
SCHOOL OF NURSING

<http://www.ncat.edu/~nursing.htm/>

Patricia Price Lea, Dean

The School of Nursing offers a program leading to the Bachelor of Science Degree in nursing. The school is organized into lower and upper divisions. The first two academic years or lower division of the program encompasses the core requirements of the University and the foundation courses for the major. The upper division or last two academic years are largely devoted to nursing courses.

MISSION STATEMENT FOR SCHOOL OF NURSING

The School of Nursing will continuously improve an environment of academic excellence, scholarly inquiry and civility to prepare nurses for entry into professional practice through advanced technology, clinical experiential learning and diverse community involvement.

CURRICULUM PURPOSE

The purpose of the baccalaureate program in nursing at North Carolina Agricultural and Technical State University is to prepare a nurse generalist for beginning professional practice. A special emphasis is the preparation of minority nurses. The program provides a body of knowledge derived from liberal arts, biological, physical, behavioral sciences and nursing. The program provides the foundation for advanced preparation in nursing and life-long learning. The graduate will contribute to the advancement of the nursing profession through the use of research and management skills.

PHILOSOPHY OF THE SCHOOL OF NURSING

The philosophy of the School of Nursing depicts a holistic system that conceptually involves human beings, the environment, health, the healthcare system, professional nursing, and baccalaureate nursing education.

We view **human beings** as unique, biopsychosocial spiritual individuals who have worth and value. A synergistic relationship exists between the individual and the environment. Human beings have unlimited potential and possibilities, although their abilities may be restricted. Human beings have the potential to adapt to internal and external stimuli, and to create change in themselves and the world. Human beings are holistic, diverse and have the potential for growth and maturity. They vary in their capacity to learn, assume responsibility for their behavior, and in their ability to participate in health care activities.

We believe **the environment** consists of internal and external conditions, circumstances, and influences affecting individuals, families, groups, and communities. Human beings respond to environmental stimuli and those responses are exhibited as adaptive modes.

We believe that **health** is a dynamic state of wholeness, affected by internal and external environments and is influenced by individual and cultural beliefs. Healing is the process of moving toward a higher level of wellness.

We believe **the healthcare system** is a diverse, interrelated entity that is constantly changing with the advent of technological and health-promoting discoveries. The system has political and socioeconomic elements in addition to the variety of health-care settings, the various providers, and the culturally diverse population who are served. Health care is a right for all, and human beings should have access to resources that promote, maintain, and restore health, and prevent illness. The health system requires that the nurse engage in critical reflection and ethical deliberation.

We believe that **professional nursing** is an art and a science. It is a changing, interactive practice discipline and is based on the synthesis of liberal education, scientific and professional knowledge, clinical and cognitive skills, and the value system of the nurse. Nurses engage in a healing relationship with human beings. They assume the roles of learner, practitioner, teacher, collaborator, leader, manager, and client advocate. The professional nurse designs and provides interventions for individuals, families, and communities. The nursing process is the systematic method used to direct nursing care and make clinical judgments in a variety of settings. Steps in the nursing process are assessment, analysis, planning, implementation, and evaluation.

We believe research expands the theoretical and practice basis of nursing as it continues to emerge as a profession. Nursing research is the application of scientific methods to the study of client problems that can be resolved through nursing intervention. We further believe that the baccalaureate graduate in nursing is prepared to critique and use research in professional practice.

We believe the professional nurse is prepared to assume a leadership role in community as well as professional life. The professional nurse demonstrates leadership through advocacy, interdisciplinary collaboration, and active participation in professional organizations and the community.

We believe the baccalaureate degree is the first professional degree in nursing, which prepares the nurse for entry into practice. Baccalaureate nursing education is a synthesis of learning from the liberal arts, sciences, and nursing.

Baccalaureate education provides a foundation where the student finds a sense of identification, belonging, responsibility, and achievement in preparation for roles of leadership and service. Baccalaureate education encourages synthesis of knowledge and the effective use of analytical and communications skills. The body of knowledge for nursing is derived from nursing theories, research, and clinical practice. Baccalaureate nursing education provides a base for the understanding of human beings, the cultivation of intellectual and technological skills, the examination of the learner's values and beliefs, and the understanding of and respect for the values of others in a multicultural society. We believe that teaching and learning is an interactive process that occurs in a variety of settings. This process involves cognitive, psychomotor, and affective domains of learning. Students learn in a variety of ways and learning takes place best when students are actively involved in the process and share responsibility for the learning. The curriculum employs flexible approaches to meet the needs of learners. Baccalaureate education provides the student with a relevant knowledge base along with clinical and professional skills that provide a basis for clinical judgment. Baccalaureate nursing education provides the basis for graduate preparation in nursing and establishes a foundation for life-long learning.

