



**THE CATHOLIC UNIVERSITY OF AMERICA**

## Catalog Announcements - 2015-2016

School of Nursing



[^top](#)

### Officers of Instruction

#### Faculty

Patricia McMullen, Ph.D., J.D., RN,  
CNS, WHNP-BC (Women's Health  
Nurse Practitioner), FAANP

*Ordinary Professor and Dean,  
Chief Administrative Officer*

Janice Griffin Agazio, Ph.D., RN,  
CRNP (Pediatric Nurse Practitioner),  
FAANP, FAAN (LTC, USA (Ret))

*Associate Professor  
and Assistant Dean for Doctoral  
Programs*

Patricia Connor Ballard, Ph.D., RN,  
ACNS-BC (Adult Clinical Nurse  
Specialist)

*Clinical Assistant Professor*

Jill Dombrowski, Ph.D., RN

*Clinical Assistant Professor*

Susan Durham, Ph.D., M.P.H., RN

*Assistant Professor*

#### TABLE OF CONTENTS

- [School of Nursing](#)
- [Officers of Instruction](#)
- [History](#)
- [Mission](#)
- [Goals](#)
- [Bachelor of Science in Nursing Program](#)
- [Policies and Regulations](#)
- [Footnotes](#)

Mary Flynn, D.N.P., CPNP (Pediatric Nurse Practitioner)	<i>Clinical Assistant Professor</i>
Petra Goodman, Ph.D., RN., WHNP-BC, COL, FAANP (Ret, U.S. Army, Women's Health Nurse Practitioner)	<i>Associate Professor and Assistant Dean for Research and Professional Development</i>
Elizabeth Hawkins-Walsh, Ph.D., RN, CPNP (Pediatric Nurse Practitioner)	<i>Clinical Associate Professor and Assistant Dean for Master's Programs and Community Outreach</i>
Nalini N. Jairath, Ph.D., M.Sc.N., RN	<i>Associate Professor</i>
Joyce E. Johnson, PhD, RN, FAAN	<i>Associate Professor</i>
Marye Dorsey Kellermann, Ph.D., RN, FAANP (Adult/Geriatric Nurse Practitioner)	<i>Clinical Assistant Professor</i>
Janet Merritt, Ph.D., RN, CNS-BC (Psychiatric/Mental Health Clinical Nurse Specialist)	<i>Clinical Assistant Professor</i>
Jeanne Moore, D.N.P., CFNP (Family Nurse Practitioner)	<i>Clinical Assistant Professor</i>
Barbara Moran, Ph.D., M.S., M.P.H., RN, CNM, RNC, FACCE (Certified Nurse Midwife)	<i>Clinical Assistant Professor and Assistant Dean for Undergraduate Programs</i>
Sandra O'Brien, Ph.D., CRNP-F, PHCNS-BC, RN (Family Nurse Practitioner, Public Health Clinical Nurse Specialist)	<i>Clinical Assistant Professor</i>
Sister Mary Elizabeth O'Brien, Ph.D., RN, FAAN	<i>Professor Emerita</i>
Mary A. Paterson, Ph.D., RN	<i>Professor Emerita</i>
Rebecca Robert, Ph.D., RN, PNP-BC, FNP-BC (Pediatric Nurse Practitioner & Family Nurse Practitioner)	<i>Assistant Professor</i>
Janet S. Selway, D.N.Sc., CANP, CPNP, FAANP (Adult/Gerontology Nurse Practitioner, Pediatric Nurse Practitioner)	<i>Assistant Professor</i>
Jane Taylor, M.S.N., RN	<i>Clinical Instructor</i>
Jean E. Toth, Ph.D., RN (Adult Clinical Nurse Specialist)	<i>Associate Professor</i>
Teresa Walsh, Ph.D., RN	<i>Clinical Assistant Professor and Assistant Dean for Evaluation and International Outreach</i>

### **Adjunct Faculty**

Lisa Banta, MD

*Adjunct Assistant  
Professor*Allison Greenleaf, M.S.N., RN, CPNP (Pediatric  
Nurse Practitioner)*Adjunct Assistant  
Professor*Christine Guelcher, M.S., RN, CNPN (Pediatric  
Nurse Practitioner)*Adjunct Assistant  
Professor*William Howie, D.N.P., RN, CRNA (Nurse  
Anesthetist)*Adjunct Associate  
Professor*

Marisa Mize, D.N.P., RN, CCRN, CPNP-PC, AC

*Adjunct Assistant  
Professor*

Alice Myers, M.S.

*Adjunct Assistant  
Professor*

Megan Podboy, B.S., B.S.N., RN

*Nursing Admissions  
Liaison & Counselor*Rebecca Robert, Ph.D., RN, PNP-BC, FNP-BC  
(Pediatric Nurse Practitioner & Family Nurse  
Practitioner)*Adjunct Assistant  
Professor*

Janet Southby, Ph.D., RN, ANC

*Adjunct Assistant  
Professor*

David Want, B.S.N., RN

*Clinical Coordinator*

George Zangaro, Ph.D., RN

*Adjunct Associate  
Professor***Clinical Associates**

Clinical Associates to the School of Nursing are appointed on a semester basis.

**History**

The School of Nursing traces its beginning to the summer of 1932 when The Catholic University of America for the first time offered a group of professional courses in nursing education. Because of the demand, the work was continued during the following academic year and in April 1933 the Board of Trustees authorized a curriculum leading to the degree Bachelor of Science in Nursing Education. The first degree was conferred in 1934. The Division of Nursing Education, which offered this program, was approved for active membership in the Association of Collegiate Schools of Nursing in June 1935. The Division of Public Health Nursing, offering a curriculum leading to the baccalaureate degree, was initiated in September 1935. In November 1935, the Board of Trustees accepted the recommendation of Bishop James Hugh Ryan that the two divisions be organized as one of the professional schools of the university. The programs of study leading to the degrees of Bachelor of Science in Nursing Education and Bachelor of Science in Public Health Nursing were approved. The school was subsequently expanded to include basic professional nursing in addition to the program for registered nurses. In 1939 the Providence Hospital School of Nursing, Washington, D.C., became the Providence Division of the School of Nursing Education and during the next decade gradually moved toward complete identification with the university. In 1949 the university assumed full responsibility for the undergraduate program.

In 1951 the degree of Master of Science in Nursing (M.S.N.) was introduced. The current program prepares nurses for advanced practice roles in a clinical specialty, with students prepared as nurse practitioners, clinical nurse specialists and educators. A program leading to the degree Doctor of Nursing Science (D.N.Sc) was initiated in 1968. It was one of the first of its kind in the country and graduates hold major leadership positions in education, health care administration and research.

In the spring of 2006, the D.N.Sc. program was transitioned to a Doctor of Philosophy (Ph.D.) program. The focus of the Ph.D. program remains on clinical investigation and development of expert clinicians who can assume leadership positions in many different areas. In 2007 the school added a Doctor of Nursing Practice (D.N.P.) program that prepares expert clinicians and nursing leaders. Most recently, the school has added on-line programs for those pursuing an M.S.N. (family nurse practitioner concentration), D.N.P. or Ph.D.

The school is recognized for its program offerings, the quality of faculty and commitment to diversity and improving the care of vulnerable populations. Graduates remain the school's greatest strength because of leadership, knowledge, clinical expertise, and commitment to continuous learning and improvement.

All academic programs are fully accredited and approved by the Commission on Collegiate Nursing Education (CCNE) and other appropriate external review bodies.

### **Mission**

Strengthened by a rich heritage of Catholic teachings and Christian values, the mission of the School of Nursing is (a) to prepare professionally educated nurses who are capable of the moral, intellectual, and professional leadership needed to provide continuing quality in clinical nursing care, in nursing education, in nursing research, and in nursing service; and, (b) to advance nursing knowledge and skill through scientific inquiry and other scholarly activity.

