort) |
| Who is responsible for assessing and reporting on the results? | Annette Stacy, BSN Program Chair collects and reports data. BSN faculty evaluate results and develop action plans based upon those results. |

 **Course-Level Outcomes**

25. What are the course-level outcomes for students enrolled in this course and the assessment measures and benchmarks for student-learning success?

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| **Outcome 1** | Describe factors that create a culture of safety including the National Patient Safety Goals. |
| Which learning activities are responsible for this outcome? | Students are required to bring copies of the current National Patient Safety Goals to class. Students take turns discussing each goal. |
| Assessment Measure and Benchmark | Measure: NCLEX style questions in Provision of Safe Environment category. Benchmark: Students will be required to achieve 75% or greater on assigned NCLEX style questions.  |
| **Outcome 2** | Identify theories which explain the basic needs of integrated bio-psycho-social-cultural man. |
| Which learning activities are responsible for this outcome? | Students are required to bring a copy of Maslow’s Hierarchy of Needs to class. Students discuss in detail needs at each level. |
| Assessment Measure and Benchmark | Each student will correctly answer questions related to Maslow’s hierarchy of needs with a 75% or greater on Exam 1. |
| **Outcome 3** | Define the steps of the nursing process. |
| Which learning activities are responsible for this outcome? | Students are placed in groups of 10 and provided a case study in which they develop 3 prioritized nursing diagnoses. They work through the nursing process for each diagnosis. The students present their results to the class.  |
| Assessment Measure and Benchmark | Each student will correctly answer questions related to the nursing process with a 75% or greater on Exam 2.  |
| **Outcome 4** | Identify communication techniques used in interpersonal relationships. |
| Which learning activities are responsible for this outcome? | Students are placed in groups of 10 and provided a case study in which they develop 3 prioritized nursing diagnoses. They work through the nursing process for each diagnosis. Additionally, the students are required to explain therapeutic communication techniques they would utilize with their patients and potential barriers they might face. The students present their results to the class. |
| Assessment Measure and Benchmark | Each student will correctly answer questions related to nursing communication with a 75% or greater on Exam 2.  |
| **Outcome 5** | Discuss selected teaching/learning theories applicable to basic health care needs. |
| Which learning activities are responsible for this outcome? | Students are placed in groups of 10 and provided a case study in which they develop 3 prioritized nursing diagnoses. They work through the nursing process for each diagnosis. Additionally, the students are required to explain therapeutic communication techniques they would utilize with their patients and potential barriers they might face. The students are also required to discuss selected teaching/learning theories applicable for their case study patient. The students present their results to the class. |
| Assessment Measure and Benchmark | Each student will correctly answer questions related to teaching/learning theories with a 75% or greater on Exam 2.  |
| **Outcome 6** | Compare the problem-solving, research, and nursing processes. |
| Which learning activities are responsible for this outcome? | Students are placed in groups of 10 and provided a case study in which they develop 3 prioritized nursing diagnoses. They work through the nursing process for each diagnosis. Additionally, the students are required to explain therapeutic communication techniques they would utilize with their patients and potential barriers they might face. The students are also required to discuss selected teaching/learning theories applicable for their case study patient. The students present their results to the class. |
| Assessment Measure and Benchmark | Grading rubric evaluation. Each student will achieve a 75% or higher on their case study project.  |
| **Outcome 7** | Identify nursing interventions used in managing the care of patients/families with basic health care needs. |
| Which learning activities are responsible for this outcome? | Students are placed in groups of 10 and provided a case study in which they develop 3 prioritized nursing diagnoses. They work through the nursing process for each diagnosis. Additionally, the students are required to explain therapeutic communication techniques they would utilize with their patients and potential barriers they might face. The students are also required to discuss selected teaching/learning theories applicable for their case study patient. The students present their results to the class. |
| Assessment Measure and Benchmark | Grading rubric evaluation. Each student will achieve a 75% or higher on their case study project.  |
| **Outcome 8** | Identify members of the health care team. |
| Which learning activities are responsible for this outcome? | Lecture, PowerPoint slides.  |
| Assessment Measure and Benchmark | Each student will correctly answer questions related to health care teamwork and collaboration with a 75% or greater on Exam 1 and 2. |
| **Outcome 9** | Identify legal/ethical and personal values which apply to nursing practice. |
| Which learning activities are responsible for this outcome? | Students are placed in groups of 10. They are required to complete an ethical project based on an approved movie or documentary that has a medical based ethical dilemma at the core. Students are required to present both sides of the ethical dilemma and discuss potential solutions based on ethics, legalities, and policy. This project is presented in class at the end of the course. |
| Assessment Measure and Benchmark | Grading rubric evaluation. Each student will achieve a 75% or higher on their ethical project.  |

