

# NURSING, BSN - ACHIEVE

## Program Description

### Bachelor of Science in Nursing (prelicensure, evening program) ACHIEVE

The ACHIEVE Program is the part-time evening/weekend program leading to the BSN degree. Students must have earned 58 credits in designated coursework prior to taking nursing major courses. In addition to these 58 credits, all students must take REL 100 Religion Matters. The curricular plan for ACHIEVE students is taught over nine continuous semesters once prerequisite courses are met. The 16 nursing courses are taught during the fall, spring, and summer sessions. Didactic portions of the courses are taught in the evenings during the week. Clinical experiences are planned for day and evening weekend hours.

### GPA Requirement for BSN

Students will be admitted into the Nursing major in the sophomore year. In order to be formally accepted into the sophomore year and begin nursing major courses, the student must have earned the following:

- At least 58 credits in the liberal arts and sciences
- A grade of "C" or higher in all pre-requisite courses
- An overall cumulative GPA of 3.0
- A Science GPA of 3.0, with completion of Chemistry (4cr), Microbiology (4cr), Anatomy & Physiology I (4cr), and Anatomy & Physiology II (4 cr); no individual science course grade may be lower than a "C"; students may only repeat one science one time in order to achieve the required 3.0 GPA or required minimum course grade.

Students should be aware that the grading system and requirements for a passing grade in the undergraduate nursing program as well as most programs within the School of Nursing and Health Sciences are different than those of the general University. Specific grading scales are published in the SONHS Undergraduate and Graduate Student Handbooks.

### Clinical Requirements

The undergraduate nursing program of La Salle University's School of Nursing and Health Sciences has established community partnerships with a number of senior centers, adult day care centers, hospitals and other health-care facilities within Philadelphia and surrounding areas (including Montgomery, Bucks, and Delaware Counties as well as New Jersey).

Clinical experiences associated with coursework may be assigned at institutions such as Jefferson Health System, Belmont Center for Comprehensive Care, Bryn Mawr Rehab, Children's Hospital of Philadelphia (CHOP), St. Christopher's Hospital for Children, Cooper Medical Center, Doylestown Hospital, Friends Hospital, Shriner's Hospital for Children, Holy Redeemer Hospital and Medical Center, Main Line Health System, Penn Health System, St. Mary Medical Center, Temple University Hospital, and various public, parochial, and private schools in Philadelphia and the surrounding counties. Students participate in a wide of variety of community clinical rotations.

### Additional Requirements

A cleared child abuse check, a cleared criminal record check from the state of Pennsylvania and primary residence state, a cleared FBI nationwide fingerprint check, and a negative urine drug screen.

### Progression in the Nursing Program

Students in the nursing major must meet specific academic standards for continued progression in the major. Students must maintain a 2.75 semester GPA in nursing major courses in order to progress; if a student does not maintain the GPA, the student will no longer be permitted to progress in the nursing major. Grades of "C+" or better are required in all nursing courses to meet the course requirement.

### Why Take This Major?

Students earning a Baccalaureate of Science in Nursing degree qualify to complete an application to take the National Council Licensure Examination (NCLEX-RN® exam). Once licensed as a Registered Nurse, a program graduate is prepared to provide holistic, professional nursing care to patients in a variety of health care settings including but not limited to acute and long-term care, occupational health, outpatient settings, rehabilitation centers, and a variety of community based agencies. Nursing professionals also seek career options in areas such as correctional facilities, education, pharmaceutical or medical device sales and in areas focused on informatics and technology applications. Nurses work in multidisciplinary teams to improve client outcomes in a diverse, global society ever mindful of cultural and lifespan considerations. Program graduates from La Salle University are prepared to advance the evidence base for nursing practice.

### Degree Earned

B.S.N.

### Required for Graduation

- Courses
  - Major: 16
  - Total: 35
- Credits
  - Major: 62
  - Total: 123
- GPA
  - Major: 2.75
  - Cumulative: 2.0

### Student Learning Outcomes

At the completion of the program, the student is prepared to:

- Integrate liberal education as a basis for holistic nursing practice.
- Exhibit leadership attributes to promote safe, quality care for diverse clients across a variety of settings.
- Synthesize principles of evidence-based practice in the care of diverse clients across the lifespan.
- Analyze data from information systems and health care technologies to promote safe, cost-effective, quality healthcare.
- Practice as an advocate in complex health care delivery systems.
- Communicate effectively as a member of the interprofessional healthcare team to promote optimal outcomes.
- Engage in partnerships with diverse clients across the lifespan to promote health and prevent disease.
- Demonstrate responsibility and accountability for caring, professional nursing practice.
- Practice culturally congruent, holistic, client-centered nursing care to address complex needs of clients across the lifespan.

## Progress Chart

### Level One - Core Courses

12 courses and 2 modules required.

### Major Requirements

Major requirements include 4 Level Two ILO requirements, *fulfilled through the major*.

Students in this major must complete **35** courses in total in order to graduate. **16** courses will be from this major program.

