

COLLEGE OF NURSING

Interprofessional Health Sciences Campus

123 Metro Boulevard, Nutley, NJ 07110

(973) 542-6200

shu.edu/nursing (<https://www.shu.edu/nursing/>)

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Undergraduate Department Faculty: Ampiaiw; Barra- Schneider; Carolina; Clark-Pappas; T. Conklin; Connolly; Conway (*Chair*); Darby; DeVito; Huryk; Innella; Jameson; Kass; Kenney-Lau; Leonard; Logan; Lucas; Ropis; Sailsman; Smith; Sternas; Stinson; Tevlin; Torres; Ulak; Wall; Wells
Graduate Department Faculty: Hansell; Hinic; Kendra; Loughrey; Maglione; McClure; Neville; Roberts (*Chair*); Sturm

Accreditation

The baccalaureate degree programs in nursing, master's degree program in nursing, Doctor of Nursing Practice program and post-graduate APRN certificate programs at Seton Hall University are accredited by the:

Commission on Collegiate Nursing Education

655 K Street, NW, Suite 750

Washington, D.C. 20001

(202) 887-6791

The pre-licensure programs are accredited by the:

New Jersey Board of Nursing

124 Halsey Street

Newark, New Jersey 07102

(973) 504-6430

Programs of Study

The College of Nursing offers programs of study leading to the degree of Bachelor of Science in Nursing. The programs combine a liberal arts education with basic preparation in professional nursing. The baccalaureate graduates are prepared to practice nursing in a variety of settings, which may include ambulatory care, acute care hospitals, sub-acute care facilities, hospice programs and home care, and community-based services, among others. In addition, the baccalaureate degree in nursing prepares graduates to continue education on a graduate level.

College of Nursing Mission Statement

The College of Nursing's mission is to educate generalists and specialists in nursing at the undergraduate and graduate levels. Undergraduate and graduate curricula exist within a university community that embraces a student body enriched by cultural, ethnic, and racial diversity where religious and ethical commitment and academic freedom are valued. The College of Nursing aims to cultivate values in its students and graduates

that enable a commitment to lifelong learning, service and leadership for the greater good of the global society.

Undergraduate Philosophy

Education is a dynamic process that directs and facilitates learning.

Learning is the active, continuous process of acquiring knowledge and skill that brings about actual or potential changes in behavior. Learning is a lifelong endeavor. New learning builds on previous levels of knowledge and experience and is a function of motivation and readiness. Learning is facilitated when activities are goal-directed, purposeful, and meaningful for the learner. The faculty guide, direct, facilitate, and evaluate learning while encouraging self-direction and development of intellectual curiosity, creativity, and independent thinking. Learning is best achieved in an atmosphere where individual dignity is respected and a commitment to excellence exists. The development of cognitive skills that include critical thinking, analysis, and synthesis is a vital process necessary for professional nursing practice. The Nursing curriculum builds upon a liberal education and incorporates creative teaching strategies.

Adapted from University of Southern Indiana School of Nursing & Health Professions. (1995). — Evansville, IN: — Author.

Undergraduate Program Outcomes

At the conclusion of the program, the student will:

1. Communicate actively and clearly.
2. Think critically and creatively in solving problems and making decisions.
3. Design and provide care based on best evidence.
4. Be prepared to use characteristics of servant leadership in their professional practice and community life.

Admission Requirements for Pre-Licensure Students

In addition to the general University requirements for admission, the College of Nursing requires that applicants complete one unit in biology and one unit in chemistry with labs. Students who do not meet all nursing requirements for admission but meet the University admission requirements may be admitted as provisional nursing students and must contact the College of Nursing for advisement. Students may only remain on provisional nursing status for one academic year after admission. Provisional nursing students cannot enroll in any nursing courses above the 1000 level. Provisional nursing students wishing to change to the nursing major must have completed 30 credits at Seton Hall by the end of the first two semesters of study, including, a minimum of BIOL 1122 Human Anatomy and Physiology I/BIOL 1123 Human Anatomy and Phys I Lab and BIOL 1133 Human Anatomy and Phys II/BIOL 1134 Human Anatomy and Phys II Lab as required in the nursing curriculum with grades of C+ or higher, foundational nursing courses prescribed in the plan of study with grades of C+ or higher. Additionally, provisional nursing students must have achieved a cumulative GPA of 3.3 or higher by the end of their first two semesters of study at Seton Hall. Provisional nursing students must earn a C+ or higher in all science or nursing courses on the first attempt; provisional nursing students with initial grades below C+ in any science or nursing courses prescribed in the plan of study will not be eligible for the nursing major.