### **Goals**

The four specific educational goals of the School of Nursing, as identified by the faculty, are:

1. Educational programs are implemented to meet the missions of the University, the School of Nursing and the standards set by the profession and societal needs.
2. The climate and environment in the School of Nursing facilitates faculty and student research and scholarly activities.
3. A competitive market position is maintained to enroll a sufficient number of qualified students of diverse backgrounds to support the excellence of the educational programs.
4. Contributions to the health care of people are made through an emphasis on Christian, moral, and spiritual value systems within the context of Catholic teachings.

### **Bachelor of Science in Nursing Program**

#### **Aim**

The aim of the baccalaureate program is to prepare students for beginning

professional nursing practice. The program provides the general and professional education essential for understanding human beings, their culture, and their environment; for acquiring and utilizing nursing theory upon which nursing practice is based; and for promoting self-understanding, personal fulfillment, and motivation for continued learning. The graduates of this program are prepared to maintain and promote client adaptation in a variety of health care settings, through theory and utilization of the nursing process.

### **Terminal Objectives**

The graduate of the baccalaureate program in nursing will:

1. Demonstrate moral integrity in caring for all persons.
2. Synthesize foundational and theoretical knowledge from religion, philosophy, the humanities, and the natural and behavioral sciences in their practice of nursing.
3. Integrate the principles of primary health care in the delivery of compassionate, technically competent, holistic nursing care.
4. Demonstrate knowledge of the context in which professional nurses practice, including the biobehavioral, cultural, political, environmental, economic, ethical, legal, scientific, and spiritual dimensions.
5. Demonstrate effective skills in communicating and collaborating with clients, health care providers, and members of the community.
6. Demonstrate use of critical thinking skills in making informed judgments in the management of health for individuals, families, groups, and communities.
7. Apply leadership principles in practice settings, to influence and educate others in providing health care.
8. Reflect a commitment to self-development and the advancement of the profession of nursing through participation in educational, community, and organizational activities.
9. Use the nursing process to promote and restore health, and prevent illness in individuals, families, groups and communities, including vulnerable populations.
10. Evaluate research findings for application to professional nursing practice.
11. Employ information management, information technology systems and patient care technology supports to improve quality of care and decision-making.

### **Program of Study**

There are two main Bachelor of Science in Nursing (B.S.N.) program options: (a) the traditional program option, and (b) the second degree program option. These options differ in terms of the admission requirements and the curriculum plan.

#### **Traditional Program Option**

The traditional program, or curriculum plan, is designed for the beginning nursing student; high school graduates or students with limited college transfer credit (12 credits maximum). The School of Nursing Web site ([nursing.cua.edu](http://nursing.cua.edu)) contains the newest and most complete information on plans of study and nursing coursework.

#### **Admission Requirements**

In addition to the university's general admissions requirements, high school courses in biology and chemistry are required. Submission of SAT or ACT

scores is also required. Admission to the school is competitive. Undergraduate admissions to the School of Nursing are coordinated by the Office of Undergraduate Admissions. Students during their first two years at CUA are enrolled in pre-nursing, under the auspices of the School of Arts and Sciences and pre-nursing students are advised by the Central Advising Center. Matriculation into the School of Nursing occurs after sophomore year, when students have completed 60 undergraduate credits of specifically defined coursework, and taken a required entrance exam. Full details on matriculating from pre-nursing to upper division B.S.N. courses are contained on the school's website: [nursing.cua.edu](http://nursing.cua.edu).

### Transfer Credits into the School of Nursing

All Nursing courses (courses starting with the prefix NURS), in both the traditional and the second degree programs, must be taken in the School of Nursing, with the exception that the School of Nursing will evaluate the transfer of Nutrition (on-line courses will be considered). All Arts and Science courses are evaluated by the Coordinator for Transfer Evaluation in Arts and Sciences. Nutrition courses are evaluated by the Undergraduate Office in the School of Nursing. Transfer courses **MUST be evaluated for comparability to CUA courses PRIOR to a student registering for such courses.**

**The School of Nursing follows the University Transfer Policy.** See CUA policy link

<http://policies.cua.edu/academicundergrad/transfereofcredit.cfm>

National standards for online education are used to determine if an on-line course is comparable to a CUA course. Individual Schools have established limits on the numbers of on-line courses which are transferrable. General undergraduate degree requirement policies are available on-line at <http://policies.cua.edu/academicundergrad/acregfull.cfm#XI>.

The maximum number of courses that are allowed for transfer in a summer session is limited to two (2) per year, only **one** of which may be a science course taken for remediation purposes. Specially, only **one** science course can be remediated over the summer. Students cannot take courses off campus while enrolled in classes at The Catholic University of America. A maximum of eight (8) courses can be transferred into the School of Nursing after enrollment.

Nursing students who are repeating science courses to increase and maintain the minimum standard Science GPA are governed by the following rules regarding cumulative GPA calculation:

When repeating a required course where the grade was F, if the course is offered at CUA and it is retaken at CUA, the higher grade obtained in the course will be calculated into the cumulative GPA. When repeating a required science course at CUA, where the original grade was a C- or higher, the cumulative GPA will not be adjusted to include the new grade in calculations.

When repeating a required science course at another University (during a time period when it is not available at CUA, i.e.. summer session), the following will apply. The appropriate department evaluation and approval must occur thru the Transfer Coordinator in Arts and Sciences' and the School of Nursing must also authorize retaking the course prior to the student's enrollment in that course. Once the course is completed, the grade obtained in the course will be used to evaluate whether the minimum

standard science GPA required in the curriculum has been achieved. Grade calculations for courses taken off site that are traditionally offered at CUA (but limited due to time constraints) will not be used in the calculation of the cumulative GPA on CUA official transcripts.

### **International Students**

Baccalaureate nursing programs have intensive academic requirements and a heavy practice component. They require proficiency in written and spoken English and familiarity with the educational system in the United States, particularly in terms of teaching and testing methods. In addition, a broad background in liberal studies and the humanities is necessary to develop the critical thinking and problem-solving skills required to function as a professional nurse in the health care system in the United States.

Admission into the School of Nursing, subsequent course load, and length of program will be determined based on a review of the transcript evaluation, TOEFL score, and an English placement examination. Enrollment in intensive English courses may be necessary to progress in the nursing program.

Requesting a transcript evaluation from an approved educational evaluation service is the responsibility of the student and this evaluation must be submitted directly to the Office of Admissions by the transcript evaluation service. It must include an English translation and a course-by-course evaluation, as well as credential evaluation.

All students for whom English is a second language must complete the English placement examination offered by the university regardless of the completion of English courses at other institutions. Recommendations based on the English placement examination must be satisfied for progression into the nursing program.

### **Requirements for the Bachelor of Science in Nursing Degree (*Traditional Program Option*)**

#### **Pre-Nursing (First two years in the School of Arts and Science)**

During the first two years of study at CUA in the School of Arts and Sciences, students are advised by the central advising center and the School of Nursing's nursing liaison. Those students who meet requirements for admission into the upper division of the school will be assigned a nursing faculty adviser who is available for consultation on academic matters. Full-time and part-time study is available. Students who attend classes on a part time basis will require more than 4 years to complete all degree requirements.

The complete program consists of 120 credits that are articulated below. The program course plan requirements may be modified in instances of individual academic program progression issues, which may be limited and are authorized by The School of Nursing and the School of Arts and Science.

Advance Placement course credits for courses taken in High School are evaluated by the School of Arts and Sciences for potential transfer as CUA college credit.

#### *Natural Science and Math - 18 credits*

Chemistry (inorganic and organic)

chemistry content)	4 credits
Human anatomy and physiology	8 credits
Microbiology	3 credits
Statistics	3 credits

***English-3 credits***

All students are required to take one English writing course. The particular course is grounded on the English placement criteria at the time of admission to the university. English 101 is part of the first year experience and the freshman learning communities (LC).

***Philosophy-6 credits***

All students are required to take Philosophy 201 and 202, both of which are a part of the first year experience and learning communities (LC).