Code	Title	Credits
<b>Level One - Core Courses</b>		
<i>Universal Required Courses</i>		
Students must complete the following 4 courses.		
ILO 8.1: Written Communication ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		
ENG 110	College Writing I: Persuasion	3
ILO 5.1: Information Literacy ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		
ENG 210	College Writing II: Research	3
ILO 1.1: Understanding Diverse Perspectives ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		
FYS 130	First-Year Academic Seminar <sup>1</sup>	3
ILO 2.1: Reflective Thinking and Valuing ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		
REL 100	Religion Matters	3
<i>Elective Core Courses</i>		
Students must complete 1 course in each of the following 4 ILOs.		
ILO 3.1a: Scientific Reasoning ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		
NUTR 165	Principles of Nutrition	3
ILO 3.1b: Quantitative Reasoning ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		
MTH 150	Mathematics: Myths and Realities	3
ILO 6.1: Technological Competency ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		
CSC 154	Healthcare Informatics	3
ILO 8.1a/12.1: Oral Communication/Collaborative Engagement ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		
COM 150	Presentation Skills	3
<i>Distinct Discipline Core Courses</i>		
Students must complete 1 course in each of the following 4 ILOs. Each course must be from a different discipline. (A "discipline" is represented by the 3- or 4-letter prefix attached to each course.)		
ILO 4.1: Critical Analysis and Reasoning ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		
SOC 150	Principles of Sociology	3
ILO 9.1: Creative and Artistic Expression ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		
Choose course within ILO ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		3
ILO 10.1: Ethical Understanding and Reasoning ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		
Choose course within ILO ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		3

ILO 11.1: Cultural and Global Awareness and Sensitivity ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		
Choose course within ILO ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		3
<i>Universal Required Modules</i>		
Students must complete the following 2 non-credit modules. <sup>2</sup>		
ILO 7.1a ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		
Health Literacy Module		
ILO 7.1b ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		
Financial Literacy Module		
<b>Major Requirements</b>		
<i>Level Two</i>		
Students must complete 1 course/learning experience in each of the 4 commitments.		
ILO 2.2: Broader Identity (Capstone Course/Experience) ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		
NUR 427	Nursing Leadership and Management: Concepts and Practice (ILO 2.2)	3
Select one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		
NUR 334	Genetics and Genomics (ILO 4.2)	2
ILO 8.2b: Effective Expression (Writing-Intensive Course) ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		
NUR 332	Introduction to Nursing Research and Evidence-based Practice (ILO 8.2b)	3
Select one ILO from 10.2, 11.2, or 12.2: Active Responsibility ( <a href="https://catalog.lasalle.edu/undergraduate/ilo/">https://catalog.lasalle.edu/undergraduate/ilo/</a> )		
NUR 423	Public Health Nursing (ILO 12.2)	5
<i>All Other Required Courses</i>		
<i>Nursing Support Courses</i>		
BIO 161	Anatomy and Physiology	4
BIO 162	Anatomy and Physiology	4
BIO 163	Clinical Microbiology	4
CHM 161	Chemistry of The Life Sciences	4
HSC 217	Statistics for Health Science Profs	3
PSY 155	Introduction to Psychology	3
PSY 210	Developmental Psychology	3
<i>Required Major Courses</i>		
NUR 201E	Pathophysiology	3
NUR 202E	Health Assessment	3
NUR 203E	Intro Profess NUR Practice	4
NUR 204E	Pharmacology	3
NUR 205E	Fnds Profess NUR Practice	6
NUR 331E	Adult Health Nursing	7
NUR 332E	Research/ Evidence-based Pract	3
NUR 333E	Family Nursing: Childbearing	4
NUR 334E	Genetics & Genomics	2
NUR 335E	Family Nursing: Childrearing	4
NUR 421E	Psychiatric-Mental Health NUR	5
NUR 423E	Public Health Nursing	5
NUR 424E	Senior Seminar I	1
NUR 425E	Adult Health Nursing II	7
NUR 427E	NUR Leadership/Management	3
NUR 428E	Senior Seminar II	2

### Free Electives

In addition to the requirements listed above, students must take enough courses to the fulfill graduation credit requirements for their School and major.

**Total Credits** **136**

1

NOTE. The following students use Level 2 Capstone Experience in Major instead of FYS 130 First-Year Academic Seminar: Honors, BUSCA, Core-to-Core, Transfer, and Non-Traditional/Evening.

2

The Modules are **not** required for Transfer Students, Core-to-Core Students, or BUSCA Students. BUSCA students are required to take modules if/when they pursue a bachelor's degree.

## Recommended Course Sequence

### Sample Progress Chart for ACHIEVE Prelicensure Students

Course	Title	Credits
<b>First Year</b>		
<b>First Semester</b>		
NUR 201E	Pathophysiology	3
NUR 203E	Intro Profess NUR Practice	4
<b>Credits</b>		<b>7</b>
<b>Second Semester</b>		
NUR 202E	Health Assessment	3
NUR 204E	Pharmacology	3
REL 100	Religion Matters (if not already completed)	3
<b>Credits</b>		<b>9</b>
<b>Third Semester</b>		
NUR 205E	Fnds Profess NUR Practice	6
<b>Credits</b>		<b>6</b>
<b>Second Year</b>		
<b>First Semester</b>		
NUR 331E	Adult Health Nursing	7
<b>Credits</b>		<b>7</b>
<b>Second Semester</b>		
NUR 332E	Research/ Evidence-based Pract	3
NUR 333E	Family Nursing: Childbearing	4
<b>Credits</b>		<b>7</b>
<b>Third Semester</b>		
NUR 334E	Genetics & Genomics	2
NUR 335E	Family Nursing: Childrearing	4
<b>Credits</b>		<b>6</b>
<b>Third Year</b>		
<b>First Semester</b>		
NUR 421E	Psychiatric-Mental Health NUR	5
NUR 424E	Senior Seminar I	1
<b>Credits</b>		<b>6</b>
<b>Second Semester</b>		
NUR 423E	Public Health Nursing	5
NUR 427E	NUR Leadership/Management	3
<b>Credits</b>		<b>8</b>
<b>Third Semester</b>		
NUR 425E	Adult Health Nursing II	7
NUR 428E	Senior Seminar II	2
<b>Credits</b>		<b>9</b>
<b>Total Credits</b>		<b>65</b>