PROGRAM OBJECTIVES

The following objectives of the Nursing Program at North Carolina Agricultural and Technical State University are designed to provide learning experiences that will assist nursing students to:

1. Assimilate knowledge from the physical, biological, psychosocial, the liberal arts, nursing theories, and particularly Roy's adaptation model, as a foundation to provide nursing care to clients in a variety of settings.
2. Utilize the nursing process with skills of critical thinking to assist clients in achieving adaptation.
3. Utilize nursing theories and related research findings to enhance professional nursing practice.
4. Develop leadership and management abilities in the practice of professional nursing and in effecting change.
5. Assume the role of client advocate, teacher, facilitator, collaborator, and coordinator with other health care professionals and consumers to improve delivery of health care to meet the health needs of society.
6. Assume responsibility and accountability for professional nursing actions, their outcomes and for enhancing professional nursing practice.
7. Demonstrate personal and professional growth as individuals and citizens.
8. Develop professional values, ethical, moral, legal and political aspects of the practice of nursing.
9. Develop technological skills to assist learning, to deliver and document patient care, and to provide professional nursing services.

ACCREDITATION AND MEMBERSHIPS

The program offered by the School of Nursing is approved by the North Carolina Board of Nursing, 3724 National Dr., Koger Center Office Complex, Camden Building, Suite 201, Raleigh, NC 27612, (919) 782-3211, www.ncbon.com; email@ncbon.com. The School of Nursing is accredited by the National League for Nursing Accrediting Commission (NLNAC) Baccalaureate and Higher Degree Programs in Nursing, 61 Broadway, New York, NY 10006, (800) 669-1656, www.nac.org

The School of Nursing is an agency member of the National League for Nursing (NLN), the American Association of Colleges of Nursing, and the Southern Regional Education Board Council on Collegiate Education for Nursing. The School of Nursing is a member of Sigma Theta Tau International Nursing Honor Society.

GENERAL PROGRAM REQUIREMENTS

All School of Nursing policies supersede University policy. Pre-nursing majors are required to purchase Lab coats, emblems, and nametags for the spring semester of the sophomore year. Students are required to secure liability insurance prior to starting NURS 351 and purchase this insurance annually thereafter through the School of Nursing. Proof of tuberculosis skin test, other immunizations, and CPR certification must be submitted annually. If the information is not completed or submitted by the deadlines, students will not be allowed to participate in clinical nursing. If students pre-registered, their courses will be dropped. Attendance in all clinicals is mandatory. Students are responsible for transportation to clinical agencies, which may be outside of the Greensboro area. **Health agencies in the Piedmont and surrounding counties work collaboratively with the School of Nursing to provide clinical learning experiences for students.**

Students are required to take nationally normed tests throughout the curriculum and to achieve satisfactory scores on such tests. In the last semester of the curriculum, students are required to take comprehensive exams and to make satisfactory scores prior to graduation.

The School of Nursing believes that the professional development of a nursing student is essential. Based on this belief, students are required to be in attendance for Founder's Day, Honors Convocation, Capping and Pinning, Sigma Theta Tau activities and other events designated by the dean as related to the professional nature of nursing. A total of 124 credit hours are required for graduation with a Bachelor of Science in Nursing degree (62 credit hours of nursing courses and 62 credit hours of non-nursing courses). A minimum of 36 credit hours must be earned at North Carolina Agricultural and Technical State University. Graduates of the nursing program are eligible to apply to take the National Council of State Boards of Nursing Licensure Examination for Registered Nurses (NCLEX-RN).

DEPARTMENTAL REQUIREMENTS

I. Admission Criteria for Pre-Nursing Majors

Freshmen and transfer students admitted into the University, as pre-nursing majors must meet the following criteria: (Licensed nurses see Section III).