Students transferring from other majors at Seton Hall, or from external colleges, must achieve a 3.3 cumulative GPA; these students must also earn at least a C+ in all nursing and science courses while tracking the

nursing major. Provisional nursing students who meet the eligibility requirements for the nursing major must submit the relevant SHU forms/online application to the Assistant Dean for Student Success, or the Associate Dean for Undergraduate Programs prior to beginning the second year at Seton Hall. Internal transfer students who meet the eligibility criteria and have been admitted to the College of Nursing must submit the relevant SHU forms/online application to change majors. Admission to the pre-licensure nursing major is on a space-available basis. Students may track the nursing major for two semesters only. Eligible provisional nursing students must declare the nursing major at the completion of the spring or second semester of their first year.

Transfer Requirement for Pre-Licensure BSN Program

To meet College of Nursing requirements, sciences must be taken in the last 5 years at a 2- or 4-year college with a grade of B or better. All transfer courses must be approved by appropriate departments and the Associate Dean for Undergraduate Programs.

English as a Second Language

All applicants to the College of Nursing whose native language is not English must have taken the TOEFL iBT® test within the past five years and achieved minimum scores of:

- 22 in Reading
- 22 in Listening
- 26 in Speaking
- 24 in Writing

Licensure

Each state's Board of Nursing has the responsibility to determine who is eligible to take the registered nurse licensure examination (NCLEX-RN). Graduation from the nursing program satisfies one of the eligibility requirements. There are other eligibility criteria as well such as a criminal background check for New Jersey licensure as a registered professional nurse. Since eligibility criteria may vary, applicants should check with the Board of Nursing of the state in which they plan to apply for licensure to determine the eligibility criteria. Our programs meet the pre-licensure curriculum requirements for most states – applicants should check our CON website (<https://www.shu.edu/documents/Out-of-State-Requirements.pdf>) to determine whether their home state accepts our program to meet their state's curriculum requirements.

Learning Resources

The College of Nursing is co-located with the School of Health and Medical Sciences, and the Hackensack Meridian Health School of Medicine on the Interprofessional Health Sciences campus (IHSC) in Nutley, NJ which is approximately 10 miles from the South Orange Campus. The IHSC is shared by the three schools with a focus on interprofessional education. This state-of-the-art facility contains many classrooms, including traditional and advanced technology learning studios which better accommodate a flipped classroom pedagogy. This campus provides many opportunities for interprofessional experiences related to simulations, service learning, and work on interprofessional teams and guest speakers for students in all three schools.

Classrooms in the IHS building are located on floors 1, 2, and 3 of the building. The lower level (below floor 1) houses security offices, a student lounge and a bookstore. The first floor of the building is where the library

with an Associate Dean and health sciences librarians, quiet and group study rooms and some classrooms are located. Food service, student support services including rooms for disability services with quiet testing environments and counseling services, and the chapel with full-time chaplain are located on this floor as well.