## Course Descriptions

### Health Science

#### HSC 217 Statistics for Health Science Profs

This course is an introduction to statistical concepts and data analysis. The elements of statistical thinking are presented as a means of using data for problem solving. Students apply statistical concepts to elementary data analysis using the statistical methods commonly used in health-care research. Examples of statistical applications in nursing and allied health research are provided. As part of this course, the students are introduced to the Statistical Package for the Social Sciences (IBM SPSS).

#### HSC 220 Constructing Madness

Students will employ basic strategies of film analysis to examine mainstream films that portray: 1) individuals who are designated 'mentally ill;' 2) the therapists who treat them; and, 3) selected treatment modalities. While an intensive review of the formal psychiatric diagnoses system (DSM-IV-TR) is beyond the scope of this class, students will critique the accuracy of the representation of psychiatric conditions, the effect of these conditions on individuals and families, and the roles of therapists and psychiatric interventions. The primary emphasis of this course is the effect of film on attitudes toward mental illness and the degree to which mainstream films both reflect and shape our attitudes toward individuals experiencing mental illness, toward those who treat it and toward the mental health treatment process.

#### HSC 351 Intro - Public Health Policy

Students explore key health policy issues in the United States and the outcomes of policies for public, private, and not-for-profit settings. They examine the influences of politics and interest groups on health policy formulation. The effect of health policy on the health of urban communities is analyzed along with the interplay of policy on infectious diseases, bioethical issues, and globalization.

#### HSC 493 Holistic Health Approach

This course explores philosophical, theoretical, and the practice of holistic health care. The foundations of holistic health care lies in the belief that healing interventions need to take into consideration the whole person with the goal of bringing about unity, harmony, and integrity of the individual with one's internal and external environments. A focus of this course will be hands-on practice with each of these strategies with the intention that students will be able to integrate these holistic healing approaches into their practice. Strategies included in this course will be: relaxation techniques, guided imagery, foot reflexology, and therapeutic touch.

### Nursing

#### NUR 174 Unhealthy Environments

#### NUR 201 Pathophysiology

This course applies knowledge from basic science courses to explore conditions of disrupted homeostasis and related disease processes within the major body systems. Students develop an understanding of the signs and symptoms associated with selected pathophysiological disruptions and adaptive human responses to health threats across the lifespan as a basis for determining nursing care needs. Prerequisite(s): BIO 161, 162, 163, and Chem 161 Corequisite(s): NUR 202 and NUR 203

**NUR 201E Pathophysiology**

This course applies knowledge from basic science courses to explore conditions of disrupted homeostasis and related disease processes within the major body systems. Students develop an understanding of the signs and symptoms associated with selected pathophysiological disruptions and adaptive human responses to health threats across the lifespan as a basis for determining nursing care needs. Prerequisites: BIO 161, BIO 162, BIO 163, CHM 161

**NUR 202 Health Assessment**

This course focuses on the development of the theoretical and practical base necessary to assess the health status of clients across the life span and health care continuum. Students learn assessment of the healthy client. This course takes a holistic approach to the assessment of the physical, psychosocial, and spiritual needs of clients. Prerequisite(s): BIO 161, 162, 163, and Chemistry 161 Corequisite(s): NUR 201 and NUR 203

**NUR 202E Health Assessment****NUR 203 Introduction to Professional Nursing Practice**

In this course students examine professional values, standards, and guidelines as a basis for evidence-based nursing practice. Students apply the nursing process at a beginning level to clients in selected settings focusing on health promotion, risk reduction, and disease prevention education. Prerequisite(s): BIO 161, 162, 163, Chemistry 161 and PSY 210 Corequisite(s): NUR 201 and NUR 202

**NUR 203E Intro Profess NUR Practice**

In this course students examine professional values, standards, and guidelines as a basis for evidence-based nursing practice. Students apply the nursing process at a beginning level to clients in selected settings focusing on health promotion, risk reduction, and disease prevention education. Prerequisites: BIO 161, BIO 162, BIO 163, CHM 161

**NUR 204 Pharmacology**

This course examines pharmacotherapeutic agents used in the treatment of illness and in the promotion, maintenance and restoration of health. Pharmacotherapeutic aspects of client care are introduced and supported by evidenced based findings to improve client care. Emphasis is on principles of safe administration of medications and patient education for major drug classifications. Prerequisite(s): BIO 161, 162, 163, Chem 161, NUR 201, NUR 202, NUR 203 Corequisite(s): NUR 205