- A. In-state students must have a combined Scholastic Aptitude Test (SAT) score of "800" and a cumulative grade point average of "B" or better. Out-of-state students must have a combined (SAT) score of 920 and a cumulative grade point average of "B" or better. **An ACT equivalent is acceptable in lieu of SAT.**
- B. If criterion A above is not met, a student may enter the University as "Undecided". If a student completes the first year courses with a cumulative grade point average of 2.8, the student may be admitted as a pre-nursing major.

Students must complete Biological Science 100, Chemistry 104, and 114 with a minimum grade of "C" before enrolling in sophomore level nursing courses. Prior to enrolling in NURS 350 or 351 students must have completed BIOL 369 with a grade of "C" or better.

Transfer students admitted into the University, as pre-nursing majors must meet the following criteria:

1. Overall cumulative grade point average of 2.8 or above from transfer institution.
2. Completion of the following courses with a grade of "C" or better;

CHEM 104, 114 (4)	BIOL 100 (4)	MATH 101, 102 (6)
ENGL 100, 101 (6), or;		
3. Nursing courses 5 years or older will not be accepted for transfer.

If criteria A or B are not met, a student may enter the University as an "Undecided" major and enroll in all first year courses of the nursing curriculum. If all courses are completed with a cumulative GPA of 2.8, the student may be admitted as a pre-nursing major.

II. Admission into the Nursing Major (Upper Division)

Students are formally admitted into the School of Nursing at the junior level. **All pre-nursing students must meet the published admission criteria to be considered for admission into the School of Nursing at the upper division level.**

- A. Completion of physical and biological science courses with a grade of "C" or better.

BIOL 100 (4)	CHEM 104 (3)	CHEM 114 (1)
BIOL 220 (4)	BIOL 369 (3)	BIOL 370 (3)
- B. Completion of the following additional prerequisites with a grade of "C" or better.

MATH 101 (3)	MATH 102 (3)	ENGL 101 (3)
ENGL 100 (3)	UNST 130	SOCI 100(3)
HEFS 310 (3)	PSYC 320 (3)	
- C. Completion of the following prerequisite nursing courses with a grade of "C" (77) or better.

NURS 100 (1)	NURS 202 (2)	NURS 350 (2)
NURS 320 (2)	NURS 390 (4) {RN ONLY}	NURS351 (2)

Admission to the University does not guarantee acceptance in the nursing major. Admission into the School of Nursing is competitive. **The School of Nursing reserves the right to evaluate all academic transcripts of applicants to the upper division. Students enrolled in the upper division must meet agency requirements for criminal background reviews and drug screening.**

III. Admission Criteria for Licensed Registered Nurse and Licensed Practical/Vocational Nursing Students

- A. Registered nurses who meet criteria for admission to the University are accepted as pre-nursing transfer students. Presentation of a current unrestricted North Carolina license is required for licensed nurses admitted as majors into the nursing program. Requirements for selected courses in the nursing curriculum may be met by challenge

examinations, completion of course work and/or transfer of credit. Registered and Licensed Practical/Vocational nurse students must follow the progression requirements and meet the graduation requirements.

IV. Progression Requirements

1. Courses in the nursing major must be completed in the sequence of the designed curriculum.
2. All **nursing** courses required in the nursing major must be completed with achievement of “C” (77).
3. **Once admitted to the upper division, the student must maintain at least a 2.8 grade point average to continue progression in the program. If a minimum of 2.8 grade point average is not maintained the student will not be permitted to progress in nursing courses.**
4. **A student who withdraws, receives a failing grade in nursing (D or F), and/or did not successfully complete any upper division course must re-apply to the upper division and meet the current criteria for admission.**
5. **A student earning a grade of “D,” “F,” or “WF” in a nursing or science course the second time will be unable to continue in the nursing major.**

V. Readmission Requirements

Eligibility for consideration of readmission to the nursing major is dependent upon adherence to current School of Nursing requirements.

CAREER OPPORTUNITIES

The Bachelor of Science in Nursing degree, when accompanied by nursing licensure, prepares the graduate for beginning practice in a variety of healthcare settings. Some possible opportunities include institutions such as hospitals, public health agencies, clinics, military services, home health, and extended care facilities.

POLICY CHANGE

Policies and procedures are subject to change. Notification of change(s) will be made with a thirty day posted notice.

POLICY REGARDING PHYSICAL OR EMOTIONAL HEALTH

Students seeking admission to the University must have a physical examination before enrollment. Students seeking admission into the sophomore level of nursing must have a pre-entrance physical examination, required immunizations and CPR certification, which must include a mental health assessment.