All the labs and more classrooms are located on the second floor along with some administrative offices. The skills labs include 3 flexible skills rooms with 8 beds in each room, and 2 part-task training rooms, for practice of foundational and specialized clinical skills. The health assessment labs include 3 health assessment examination table labs with 10 exam tables per room. There is a 16-bed Standardized Patient Center where students are evaluated on their exam skills utilizing standardized patients (actors performing the role of the patient) or peer to peer evaluation. The High-Fidelity Simulation Center includes 7 state-of-the-art clinical acute care rooms, control rooms, and debriefing spaces. These rooms are designed to mimic state-of-the-art acute care adult, birthing, pediatric and neonatal high-fidelity rooms utilizing simulation mannequins as well as a nursing/communication station and an operating room. Some of the patient simulation rooms can be flexed between a single or double patient room or an ICU, PACU, etc. The spaces can be transformed into different patient care areas such as a psychiatric dayroom, athletic field or home environment. There are four debriefing rooms used to process the simulation after the event to help students gain insight into their patient care techniques and improve patient outcomes.

Clinical Requirements

The College of Nursing uses an outside vendor to manage and store clinical documents. All students entering a clinical course must use the online system and vendor specified by the College of Nursing for clinical clearance and to manage clinical documents. Students must begin the clinical clearance process the semester prior to entering the clinical setting to meet the deadline. Prior to enrollment in any clinical course, accepted students must complete university and college health requirements including a physical examination, medical history, immunization and titers, drug screen, and competencies including the American Heart Association Certification course for CPR (BLS for Healthcare Professionals). This also includes a criminal background check through CastleBranch.com (<https://discover.castlebranch.com/>). Completion of requirements is due annually. Clinical agencies vary in their requirements for clinical participation and these may be changed in addition to the regular requirements. All requirements must be submitted by the established due date. For clarification, see Clinical Clearance Documents and the *Undergraduate Nursing Student Handbook* in the Undergraduate Nursing Team's page.

Students who fail to comply with clinical clearance requirements or deadlines for submission of clearance documentation will not be permitted in clinical settings and can be removed from the respective clinical course(s). Decisions on accepting students at any clinical site reside with the clinical agencies themselves. Any findings on a student's background check or drug screening can result in the inability of the College of Nursing to secure clinical placements for him or her. In this case, it may become impossible for the student to complete the BSN program.

Liability Insurance

Students taking clinical nursing courses must obtain professional liability and malpractice insurance in the amounts of \$2,000,000 per claim/ \$4,000,000 aggregate, subject to change as required by external or

regulatory agencies. Application forms and additional information can be obtained from the Undergraduate Nursing Team's page.

Uniform and Equipment Policy

A uniform and equipment policy for clinical practice is in effect in the College of Nursing. Appropriate attire is included in this policy, which must be adhered to by students of professional nursing. Please refer to the *Undergraduate Nursing Student Handbook* in the Undergraduate Nursing Team's page for details.

Honor Society

Gamma Nu Chapter of the international nursing honor society, Sigma Theta Tau International, Inc. inducts members annually. Please refer to the *Undergraduate Nursing Student Handbook* for more information.

Fees

Fees are associated with certain courses, standardized testing, e-books, software, simulation software, and laboratory equipment. Students are responsible for the costs associated with clinical clearance requirements, clinical equipment and supplies, uniforms and lab coat, and transportation to and from clinical practicum settings.

Cooperating Community Agencies

Students obtain their clinical experience in a variety of settings. There are more than 40 hospitals/medical centers, nursing homes, subacute and rehabilitation centers and community/public health agencies that cooperate with the College of Nursing.

Standards and Requirements for Progression

Technical standards and academic standards for College of Nursing students are documented in the *Undergraduate Nursing Student Handbook*, posted in the Undergraduate Nursing Team's page. Students are required to comply with all policies and requirements documented in the most current version of the *Undergraduate Nursing Student Handbook*. Such policies and requirements are subject to change.