**NUR 204E Pharmacology**

In this course students examine professional values, standards, and guidelines as a basis for evidence-based nursing practice. Students apply the nursing process at a beginning level to clients in selected settings focusing on health promotion, risk reduction, and disease prevention education. Prerequisites: BIO 161, BIO 162, BIO 163, CHM 161, NUR 201E, NUR 203E Corequisites: NUR 202E

**NUR 205 Foundations of Professional Nursing Practice**

This course builds on the knowledge, skills, and values of professional nursing practice introduced in earlier courses. Students apply the nursing process in holistic plans of care for adult clients with the emphasis on health promotion and disease prevention strategies and QSEN competencies. Prerequisite(s): NUR 201, NUR 202, NUR 203, NUTR 165 Corequisite(s): NUR 204

**NUR 205E Fnds Profess NUR Practice**

This course builds on the knowledge, skills, and values of professional nursing practice introduced in earlier courses. Students apply the nursing process in holistic plans of care for adult clients with the emphasis on health promotion and disease prevention strategies and QSEN competencies. Prerequisites: NUR 201E, 202E, 203E, 204E

**NUR 217 Stats/Allied Hlth Prof****NUR 277 Stats for Health Prof**

**NUR 301 Professional Nursing Practice and Health Information Systems**  
This course examines professional nursing practice and clinical practice competencies specified by professional nursing organizations, nursing accrediting agencies, and private foundation and federal reports. Students expand knowledge of workforce issues and informatics to enhance patient and health care provider safety, evidence-based practice, and patient-centered care. Professional writing, electronic portfolio development, and informatics skills are emphasized.

**NUR 303 Role Transition Sem****NUR 304 Intro to Prof Nursing**

This course explores concepts fundamental to the nursing profession from perspectives of science, art, and values. Students examine professionalism and the practice of nursing within the broader health care system. They investigate roles of professional nurses, levels of education and practice, and development of a career. Emphasis is placed on how nurses use critical thinking in the context of clinical practice and philosophical, legal, and ethical foundations of professional practice. Prerequisites: 45 credits in the School of Arts and Sciences.

**NUR 304E Intro to Prof Nursing****NUR 305 Health Assessment & Promotion**

The focus of this course is to develop the theoretical and practical base necessary to assess the health status of persons across the lifespan. Emphasis is on physical assessment, health promotion activities, prevention of disease, and teaching interventions necessary to provide care to healthy persons. The course concentrates on the identification of health promotion activities and teaching interventions to advance self-care and explore the nature of the person-environment interaction. Students learn physical assessment of the healthy client in the context of health promotion and evaluation. Student experiences take place in the laboratory where health assessment and promotion activities are practiced. Prerequisites: 60 credits in the School of Arts and Sciences.

**NUR 305E Health Assessment & Promoti****NUR 306 Care Women/Childbearing Fam**

The focus of this course is health assessment and health promotion for the childbearing family. Emphasis is placed on the application of theoretical principles that include family theory; the psychological, psychosocial, and physiological nature of the normal childbearing experience; and the promotion and education of lactation as a maternal-child health factor. Special emphasis is given to major maternal and neonatal risk factors and complications that potentially compromise healthy beginnings. Students will apply the nursing process with childbearing families who may vary in age, ethnicity, culture, language, social status, marital status, and sexual preferences. Education is planned so that students may apply learning experiences to a variety of diverse settings. Nursing plans of care reinforce the problem solving approach useful with many clients as well as promote NCLEX critical thinking. This course supports the use of evidenced-based practice in application of care. This course recognizes and incorporates the Standards of Care and Professional Performance as published in the Standards and Guidelines for Professional Nursing Practice in the Care of Women and Newborns, 7th ed. (AWHONN, 2009). The course includes 42 hours of theory and 42 hours of clinical. Prerequisites: 60 credits in the School of Arts and Sciences; corequisites: NUR 304, NUR 305, NUR 307.

## NUR 306E Care Women/Childbearing Fam

## NUR 307 Foundations of Practice

This course uses a systems theory framework to assist students to view the health care needs of patients requiring health maintenance services. Clinical experiences are provided in secondary and tertiary health care settings. Students demonstrate common nursing skills in the campus laboratory and health care agencies. The course emphasizes traditional and holistic approaches to patient care. The course includes 42 hours of theory and 84 hours of clinical. Prerequisites: 60 credits in the School of Arts and Sciences; corequisites: NUR 304, NUR 305.

## NUR 307E Foundations of Practice

## NUR 310 Mental Hlth:Ind/Community

The focus of this course is to develop the theoretical and practice base necessary to care for human systems under stress. The course incorporates learning to care for oneself as an approach to understanding and caring for others. Emphasis is placed on theories of stress and coping (including crisis theory and family systems), as well as theories related to neurobiological and psychosocial conceptual models. The course will provide a strong theoretical practice foundation for assessing human systems facing problems such as loss, crisis, chronic illness, impaired coping ability and maladaptive patterns of behavior. Clinical experiences will provide opportunities to apply the nursing process in caring for the mental health needs of individuals, groups, and families. The course is designed to meet guidelines of professional nursing as presented in *The Psychiatric-Mental Health Nursing: Scope and Standards of Practice*. (2007). Author: ANA, APNA, ISPN: Washington, DC. the course includes 42 hours of theory and 84 hours of clinical. Corequisites: NUR 304, NUR 305, NUR 307.