The School of Nursing reserves the right to dismiss a student from the program who (1) presents with problems in physical or emotional health which does not respond to appropriate treatment and/or counseling within a reasonable period of time and (2) demonstrates behavior which conflicts with safety essential to nursing. Students who are dismissed will be accorded due process.

REQUIRED MAJOR COURSES FOR NURSING

NURS 100	NURS 202	NURS 300
NURS 320	NURS 350	NURS 351
NURS 390 (RN/BSN only)		NURS 400 NURS 401
NURS 410	NURS 411	NURS 412
NURS 413	NURS 500	NURS 501
NURS 510	NURS 511	NURS 512
NURS 513	NURS 518	NURS 520
NURS 524		

A grade of 77% must be earned in all of the above requirements.

CURRICULUM GUIDE FOR NURSING

(Option: Generic)

FRESHMAN YEAR

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
MATH 101	3	MATH 102	3
ENGL 100	3	ENGL 101	3
BIOL 100	3	African American or Global Studies¹	3
NURS 100	1	CHEM 104	3
SPCH 250	3	CHEM 114	1
PHED ²	<u>1</u>	PHED ²	1
	15	NURS 202	<u>2</u>
			16

SOPHOMORE YEAR

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
BIOL 220	4	BIOL 370	3
African American or Global Studies ¹	3	HEFS 310	3
SOCI 100	3	PSYC 320	3
BIOL 369	3	NURS 350	2
NURS 300	<u>3</u>	NURS 351	2
	16	NURS 320	<u>2</u>
			15

JUNIOR YEAR

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
HEFS 337	3	Humanities ³	3
PSYC 434	3	NURS 410	4
NURS 400	5	NURS 411	2
NURS 401	<u>5</u>	NURS 412	3
	16	NURS 413	<u>3</u>
			15

SENIOR YEAR

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
NURS 500	6	NURS 510	3
NURS 501	4	NURS 511	3
NURS 513	3	NURS 512	2
NURS 520	2	NURS 518	3
Elective ⁴	<u>3</u>	NURS 524	<u>2</u>
	18		13

Total Credit Hours: 124

¹ A three-hour course of African-American Studies and a three-hour course of Global Studies are required.

² A total of two credit hours of physical education are required.

³ Humanities include courses in literature, music, art, theater, foreign language and religion.

⁴ Statistics or foreign language (preferably Spanish) is strongly recommended.

RN-BSN PROGRAM GENERAL INFORMATION

The goal of the RN Option program is to provide the registered nurse student an opportunity to obtain a Bachelor of Science in Nursing degree. The program is designed to graduate nurses who will function in a variety of settings, provide leadership with good managerial skills, use applied research, and be prepared for graduate nursing education.

A total of 124 semester hours of credit are required for graduation. The same admission and progression criteria for the generic student apply to the RN student.

CREDIT BY EXAMINATION RN STUDENTS

The registered nurse student can receive credit by examination for the following courses:

I. General education courses (CLEP exam) (15 credit hours).

62 credit hours of the general education requirements may be taken at NC A&T or transferred to the University. However, no more than 80 credit hours may be transferred from another institution.

II. The School of Nursing awards the enrolled RN student 42 credit hours for previous RN Licensure upon successful completion of the NLN Comprehensive Nursing Achievement Examination. Knowledge and skills are validated through course work in the BSN completion program.

The NLN Comprehensive Nursing Achievement Examination provides credit for the following:

<u>Courses</u>	<u>Credit Hours</u>
Foundations of Nursing	NURS 300, 350, 351 7
Care of the Adult Client	NURS 400, 401, 410, 411 16
Care of the Client with Mental Disorder	NURS 412, 413 6
Care of the Child, Care of the Child-Bearing Family	NURS 500, 501 10
Integration and Application of Nursing Practice	NURS 518 <u>3</u>
	42

III. An approved Health Assessment Course is equivalent to: NURS 320 (2)

NURS 390 may be offered in fall or spring semesters.

