

NURSING, BSN - ACHIEVE

Program Description

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

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

GPA Requirement for BSN

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

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

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

Clinical Requirements

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

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

Additional Requirements

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

Progression in the Nursing Program

Students in the nursing major must meet specific academic standards for continued progression in the major. Effective Fall 2024, students must maintain a 2.67 semester GPA in nursing major courses in order to progress; if a student does not maintain the GPA, the student will no longer be permitted to progress in the nursing major. Grades of "C+" or better are required in all nursing courses to meet the course requirement.

Why Take This Major?

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

Degree Earned

B.S.N.

Required for Graduation

- Courses
 - Major: 16
 - Total: 35
- Credits
 - Major: 62
 - Total: 123
- GPA
 - Major: 2.67
 - Cumulative: 2.67

Student Learning Outcomes

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

- Integrate liberal education and nursing knowledge as a basis for clinical judgement.
- Exhibit leadership attributes, rooted in systems-based practice, to promote safe, equitable, quality care and work environments for providers and clients.
- Integrate nursing science and best evidence into the ethical care of diverse clients.
- Incorporate informatics and health care technologies to promote safe, equitable, cost-effective, quality care.
- Practice as an advocate to promote population health across the health care delivery continuum.
- Communicate effectively as a member of the interprofessional healthcare team to deliver optimal person-centered care.
- Engage in collaborative partnerships, advocacy, and policies with diverse populations across the lifespan to promote equitable health access, health promotion, and disease prevention.

- Demonstrate accountability for caring, professional nursing practice that addresses holistic and complex needs of clients across the lifespan and spheres of care.
- Integrate diversity, equity, and inclusion into one's professional identity.
- Demonstrate a commitment to self-reflective practice to facilitate personal health and well-being, professional, and leadership development.
- Integrate a person-centered care approach for diverse clients into nursing practice.

Progress Chart

Level One - Core Courses

12 courses and 2 modules required.

Major Requirements

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

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

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

ILO 4.1: Critical Analysis and Reasoning (https://catalog.lasalle.edu/undergraduate/ilo/)		
SOC 150	Principles of Sociology	3
ILO 9.1: Creative and Artistic Expression (https://catalog.lasalle.edu/undergraduate/ilo/)		
Choose course within ILO (https://catalog.lasalle.edu/undergraduate/ilo/)		3
ILO 10.1: Ethical Understanding and Reasoning (https://catalog.lasalle.edu/undergraduate/ilo/)		
Choose course within ILO (https://catalog.lasalle.edu/undergraduate/ilo/)		3
ILO 11.1: Cultural and Global Awareness and Sensitivity (https://catalog.lasalle.edu/undergraduate/ilo/)		
Choose course within ILO (https://catalog.lasalle.edu/undergraduate/ilo/)		3
<i>Universal Required Modules</i>		
Students must complete the following 2 non-credit modules. ²		
ILO 7.1a (https://catalog.lasalle.edu/undergraduate/ilo/)		
Health Literacy Module		
ILO 7.1b (https://catalog.lasalle.edu/undergraduate/ilo/)		
Financial Literacy Module		
Major Requirements		
<i>Level Two</i>		
Students must complete 1 course/learning experience in each of the 4 commitments.		
ILO 2.2: Broader Identity (Capstone Course/Experience) (https://catalog.lasalle.edu/undergraduate/ilo/)		
NUR 427	Nursing Leadership and Management: Concepts and Practice (ILO 2.2)	3
Select one ILO from 3.2a, 3.2b, 4.2, 5.2, 6.2, 7.2a, or 7.2b: Expanded Literacies (https://catalog.lasalle.edu/undergraduate/ilo/)		
NUR 334	Genetics and Genomics (ILO 4.2)	2
ILO 8.2b: Effective Expression (Writing-Intensive Course) (https://catalog.lasalle.edu/undergraduate/ilo/)		
NUR 332	Introduction to Nursing Research and Evidence-based Practice (ILO 8.2b)	3
Select one ILO from 10.2, 11.2, or 12.2: Active Responsibility (https://catalog.lasalle.edu/undergraduate/ilo/)		
NUR 423	Public Health Nursing (ILO 12.2)	5
<i>All Other Required Courses</i>		
Nursing Support Courses		
BIO 161	Anatomy and Physiology	4
BIO 162	Anatomy and Physiology	4
BIO 163	Clinical Microbiology	4
CHM 161	Chemistry of The Life Sciences	4
HSC 217	Statistics for Health Science Profs	3
PSY 155	Introduction to Psychology	3
PSY 210	Developmental Psychology	3
Required Major Courses		
NUR 201E	Pathophysiology	3
NUR 202E	Health Assessment	3
NUR 203E	Intro Profess NUR Practice	4
NUR 204E	Pharmacology	3
NUR 205E	Fnds Profess NUR Practice	6

NUR 331E	Adult Health Nursing	7
NUR 332E	Research/ Evidence-based Pract	3
NUR 333E	Family Nursing: Childbearing	4
NUR 334E	Genetics & Genomics	2
NUR 335E	Family Nursing: Childrearing	4
NUR 421E	Psychiatric-Mental Health NUR	5
NUR 423E	Public Health Nursing	5
NUR 424E	Senior Seminar I	1
NUR 425E	Adult Health Nursing II	7
NUR 427E	NUR Leadership/Management	3
NUR 428E	Senior Seminar II	2