 *(Repeat if needed for additional outcomes)*

**Bulletin Changes**

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| **Instructions**  |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Follow the following guidelines for indicating necessary changes.** **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** - Deleted courses/credit hours should be marked with a red strike-through (~~red strikethrough~~)- New credit hours and text changes should be listed in blue using enlarged font (blue using enlarged font). - Any new courses should be listed in blue bold italics using enlarged font (***blue bold italics using enlarged font***)*You can easily apply any of these changes by selecting the example text in the instructions above, double-clicking the ‘format painter’ icon 🡪 , and selecting the text you would like to apply the change to.* *Please visit* [*https://youtu.be/yjdL2n4lZm4*](https://youtu.be/yjdL2n4lZm4) *for more detailed instructions.* |

Paste bulletin pages here...

**Major in Nursing**

**Bachelor of Science in Nursing**

A complete 8-semester degree plan is available at http://registrar.astate.edu/.

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| **University Requirements:**  |
| See University General Requirements for Baccalaureate degrees (p. 41)  |
| **First Year Making Connections Course:**  | **Sem. Hrs.**  |
| NRS 1123, Making Connections Nursing  | **3**  |
| **General Education Requirements:** ***Prior to beginning the junior year, students must complete the following:*** *BIO 2103* ***AND*** *2101, Microbiology for Nursing and Laboratory* *CHEM 1043* ***AND*** *1041, Fundamental Concepts of Chemistry I and Laboratory*  | **Sem. Hrs.**  |
| See General Education Curriculum for Baccalaureate degrees (p. 83) **Students with this major must take the following:** *MATH 1023, College Algebra or MATH course that requires MATH 1023 as a prerequisite* *CHEM 1043* ***AND*** *1041, Fundamental Concepts of Chemistry and Laboratory* ***OR*** *CHEM 1013* ***AND*** *1011, General Chemistry I and Laboratory* *BIO 2103* ***AND*** *2101, Microbiology for Nursing and Allied Health and Laboratory* *PSY 2013, Introduction to Psychology* *SOC 2213, Introduction to Sociology* *Nine hours of Fine Arts or Humanities (Required Departmental Gen. Ed. Option)*  | **35**  |
| *Major Requirements:* *Prior to beginning the junior year, students must complete the following:* ~~NRS 2314, Concepts of Nursing~~ ***NRS 2313, Concepts of Nursing******NRS 2322 Foundations of Nursing******NRSP 2321 Foundations of Nursing Practicum****NRS 2391, Health Assessment Practicum* *NRS 2392, Health Assessment* *NRS 2334, Health Promotion and Introduction to Acute Care Nursing* *NRS 3023, Interdisciplinary Clinical Pathophysiology OR* *BIO 3203 Pathophysiology* ~~NRSP 1422, Foundations of Nursing Practice~~ *NRSP 2343, Nursing Care II*  | *Sem. Hrs.*  |
| ~~NRS 2314, Concepts of Nursing~~ ***NRS 2313, Concepts of Nursing*** | ~~4~~ ***3*** |
| ***NRS 2322 Foundations of Nursing*** | ***2*** |
| NRS 2334, Health Promotion and Introduction to Acute Care Nursing  | 4  |
| NRS 2392, Health Assessment  | 2  |
| NRS 3023, Interdisciplinary Clinical Pathophysiology  | 3  |
| NRS 3312, Introduction to Nursing Research  | 2  |
| NRS 3315, Acute Care Nursing I  | 5  |
| NRS 3345, Acute Care Nursing II  | 5  |
| NRS 3463, Pathophysiology Based Pharmacology I  | 3  |
| NRS 3473, Pathophysiology Based Pharmacology II  | 3  |
| NRS 4312, Chronic Illness and Rehabilitation Nursing  | 2  |
| NRS 4343, Professional Nursing—Community  | 3  |
| NRS 4355, Critical Care and Emergency Nursing  | 5  |
| NRS 4362, Professional Role Development  | 2  |
| NRS 4542, Health Care Administration  | 2  |
| ~~NRSP 1422, Foundations of Nursing Practice~~ ***NRSP 2321 Foundations of Nursing Practicum*** | ~~2~~***1*** |
| NRSP 2343, Nursing Care II  | 3  |
| NRSP 2391, Health Assessment Practicum  | 1  |
| NRSP 3325, Nursing Care III  | 5  |
| NRSP 3355, Nursing Care IV  | 5  |
| NRSP 4336, Nursing Care V  | 6  |
| NRSP 4366, Nursing Care VI  | 6  |
| **Sub-total**  | **73** |