***Religion-9 credits (6 credits while in A&S)***

Of the three required religion courses, the first must be TRS 201, "*Faith Seeking Understanding*", a learning community course (LC). The second Theology course can be any sequence of courses in the School of Theology. The third required theology course is a biomedical ethics course; either Theology 333 or Philosophy 303 (\*this course is taken after matriculating into the School of Nursing; junior year). Bioethics must be taken at CUA and is **not transferable** from another university.

***Humanities/Liberal Studies - 18 credits***

All students are required to take the following coursework before matriculating into the School of Nursing:

Psychology	3 credits
Human Growth and Development	3 credits
Electives	12 credits

**Required Pre-Nursing courses (before matriculation into the upper division of the School of Nursing)**

Introduction to Health Systems and Professions	3
Population Health	3
Health and Wellness across the Lifespan	3
Nutrition	3
<i>Total number of credits in A&amp;S</i>	63

**Upper Division Courses (required after acceptance into the School of Nursing)**

Health Assessment	4
Pathophysiology/Pharmacology	6 (3/3)

Community and Environmental Nursing Lecture and Clinical Applications	3 (2/1)
Fundamental Applications	4
Mental Health Nursing (Lecture & Clinical)	5 (3/2)
Adults in Health and Illness I (Lecture & Clinical)	5 (3/2)
Adults in Health and Illness II (Lecture & Clinical)	5 (3/2)
Women in Health and Illness (Lecture and Clinical)	5 (3/2)
Children in Health and Illness (Lecture & Clinical)	5 (3/2)
Adults in Health and Illness III (Lecture & Clinical)	4 (2/2)
Management of Health Care Delivery	2
Transition to Professional Practice	2
Adults in Health and Illness III (Lecture & Clinical)	3 (1/2)
Strategies for Professional Practice	2
Evidence Based Care/Health Informatics	2
Nursing Research	3
(Optional - Practicum in Complex Nursing)	(2)
<i>Total number of credits in Nursing</i>	<b>60</b>

Nursing Courses in the 2nd half of the program after matriculation.

Course descriptions are available on the Web at <https://cardinalstation.cua.edu>.

Introduction to Health Systems, Population Health, Health and Wellness & Nutrition are open to non-nursing students on a space available basis. Students from other schools should check with the School of Nursing before registering for these courses.

The number of hours of meeting/contact time per week is determined by the type of nursing course and credits and does not include out of class study time or work on out of class assignments. P/F indicates the course is graded with either Pass or Fail. The following ratios are used:

Didactic Course	1 credit=1 hour/week
Clinical/Lab Course	1 credit= 3 hours/week

NURS Title (credit hours)

- 151 Introduction to Health Systems & Professions (3) \*
- 256 Population Health (3) \*
- 254A Health and Wellness across the Lifespan (3) \*
- 257 Nutrition and Health (3) \*
- 258 Health Assessment (4)
- 309 Fundamental Applications (4)
- 275L Adults in Health and Illness I : Lecture (3)
- 275C Adults in Health and Illness I :Clinical (2) P/F
- 371 Pathophysiology (3)
- 370 Community & Environmental Nursing Lecture (2)
- 372 Community & Environmental Nursing Clinical Applications (1)
- 310 Pharmacology (3)
- 375 Mental Health Nursing Lecture (3)
- 377 Mental Health Nursing Clinical Applications (2) P/F
- 376L Adults in Health and Illness Intermediate II : Lecture (3)
- 376C Adults in Health and Illness Intermediate II : Clinical (2) P/F
- 378 Health Informatics (2)
- 403 Introduction to Nursing Research (3)
- 420 Child and Adolescent Health and Illness Lecture (3)
- 421 Child and Adolescent Health and Illness Clinical Applications (2) P/F
- 423 Women in Health and Illness Lecture (3)
- 428 Women in Health and Illness Clinical Applications (2) P/F
- 424 Management of Health Care Delivery (2)
- 430L / 430C Adults in Health and Illness Lecture & Clinical Leadership (4 - 2/2) Graded & P/F
- 427 Transition to Professional Practice (2)
- 481A Practicum in Complex Nursing (2) - **OPTIONAL**
- 448 Guided Study in Nursing (1) P/F
- 449 Guided Study in Nursing (2) Graded
- 450 Guided Study in Nursing (3) Graded
- 452 Guided Study in Nursing (3) P/F
- 454 Guided Study in Nursing (4) P/F

- 469 Spirituality and Care of the Sick (3)  
 480 Strategies for Professional Practice (2)

\* All \* courses are taken during the first 2 years of study under the management of Arts and Sciences

### Curriculum Plan for Basic Program Option

A total 120 credits are needed to graduate. The plan noted below may be modified to meet an individual student's program. *NB: The curriculum and this plan are subject to modification by the School of Nursing.*

Freshman Year (in School of Arts and Sciences)

Course #	Course Title	1st	2nd
NURS 151	Introduction to Health Systems & Professions *	2*	2*
BIOL 232/233	Anatomy/Physiology	4	4
CHEM ** 109/119	Organic and Biochemistry for Allied Health **	-	4**
-	OR	-	-
BIOL 223 **	Microbiology **	-	3**
PHIL 201/202	Classical Mind, Modern Mind	3	3
ENG 101	Rhetoric and Composition or Composition and Literature	3*	3*
TRS 201	Faith Seeking Understanding	3*	3*
Electives	Electives	3 or 6	3
	Total	16	16 or 17

\* Courses may be taken in either the Fall or Spring semester

\*\* One course taken in Spring

Sophomore Year (in School of Arts and Sciences)

Course #	Course Title	1st	2nd
CHEM ** 109/119	Organic and Biochemistry for Allied Health **	4**	-
-	OR	-	-

BIOL 223 **	Microbiology **	3**	-
PSY 201	Psychology	3	-
MATH 114	Statistics	3	-
TRS 2xx, 3XX	Theology Elective	3	-
Elective	Elective	3	3
NURS 256	Population Health	-	3
NURS 257	Nutrition	-	3
PSY 379 or EDU 261	Human Growth and Development		3
	Total	16 or 15	15

\*\* One course taken in Fall

#### Junior Year (in School of Nursing)

Course #	Course Title	1st	2nd
NURS 258	Health Assessment	4	
NURS 371	Pathophysiology	3	
NURS 309	Fundamental Applications	4	
NURS 375*	Mental Health Nursing Lecture*	3*	3*
NURS 377*	Mental Health Nursing Clinical Applications*	2*	2*
	OR		
NURS 370*	Community Health Lecture**	2*	2*
NURS 372*	Community Health Clinical**	1*	1*
NURS 310	Pharmacology		3

TRS 333 or PHIL 303	Bioethics		3
NURS 275L	Adults in Health and Illness I: Lecture	-	3
NURS 275C	Adults in Health and Illness I: Clinical	-	2
	Total	14 or 16	14 or 16

\* Courses may be taken in either the Fall or Spring semester, but not concurrently

#### Senior Year (in School of Nursing)

Course #	Course Title	1st	2nd
NURS 420*	Child and Adolescent Health and Illness Lecture *	3*	3*
NURS 421*	Child and Adolescent Health and Illness Clinical Applications*	2*	2*
NURS 423*	Women in Health and Illness Lecture*	3*	3*
NURS 428*	Women in Health and Illness Clinical Applications*	2*	2*
NURS 403	Nursing Research	3	
NURS 427	Transition to Professional Nursing Practice	2	
NURS 376L	Adults in Health and Illness Lecture II	3	
NURS 376C	Adults in Health and Illness Clinical	2	
NURS 424	Management of Health Care Delivery	-	2
NURS 378	Nursing Infomatics	-	2
NURS 430L	Adults in Health and Illness III-Lecture	-	2
NURS	Adults in Health and Illness III-Clinical	-	2

430C

NURS 480	Strategies for Professional Practice	-	2
NURS 481A	Complex Honors Practicum <b>(Optional)</b>	-	(2)
	Free Electives		
	Total	15	15

\* Courses may be taken in either the Fall or Spring semester, but not concurrently

## Electives

All undergraduate nursing students in the 4 year plan BSN program must take 12 credits of electives. The requirements for these electives is consistent with the School of Arts and Sciences. Please see specific school announcements for particular degree requirements.