CURRICULUM GUIDE FOR NURSING

(Option: Registered Nurse)

FRESHMAN YEAR

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
MATH 101	3	MATH 102	3
ENGL 100	3	ENGL 101	3
BIOL 100	4	African American or Global Studies	3
SPCH 250	3	CHEM 104	3
PHED (2)	<u>1</u>	CHEM 114	1
	14	PHED (2)	<u>1</u>
			14

SOPHOMORE YEAR

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
BIOL 220	4	BIOL 370	3
SOCI 100	3	HEFS 310	3
BIOL 369	3	PSYC 320	3
African American or Global Studies	<u>3</u>	NURS 390 (RN) (3)	<u>3</u>
	13		12

JUNIOR YEAR

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
PSYC 434	3	Humanities	<u>3</u>
HEFS 337	<u>3</u>		3
	6		

SENIOR YEAR

<i>First Semester</i>	<i>Credit</i>	<i>Second Semester</i>	<i>Credit</i>
NURS 520	2	NURS 510	3
Elective	3	NURS 511	3
NURS 513	<u>3</u>	NURS 512	2
	8	NURS 524	<u>2</u>
Total Credit Hours: 124			10

IV. A total of two credit hours of physical education is required.

V. African American and Global Studies requirements (3 credits each course).
42 or 44 credit hours may be gained by challenge examinations
Credit Hours: 80 or 82

VI. A foreign language and a statistics course are suggested electives for those planning to attend graduate school.

LICENSED PRACTICAL NURSE (LPN) GENERAL INFORMATION

The LPN program provides an opportunity for the student to complete the educational requirements for a Baccalaureate of Science in Nursing degree in a flexible, supportive environment. LPNs are admitted to the University as transfer students. Individualized counseling for course selection is provided prior to admission. The overall goal of the LPN program option is to graduate nurses who will function in a variety of settings, provide leadership with good managerial skills, use applied research, and be prepared for graduate nursing education.

CREDIT BY EXAMINATION

LPN Students

LPNs can receive credit by examination for the following:

I. General Education Courses (Clep Exam) (15 Credit Hours).

II. NLN Challenge Examinations:

Foundations of Nursing Equivalent to:

NURS 300 (3) NURS 350 (2) NURS 351 (2)

III. An approved Health Assessment Course is equivalent to:

NURS 320 (2).

A total of nine (9) nursing credit hours may be earned.

COURSE DESCRIPTIONS IN NURSING

NURS 100. Nursing Orientation

Credit 1(1-0)

This course provides an overview of the University and School of Nursing. Emphasis is on strategies for academic success and personal adjustment through the use of supportive services. An introduction to the nursing profession, its concepts, issues, opportunities, and challenges are explored. (F;SS)

NURS 202. Nursing Interactive Processes

Credit 2(2-0)

This course is designed to present a broad range of interactive processes: intrapersonal, interpersonal, or interactions between the self and others, as well as the interactive processes between professional nursing and the present health care arena. It is designed to increase one's understanding of him or herself, the interplay of the self and others, and processes basic to all groups. The nurse's role and personal power to influence colleagues, families, work groups, organizations, and formal and informal groups will be examined. **Prerequisite: NURS 100 (S;SS)**

NURS 300. Perspectives of Professional Nursing I

Credit 3(2-2)

The focus of this course is on the identification of man's physiological safety and psychosocial needs. The nursing process is introduced, as a problem-solving method in meeting basic needs of man. The course also introduces various concepts of professional nursing. Concepts stressed are communication, health care delivery, nursing roles, moral, ethical and legal issues. The laboratory component involves practice of psychomotor skills in a simulated setting. Prerequisites: NURS 100 and 202. **Corequisite: BIOL 369 (F)**

NURS 320. Health Assessment

Credit 2(1-2)

This course is designed to focus on health assessment with an emphasis on the concepts of health promotion and health maintenance. Opportunities will be provided for client-centered interviews, history taking and the development of physical assessment skills in a laboratory setting. Prerequisite: NURS 300. (S)

NURS 350. Perspectives of Professional Nursing II

Credit 2(2-0)

This course provides further exploration of the nursing process as the methodology used to provide patient care across the life span. Course content includes, but is not limited to, life span development, pharmacology, stress, adaptation, and teaching learning. Prerequisite: NURS 300 and BIOL 369. Corequisite: **BIOL 370**, NURS 320 and 351. (S)

NURS 351. Perspectives of Professional Nursing II Practicum

Credit 2(0-5)

This practicum course allows students to acquire and apply basic selected nursing skills. Practice occurs in an on-campus laboratory and in selected health care settings. Critical thinking is used to provide patient care; application of the nursing process is observed. Prerequisites: NURS 300 and BIOL 369. Corequisite: NURS 320 and 350. (S)