To enroll in the first clinical nursing course, NUTC 2011 Health Assessment, a pre-licensure student must be a nursing major, meet curricular prerequisites, have a minimum GPA of 3.0 and at least a "C+" in:

Code	Title	Hours
BIOL 1122 & BIOL 1123	Human Anatomy and Physiology I and Human Anatomy and Phys I Lab	4
BIOL 1133 & BIOL 1134	Human Anatomy and Phys II and Human Anatomy and Phys II Lab	4
BIOL 2141 & BIOL 2142	Introduction to Microbiology and Intro to Microbiology Lab	4
CHEM 1301	Elements of Organic and Biochemistry	5
NUTH 1101	Professional Nursing Practice Foundations	3

These are prerequisite or corequisite for NUTC 2011 Health Assessment and NUTC 2103 Nursing Therapeutics for Evidence-Based Nursing Practice. Both BIOL 2141 Introduction to Microbiology/BIOL 2142 Intro to Microbiology Lab, CHEM 1301 Elements of Organic and Biochemistry, and NUTH 2003 Pathophysiology must be completed with satisfactory grades prior to entering NUTC 3113 Adult Nursing I.

Students are expected to comply with the pre and corequisite requirements for all nursing courses and with progression policies as outlined in the most recent version of the *Undergraduate Nursing Student Handbook* in the Undergraduate Nursing Team's page. Additionally, students must complete all prerequisite nursing and science courses with grades of at least "C+" (77%) in each course to proceed to any subsequent nursing course in the following semester. If a student earns a grade below "C+" in a required science or nursing course, then the course must be repeated prior to enrolling in the next clinical courses in sequence. Students who do not meet the grade standard are not permitted to register for the next clinical course in the sequence.

Students are subject to the progression requirements outlined below and in the *Undergraduate Nursing Student Handbook* in the Undergraduate Nursing Team's page.

Students also are expected to exhibit personality, values and emotional characteristics consistent with developing the professional nurse role. If, after consultation and work with approved counselors, students still do not meet these criteria, they will not be permitted to continue in the nursing program.

Retention and progression in the nursing programs are also determined by the student's ability to successfully meet the academic and progression requirements as documented in the *Undergraduate Student Handbook*. All nursing students in the traditional BSN program must maintain a cumulative GPA of at least 3.0 to enter the clinical sequence and maintain matriculation in the program. Students with cumulative GPAs below 3.0 are placed on nursing probation. Students on probation must achieve a semester GPA of 3.0 or higher in the following term and must achieve a cumulative GPA of 3.0 within 2 semesters of being placed on nursing probation. Students who do not meet these standards will be dismissed from the College of Nursing.

In the pre-licensure BSN programs, students are placed on Progression Risk or College Dismissal status for failing to meet the academic standards of the College of Nursing. Any grade below C+ (77%) in any NUTC or NUTH course, or in Anatomy and Physiology, Chemistry or Microbiology (including the required lab courses) will result in progression risk status. A course with a grade below C+ must be repeated and a C+ or higher must be achieved. Students may repeat an individual nursing course or required science course only once. A grade below C+ (77%) on the second attempt at the same course will result in dismissal from the College of Nursing. Three grades below C+ in different science or nursing courses will result in dismissal from the College of Nursing.

If a nursing student withdraws from the same science course or nursing course more than once, the student will lose his or her matriculation status for the degree in nursing. Students with course averages below C+ during the withdrawal period are not permitted to withdraw from NUTH or NUTC courses.

- Accelerated Nursing Second Degree Major (ABSN) (<http://catalogue.shu.edu/undergraduate/college-nursing/second-degree-accelerated-bsn-program/>)
- Nursing Major (BSN) (<http://catalogue.shu.edu/undergraduate/college-nursing/nursing-bsn/>)

Course Descriptions

Note to Students: The following listing represents those courses that are in the active rotation for each department, i.e., have been offered in the past five years. Some departments have additional courses offered more

rarely but still available – to find the complete list of all official courses for a department, please use the “Course Catalogue Search” function in Self-Service Banner.

NUTC 2011 Health Assessment (3 Credits)

This course will introduce the student to the theoretical bases necessary to perform a comprehensive health assessment which involves obtaining and analyzing data describing a person’s state of wellness, strengths relative to health promotion, and responses to actual and/or potential health deviations or clinical problems. The relationship of health assessment to the role and responsibilities of the professional nurse in the application of the nursing process will be explored. This course will focus on the theory and practice of health assessment skills, identification of deviations from the norm, and accurate documentation of findings. Emphasis is placed on the integration and application of these skills through the use of critical thinking.