## Second Degree Program Option

The second degree program option is a five semester sequence that leads to a B.S.N. degree. It is available to students who already possess a baccalaureate or higher degree in the liberal arts or sciences, including the required pre-requisite courses. Because the second degree program depends upon a specific time sequence, unsuccessful performance in any nursing course (a grade of "W" or less than "C") will typically extend the length of time needed to complete the program

## Admission Requirements for Second Degree Program

Admission requirements is based upon the following:

A baccalaureate or higher degree earned within the past 10 years, with a cumulative grade point average of 2.5 or greater.

An official transcript which reflects courses in human anatomy and physiology, microbiology, chemistry (with organic chemistry content), statistics, nutrition, human growth and development and humanities. Please refer to the School of Nursing home web page for more information.

An average grade point average of 3.00 is required for anatomy and physiology, microbiology, and chemistry.

A composite entrance A2 HESI score average of 75% or higher within the past 6 months prior to dated application.

Applicants are encouraged to obtain professional letters of recommendation from persons familiar with the applicant's academic ability and professional performance. All applications are reviewed on an individual case by case basis. Please consult the School of Nursing for specific prerequisite course requirements.

Acceptance into the second degree program option is not based solely on GPA, entrance HESI score or the number of transfer credits, but also on evaluation of the applicant's goal statement and references. Interviews may be requested by the School of Nursing.

Students enrolled in the traditional nursing program at CUA, who obtain a non-progressing grade in any course *are not permitted* to apply, enroll in or be accepted into the second degree nursing program at CUA.

**Curriculum Plan**

The standard curriculum plan for the Second Degree Program is outlined below:

## First Year

Course #	Course Title	1st	2nd
NURS 241	Principles and Applications of Nursing	3	-
NURS 260	Health Assessment for Second Degree Students	4	-
NURS 276	Nursing Care of Adults	3	-
NURS 370	Community and Environmental Nursing Lecture	-	2
NURS 372	Community and Environmental Nursing Clinical Applications	-	1
NURS 310/371	Pathophysiology/Pharmacology	4	3
TRS 333	Biomedical Eithics in and Health Care Issues (Religion or Philosophy)	-	3
NURS 376L	Adults in Health and Illness II: Intermediate : Lecture	-	3
NURS 376C	Adults in Health and Illness II: Intermediate : Clinical	-	2
NURS 378	Evidence-based Care/Health Informatics	1	-
NURS 403	Introduction to Nursing Research	-	3
	Total	15	17

## Summer Session

Course #	Course Title	Credits
NURS 375	Mental Health Nursing Lecture	3
NURS 377	Mental Health Nursing Clinical Applications	2
	Total	5

## Second Year

Course #	Course Title	1st	2nd
NURS 420	Child and Adolescent Health and Illness Lecture *	3 *	3 *
NURS 421	Child and Adolescent Health and Illness Clinical Applications*	2 *	2 *
NURS 423	Women in Health and Illness Lecture*	3 *	3 *
NURS 428	Women in Health and Illness Clinical Applications*	2 *	2 *
NURS 424	Management of Health Care Delivery	-	2

NURS 427	Transition to Professional Nursing Practice	2	-
NURS 479	Adults in Health and Illness Advanced Clinical Applications	3	-
NURS 426	Adults in Health and Illness Clinical Leadership	-	2
NURS 480	Strategies for Professional Practice	-	3
NURS 481A	Complex Honors Practicum ( <b>Optional</b> )	-	(2)
	Free Electives	3	3
	Total	13	15

\* Courses are taken in either the Fall or Spring

### Academic Minors

A number of nursing students elect to pursue an academic minor. Students should refer to the individual school or department offering the minor for specific program requirements.

### University Honors Program

Nursing students are eligible to apply to several of the honors programs housed within the university. Interested students may find additional honors program information at: <http://honors.cua.edu/>.

### MSN / DNP / PHD Program Option for Registered Nurses

The School of Nursing offers on-line programs in the family nurse practitioner (FNP) track, a Doctor of Nursing Practice (DNP) program and a Doctor of Philosophy in Nursing (PhD) program to students. Only those students who reside outside of the Washington Metropolitan area may apply to the FNP track. The traditional on-campus FNP track continues to be offered to eligible applicants. Currently CUA does not offer a RN to BSN on-line degree.

### Admission for Out of Region Students

Students seeking admission to the on-line FNP track, DNP program or PhD program at The Catholic University of America School of Nursing should refer frequently to the School of Nursing home page ([nursing.cua.edu](http://nursing.cua.edu)) for the most current updates and application information.

### Policies and Regulations

These policies and regulations apply to all students enrolled in the B.S.N. program, which includes the Traditional Program and the Second Degree Program.

### Grading and Progression Policies

A student is eligible for admission into the CUA School of Nursing from the School of Arts and Sciences after meeting the following requirements:

1. A student must obtain and maintain a minimum cumulative grade point average (GPA) of 2.5 or higher. Students must pass required pre- or co-requisites to progress to the next level (i.e., 100-200-300-level courses).
2. Before a student in the traditional B.S.N. program can enroll in junior level nursing courses, a minimum **2.75** cumulative GPA is required in the following basic natural science courses : chemistry, anatomy and

physiology (I & II), and microbiology. A science GPA calculator is available on the School of Nursing Home Page at: <http://nursing.cua.edu/gpa.cfm>.

3. Students may raise this cumulative science GPA to **2.75** by repeating a maximum of one basic science courses, typically the course in which the lowest grade was obtained. In repeating a science course to increase the science GPA, the priority course for remediation is the course where the grade is the lowest. **Students may only repeat one science course** (out of the cohort of 4 science courses). **A repeated science course must be pre-approved by the appropriate department & the Coordinator of Transfer Evaluations in the School of Arts and Sciences.** Students must attempt each science course (A&P I, A&P II, Chemistry with lab, Microbiology) at CUA.
4. An attempt is defined as enrollment in a class with the following indication on a transcript (a) Course Grade (b) Incomplete = I (c) Withdrawal = W
5. Students may only attempt to retake **one science course** out of the four required total science courses listed above (A&P I, A&P II, Micro, Chem (w/ lab)).
6. Only one required science course or one course in the nursing major (beginning with the prefix NURS) may be repeated throughout the course of a student's studies, including any course with a designation of withdrawal or audit.
7. Successful completion of the HESI Nursing Entrance Exam during the sophomore year, with a minimum composite score of 75%.
8. Students must complete the 60 credits outlined in the CUA-SON Announcements before transfer is authorized.
9. The policy on the Nursing Exploratory Good Academic Standing criteria can be viewed at the Central Advising Web Site.

Once a student has been obtained the requisites for transfer into the School of Nursing, the following standards are required:

1. A minimum grade of C (73.00) is required in all nursing courses (i.e., 73.00 or higher is passing). The SON does **not** allow rounding of final course grades.
2. A student may repeat only one nursing "*clinical/performance*" course in which a grade of F was earned and must pass that course on the second attempt. A satisfactory clinical/performance evaluation is necessary to pass clinical/performance courses.
3. Two failures in any course with an NURS prefix will result in dismissal. Failure in a (Nursing) course with a NURS prefix is defined as obtaining a grade that is a C- or below.
4. Required courses in the nursing major (beginning with the prefix NURS) may be repeated only once, including withdrawal and audit.
5. A student in the traditional and second-degree B.S.N. programs must be successful in their first attempt of all nursing courses in order to meet the specified time sequence.