NURS 390. Transition Into Baccalaureate Nursing

Credit 3(3-0)

This course is designed to facilitate the transition of the registered nurse student into the baccalaureate nursing program. The philosophy, objectives and policies of the University and School of Nursing are discussed. The broad range of interactive processes and the nursing process are foci of the course. Prerequisite: Admission as a RN/BSN completion student. (F;S)

NURS 400. Nursing Care of Adults I

Credit 5(5-0)

This course is designed to study adaptation problems of the adult client. Emphasis is on the interrelationship of self-concept, interdependence, physiological and role function modes of adaptation. The nursing process is utilized to design the plan of care. Prerequisites: Admission to the upper division of nursing. Corequisite: NURS 401. (F)

NURS 401. Nursing Care of Adults I Practicum

Credit 5(0-14)

This is a nursing practicum course with emphasis on the care of the adult client. The focus is on the application of the nursing process in providing nursing care. The laboratory component is designed to provide practice of psychomotor skills related to nursing care. Prerequisites: Admission to the upper division of nursing. Corequisite: NURS 400. (F)

NURS 405. Pharmacology in Nursing

Credit 3(3-0)

This is a pharmacology course emphasizing nursing implications of the therapeutic use of drugs. The course is designed to expand the students' knowledge of the classifications and interactions of medications that are given to clients across the life span utilizing the nursing process. Prerequisites: BIOL 369, 370, CHEM 104 and 114. (F;S)

NURS 410. Nursing Care of Adults II

Credit 4(4-0)

The focus of this course is the continuation of the acquisition of knowledge related to care of adult clients with complex health problems of adaptation. The nursing process is utilized to design the plan of care. Prerequisites: NURS 400 and 401. Corequisite: NURS 411. (S)

NURS 411. Nursing Care of Adults II Practicum

Credit 2(0-6)

This is a nursing practice course with emphasis on providing care to adults with complex problems of adaptation. The nursing process is used as the methodology for client care. Prerequisites: NURS 400 and 401. Corequisite: **410**. (S)

NURS 412. Psychiatric Mental Health Nursing

Credit 3(3-0)

This course provides an introduction to essential psychiatric nursing care for individuals experiencing acute and/or

persistent mental illness across their life span. The nursing process is used as a method to assist clients with mental illness to adapt to responses across the health-illness continuum. Therapeutic relationships and communication skills are utilized in community and inpatient settings. Prerequisite: NURS 400. Corequisite: NURS 413. (S)

NURS 413. Psychiatric Mental Health Nursing Practicum **Credit 3(0-8)**

Clinical activities in psychiatric and community agencies are linked to communication effectiveness. This lab component assists students in communication skill development, analysis and enhancement. This lab component is designed to provide supplemental experiences for students enrolled in N-413 clinical courses. The nursing process is applied to assist individuals and groups in achieving an optimum level of adaptation to internal and external environmental stimuli. Prerequisite: NURS 400 and 401. Corequisite: NURS 412. (S)

Nursing 414. Pathophysiology **Credit 3(3-0)**

This course focuses on developing advanced pathophysiological knowledge sufficient for understanding alterations in biological processes that affect the body's homeostasis as it relates to health and illness. Students learn to differentiate normal from abnormal physiological functioning and the etiology of pathophysiological alterations in illness. Topics focus on the pathophysiology of health problems across the lifespan. Prerequisites: BIOL 369, BIOL370 (F; S)

Nursing 415. Health Care in a Global Society **Credit 3(3-0)**

The purpose of this course is to provide students with the opportunity to learn about the impact of health and illness of all populations in the USA and select countries worldwide. Students will be able to compare the major public health concerns in the United States to those in other countries. Prerequisites: Junior Standing in the University.