Page 336

**LPN-to-BSN Option**

**Bachelor of Science in Nursing**

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| **University Requirements:**  |
| See University General Requirements for Baccalaureate degrees (p. 41)  |
| **Required Courses (prior to Junior Year):**  | **Sem. Hrs.**  |
| BIO 2103 **AND** 2011, Microbiology for Nursing and Allied Health and Laboratory  | 4  |
| BIO 2203 **AND** 2201, Human Anatomy and Physiology I and Laboratory  | 4  |
| BIO 2223 **AND** 2221, Human Anatomy and Physiology II and Laboratory  | 4  |
| CHEM 1043 **AND** 1041, Fundamental Concepts of Chemistry I and Laboratory  | 4  |
| CHEM 1052, Fundamental Concepts of Organic and Biochemistry  | 2  |
| ENG 1003, Composition I  | 3  |
| ENG 1013, Composition II  | 3  |
| MATH 1023, College Algebra  | 3  |
| PSY 2013, Introduction to Psychology  | 3  |
| SOC 2213, Introduction to Sociology  | 3  |
| NRS 2392, Health Assessment  | 2  |
| NRS 3463, Pathophysiology Based Pharmacology I  | 3  |
| NRSP 2391, Health Assessment Practicum  | 1  |
| **Sub-total**  | **39**  |
| **Major Requirements:**  | **Sem. Hrs.**  |
| NRS 330V, LPN-to-BSN (Special Problems)  | 1  |
| NRS 3312, Introduction to Nursing Research  | 2  |
| NRS 3315, Acute Care Nursing I  | 5  |
| NRS 3345, Acute Care Nursing II  | 5  |
| NRS 3463, Pathophysiology Based Pharmacology II  | 3  |
| NRS 4312, Chronic Illness and Rehabilitation Nursing  | 2  |
| NRS 4343, Professional Nursing—Community  | 3  |
| NRS 4355, Critical Care and Emergency Nursing  | 5  |
| NRS 4362, Professional Role Development  | 2  |
| NRS 4481, Critical Decision Making and Testing Competencies in Nursing  | 1  |
| NRS 4542, Health Care Administration  | 2  |
| NRSP 3325, Nursing Care III  | 5  |
| NRSP 3355, Nursing Care IV  | 5  |
| NRSP 4336, Nursing Care V  | 6  |
| NRSP 4366, Nursing Care VI  | 6  |
| **Sub-total**  | **53**  |
| **Hours by Articulation:**  | **Sem. Hrs.**  |
| ~~NRS 2314, Concepts of Nursing~~ ***NRS 2313, Concepts of Nursing*** | ~~4~~ ***3*** |
| ***NRS 2322 Foundations of Nursing*** | ***2*** |
| NRS 2334, Health Promotion and Intro to Acute Care Nursing  | **4**  |
| ~~NRSP 1422, Foundations of Nursing Practice~~ ***NRSP 2321 Foundations of Nursing Practicum*** | ~~2~~ ***1*** |
| NRSP 2343, Nursing Care II  | **3**  |
| **Sub-total**  | **13**  |
| **Total Required Hours:**  | **105** |

Page 340

~~NRS 2314. Concepts of Nursing Introduction to the concepts and theories basic to nursing assessmentand intervention. General concepts of health, illness, and professionalism are explored. Focus is upon meeting basic human needs throughout the life span. Prerequisite, Admission to the BSN program. Corequisite, NRSP 1222. Fall.~~

***NRS 2313. Concepts of Nursing*** *Introduction to the concepts and theories basic to nursing assessment and intervention. General concepts of health, illness, and professionalism are explored. Focus is upon meeting basic human needs throughout the life span. Prerequisite, Admission to the BSN program. Fall*

***NRS 2322. Foundations of******Nursing*** *This didactic course uses the nursing process, informatics, interpersonal communication, patient teaching, delegation, critical thinking, and safety as foundational concepts for the provision of essential skills for nursing practice. Prerequisite, Admission to the BSN program. Fall*

**NRS 2334. Health Promotion and Introduction to Acute Care Nursing** Focus is on health promotion surrounding life cycle events as well as an introduction to acute care. Growth and development and family theory are addressed as professional concepts. Prerequisites, C or better in ~~NRS 2314 and NRSP 1222~~. *NRS 2313, NRS 2322, NRS 2392, NRSP 2321, NRSP 2391*. Spring.

