

School of Nursing

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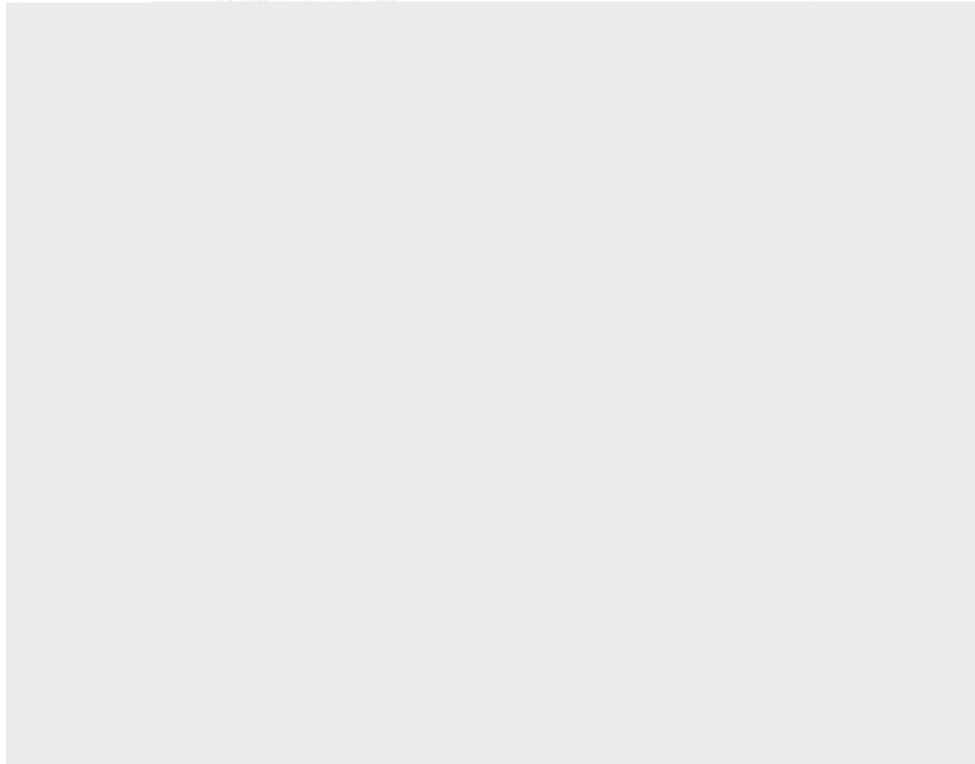
Susan R. Jacob (1999). Dean of the School of Nursing and Professor of Nursing. B.S.N., West Virginia University; M.S.N., San Jose State University; Ph.D., The University of Tennessee, Memphis.

Mission Statement

The mission of the School of Nursing is to be excellence-driven, Christ-centered, people-focused, and future-directed while preparing qualified individuals for a career in the caring, therapeutic, teaching profession of nursing.

Faculty

Tharon Kirk (1992). Associate Professor of Nursing and Chair of the School of Nursing,



Rosemary McLaughlin (1995). Assistant Professor of Nursing. B.S.N., Harding University; M.S.N., University of Arkansas.

use of independent nursing judgment in health care planning, and use of the research process and findings. To this end, the BSN student's curriculum provides a professional practice base and preparation for future specialized graduate studies.

In addition to learning alternate ways of organizing and delivering nursing care for

C. Licensed Practical Nurse to BSN Track

1. NUR 322 (Transition course) after successful challenge of NUR 302 & 308 or (if unsuccessful in challenge) enrollment in NUR 302 & 308.
2. NUR 305, 309, 310, 318*, 320, 340, 410, 423, Elective, Upper level Elective—Curriculum Model Year 3.
3. NUR 330, 418*, 420, 421, 425, 430, 440, 499—Curriculum Model Year 4.

*NUR 318 and 418 are available for challenge by testing for the LPN.

LPN  BSN TRACK

For all information concerning the LPN to BSN Track, please contact the School of Nursing.

Assessment of Majors

Nursing majors are required to take standardized nursing tests at specific points throughout the program of study. As a part of NUR 499, students will take the HESI Comprehensive Exam to evaluate readiness to take the NCLEX licensure exam. Successful completion of 499 includes scoring at least the current national passing standard. During NUR 440, Community Health Nursing, the comprehensive baccalaureate standardized test is given which measures baccalaureate level knowledge. Student assessments include, but are not limited to, communication skills, therapeutic nursing interventions and critical thinking skills. Basic Nursing students are expected to take the NCLEX-RN after completion of the program of nursing to become registered nurses.

Course Offerings in Nursing (NUR)

() Hours Credit: F-Fall; W-Winter; S-Spring; Su-Summer

302. Foundations of Pharmacology (2) F

A study of arithmetic dosages and solutions and introduction to basic drug classifica-

310. Health Assessment (3) F

Prerequisite: Admission to the School of Nursing or by permission of the faculty.

The use of the nursing model in developing skills and knowledge related to history taking, assessing the health status of an apparently healthy individual, and recognizing deviations from the normal. Communication technique is further developed by emphasis on student interviewing skills. Emphasis will be on functional health patterns throughout the life span.

318. Nursing Care of Childbearing Families (5) S

Prerequisites: 302, 305, 308, 310, 320. Corequisite: 410, 423.