NURS 500. Nursing Care of the Childbearing Family **Credit 6(6-0)**

This course focuses on the study of concepts and theories essential in providing nursing care to childbearing families, infants and children. Incorporated into the course are methods of adaptation to the physiological and psychosocial stressors inherent in this group of clients. The student assists with health promotion, maintenance and restoration activities for families in various developmental stages. Prerequisites: NURS 410 and 412. Corequisite: NURS 501. (F;S)

NURS 501. Nursing Care of the Childbearing Family Practicum **Credit 4(0-12)**

This is a nursing practice course with emphasis on providing nursing care to selected childbearing and pediatric clients. Opportunities are provided for the learner to apply the nursing process to enhance normal growth and development, and maintain health in acute and ambulatory settings. Prerequisites: NURS 410 and 412. Corequisite: NURS 500. (F;S)

NURS 510. Community Health Nursing **Credit 3(3-0)**

This course focuses on the care of clients experiencing health problems as individuals, families, groups and communities. Emphasis is on the utilization of the nursing process in promoting, maintaining, and restoring health. The epidemiological approach is introduced as a methodology for the study of populations and high-risk groups in various settings. Prerequisites: NURS 410 and 412. Corequisite: NURS 511. (F;S)

NURS 511. Community Health Nursing Practice **Credit 3(0-9)**

This practicum is designed to provide the student with the opportunity to apply the nursing process in meeting the multiple health needs of individuals, families and groups. Emphasis is placed on the epidemiological approach to resolving complex health problems. Prerequisites: NURS 410 and 412. Corequisite: NURS 510. (F;S)

NURS 512. Seminar in Health Care **Credit 2(2-0)**

This course focuses on transition into professional nursing. It is designed to study selected complex problems of adaptation across the life span. The nursing process is utilized to design the plan of care for clients with complex health problems requiring a variety of interventions. A theoretical framework for making ethical and legal decisions is presented. Prerequisites: NURS 410 and 412. (S)

NURS-513. Complex Health Problems Across the Life Span Practice **Credit 3(0-9)**

This is a nursing practice course with emphasis on providing care to clients across the life span with complex problems of adaptation. Nursing care emphasis is on promoting adaptation. Learning experiences take place in a variety of settings. Prerequisites: NURS 410 and 412. (F;S;SS)

NURS 516. Independent Study **Credit (1-3, 0)**

This course is designed to provide a unique experience that offers the generic or R.N. nursing student the opportunity for creatively meeting learning objectives within the framework of the nursing curriculum. The faculty function as resource persons and work with students to find creative and innovative means to facilitate learning. Prerequisite: NURS 350 and 351. **Prior Permission Required** (F;S)

NURS 518. Integration and Application of Nursing Practice **Credit 3(3-0)**

This course is designed for seniors to provide a systematic review of essential content necessary for the successful integration and application of nursing knowledge required for entry into nursing practice. Test-taking skills, along with application of critical thinking skills, are incorporated throughout the course. Emphasis is placed on providing individual, as well as group instruction to strengthen areas of weakness and enhance areas of strength. Students practice self-evaluative skills and devise appropriate strategies based on outcomes from this evaluation process. Prerequisites: NURS 411 and 413. Corequisites: NURS 500 and 501, or NURS 510, 511, and 512. (S)

NURS 520. Management & Leadership in Health Care Organizations Credit 2(2-0)

This course is designed to study leadership and management theories and concepts in nursing and organizational behavior. The application of these theories and concepts to nursing practice and managing human resources in health care organizations are discussed. Management of the health care team and groups of clients will be emphasized. Prerequisites: NURS 410 and 413. Corequisite: NURS 500 or 510. (F)

NURS 524. Nursing Research Credit 2(2-0)

This course is an introduction to the research process. Emphasis is placed on problem solving utilizing the research process and application. Nursing research steps, terminology and goodness of fit for study types, purpose, designs, data analysis and appropriate nursing theory will be evaluated. Prerequisites: NURS 510 and 511. Corequisite: NURS 500, 510, 511, and 512. (F;S)

NURS 606. HealthCare in an Aging Society Credit 3(3-0)

This course is intended to introduce the student to the principles of health care in an aging society. Students will be exposed to the concepts that are applicable to caring for the elderly as well as being introduced to various interdisciplinary agencies that work with the elderly to ensure a holistic approach to their care. **Prerequisites: Senior Standing in the University.** (F;S)