## NUR 310E Mental Hlth:Ind/Community

## NUR 312 Pharmacology

This course explores pharmacodynamics, pharmacokinetics, drug actions and interactions and selected environmental and cultural factors of drug therapy. Safety precautions during medication administration are emphasized. Special consideration is placed on the effects of drugs on individuals across their lifespan. Nursing responsibilities in drug therapy will be incorporated into clinical nursing courses. Prerequisite: NUR304, NUR 305 and NUR 307.

## NUR 312E Pharmacology

## NUR 313 Health Assess &amp; Promo

## NUR 314 Health Assessment

The purpose of this course is to refine and expand the skills of history and taking and physical assessment of the human system in health. Students analyze qualitative and quantitative data to determine health deviations from the normal healthy state. They collect data systematically using appropriate assessment techniques and tools to complete a physical assessment. The course stresses the documentation of findings using appropriate terminology for each system. There is emphasis on the communication of findings to both the client and other health-care professionals. Course objectives and clinical evaluations are based on ANA Standards of Practice. Prerequisite(s): NUR 301

## NUR 315 Health Promotion

## NUR 316 Care of Older Adults

Students investigate the impact of illness on adult and geriatric patients and their families. They examine physiological, pathophysiological, psychological, financial, spiritual, and social changes affecting ill adults. Emphasis is placed on nursing interventions that promote, maintain, and restore health. Safety principles are highlighted. Students provide care for adult patients, emphasizing care needs of frail elders, in secondary and tertiary health care agencies. The course includes 42 hours of theory and 84 hours of clinical. Prerequisites: NUR 304, 305, and 307; Corequisite: NUR 312.

## NUR 316E Care of Older Adults

## NUR 318 Developments and Controversies in Pathophysiology and Pharmacology

Controversies and knowledge development in pathophysiology and pharmacology are investigated and their impact on nursing care through the lifespan are examined. Factors influencing health and illness, such as genetics, ethnicity, and environment, are discussed in relation to disease occurrence and treatment. Relationships among disease states and varying approaches to drug therapies are examined using evidence-based approaches. Technology at point-of-care nursing practice is used, including personal digital assistants (PDAs) and clinical data repositories (CDRs), to develop competencies responding to just-in-time critical values and knowledge for patient-centered care. Prerequisite(s): NUR 301

## NUR 331 Adult Health I: Care of the Client with Chronic Illness

This course focuses on the application of the nursing process to promote and restore health of chronically ill clients. Principles of rehabilitation and chronicity care are integrated into nursing care. Students increase their independence as a member of the nursing profession collaborating with the interprofessional team in a variety of settings Prerequisite(s): NUR 203, NUR 204, NUR 205 Corequisite(s): NUR 332

## NUR 331E Adult Health Nursing

This course focuses on the application of the nursing process to promote and restore health of chronically ill clients. Principles of rehabilitation and chronicity care are integrated into nursing care. Students increase their independence as a member of the nursing profession collaborating with the interprofessional team in a variety of settings Prerequisites: NUR 205E

## NUR 332 Introduction to Nursing Research and Evidence-based Practice

This course promotes an understanding of the essential elements of the research process as applied in the development, appraisal, and dissemination of evidence to support clinical nursing practice. Students identify a problem in the nursing or client system and conduct a scholarly inquiry of published empirical literature. Emphasis is placed on the critique of nursing research and the use of evidence as a basis for practice. Prerequisite(s): Courses permitting admission to the major; NUR 201, NUR 202, NUR 203, NUR 203, NUR 204, NUR 205, ENG 110, ENG 210, HSC 217, MTH 150 Corequisite(s): NUR 331

## NUR 332E Research/ Evidence-based Pract

## NUR 332E Introduction to Nursing Research and Evidence-based Practice

This course promotes an understanding of the essential elements of the research process as applied in the development, appraisal, and dissemination of evidence to support clinical nursing practice. Students identify a problem in the nursing or client system and conduct a scholarly inquiry of published empirical literature. Emphasis is placed on the critique of nursing research and the use of evidence as a basis for practice. Prerequisite: NUR 331E Corequisite: NUR 333E

**NUR 333 Family Nursing: Childbearing Families**

This course focuses on the culturally competent, holistic, family-centered nursing care of the developing family unit. Students apply family and developmental theories to the care of childbearing families. Health promotion and health education are emphasized for diverse clients in a variety of settings. Prerequisite(s): NUR 331, NUR 332, PSY 210 Corequisite(s): NUR 334, NUR 335

**NUR 333E Family Nursing: Childbearing**

This course focuses on the culturally competent, holistic, family-centered nursing care of the developing family unit. Students apply family and developmental theories to the care of childbearing families. Health promotion and health education are emphasized for diverse clients in a variety of settings. Prerequisites: NUR 331E Corequisites: NUR 332E

**NUR 334 Genetics and Genomics**

This course examines the influence of genetics and genomics on the continuum of health and illness for individuals and families across the life span. Through critical examination of exemplar cases, students explore the professional role and clinical competencies of the nurse in caring for clients facing the complex physiological, psychological, social, cultural, and ethical issues related to actual or potential genetic conditions. Prerequisite(s): CSC 154, COM 150, NUR 331, NUR 332 Corequisite(s): NUR 333, NUR 335