**NRS 2353. Global Perspectives in Disaster Preparedness** A focus on global disaster pre­paredness around the world will be identified including economic, health, political, psychological, cultural and religious impact of current and major historical disasters. Cross listed as DPEM 2353. Fall, Spring, Summer.

**NRS 2392. Health Assessment** Focus on obtaining a health history and physical assessment of the adult. An overview of the pediatric, obstetrical, and geriatric client is included. Prerequisite, BIO 2203 and BIO 2201. Pre/Corequisites, C or better in BIO 2223, BIO 2221, and NRSP 2391, ~~NRS 2314 and NRSP 1422~~  *NRS 2313, NRS 2322, NRSP 2321*for BSN Students, or NRS 1214 and NRSP 1222 for AASN students. Fall, Spring, Summer.

**NRS 2423. Introduction to Essentials of Nursing Care** This course introduces the scope of the nursing profession with emphasis on basic human needs, growth and development across the lifespan, communication, legal and ethical parameters of practice, and teaching and learning theories. Prerequisites, Admission to the Accelerated BSN track. Corequisite, NRSP 1422. Sum­mer.

**NRS 2433. Essentials of Medical Surgical Nursing I** Health focus on individuals and families experiencing acute and chronic illness across the lifespan. Integrated foci include medical surgi­cal, geriatrics, pediatrics, and nutrition. Registration restricted to students who are accepted to the accelerated BSN option. Prerequisites, NRS 2423 and NRSP 1422. Corequisites, NRS 3392, NRS 2443, NRSP 2391, and NRSP 2432. Fall.

**NRS 2443. Essentials of Nursing Care of the Childbearing Family** Theoretical basis for professional nursing care of the childbearing family. Emphasis is on nursing care of the woman, the fetus, and the infant within the family environment. Registration restricted to students who are accepted to the accelerated BSN option. Prerequisites, C or better in NRS 2423 and NRSP 1422. Corequisites, NRS 2392, NRS 2433, NRSP 2391, and NRSP 2432. Fall.

**NRS 2601. Nursing Process Application** Focuses on the application of the nursing process and the use of critical thinking and problem solving skills to meet the needs of clients. Fall.

**NRS 2793. Health Assessment and Exam** Health history and physical examination skills are taught. The focus is on the adult while including an overview of special client populations. Students submit written H & Ps and self-recordings of skill performance. Prerequisites, Admission to the RN-BSN program, C or better in BIO 2203/2201 and BIO 2223/2221. Fall, Spring, Summer.

**NRS 3023. Interdisciplinary Clinical Pathophysiology** This course is an overview of the specific disruptions of normal physiology and alterations, mechanisms involved, their disease manifesta­tions and the therapeutic principles underlying treatment. This course provides a link between the basic biological sciences and their clinical application. Prerequisites, C or better in BIO 2201, BIO 2203, BIO 2221, BIO 2223 and BIO 4104 or by permission of instructor. Fall, Spring, Summer.

**NRS 330V. Special Problems in Nursing** Specific areas with the topic and mode of study agreed upon by the student and the instructor. Course may be repeated with various topics. Reg­istration must be approved by the department chair. Demand.

**NRS 3312. Introduction to Nursing Research** Explores the role of the nurse in the research process and provides the skills needed to evaluate and use research findings. Prerequisite or corequisite, three credit hour statistics course. Corequisite, NRS 3345 and NRSP 3355. Spring.

**NRS 3315. Acute Care Nursing I** Health focus is on acute illness. Integrated foci include adult medical surgical, geriatrics, pediatrics, mental health and nutrition. Prerequisites, C or better in NRS 2334, NRSP 2343, NRS 2392 and NRSP 2391. Fall.

Page 520

**NRSP 1243. Clinical Practicum I** Initial medical, surgical, maternal, and child health clinical experience for the student making the transition to the RN role. Nursing concepts from Nursing Agency I and Role Development I are applied to clinical practice. A clinical laboratory fee will be assessed. Corequisites, NRS 1235 and NRS 1252. Fall.