### **Essential Criteria for Progression in the Baccalaureate Nursing Program**

Baccalaureate nursing students are expected to demonstrate beginning level cognitive and psychomotor skills in early courses and increasing competence as they progress through the program. The clinical evaluation tool specifies these performance expectations.

### **Standardized testing**

During the course of undergraduate study, the School of Nursing requires completion of nationally normed diagnostic and evaluative standardized tests. Congruent with most nursing schools in the U.S., these tests are required in virtually every nursing course and comprise a significant portion of the course grade. Additionally, all BSN students are required to achieve a passing score on a comprehensive diagnostic exam to assess student readiness to enter professional nursing practice and to take the nursing licensure examination (NCLEX). The School of Nursing may require students scoring below a certain percentile to successfully complete additional remediation and retesting as a condition of program entry, course completion, graduation or as a condition of endorsement for the NCLEX licensure examination. Students will be given complete testing information, including study and review information, prior to any scheduled test.

To succeed in the nursing program, students must be able to complete online tests successfully. In some cases, students who lack the ability to accurately demonstrate required skills on standardized tests may be referred to disability support services at the Catholic University of America. It is strongly recommended that students either with diagnosed disabilities or suspect they have a disability identify themselves early on in the process and work with the nursing program and Disability Support Services to ensure that they receive appropriate accommodations.

### **Policies Concerning Probation and Dismissal from the School of Nursing**

A 2.0 minimum GPA must be achieved each academic semester and a 2.0 cumulative GPA must be maintained. Any student who fails to achieve at least a 2.0 GPA at the end of any academic semester or whose cumulative GPA falls below 2.0 will be placed on academic probation. A student on academic probation is allowed to register for no more than 14 hours per semester and may not progress in nursing clinical courses. Participation in any extracurricular activities, such as student government or intercollegiate athletics, will be reviewed and may be restricted.

A student on probation may not graduate from the School of Nursing until she/he has achieved a 2.0 cumulative GPA.

Students placed on probation may be required to attend study skills and test-taking skills workshops prior to removal from probation.

The following are grounds for academic dismissal from the School of Nursing:

1. Failure to achieve a 2.0 cumulative GPA after one semester on probationary status.
2. Failure in three or more credit bearing courses in any given semester.
3. A cumulative GPA of less than 1.5 at the end of any academic year.
4. Inability to attain a grade of C (2.0) or higher in a nursing course following two attempts in such nursing course.
5. Failure in **any two attempts** in any of the nursing courses (Nursing courses have the prefix NURS; failure in a nursing course is considered a below 2.0 or a grade of C; an attempt is defined as an award of a course grade, a withdrawal from a course "W", or an incomplete "I" posted on a student's transcript).
6. Violation of any **The School of Nursing Student Responsibility Policies** published below (see *Undergraduate Announcements* regarding criminal background checks, candor, health history and past criminal history) results in immediate dismissal. Additional

school policies are noted in the *CUA SON Undergraduate Student Handbook*.

The School of Nursing administrative group monitors student progress and makes decisions concerning probation, academic dismissal, and subsequent appeals. Appeals policies are located centrally at: <http://policies.cua.edu/academicundergrad/appealfailinggrades.cfm>.

A student may request readmission or relief from the restrictions imposed by probation by appealing in writing to the Assistant Dean for Assessment and Evaluation in the School of Nursing. This individual may refer the request to the School of Nursing Committee on Grades and Appeals.

Students dismissed from the School of Nursing may request and be considered for retention at the university if they satisfy minimum university requirements and if they are accepted by another School for internal transfer.

## School of Nursing Student Responsibility Policies

### Eligibility Requirements For Placement In Clinical Settings

**Pre-registration:** Pre-registration is required for clinical courses in order to ensure guaranteed course enrollment. Students who do not pre-register by the last day of class in the semester previous to the planned clinical course will be placed on a waiting list and are not guaranteed admission to the course.

**Criminal Behavior And Background Check Policy:** Background checks are required prior to entering clinical coursework for students in the undergraduate program and may be required as the student progresses in their program of study.

Criminal background checks are mandatory for all undergraduate nursing students prior to the start of their clinical coursework. The SON and clinical agencies reserve the right to review the results of the criminal background check and to deny placement in a clinical setting on the basis of these results.

Evidence of past or present criminal behavior identified through the background check or through other documented evidence of criminal behavior may lead to administrative sanctions, up to and including dismissal from the School of Nursing. The procedures for conducting criminal background checks are provided to students through the Office of the Dean.

Following admission to the School of Nursing, students will have a continuing duty to disclose any activities which involve criminal behavior, including any arrests or citations for criminal violations, regardless of whether or how they are adjudicated, until the date of their graduation. Failure to disclose any such activity during this time period may result in dismissal.

**Health And Basic Life Support Requirements:** Students must submit a History & Physical Evaluation Form, along with documentation of current immunizations prior to commencement of the semester a student is enrolled in any clinical class. Students who fail to meet this requirement may be denied clinical placement for that semester.

All students are required to submit a 9 panel urine drug screen (*THC, Cocaine, PCP, Opiates, Methamphetamine, Methadone, Amphetamines, Barbiturate, Benzodiazepines*) before commencing clinical rotations.

Annually, all students must submit documentation of PPD status and an updated certificate of current health.

All students must have current CPR that is administered by the American Red Cross or American Heart Association for 2 man rescue and for child and infant rescue. ***Internet CPR certification is not acceptable.***

All students must report to the Assistant Dean for Undergraduate Programs, immediately in writing, any changes in health status which impact their safety, the safety of patients or those whom the student encounters, or which significantly affects their progression in the program.

Students are expected to comply with all agency requirements for placement in the clinical setting, which may include influenza immunizations.

Failure to comply with these requirements may result in withdrawal from clinical courses, with resultant effect upon progression in the program.

### **Treatment of Information Regarding Health History and Past Criminal History**

As a condition of placement in the clinical setting, the SON reserves the right to require that students sign a waiver allowing the SON to release pertinent health or background information to the supervising faculty member or clinical associates and to the clinical placement site if any of the following conditions exist: (a) removal from prior clinical placements due to behavior or health concerns, (b) past health history suggesting elevated risk for substance abuse, (c) a past or chronic health condition or an acute exacerbation that may affect the student's ability to provide safe care, (d) a non-academically based disciplinary action by the SON or the University or (e) any criminal convictions that may compromise the student's eligibility to work at a particular clinical placement site.

### **Clinical Standards for Admission, Academic Progression, and Graduation**

By accepting admission and enrolling in the School of Nursing, the student certifies that he/she understands, meets at the time of admission, and continues to meet the essential eligibility requirements for clinical placement. These requirements pertain to (a) candor, (b) health-related behavioral standards, and (c) eligibility for placement in clinical settings. Additionally, students have an ongoing duty to disclose to SON any arrests or citations for any offenses including traffic offenses involving possible use of alcohol or drugs, or any arrest, citation, or conviction for any other non-traffic offenses, regardless of how any court or municipality disposes of the allegation.

#### **Candor**

Candor is defined as full disclosure of pertinent information as well as correction of inaccuracies or misperceptions. All students must complete a health clearance form which requires disclosure of any health conditions which may affect the student's ability to enter clinical settings or the ability of the School to secure clinical placements.

Students in nursing programs with a clinical component are required to

submit to a criminal background check and to fully disclose relevant health history that may impact their health or safety in a clinical setting, or the health or safety of those around them. This may include, but is not limited to, any history of chemical dependency/substance use (i.e., alcohol, drugs, controlled substances).

Whether or not they represent a current threat to practice, disciplinary action or dismissal from the School of Nursing may result from failing to fully disclose relevant health history, criminal background and/or falsification or material omission of information. The student's duty to disclose the aforementioned information remains throughout the student's enrollment in the School of Nursing.

### **Health-Related Behavioral Standards**

In accordance with the law and University policies, no qualified individual with a disability shall, on the basis of that disability, be excluded from participation in The Catholic University of America programs or activities. The SON, in accord with University policy, will provide reasonable accommodation to a qualified individual with a disability. To obtain accommodations, an individual must request them from the University Office of Disability Services.