DIRECTORY OF FACULTY

- Lewis Amendola** **Assistant Professor**
R.N., B.S.N., M.A., Northern Michigan University; B.A., Marquette University; M.S.N., California State University at Los Angeles; Ph.D., University of North Carolina at Greensboro
- Cathy Badgett**..... **Clinical Assistant Professor**
R.N., B.S.N., North Carolina Central University; M.S.N., University of North Carolina at Greensboro
- Sandra Blackstock**..... **Assistant Professor**
R.N., B.S.N., North Carolina A&T State University; M.S.Ed. North Carolina A&T State University; M.S.N., Ph.D., University of North Carolina at Greensboro
- Terrell Bryan**----- **Clinical Instructor**
R.N., ADN, Guilford Technical Community College; B.S.N., North Carolina A&T State University; M.S.N., University of North Carolina at Greensboro
- Pamella Chavis** **Clinical Assistant Professor**
R.N., B.S.N, North Carolina A&T State University; M.S.N., University of North Carolina at Greensboro
- Crystal Cody-Connor** **Clinical Instructor**
R.N., B.S.N, North Carolina A&T State University; M.S.N., GNP, University of North Carolina at Greensboro
- Helen Fuller-Spriggs** **Clinical Assistant Professor**
R.N., APRN, BC, B.S., North Carolina A&T State University; B.S.N, Columbia University of New York; M.P.H, University of California at Berkeley; M.S.N, Samuel Merritt College of California
- Lorna Harris** **Professor**
R.N., B.S.N., North Carolina A&T State University; M.S., Ph.D., University of North Carolina at Chapel Hill
- Sandra Hicks** **Clinical Assistant Professor**
R.N., B.S.N., North Carolina A&T State University; M.S.N., Medical College of Georgia
- Frances Kirton**----- **Clinical Assistant Professor**
R.N., B.S.N., Vanderbilt University; M.S.N., Duke University
- Carol Lundrigen**..... **Associate Professor**
R.N., Diploma Bellevue Hospital School of Nursing, B.S.N., University of Evansville; M.S.N., University of North Carolina at Greensboro; Ph.D., University of Colorado Health Science Centers; F.N.P., University of North Carolina at Chapel Hill
- LaToya Marsh**..... **Clinical Assistant Professor**
R.N., B.S.N., North Carolina A&T State University; M.S.N., University of North Carolina at Greensboro
- Linda McIntosh**..... **Assistant Professor**
R.N., CARN, CCRN, B.S.N., North Carolina A&T State University; M.S.N., LPC, M. S., Ph.D. University of North Carolina at Greensboro
- Laura McQueen** **Assistant Professor**
R.N., APRN, BC, B.S.N., M.S.N., Hampton University; Ph.D., University of North Carolina at Greensboro
- Nida Mullins**..... **Clinical Assistant Professor**
R.N., A.S.N., Davis and Elkins College; B.S.N., Fairmont State College; M.S.N., University of North Carolina at Greensboro
- Dawn Murphy** **Student Services, Director**
B.A., M.S., North Carolina A&T State University
- Donna Paulson**..... **Clinical Assistant Professor**
R.N., A.D.N, Henry Ford Community College; B.S.N., Wayne State University; M.S.N., Grand Valley State University
- Patricia Price Lea**..... **Associate Professor and Dean**
R.N., C., B.S.N., Winston-Salem State University; M.S.N., University of North Carolina at Chapel Hill; M.S.Ed., North Carolina A&T State University; Ph.D., Wayne State University

Gwenella Quick.....Clinical Assistant Professor
R.N., B.S.N., North Carolina A&T State University; M.S.N., Catholic University of America

Schenita Randolph.....Clinical Instructor
R.N., B.S.N., North Carolina A&T State University; M.P.H., University of North Carolina at Chapel Hill

Patricia Shelton..... Associate Professor
R.N., B.S.N., North Carolina A&T State University; M.S.N., University of North Carolina at Greensboro; Ph.D., University of South Carolina at Columbia

Valmi Sousa.....Assistant Professor
R.N., B.S.N., Faculty of Nursing and Obstetrics of Guarulhos; M.S.N., Federal University of Sao Paulo; Ph.D., Case Western Reserve University *

Mary L. Wall.....Clinical Instructor
R.N., A.D.N., C., Guilford Technical Institute; B.S.N., North Carolina A&T State University; M.S.N., University of North Carolina at Greensboro

Von Best Whitaker.....Research Associate Professor, Assistant Dean
R.N., C., B.S., Columbia Union College; M.S., University of Maryland; M.A., Ph.D., University of North Carolina at Chapel Hill

Sonja Wilson..... Associate Professor
R.N., B.S.N., Winston-Salem State University; M.S.N., Hunter College; Ed.D., Teacher’s College, Columbia University

*On Leave