Prerequisites: NUTH 1101 and (BIOL 1102 or BIOL 1122) and (BIOL 1103 or BIOL 1133)

NUTC 2102 Nursing Therapeutics for Evidence-Based Nursing Practice (2 Credits)

The course focuses on the development of quality and safety related, evidence-based clinical skills for beginning nursing practice. Students will apply clinical judgment and skills, nursing principles and clinical evidence to the use of fundamental nursing interventions to improve patient health across the lifespan. Students develop psychomotor, critical thinking and clinical judgment communication, documentation and related clinical decision-making skills for nursing practice. Numeracy proficiency course. Admitted into ABSN Program.

Prerequisites: NUTH 1101 and (BIOL 1102 or BIOL 1122) and (BIOL 1103 or BIOL 1133) and CHEM 1301

NUTC 2103 Nursing Therapeutics for Evidence-Based Nursing Practice (3 Credits)

The course focuses on the development of quality and safety related, evidence-based clinical skills for beginning nursing practice. Students will apply clinical judgment concepts and skills, nursing principles and clinical evidence to the use of fundamental nursing interventions to improve patient health across the lifespan. Students develop psychomotor, critical thinking and clinical judgment, communication, documentation, and related clinical decision-making skills for nursing practice. Numeracy proficiency course.

NUTC 3113 Adult Nursing I (5 Credits)

This course will provide the student with the knowledge base to assess a client’s ability to function independently, intervene to maximize function, help the client to identify coping patterns and establish realistic outcomes. Clients with chronic disease states are examined. The nursing process is viewed as the framework to guide the students to think critically when interacting with clients in need of assistance to maintain or improve their level of health. The beginning student will be provided with a method for learning how to apply nursing theory. Clinical experiences will be provided in a variety of settings which provide opportunities for the beginning student to initiate specific nursing skills and interventions for health promotion, risk reduction, disease prevention and illness and disease management. Numeracy proficiency course.

Prerequisites: NUTH 1101 and NUTC 2011 and NUTC 2103

NUTC 3214 Adult Nursing II (5 Credits)

This course will provide the student with the knowledge base to apply and integrate nursing science to the care of adult clients with complex disease states. Clinical experiences in a variety of settings will allow students to build upon foundational concepts and nursing skills and provide opportunities to plan and implement interventions for health promotion and restoration, determinants of health and health disparities, risk reduction, disease prevention, illness and disease management.

Prerequisites: NUTC 3113 and NUTH 3010

NUTC 3814 Maternal-Newborn Nursing (4 Credits)

This course focuses on providing the student with the theoretical knowledge and clinical experiences needed to provide care to the childbearing family. Concepts learned in previous courses will be built upon as the students design plans of care based upon theoretical and empirical knowledge of normal and selected abnormal patterns of biophysical and psychosocial growth and development of the pregnant woman, fetus, newborn and family. Political, cultural, economic and ethical issues related to the childbearing family will be explored. Clinical experiences take place in a variety of settings.

Prerequisites: NUTC 3113 and NUTH 1101 and NUTH 3010

NUTC 3815 Dimensions of Psychosocial Nursing (4 Credits)

The major focus of this course is the development of an effective theoretical basis for nursing practice with clients with psychosocial alterations in the clinical setting. The major concepts of person, society, culture, nursing and health are amplified by way of specific emphasis upon psychosocial considerations. Students apply knowledge in select settings for focused clinical experiences.

Prerequisites: NUTH 3010 and NUTC 3214

NUTC 3816 Child and Family Nursing (4 Credits)

This course provides students with a didactic framework and clinical skills for evaluating developmental health care needs unique to children from birth through adolescence, with emphasis on the family context. The student will acquire the knowledge and clinical skills necessary to assess and provide safe and effective nursing care for diverse populations of infants, children, adolescents and their families who are experiencing episodic, acute or chronic illness. Selected clinical experiences in a variety of settings that emphasize principles of family-centered care. Critical Thinking proficiency course.