Admission and continuation in SON programs is contingent on general abilities, behavioral and social attributes, and the ability to professionally manage stressful situations. The required behavioral attributes are outlined below:

*General Abilities:* The student is expected to possess functional use of the senses of vision, touch, hearing, and smell so that data received by the senses may be integrated, analyzed, and synthesized in a consistent and accurate manner. A student must also possess the ability to perceive pain, pressure, temperature, position, vibration, and movement all of which are important to the student's ability to gather significant information needed to effectively evaluate patients. A student must be able to respond promptly to urgent situations that may occur during clinical training activities and must not hinder the ability of other members of the health care team to provide prompt treatment and care to patients.

*Observational Ability:* The student must have sufficient capacity to make accurate visual observations and interpret them in the context of laboratory studies, medication administration, and patient care activities. In addition, the student must be able to document these observations and maintain accurate records.

*Communication Ability:* The student must communicate effectively to elicit information and to translate that information to others. Each student must have the ability to read, write, comprehend and speak the English language to facilitate communication with patients, their family members, and other professionals in health care settings. In addition, the student must be able to maintain accurate patient records, present information in a professional, logical manner and provide patient counseling and instruction to effectively care for patients and their families. The student must communicate effectively verbally and in writing with instructors and other students in the classroom setting as well. This requires verbal abilities, control of non-verbal behaviors which limit communication and the ability to respond to non-verbal cues from patients, fellow students, and instructors.

**Motor Ability:** The student must be able to perform gross and fine motor movements with sufficient coordination needed to perform complete physical examinations utilizing the techniques of inspection, palpation, percussion, auscultation, and other diagnostic maneuvers. A student must develop the psychomotor skills reasonably needed to perform or assist with procedures, treatments, administration of medication, management and operation of diagnostic and therapeutic medical equipment, and such maneuvers to assist with patient care activities such as lifting, wheel chair guidance, and mobility. The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with satisfactory and safe performance in the clinical and classroom settings including performing CPR if necessary.

**Intellectual, Conceptual, and Quantitative Abilities:** The student must be able to develop and refine problem-solving skills that are crucial to practice as a nurse. Problem solving involves the abilities to measure, calculate, reason, analyze, and synthesize objective and subjective data, and to make decisions, often in a time urgent environment, that reflect consistent and thoughtful deliberation and sound clinical judgment. Each student must demonstrate mastery of these skills and possess the ability to formulate sound judgment in patient assessment, intervention, evaluation, teaching, and setting short and long term goals.

**Behavioral and Social Attributes:** Compassion, integrity, motivation, effective interpersonal skills, and concern for others are personal attributes required of those in the nursing programs. Comfort with and acceptance of the role of a nurse functioning under supervision of a clinical instructor or preceptor is essential for a nursing student. The student must possess the skills required for full utilization of the student's intellectual abilities; the exercise of good judgment; the prompt completion of all responsibilities in the classroom and clinical settings; and the development of mature, sensitive, and effective relationships with patients and other members of the health care team. Each student must be able to exercise stable, sound judgment and to complete assessment and interventional activities. The ability to establish rapport and maintain sensitive, interpersonal relationships with individuals, families, and groups from a variety of social, emotional, cultural and intellectual backgrounds is critical for practice as a nurse. The student must be able to adapt to changing environments; display flexibility; accept and integrate constructive criticism given in the classroom and clinical settings; effectively interact in the clinical setting with other members of the healthcare team; and learn to function cooperatively and efficiently in the face of uncertainties inherent in clinical practice.

**Ability to Manage Stressful Situations:** The student must be able to adapt to and function effectively under stressful situations which may occur in both the classroom and clinical settings, including emergency situations. Students will encounter multiple stressors while in the nursing programs. These stressors may be (but are not limited to) personal, patient care/family, faculty/peer, and or program related.

**Unsafe Practice:** Unsafe practice is defined as behavior which threatens, or has the potential to threaten, the safety of a client, a family member, another student, a faculty member, or other health care provider in the clinical placement.

Students are not allowed to practice in a clinical setting without the knowledge or supervision of a faculty member.

Students who exhibit potentially unsafe practice during a clinical experience may be immediately withdrawn from the clinical setting. This decision may be made by the clinical faculty or at the request of the clinical agency.

Students who are at risk for unsafe practice may also be prevented from attending their clinical practicum or experience, until the unsafe practice concern has been investigated and satisfactorily resolved.

If the concern cannot be resolved, the student may be subject to additional administrative sanctions and may be subject to administrative dismissal from the program and the SON.

The student has the right to follow the published University procedures in the event of course failure or program dismissal.

Students who exhibit any potentially unsafe practice during a clinical, laboratory or academic setting may be subject to drug and alcohol testing with the concurrence of the Director, Associate Dean or Dean. Students failing to comply with the request may be disciplined or dismissed. Students who test positive for any non-prescribed medications or substances will be disciplined and / or dismissed.

### **Eligibility of Clinical Placements**

In the event that an agency declines to accept a student for clinical placement because of specific student behaviors, the SON will make a reasonable good faith attempt to place the student in a different setting. If the SON is unable obtain a clinical placement for the student because of specific student behaviors which violate agency policy, the student may be administratively withdrawn from the SON.

### **Attendance**

#### Attendance - Clinical

1. Clinical/Lab attendance is mandatory.
2. Unexcused absences will not be accepted. Excused absences are those defined in the course syllabus and examination policies of the relevant clinical courses. Students are referred to their course syllabi which establish the maximum number of absences that are allowed for a given course. Students who have more than two clinical absences, whether excused or unexcused, are in jeopardy of not passing the course.
3. The student is expected to notify the appropriate persons regarding any absences, including an emergency requiring tardiness or absence from the class or clinical experience. Notification procedures are identified in specific course syllabi. This notification must occur in a timely manner; that is, prior to the beginning of the clinical/lab experience. The student should be aware of the specific requirements for each course and to follow course procedures.
4. Habitual tardiness to clinical/lab, defined as more than one occurrence, may result in course failure.

#### Attendance - Lecture

The faculty and administration in the School of Nursing consider attendance in class necessary to master the body of knowledge needed for safe clinical practice and adequate preparation for licensure. Therefore, class and clinical/lab attendance is mandatory. The responsibility for prompt and regular class and clinical/lab attendance rests with the individual student.

Professors are responsible for establishing and communicating policies regarding documentation and consequences of absenteeism in their individual classes. This may include requiring authentication of unavoidable absences and the determination of whether a student has met course requirements and if the student has achieved a passing grade.

## **HIPAA Adherence**

All students are expected to comply with the requirements of the Health Insurance Portability and Accountability Act (HIPAA) as applied to clinical education.

Failure to adhere to these expectations may result in immediate removal from a clinical setting and additional academic sanctions, including course failure and dismissal.

Specifically, it is expected that all students in the SON complete on HIPAA prior to participating in clinical practica or rotations. HIPAA training is provided in class, with web supports suggested at that time. The CUA HIPAA policies are noted at <http://counsel.cua.edu/hipaa/publications/index.cfm>.

Students are expected to maintain the privacy of individually identifiable health information (IIHI).

## **Student Responsibilities**

### Communications

All students are required to check their email at least once a day. Students also must be cognizant of checking their "junk" mail, and always using their CardinalMail email address for correspondence. Faculty will not respond to personal email, since Cardinalmail is the official portal for student-faculty communications.

Students are advised to allow 48-72 business day hours for email responses, absent a medical or serious family emergency.

### Electronic communications and HIPAA rules

Nursing students may not post any material that could potentially violate patient confidentiality or professional behavior guidelines on social media sites. Although Blackboard and other online tools used in a nursing course are not considered social media sites, students are expected to observe professional standards for communication in all interactions. Students may be subject to disciplinary action by the school and the clinical agency for comments that are either unprofessional or violate patient privacy. HIPAA regulations apply to comments made on social networking sites and Blackboard or other online tools, and violators are subject to the same prosecution as with other HIPAA violations.