NRSP 1422. Foundations of Nursing Practice Practicum emphasizes the fundamental skills of nursing as utilized in maintaining activities of daily living. A clinical laboratory fee will be assessed. ~~Pre/Corequisite, NRS 2314. Fall.~~ *Prerequisite, Admission to the BSN program. Summer.*

**NRSP 220V. Clinical Practicum. Independent Study** Practicum experience in specific clinical areas determined by student and instructor. Review of clinical nursing care with emphasis on the performance of specific nursing procedures. A clinical laboratory fee will be assessed. Demand.

**NRSP 2223. Clinical Practicum II** Application of the nursing process in the care of individuals and families in all Stages of the life cycle. A clinical laboratory fee will be assessed. An additional fee is assessed for this course for the comprehensive assessment test. Prerequisites, C or better in NRS 1235, NRS 1252 and NRSP 1243. Spring.

**NRSP 2244. Clinical Practicum III** Refinement of the nursing process in providing care for selected clients. Prerequisites, C or better in NRS 2251 and NRSP 2223, Corequisite, NRSP 2272. A clinical laboratory fee will be assessed. An additional fee is assessed for this course for the comprehensive assessment examination given to all graduating nursing students. Fall.

**NRSP 2272. Role Development Practicum** Course assists the graduating student to integrate the Associate Degree Nurse roles, including provider of care, manager of care and member of the profession. A clinical laboratory fee will be assessed. Demand.

***NRSP 2321. Foundations of Nursing Practicum*** *This practicum course uses the nursing process, informatics, interpersonal communication, patient teaching, delegation, critical thinking, and safety as foundational concepts for the provision of essential skills for nursing practice. Prerequisite, Admission to the BSN program. Fall.*

**NRSP 2343. Nursing Care II** Practicum in which the clinical skills associated with the events of childbearing and perioperative care are developed. A clinical laboratory fee will be assessed. Prerequisites, C or better in ~~NRS 2314 and NRSP 1422~~. *NRS 2313, NRS 2322, NRS 2392, NRSP 2321, NRSP 2391* Pre/Corequisite, NRS 2334. Spring.

**NRSP 2391. Health Assessment Practicum** Practicum in which the clinical skills associated with NRS 2392 are developed and implemented. The student obtains health histories and performs physical examinations. A clinical laboratory fee will be assessed. Corequisite, NRS 2392. Fall, Spring, Summer.

**NRSP 2432. Clinical Experience I** Practicum in which NRS 2433 and NRS 2443 are implemented. The student designs and implements care for individuals and families, and the childbearing family. Registration restricted to students who are accepted to accelerated BSN option. Prerequisites, C or better in NRS 2423, NRSP 1422. Corequisites, NRS 2392, NRSP 2391, NRS 2433, NRS 2443. Fall.

**NRSP 3325. Nursing Care III** Practicum in which NURS 3314 is implemented. The student de­signs and implements care for adults and children in a secondary care setting. A clinical laboratory fee will be assessed. Pre/Corequisite, NRS 3315. Fall.

**NRSP 3355. Nursing Care IV** Practicum in which theory from NRS 3344 is implemented or ex­panded. The student designs, implements, and evaluates care of individual clients and familiesin secondary care settings. A clinical laboratory fee will be assessed. Prerequisite, C or better in NRSP 3325. Pre/Corequisite, NRS 3345. Spring.

**NRSP 3433. Clinical Experience II** Practicum in which theory from NRS 3422 and NRS 3423 is implemented. The student designs, implements and evaluates care for individuals and families with acute and chronic illness across the lifespan in a variety of clinical settings. Registration restricted to students who are accepted to accelerated BSN option. Prerequisites, C or better in NRS 2423, NRSP 1422, NRS 2392, NRSP 2391, NRS 2433, NRS 2432. Corequisites, NRS 3422, NRS 3343, NRS 3423. Fall.

**NRSP 3453. Clinical Experience III** Practicum in which theory from NRS 3422 and NRS 3423 is implemented. The student designs, implements and evaluates care for individuals and families with acute and chronic illness across the lifespan in a variety of clinical settings. Registration restricted to students who are accepted to accelerated BSN option. Prerequisites, C or better in NRS 2423, NRSP 1422, NRS 2392, NRSP 2391, NRS 2433, NRS 2432. Corequisites, NRS 3422, NRS 3343, NRS 3423. Fall

Page 524