Prerequisites: NUTC 3113 and NUTH 3010

NUTC 3914 Maternal-Newborn Nursing (5 Credits)

Prerequisites: NUTC 3113 and NUTH 3010

NUTC 3915 Dimensions of Psychosocial Nur (5 Credits)

Prerequisites: NUTC 3113 and NUTH 3010

NUTC 3916 Child and Family Nursing (5 Credits)

Prerequisites: NUTC 3113 and NUTH 3010

NUTC 3917 Acute Adult Nursing (5 Credits)

This course will provide the student with the knowledge base to assess the client’s ability to function independently, intervene to maximize function, to help the client identify realistic outcomes and coping with altered function with acute disease states. The nursing process is viewed as the framework to guide the students to think critically when interacting with acute care clients. Clinical experiences are provided in a variety of settings which enhance opportunities for the student to initiate acute nursing skills and interventions for health promotion, risk reduction, disease prevention and illness and disease management. Critical Thinking proficiency course.

Prerequisites: NUTC 3113 and NUTH 3010

NUTC 4019 Synthesis Practicum & Seminar (3 Credits)

This is a capstone clinical course only for students in the Second Degree ABSN Program and serves as a transition between the role of nursing student and the role of the professional nurse. The major purpose is to increase independence in providing nursing care to groups of individuals in an acute care setting under the direct supervision of a faculty member. Students continue to implement the nursing process while caring for groups of individuals; however, the focus in this course is on the organization, delegation and supervision of care given as well as evaluation of the outcomes of care.

Prerequisites: NUTC 3914 and NUTC 3915 and NUTC 3916 and NUTC 3917 and NUTH 4001 (may be taken concurrently) and NUTC 4118 (may be taken concurrently)

NUTC 4020 Synthesis Practicum (3 Credits)

This is a capstone clinical course for students in the traditional BSN programs and serves as a transition between the role of nursing student and the role of the professional nurse, in combination with NUTC 4021. The major purpose is to increase independence in providing nursing care to groups of individuals in an acute care setting under the direct supervision of a faculty member. Students continue to implement the nursing process while caring for groups of individuals; however, the focus in this course is on the organization, delegation and supervision of care given as well as evaluation of the outcomes of care.

Prerequisites: NUTC 3917

NUTC 4021 Synthesis Seminar (2 Credits)

This course is designed as a mandatory co-requisite to NUTC4020 and must be taken at the same time as NUTC 4020. Its focus is the synthesis of previously mastered nursing knowledge into a comprehensive, evidence-based foundation for the transition into professional nursing practice. A structured review of nursing concepts, along with test-taking strategies and standardized testing experiences is integrated into the seminar. Students additionally examine principles of clinical decision-making, and regulatory, legal and ethical considerations for the transition to professional nursing practice.

NUTC 4118 Community Health Perspectives (5 Credits)

Basic concepts of community health and public health are applied to identify actual and potential health problems of individuals, groups and communities. The focus will be on community-based health care, roles and functions of the community and public health nurse, developing partnerships with community organizations, healthcare delivery systems, levels of prevention and health promotion and risk models.

Prerequisites: NUTC 3917

NUTH 1001 Group Dynamics (2 Credits)**NUTH 1003 Sociocultural Determinants of Health and Healthcare (3 Credits)**

This course will introduce concepts and theories relevant to the care of diverse populations. Patterns of beliefs, values, behaviors and religious practices of major cultures of the world represented within our regional healthcare systems and their impact on health practices and healing behaviors of specific populations will be examined. Culture specific strategies for health promotion and disease management will be discussed. Social factors that influence perception of health and health behaviors will be reviewed. Health disparities experienced by specific populations in the U.S. will be critically analyzed with an emphasis on cumulative effects of social determinants of health upon healthcare outcomes for these populations. This course aims to increase cultural awareness, cultural sensitivity and cultural competency and promote an understanding of strategies to improve outcomes for diverse patient populations.