### *Guidelines:*

1. Social media includes but are not limited to blogs, podcasts, discussion forums, online collaborative information and publishing systems that are accessible to internal and external audiences (e.g., Wikis) through RSS feeds, video sharing, and social networks like MySpace, Twitter, and Facebook.
2. Postings on social networking sites are subject to the same professional

standards as any other personal interactions. The permanence, worldwide access, and written and visual nature of these postings make them even more subject to scrutiny than most other forms of communication.

3. Restricted postings include but are not limited to protected health information –individually identifiable information (oral, written, or electronic) about a patient’s physical or mental health, the receipt of health care, or payment for that care.

4. Online postings or discussions of specific patients should be avoided, even if all identifying information is excluded. It is possible that someone could recognize the patient to which you are referring based on the context. Remember, if you would not want YOUR own health information being posted to the Internet, do not post that of anyone else.

5. Under no circumstances should photos or videos of patients or photos depicting the body parts of patients be taken or displayed online.

6. Statements made by you within online networks will be treated as if you verbally made the statement in a public place.

Transportation to Agencies The student is expected to assume responsibility for transportation in connection with the clinical practice, community health practice and field trips. Public transportation is often available at these sites. Those students who require a clinical experience with public transportation access should notify the clinical coordinator one full semester in advance of beginning a clinical course.

Insurance All students in clinical programs are required to carry malpractice insurance, which is covered under their student enrollment fees. This insurance applies only to clinical practice while the student is enrolled in University courses. It does not cover students involved in personal employment. (See Fees and Expenses in the General Information section of the current Undergraduate Student Announcements, available on-line at [announcements.cua.edu](http://announcements.cua.edu) ).

Health Clearance The student is required to meet School of Nursing health requirements prior to admission and prior to entering clinical coursework.

Cardiopulmonary Resuscitation, CPR The student is required to meet basic CPR requirements prior to entering clinical coursework. (American Red Cross or American Heart Association CPR for Professional Rescuers - Internet or on-line CPR is not permitted)

Drug/Alcohol Screen A negative urine drug screen is required prior to entering clinical coursework for students in the undergraduate program and may be required as the student progresses in their program of study.

Security/Background Checks Background checks are required prior to entering clinical coursework for students in the undergraduate program and may be required as the student progresses in their program of study.

## **Courses Offered**

A full listing of undergraduate courses offered by the School of Nursing can be found below. Consult **Cardinal Station** for additional information about courses and to determine course offerings by semester.

## **Course Catalog for Nursing**

### **NURS**

151	Introduction to Health Systems	This survey course is designed to help student¿s begin to establish their
-----	--------------------------------	---

	and Professions	identity in the health care professions and learn basic concepts of the health care system.
152	Entrance Nursing Exam Assessment (Undergraduate)	
241	Principles and Applications of Nursing	The purpose of this course is to introduce students to foundational knowledge, roles, and core competencies in order to apply these concepts to appropriate technology and professional nursing care across the life span. For second degree students only.
254A	Health and Wellness Across the Life Span	Focuses on health promotion, health protection, disease prevention and communication strategies throughout the lifespan.
256	Population Health	This course provides a foundation in population health, including community and population assessment, intervention and evaluation of culturally diverse and vulnerable populations.
257	Nutrition and Health	Focuses on the physiological, social, economic, and life style factors that influence nutritional status, food choices, and specific life stage concerns. The purpose of this course is to provide the foundation for an understanding of the relationship of diet to physiological and pathophysiological functions. It examines problems generated in nursing practice related to the clinical application of nutrition through health promotion, protection and restoration. Requires two clock hours of class per week. Offered both semesters. Enrollment is not limited to Nursing Majors
258	Health Assessment	This course introduces students to professional nursing skills used in basic health assessment of an adult client and across the life span. Content will address developmental, psychosocial, environmental, and health promotion factors in nursing care. Requires three clock hours of class and three hours of lab per week.
260	Health Assessment Second Degree	This course introduces undergraduate accelerated degree BSN program students to professional nursing skills used in basic health assessment of the healthy client across the life span.

Content will address the client's developmental, psychosocial, environmental, and health promotion factors in nursing care.

272	Nursing Applications	<p>This course focuses on developing the ability to apply foundational and theoretical knowledge, appropriate technology, and professional nursing care in health maintenance and restoration across the life span. Ethical issues, cultural, and spiritual concerns related to health, are also explored. Requires three clock hours of class per week. Prerequisite or concurrent courses: All 200-level nursing courses and 371.</p>
275C	Adults in Health and Illness - Clinical I	<p>This performance course introduces the student to professional nursing skills utilized in patient care procedures performed in a variety of health care settings. Each course unit will address client-related developmental, psychosocial, environmental, and health promotional factors, which individualize nursing care. This course will teach the student practical experiences with professional nursing skills where the emphasis is on basic applications of nursing care. The students will be instructed on some specific technology that is applied to the assessment, support, and restoration of adult clients in the sub-acute and acute care settings.</p>
275L	Adults in Health and Illness - Lecture	<p>In this course basic Medical-Surgical concepts for the care of the patient with sub-acute and acute illnesses are introduced. The course is based on the nursing process and evidence-based practice guidelines.</p>
276	Nursing Care of Adults	<p>The purpose of this course is to provide the theoretical and foundational knowledge that will prepare students for the application of core competencies in diverse clinical settings. Offered to Second degree students only.</p>
309	Fundamental Applications	
310	Pharmacology	<p>This course focuses on the pharmacologic treatment of diseases covered in pathophysiology. Both pharmacologic and nonpharmacologic treatment modalities will be discussed.</p>

Pharmacology is designed to bridge the gap between the basic sciences and the clinical practice of nursing. The course expands beyond knowledge and comprehension of concepts studied in chemistry, microbiology, and human anatomy and physiology to emphasize analysis and application of that knowledge to the study of disease processes and their pharmacologic and nonpharmacologic management for individuals across the lifespan.

- |     |  |   |
|-----|--|---|
| 370 | Community and Environmental Nursing                        | Uses a multisectoral approach to study contemporary environmental forces that impact health promotion, protection, and restoration of communities. Introduces epidemiological and economic concepts and models. Attention to the involvement of the professional nurse in ethical issues and health policy focusing on vulnerable populations.  |
| 371 | Pathophysiology  | Pathophysiology introduces the pre-clinical nursing student to human disease states and their clinical management. It is designed to assist students in applying knowledge from human anatomy and physiology to the study of adaptive and maladaptive responses to alterations in health. Requires four clock hours of class per week, plus one hour of peer-led discussion. Offered first semester. Open to students in other schools with permission of instructor. |
| 372 | Community and Environmental Nursing: Clinical Applications | Provides undergraduate nursing students an opportunity to apply concepts in clinical prevention and population health to a community health problem. Students will be required to implement a community health project and evaluate the results of the project during the semester. The course is a combined seminar/clinical project activity.   |
| 375 | Mental Health Nursing Lecture                              | The focus of this course is on the biological, psychological, and social/learned basis of psychiatric disorders. This course builds on the concepts from basic psychology and physiology to the study of pathology of mental illness. The course explores nursing interventions including the use of the Nurse-Patient Relationship, the use of medications and managing the patient's environment and social milieu.   |

Recovery concepts are incorporated as are the issues of stigma. Legal and ethical issues frequently encountered in the area of psych/mental health nursing are addressed. Self-awareness, personal growth, socio-cultural sensitivity, and professional development are vital components of the course. Contemporary mental health issues and their sequela are addressed.