**NUR 334E Genetics & Genomics**

This course examines the influence of genetics and genomics on the continuum of health and illness for individuals and families across the life span. Through critical examination of exemplar cases, students explore the professional role and clinical competencies of the nurse in caring for clients facing the complex physiological, psychological, social, cultural, and ethical issues related to actual or potential genetic conditions. Prerequisites: NUR 332E, NUR 333E Corequisites: NUR 335E

**NUR 335 Family Nursing: Childrearing**

This course focuses on culturally competent, holistic, family centered nursing care and application of the nursing process to promote and restore the health of children. Physiological and psychosocial alterations are explored from a systems perspective with special emphasis on the developmental and diverse needs of the infant, children and adolescents. The maintenance of health through the illness experience is emphasized with children and their families in secondary and tertiary settings. Prerequisite(s): PSY 155, NUR 331, NUR 332 Corequisite(s): NUR 333, NUR 334

**NUR 335E Family Nursing: Childrearing**

This course examines the influence of genetics and genomics on the continuum of health and illness for individuals and families across the life span. Through critical examination of exemplar cases, students explore the professional role and clinical competencies of the nurse in caring for clients facing the complex physiological, psychological, social, cultural, and ethical issues related to actual or potential genetic conditions. Prerequisites: NUR 332E, NUR 333E Corequisites: NUR 334E

**NUR 370 Special Topics****NUR 371 Special Topics****NUR 372 Special Topics****NUR 400 Ethics in Nursing****NUR 401 Evidence-Based Nursing Prac****NUR 405 Care of Children & Adolescents**

This course focuses on the impact of acute and chronic illness on children and adolescents and their families. Physiological and psychosocial alterations are explored from a holistic and systems perspective with special emphasis on the developmental needs of the child or adolescent. Application of the nursing process including the maintenance of health through the illness experience is emphasized with young patients and their families in secondary and tertiary settings. Special emphasis is given to risk reduction in the care of children and adolescents and their families as identified in the Healthy Children/Youth 2020 documents. The course is designed to meet the guidelines for professional nurses as found in the ANA Standards of Clinical Nursing Practice and the Statement on the Scope and Standards of Pediatric Clinical Nursing Practice. The course includes 42 hours of theory and 84 hours of clinical. Prerequisites: all 300-level courses; NUR 405 may be taken concurrently with NUR 310 only if all other 300-level courses are completed.

**NUR 405E Care of Children & Adolescents****NUR 407 Care of Individ Exper Stress****NUR 408 Nursing Research**

The purpose of this course is to stimulate a refinement and appreciation of the potential of the research process in the development of nursing, client, and health-care systems. This course emphasizes the research approach in nursing and the necessity for theory-based and evidence-based practice. Problem identification, literature review, hypothesis formulation, research design, sampling, data collection, and analysis will be explored. Students will be required to identify a problem in the nursing or client system, propose a method for its investigation, and present the proposal for critique by peers. Emphasis will be placed on critique of published nursing research and on the notion that an applied discipline is only as strong as its research and theoretical base. Prerequisite(s): HSC 217 and all NUR 300-level nursing courses

**NUR 408E Nursing Research****NUR 409 Care: Acute Illness****NUR 410 Evidence-Based Practice**

This course focuses on the integration of evidence into clinical nursing practice. Sources of evidence will include nursing research, integrative reviews, practice guidelines, quality improvement data, and case studies. Students have the opportunity to evaluate evidence critically for its validity and applicability to nursing practice. Historical perspectives of evidence-based nursing practice also will be explored. Prerequisite(s): NUR 408

**NUR 411 Public Health Nursing**

This course expands the theoretical and experiential base gained in prior nursing and non-nursing courses by introducing students to population-based nursing care. Emphasis is placed on planning to address health promotion, primary and secondary disease prevention, and protection goals for particular at-risk and high risk population groups. The course orients the student to health care needs and interests of families, aggregates, and communities as a whole, rather than solely focusing on needs and interests of individual clients. Health care strategies, population-level interventions, and community resources are identified. Neighborhood and community cohesiveness, as well as relevant political, economic, social, and health care action(s) are examined. Students reflect upon contemporary literature related to public health issues. Varied clinical opportunities support nursing, epidemiological, and public health approaches in selected agency and community sites. Students explore and apply nursing strategies that strengthen individual, family, and communal well-being. Clinical practicum projects emphasize the processes of group work and program planning at the community level. The course includes 42 hours of theory and 84 hours of clinical. Prerequisites: all 300-level NUR courses, NUR 405, NUR 408, and NUR 412.

**NUR 411E Public Health Nursing****NUR 412 Care of Adult Patients**

In this course students investigate the impact of chronic illness on adult and geriatric patients and their families. Physiological, pathophysiological, and psychosocial changes are explored in relation to the experience of chronic illness. Health maintenance and health restoration nursing interventions and safety principles are emphasized. Students care for chronically ill adult patients in secondary and tertiary health care agencies. The course includes 42 hours of clinical and 84 hours of clinical. Prerequisites: all NUR 300-level nursing courses.