Prerequisites: NUTH 1101

NUTH 1004 Dying with Dignity (2 Credits)**NUTH 1005 Sociocultural Determinants of Health and Healthcare (2 Credits)**

This course will introduce concepts and theories relevant to the care of diverse populations. Patterns of beliefs, values, behaviors, and religious practices of major cultures of the world will be examined as well as their impact on the health practices and healing behaviors of these populations. Culture specific strategies for health promotion, disease prevention, and disease management will be discussed. Factors that influence perception of health and impact health behaviors will be reviewed. Health disparities experienced by specific populations in the U.S. will be critically analyzed with an emphasis on the cumulative effects of social determinants of health upon healthcare outcomes for these populations. This course aims to increase cultural awareness, cultural sensitivity, and cultural competency, and promote an understanding of strategies to improve inclusion and outcomes for diverse patient populations.

NUTH 1101 Professional Nursing Practice Foundations (3 Credits)

This course is designed to introduce the student to the art and science of nursing, as well as the philosophy of the College of Nursing. The historical development of nursing and nursing education is discussed. Person, environment, and health are examined as central concepts in nursing theories as well as their influence on the nursing process, clinical judgment, and nursing practice. Students are introduced to the nursing process as a means for designing and delivering nursing care. Select legal and ethical issues and trends will be discussed as they relate to current nursing practice. Students will explore QSEN (Quality and Safety Education for Nurses) competencies with emphasis on Teamwork and Collaboration. Information fluency concepts are presented, discussed, and applied within this course. Information Fluency proficiency course.

NUTH 1102 Lifespan Context for Health of Diverse Individuals and Populations (3 Credits)

The focus of this course is human development, health promotion, and wellness in both an individual and population context. Introductory principles and theories of population health, health promotion, and behavior change for wellness are presented along with theoretical perspectives on lifespan and family development. Students will: develop an understanding of determinants of health as applied to individuals and populations, including health disparities; develop beginning skills for assessment of population health risks; and learn about strategies to reduce health risks and promote healthy lifestyles and environments in individuals and populations. A service-learning experience in a community-based setting is integrated into the course. The focus of this course is human development, health promotion and wellness for individuals across the lifespan. Theoretical perspectives of growth and development, family theories and family adaptation at different stages are explored. Students will learn strategies to promote healthy lifestyles and environments to reduce risk of injury and disease in individuals of all age groups.

Prerequisites: NUTH 1101

NUTH 1992 Independent Study in Nursing (1 Credit)

Opportunity to study an area or problem in nursing in greater depth and to develop the ability for self-directed learning. Departmental permission required.

NUTH 1993 Independent Study in Nursing (2 Credits)

Opportunity to study an area or problem in nursing in greater depth and to develop the ability for self-directed learning. Departmental permission required.

NUTH 1994 Independent Study in Nursing (3 Credits)

Opportunity to study an area or problem in nursing in greater depth and to develop the ability for self-directed learning. Departmental permission required.

NUTH 2001 Introduction to Professional Nursing (2 Credits)**NUTH 2002 Legal Aspects of Nursing (1 Credit)**

This course reviews the rights, privileges, and obligations of nurses in their relationship to each other, their employers, their patients, and all providers of health care. Emphasis is placed on developing the ability of the nurse to recognize and apply relevant legal concepts to insure his/her legal safety while providing optimal patient care.

NUTH 2003 Pathophysiology (3 Credits)

This course focuses on human response patterns, common to all ages, to internal and external stresses that result in physiological alterations. Subsequent nursing courses will focus upon nursing care component, integrating the student's knowledge of these physiological alterations. This theory course is based upon physiological alterations and thus permits intensive study of concepts that will act as advanced organizers to change generalizations into usable scientific knowledge applicable to nursing.

Prerequisites: (BIOL 1102 or BIOL 1122) and (BIOL 1103 or BIOL 1133)

NUTH 2101 Nutrition and Health (2 Credits)

This course introduces students to the role of promoting and supporting nutritional health. The course will examine the interrelationship between nutrition, food, and the environment as they impact health status. The role and function of nutrients and therapeutic diets in health promotion, and wellness throughout the lifespan will be discussed.