Promotive and preventive health care for members of childbearing families along the wellness-illness continuum. Emphasis is placed on the developmental aspect of families and on high-risk families.

320. Theoretical Bases for Nursing Practice (1) W, S

Prerequisite: Admission to the School of Nursing.

An examination of the scientific knowledge base of nursing. There is an introduction to nursing theories as a bases for nursing practice.

322. LPN Transition Course (1) W, Su

Prerequisite: Successful challenge of NUR 302 & 308.

This course transitions the licensed practical nurse to the role of the professional nurse and the nursing process as taught in the baccalaureate program. It prepares students to meet program outcomes and includes validation of nursing knowledge and skills.

330. Introduction to Research in Nursing (3) F

Prerequisite: MAT 114; Admission to the School of Nursing.

The role of the professional nurse in critiquing and in utilizing nursing research literature. Critical thinking skills and the steps of scientific inquiry are applied to develop a research project.

340. Community-Based Nursing (2) F

An introduction to concepts related to the care of individuals and families in the community setting integrating knowledge from the humanities, social and biological sciences, and nursing to holistically address client needs. The nursing process is applied to actual and potential health needs of clients with emphasis on health promotion and disease prevention.

350. Philosophical and Ethical Foundations in Health Care (3) TBA

A study of the foundations of philosophy and ethics with emphasis on developing the student's ability to perform philosophical inquiry and generate philosophical arguments related to ethical issues and concerns in health care.

355. Spiritual Care in Nursing (3) On Demand

An examination of Christian values as a basis for providing spiritual care to clients and exploration of the role of the professional nurse in providing spiritual care. Resources will include the Bible, nursing literature, clergy, the community and personal spiritual resources.

410. Pharmacotherapeutics in Nursing Practice (3) S

Prerequisite: NUR 301, 305, 310.

The biochemical and psychological effects of drugs on the wholistic person in a multicultural society. Nursing process with different classifications of drugs is emphasized. Historical, economic, legal, and ethical issues are identified.

418. Nursing Care of Childrearing Families (5) F

Prerequisite: NUR 318, 410, 423.

Promotive and preventive health care for members of childrearing families along the wellness-illness continuum. Emphasis is placed on the development aspect of children from infancy to adolescence and on children with special problems.

420. Issues in Professional Nursing (2) W, S

Prerequisite: NUR 320.

The nurses's role in change through evaluation of historical and current issues impacting the profession and health care delivery systems. Consideration is given to the legal,

452. Intercultural Nursing (3) As Needed

A study of culturally appropriate and wholistic professional nursing care of persons in this pluralistic global society. Emphasis is placed on sensitivity to and respect for cultural diversity, communication, critical thinking, research and theories of intercultural nursing, cultural assessment, and strategic planning for competent nursing care which will result in positive health care outcomes for intercultural populations.

499. Senior Seminar (1) S

Prerequisite: NUR 430. Corequisites: NUR 420, 425, 440.

This course focuses on concept synthesis in order to prepare the new graduate for entry into the nursing profession. Emphasis is placed on critical thinking skills needed by the generalist to address health care dilemmas.

180-280-380-480. Study Abroad Programs (1-4) As Needed

All courses and their application must be defined and approved prior to travel.

195-6-7. Special Studies (1-4)

Lower-level group studies which do not appear in the regular departmental offerings.

395-6-7. Special Studies (1-4)

Upper-level group studies which do not appear in the regular departmental offerings.

495-6-7. Independent Study (1-4)

Individual research under the guidance of a faculty member(s).

School of Nursing Sponsored Organizations

The **Baptist Student Nursing Fellowship** is open to all nursing and pre-nursing students. It provides Christian fellowship, professional educational programs, and service opportunities. It encourages nursing practice evolving from the (ouhenal commitment to Jesus)]TJT*0.00

The **Fannie J. Watt, R.N., Psychiatric Nursing Award** is to be presented annually to the basic nursing student who has demonstrated the greatest potential for effective practice in a psychiatric setting.

The **Fannie J. Watt, R.N., Professional Nursing Award** is presented to the graduating Bachelor of Science in Nursing RN-BSN student at each program site who has shown sensitivity to the psycho-social needs of patients and has shown potential for making a serious contribution to the field of nursing.

The **Nursing Faculty Award** is presented annually to the outstanding graduating baccalaureate degree nursing student (either basic or RN-BSN) who has demonstrated an above average level of theoretical knowledge in the classroom and a high degree of skill in the clinical setting. This student shows promise of achievement in the field of nursing.

The **Emily Saffel Nursing Award** is established in memory of Emily Saffel. Emily was born with a congenital heart defect that was resistant to treatment, and she only survived 2 1/2 weeks. Her only contact with God's world was in the caring voices and touch of her parents, grandparents, doctors, and nurses. This award is to recognize characteristics of the kind of nursing that her family hopes she received during her brief life.

The **Wilson Nursing Award** was established by Miss Georgia Wilson to be presented to the member of the Bachelor of Science in Nursing (basic) graduating class who is deemed by the nursing faculty to have been the most outstanding in clinical nursing.

School of Nursing Scholarships

The School of Nursing offers several types of scholarships which are awarded on different bases such as academics and financial need. Applications for nursing scholarships may be obtained in the School of Nursing office. Completed applications should be submitted no later than April 15 for consideration of the award for the following academic year.