**NUR 412E Care of Adult Patients****NUR 413 International Public Health Nursing**

This course expands the theoretical and experiential base gained in prior nursing and non-nursing courses by introducing students to population-based nursing with a special focus on global and international health issues. Emphasis is placed on identifying trends in the health and health care of populations as well as exploring strategies to address health promotion, primary, secondary and tertiary disease prevention, and protection goals for particular at-risk and high-risk population groups throughout the world. The course orients the student to health-care needs and interests of families, aggregates, communities, and nations as a whole, rather than solely focusing on needs and interests of individual clients. Health-care strategies, population-level interventions, community resources, and opportunities for interdisciplinary and interagency collaboration are identified. Relevant political, economic, social, and ethical implications of particular healthcare strategies are examined. Specific countries and public health issues will be selected to compare and contrast with the U.S. health-care-delivery system. Students reflect upon contemporary literature related to national and international public health issues. Prerequisite(s): NUR 301

**NUR 414 Leadership & Management**

The purpose of this course is to analyze nursing leadership and management from a systems perspective. A broad organizational perspective is developed, emphasizing the fit of the nursing unit within the larger organizational structure. Within this context, the roles of professional nurses as leaders and managers are explored. Leadership behaviors in self are compared to those of a nurse leader role model observed in the practice setting. Emphasis is given to the promotion of assertive behavior in the professional role. Prerequisites: all 300-level nursing courses, NUR 405, NUR 408, and NUR 412; Corequisite: NUR 416

**NUR 414A Senior Seminar****NUR 414E Leadership & Management****NUR 415 Modern Health Care Env****NUR 416 Care of Acutely Ill Adults**

This course delineates principles, practices and theoretical models specific to the nursing care of acutely ill adult clients. Health maintenance and health restoration nursing interventions are emphasized. The impact of the illness experience on patients, families, and the community is explored from a holistic and systems theory perspective as students develop knowledge and skills. Established evidence, outcomes measures, and continuous quality improvement models are used to develop and evaluate plans of care that emphasize safety and attend to nursing sensitive quality indicators. The course includes 42 hours of theory and 84 hours of clinical. Prerequisites: all 300 level nursing courses and NUR 405, 408, and 412.

**NUR 416E Care of Acutely Ill Adults****NUR 417 Senior Seminar**

This senior seminar prepares the student for success in the transition from student to professional nurse. The main focus is to assist the student in synthesizing nursing clinical concepts that are essential for the entry-level nurse to provide safe quality nursing care to individuals, families, and groups in a variety of clinical settings. The course readies the student for the NCLEX-RN® examination as it emphasizes the development of critical thinking and test-taking skills through the use of evidence-based strategies that promote success in licensure examination.

**NUR 417E Senior Seminar****NUR 418 Nursing Leadership, Management, and Organizational Dynamics**

Students explore the political, organizational, social, cultural, and economic factors affecting nursing practice. Acute care, long-term care, and community-based settings are examined regarding their organizational structures, health-care financing, and reimbursement challenges. Budgeting principles are analyzed with an emphasis on creating a budget on a spreadsheet for a program of nursing services. Clinical data repositories and interdisciplinary efforts are scrutinized within the context of patient-centered, safe care, and process improvement initiatives. Prerequisite(s): NUR 301

**NUR 420 Synthesis of Clin Nur Concepts****NUR 421 Psychiatric-Mental Health Nursing**

This course examines theoretical principles and evidence-based practice standards employed in the holistic nursing care of diverse clients with psychiatric disorders. Students implement the nursing process in the context of client-centered, collaborative therapeutic interventions. The promotion of mental health and the restoration and maintenance of optimal health outcomes in clients with various psychiatric disorders are emphasized. Prerequisite(s): NUR 333, NUR 334, NUR 335 Corequisite(s): NUR 423, NUR 424

**NUR 421E Psychiatric-Mental Health NUR**

This course examines theoretical principles and evidence-based practice standards employed in the holistic nursing care of diverse clients with psychiatric disorders. Students implement the nursing process in the context of client-centered, collaborative therapeutic interventions. The promotion of mental health and the restoration and maintenance of optimal health outcomes in clients with various psychiatric disorders are emphasized. Prerequisites: NUR 334E, NUR 335E

**NUR 422 Role/Nurse Lobbyist****NUR 423 Public Health Nursing**

This course examines the various roles and essential competencies of the professional nurse in addressing population-focused and global public health issues. Students apply public health science, epidemiology, systems-level assessment, health policy development, and program planning in population based-nursing care. Strategies to promote health and prevent disease in diverse clients through collaborative efforts with multiple stakeholders are emphasized. Prerequisite(s): SOC 150, NUR331, NUR 332, NUR 333, NUR 334 Corequisite(s): NUR 421, NUR 424

**NUR 423E Public Health Nursing**

This course examines the various roles and essential competencies of the professional nurse in addressing population-focused and global public health issues. Students apply public health science, epidemiology, systems-level assessment, health policy development, and program planning in population based-nursing care. Strategies to promote health and prevent disease in diverse clients through collaborative efforts with multiple stakeholders are emphasized. Prerequisites: NUR 421E, NUR 424E Corequisites: NUR 427E

**NUR 424 Senior Seminar I: Synthesis of Clinical Concepts**

This course provides students an opportunity to review, examine, and synthesize concepts integral to providing safe quality nursing care to clients with prevalent chronic diseases and health conditions. Students develop critical thinking skills and demonstrate clinical competency as they synthesize information from the basic sciences and prior nursing courses into comprehensive client-centered plans of care. Prerequisite(s): All 300-level Nursing major courses Corequisite(s): NUR 421, NUR 423