Prerequisites: (BIOL 1102 or BIOL 1122) and (BIOL 1103 or BIOL 1133) and CHEM 1301

NUTH 3002 Gerontological Nursing (2 Credits)

Prerequisites: NUTC 3113 (may be taken concurrently)

NUTH 3003 Research in Nursing (3 Credits)

This course introduces the undergraduate nursing student to the research process and ethical issues related to nursing research. The student will acquire skills necessary to read, interpret, evaluate and critically analyze nursing research studies in view of their use in nursing practice. Critical Thinking proficiency course.

Prerequisites: MATH 1203 and NUTC 3113

NUTH 3004 Economic Management for the Professional Nurse (3 Credits)

This course will introduce basic concepts of business, financial management and economics. Emphasis is on the interactions between management, financing, regulation, competition and organizational innovations of healthcare.

Prerequisites: NUTC 3113

NUTH 3010 Pharmacological Therapies (3 Credits)

Focus on pharmacological therapy and the role of the nurse in drug management with consideration to social, economic and the technological changes in administering medications safely. Categories of drugs, including prototypes, related to each body system/drug function are studied. Emphasis is on developing the knowledge base and critical thinking abilities necessary to care for clients receiving medication therapy.

Prerequisites: NUTC 2011

NUTH 3020 Engaging the World: Catholicism Intellectual Thought and Contemporary Health care Issues (3 Credits)

This course focuses on a discussion of major themes and precepts in Catholic and other intellectual and religious traditions and their application to contemporary health care issues. Emphasis is on how Catholic and other religious and cultural traditions affect and influence people facing various transformative health care issues in their lives.

NUTH 3102 Gerontological Nursing (3 Credits)

This course will focus on the older adult population and the aging process from the biological and psycho-social and functional health perspectives. Discussions will include age-related changes in all systems, risk factors, functional consequences, and common geriatric syndromes as well as common pathological conditions and health concerns faced by older adults. Health promotion, health maintenance, and restorative nursing are emphasized as well as adaptations in self-care required as a result of age-related changes and chronic illness. Selected field and simulation experiences are integrated. This course is applicable to the Gerontology Certificate Program in Social Work.

Prerequisites: (NUTH 1003 or NUTH 1005 and NUTH 1101 and NUTH 1102 and NUTH 2003 and NUTC 2011)

NUTH 3891 Engagement in Catholic Intellectual Traditions & Health Care: Intrnshp in Catholic Studies & Nursing (3 Credits)

This course will immerse students in the history of Catholicism in South America and how the Catholic Intellectual Tradition is reflected in health care in Ecuador. Students will have experience in a culture unlike their own, in an effort to engage in a transformative cultural experience that will enable them to become culturally competent practitioners of the future. Students will utilize nursing process and critical thinking skills to provide health care.

NUTH 3950 Special Topic - Humanism in HC (3 Credits)

Prerequisites: NUTH 1101 or NUTH 2001

NUTH 4001 Leadership, Management and Trends in Nursing (3 Credits)

This course focuses on knowledge and skills derived from leadership and management as they are translated and integrated into professional nursing practice and are analyzed within the contemporary healthcare delivery system. Students will explore their role as healthcare providers in the current marketplace through a quality improvement lens. Concepts of business, financial management and economics and their impact on the delivery and practice of healthcare will be examined.

Prerequisites: NUTC 3917

NUTH 4440 Care of the Dying: Interventions for Body, Mind and Soul (3 Credits)

The focus of this CORE III course is to identify the role of the healthcare provider in the care of the terminally ill and dying patient. Students will develop an awareness of the dying process as a life transition and will discuss biological, psychological, spiritual and religious needs of dying patients and their families. This course will examine the papal doctrines and other religious literature regarding current day ethical issues and practices in the care of the dying patient. Additionally, religious/cultural aspects of the afterlife will be addressed in depth. Oral Communication proficiency course.