- |      |  |   |
|------|--|---|
| 376C | Adults in Health and Illness II Clinical | This clinical course provides opportunities for the implementation of professional nursing care to facilitate health protection and restoration of adolescents and adult clients in sub acute and acute settings.   |
| 376L | Adults in Health and Illness II Lecture  | This is a continuation course of Nurs 275D or 276 with an emphasis on basic Medical-Surgical concepts. The focus of the course will be the care of patients with sub-acute and acute illnesses. The framework for the course is based on the nursing process and evidence based practice guidelines   |
| 377  | Mental Health/Psych Clinical             | Builds on Nursing Performance II and the Psychiatric Nursing Theory course 375. Provides the opportunity to implement professional nursing care to facilitate the prevention of mental illness and the restoration and promotion of good mental health.   |
| 378  | Evidence-Based Care - Health Informatics | This online course introduces the student to the essential concepts of evidence-based practice and the field of informatics as they relate to nursing practice. This will include an overview of computer hardware and software basics, communication and networking technologies, health information systems and their applications that support nursing practice. Data management concepts and issues of security, confidentiality and privacy associated with healthcare and technology are also introduced. |
| 380  | Growth and Development                   | This course focuses on professional nursing principles for the promotion, maintenance, and restoration of developing persons from adolescence to late maturity. Contemporary health issues and primary health concepts of these age groups will be studied with an emphasis on health promotion trends, models, and strategies for developing   |

persons. Social, cultural, environmental and spiritual influences will be considered.

403	Introduction to Nursing Research	The focus of this course is on the basic elements of the research process and the application of evidence to clinical practice. Emphasis is placed on each step of the research process, the characteristics of ethical scientific research, and critical examination of research.
420	Child and Adolescent Health and Illness Lecture	This course focuses on applying nursing principles in promotion, maintenance and restoration of health for infants, children and their families. Health issues and nursing concerns of children will be studied with emphasis on developmental stages, family processes, health promotion practices, and social, cultural and spiritual influences.
421	Child and Adolescent Health and Illness: Clinical applications	This course focuses on applying nursing principles in promotion, maintenance and restoration of health for infants, children and their families. Health issues and nursing concerns of children will be studied with emphasis on developmental stages, family processes, health promotion practices, and social, cultural and spiritual influences.
423	Women in Health and Illness Lecture	This course focuses on the promotion, maintenance, and restoration of health for women during the childbearing years, their newborns, and their families. Through the use of a multisectoral approach, and with an emphasis on equitable distribution and appropriate technology, it relates physiological, environmental, cultural, and behavioral factors and issues that impact on the reproductive woman and childbearing.
424	Management of Health Care Delivery	Focuses on concepts and skills that are needed to manage and coordinate health care through the use of appropriate technology, both human and material.
426	Medical Surgical Leadership	This course provides opportunities for a comprehensive clinical experience and classroom seminar in promoting, maintaining, and restoring health of individuals, families, groups and communities. There is a strong emphasis on strengthening collaboration between theory and practice, to enhance professional competence. Students

have the opportunity to assume responsibility for their own personal and professional growth.

427	Transition into Professional Nursing	This course emphasizes concepts that will be utilized for a student nurse to progress into the role of a professional licensed registered nurse. The course examines professional practice criteria and requirements. This includes examination of the professional role of nursing, with an emphasis on multiple strategies for success in taking professional examinations, such as NCLEX-RN.
428	Women in Health and Illness: Clinical Applications	This clinical course provides opportunities for the implementation of professional nursing care to facilitate health promotion, protection, and restoration of individuals, groups, families and communities.
430C	Adults in Health and Illness- Clinical	
430L	Adults in Health & Illness III- Lecture	
465	Statistics for Health Science	This course is designed for students in the social sciences, to introduce them to basic concepts and techniques of elementary statistics, both descriptive and inferential statistics. Topics include: the nature of data, uses and abuses of statistics, methods of sampling, summarizing data, pictures of data, counting techniques, measures of central tendency, measures of variation, measures of position, understanding probability, binomial and normal distributions, central limit theorem, confidence intervals, fundamentals of hypothesis testing for both one and two samples, ANOVA, linear regression, and a brief introduction to nonparametric statistics.
469	Spirituality and Care of the Sick	The purpose of this course is to explore the interface between spirituality and the practice of nursing. Although spirituality will be examined broadly, according to a variety of theologies, the primary orientation of the course content is derived from the Judaeo-Christian tradition. The course incorporates an historical perspective on spirituality and

the healing arts, as well as contemporary theological and spiritual approaches to assessment and intervention in relation to the spiritual needs of those experiencing health deficits. The newly emerging subfield of parish nursing is also addressed. Finally, the spiritual needs of professional caregivers are identified and explored and potential spiritual support mechanisms are discussed. Enrollment for nursing students only.

479	Adults and Health and Illness	This course provides opportunities to manage health care of individuals, families, groups and communities requiring health promotion, protection and restoration.
480	Strategies for Professional Practice	This course will serve as the secondary sequence to Nur 427. The focus will be on complex learning strategies including critical thinking, problem solving, decision making and simulation learning necessary for success in taking professional exams.
481A	Nursing Practicum	This course gives the student an opportunity to provide complex, collaborative nursing care to the populations including those who are culturally diverse and vulnerable. The student, working with a clinical preceptor, selects a clinical area of practice, in collaboration with a faculty member, for an in-depth clinical experience (2cr=90 hours). The student will be immersed in the current literature of that clinical practice specialty to demonstrate competent and safe nursing practices.
493A	Guided Study in Nursing	Provides opportunity for a student to explore in depth a selected nursing problem. Learning experiences may include practice, depending on the nature of the problem to be explored. One credit hour - Pass/Fail. Offered both semesters and summer sessions.
493B	Guided Study in Nursing	Provides opportunity for a student to explore in depth a selected nursing problem. Learning experiences may include practice, depending on the nature of the problem to be explored. Two credit hours - graded. Offered both semesters and summer sessions.
493C	Guided Study in	Provides opportunity for a student to

	Nursing	explore in depth a selected nursing problem. Learning experiences may include practice, depending on the nature of the problem to be explored. Three credit hours - graded. Offered both semesters and summer sessions.
493D	Guided Study in Nursing	Provides opportunity for a student to explore in depth a selected nursing problem. Learning experiences may include practice, depending on the nature of the problem to be explored. Four credit hours - Pass/Fail. Offered both semesters and summer sessions.
493E	Guided Study in Nursing	Provides opportunity for a student to explore in depth a selected nursing problem. Learning experiences may include practice, depending on the nature of the problem to be explored. One credit hour. Graded. Offered both semesters and summer sessions.
493F	Guided Study in Nursing	Provides opportunity for a student to explore in depth a selected nursing problem. Learning experiences may include practice, depending on the nature of the problem to be explored. Two credit hours. Pass/Fail. Offered both semesters and summer sessions.
493G	Guided Study in Nursing	Provides opportunity for a student to explore in depth a selected nursing problem. Learning experiences may include practice, depending on the nature of the problem to be explored. Three credit hours. Pass/Fail. Offered both semesters and summer sessions.
493H	Guided Study in Nursing	Provides opportunity for a student to explore in depth a selected nursing problem. Learning experiences may include practice, depending on the nature of the problem to be explored. Four credit hours. Graded. Offered both semesters and summer sessions.
499G	Global Health Summer Clinical - Undergraduate	The purpose of this abroad course is to offer students a global exposure to international health care in clinical experiences. The course will use an immersion approach to provide undergraduate students with an understanding about the non U.S. health and nursing delivery systems. It also exposes students to the health education provided to individuals, families and communities in global settings.

499GC Global Health  
Summer Clinical  
- Undergraduate

The purpose of this abroad course is to offer students a global exposure to international health care in clinical experiences. The course will use an immersion approach to provide undergraduate students with an understanding about the non U.S. health and nursing delivery systems. It also exposes students to the health education provided to individuals, families and communities in global settings.

## Footnotes

---

Last reviewed: August 27, 2015



---

The Catholic University of America \* 620 Michigan Ave., N.E. \* Washington, DC 20064