**NUR 424E Senior Seminar I**

This course provides students an opportunity to review, examine, and synthesize concepts integral to providing safe quality nursing care to clients with prevalent chronic diseases and health conditions. Students develop critical thinking skills and demonstrate clinical competency as they synthesize information from the basic sciences and prior nursing courses into comprehensive client-centered plans of care. Prerequisites: NUR 332E, NUR 333E, NUR 334E, NUR 335E Corequisites: NUR 421E

**NUR 425 Adult Health II: Care of the Client with Acute and Complex**

This course focuses on the application of the nursing process in the management of acute and complex health care needs of diverse adult clients. Students employ critical thinking and leadership skills to manage groups of acutely ill adult clients. Students gain confidence in role development as providers, designers, coordinators, and managers of client-centered care. Prerequisite(s): NUR 421, NUR 423, NUR 424 Corequisite(s): NUR 427, NUR 428

**NUR 425E Adult Health Nursing II**

This course focuses on the application of the nursing process in the management of acute and complex health care needs of diverse adult clients. Students employ critical thinking and leadership skills to manage groups of acutely ill adult clients. Students gain confidence in role development as providers, designers, coordinators, and managers of client-centered care. Prerequisites: NUR 421E, NUR 423E, NUR 424E, NUR 427E Corequisite: NUR 428E

**NUR 427 Nursing Leadership and Management: Concepts and Practice**

This course analyzes leadership roles and management functions of the professional nurse as provider and manager/coordinator of care for diverse clients within dynamic and complex healthcare delivery systems. Students practice decision-making skills and acquire leadership and management competencies to address nursing practice issues at an individual and organizational level. Prerequisite(s): Completion of all 300-level Nursing courses; NUR 421, NUR 423, NUR 424 Corequisite(s): NUR 425, NUR 428

**NUR 427E NUR Leadership/Management**

This course analyzes leadership roles and management functions of the professional nurse as provider and manager/coordinator of care for diverse clients within dynamic and complex healthcare delivery systems. Students practice decision-making skills and acquire leadership and management competencies to address nursing practice issues at an individual and organizational level. Prerequisites: NUR 421E, NUR 424E Corequisites: NUR 423E

**NUR 428 Senior Seminar II: Synthesis of Nursing Clinical Concepts**

This course provides students with focused learning opportunities to review, examine, analyze, and synthesize theoretical and clinical knowledge from previous courses across the nursing curriculum. Through use of evidence-based assessments, students demonstrate mastery in the integration of clinical reasoning with professional role and clinical care concepts essential for the entry-level nurse to provide safe quality nursing care to diverse clients. Prerequisite(s): NUR 421, NUR 423, NUR 424 Corequisite(s): NUR 425, NUR 427

**NUR 428E Senior Seminar II**

This course provides students with focused learning opportunities to review, examine, analyze, and synthesize theoretical and clinical knowledge from previous courses across the nursing curriculum. Through use of evidence-based assessments, students demonstrate mastery in the integration of clinical reasoning with professional role and clinical care concepts essential for the entry-level nurse to provide safe quality nursing care to diverse clients. Prerequisites: NUR 421E, NUR 423E, NUR424E, NUR 427E Corequisite: NUR 425E

**NUR 432 Seminar in Nursing Hist****NUR 434 Women's Health****NUR 444 Undergrad Stud Rsrch****NUR 462 Perioperative Nursing System****NUR 463 Adv Perioperative Nursing****NUR 464 Ethics Nursing Practice****NUR 465 Safety Strategies for Healthcare Delivery Systems**

This course explores medication and other health-care errors that threaten patient safety. The impact of health-care errors is examined from the perspectives of consumers, health-care providers, professional organizations, legislators, hospitals, and health-care delivery agencies. Systems improvement initiatives are investigated with the goal of preventing health-care errors. Interdisciplinary and collaborative roles of consumers, legal counsel, and health-care providers, including nurses, pharmacists, and physicians, are emphasized. Prerequisite(s): NUR 301



NUR 466 Genetics in Clinical Practice

NUR 467 Caring Theory, Caring Practice

This course examines human caring and nurses' contributions to the health and healing of the people served. It emphasizes the history, research, and aesthetics of caring from the perspectives of nursing and other disciplines. Emphasis is placed on critique of caring research, scholarly and aesthetic writing on caring, and resources available to study caring. International caring and self-care are analyzed.

NUR 470 Independent Study

NUR 471 Images In Nursing

NUR 472 Special Topics

NUR 473 Special Topics

NUR 474 Women's Hlth Concerns

NUR 475 Special Topics

NUR 476 Special Topics

NUR 477 Res In Diabetic Ft Screen

NUR 478 Ethical Dilemmas

NUR 480 Independent Study

## Program Contact Information

**Patricia DiGiacomo, EdD, MSN, RNC**

Chair, Undergraduate Nursing Program,

St. Benilde Tower, #1107

[digiacomop@lasalle.edu](mailto:digiacomop@lasalle.edu)

(215) 951-1218

**Susan Moraca, MSN, RN**

Director, ACHIEVE and RN-BSN Program

St. Benilde Room 1104

[moracas1@lasalle.edu](mailto:moracas1@lasalle.edu) ([roachn@lasalle.edu](mailto:roachn@lasalle.edu))