Free Electives

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

Total Credits 136

1

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

2

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

Recommended Course Sequence

Sample Progress Chart for ACHIEVE Prelicensure Students

Course	Title	Credits
First Year		
First Semester		
NUR 201E	Pathophysiology	3
NUR 203E	Intro Profess NUR Practice	4
Credits		7
Second Semester		
NUR 202E	Health Assessment	3
NUR 204E	Pharmacology	3
REL 100	Religion Matters (if not already completed)	3
Credits		9
Third Semester		
NUR 205E	Fnds Profess NUR Practice	6
Credits		6
Second Year		
First Semester		
NUR 331E	Adult Health Nursing	7
Credits		7
Second Semester		
NUR 332E	Research/ Evidence-based Pract	3
NUR 333E	Family Nursing: Childbearing	4
Credits		7
Third Semester		
NUR 334E	Genetics & Genomics	2
NUR 335E	Family Nursing: Childrearing	4
Credits		6

Third Year

First Semester

NUR 421E	Psychiatric-Mental Health NUR	5
NUR 424E	Senior Seminar I	1
Credits		6

Second Semester

NUR 423E	Public Health Nursing	5
NUR 427E	NUR Leadership/Management	3
Credits		8

Third Semester

NUR 425E	Adult Health Nursing II	7
NUR 428E	Senior Seminar II	2
Credits		9
Total Credits		65

Course Descriptions

Health Science

HSC 101 Essentials of Public Health

This course provides a basic introduction to public health concepts and practice by examining the philosophy, purpose, history, organization, functions, tools, activities, and the results of public health practice at the national, state, and local levels. Healthy People 2020 is reviewed. The impact of the Affordable Care Act on health disparities in urban communities is discussed. The function of the Bureau of Health Professions of the Health Resources Services Administration (HRSA) is studied. The course aims to stimulate interactions among students around important problems and issues facing the health of the nation and the world.

HSC 217 Statistics for Health Science Profs

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

HSC 220 Constructing Madness

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

HSC 301 Theories of Social Behavioral Change in Community Health Education

Students analyze the contribution of social factors to health and illness status, including risk behavior and health inequities. Health behavior programs and interventions are explored. Theories of health promotion, health behavioral change, and health education are examined and applied to a health promotion project focusing on health disparities in urban communities. Prerequisite(s): PHLT 101 or HSC 101

HSC 314 Env Health in Urban Community

This course integrates earth sciences, geology, environmental sciences, and health initiatives in the urban communities aimed at identifying, managing, and eliminating environmental threats to health. Environmental problems, including lead poisoning of children, radon, asbestos exposure, urban brown fields, toxic waste, urban pollution, and other environmental hazards, are examined through the lens of social justice and health equity. Students explore urban environments identified as high risk for disease and illness from environmental pollutants and geographic or climactic problems. The impact of natural disasters on public health is also examined.

HSC 315 Violence Prevention/Control

Students review theories of violence causation and epidemiologic patterns of violence in urban settings. An ecological framework is used to guide critical thinking about risk and protective factors regarding violence. Students explore secondary data sources important to public health practitioners working in the area of violence prevention and control. Programs aimed at preventing violence and injury in urban settings will be examined and critically evaluated.

HSC 319 Epidemiology/Health Educators

This course introduces basic concepts of epidemiology and biostatistics applied to public health problems. The principles and methods of epidemiologic investigation, summaries and displays of data, and the use of statistical approaches for describing the health of populations are emphasized. Various epidemiologic designs for investigating associations between risk factors and disease outcomes are also introduced. The importance of ethics in epidemiologic research underpins the course. Prerequisite(s): HSC 217, PHLT 101, or HSC 101

HSC 350 Health Ed: Principles/Practice

This course investigates health education from the perspectives of history, roles, theoretical foundations, and professional standards. Needs assessment, program planning, development, implementation, and evaluation are examined using model programs as exemplars. Health education needs of vulnerable and socially disadvantaged populations are emphasized, including health disparities, maternal and child care, and aging persons with disabilities. Students plan and implement a service learning program for a vulnerable population

HSC 351 Intro - Public Health Policy

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

HSC 355 Needs Assessment/Program Plan

In this course, students explore needs assessment and program planning processes used to address public health problems faced by vulnerable populations. They investigate strategies to involve stakeholders in the planning, implementation, and evaluation of health promotion programs. Students evaluate and compare evidence-based programs as they develop health promotion programs for vulnerable populations. Strategies to conduct individual-level and group-level needs assessments will be explored.

HSC 356 Reprod Hlth for Practitioners

Course content emphasizes theories of reproductive health, sexual development and factors influencing sexual behavior within the continuum of health and illness. Common sexual practices and reproductive health issues of people are studied within the context of lifestyle and situational life crises. Concepts of normal sexual function and dysfunction are examined. Contemporary sexual health and reproductive issues, obstetrical care in the United States and abroad, gender based violence, maternal morbidity and mortality, family planning, and reproductive health policy are explored. Theoretical foundations of the medical, psychological, socio-cultural, political, and biological determinants of human sexual behavior and reproductive health are examined. Issues of biology related to sex, gender identity, social sex role, and sexual orientation are discussed. Contemporary issues of sexual risk behaviors, sexually transmitted infections and safer sex practices will be investigated in addition to those issues of chronic illness, disability, and sexual coercion.

HSC 357 Women, Gender, & Public Health

This course will focus on constructions of gender and sex and their implications for understanding determinants of population health and creating healthy public policy. It will consider how different frameworks of addressing gender and biological sex shape questions people ask about, and explanations and interventions they offer for societal patterns of health, disease, and well-being. The course will demonstrate ways of conceptualizing gender in relation to biology and health using case examples. In all cases, issues of gender will be related to other social determinants of health, including social class, racism, and other forms of inequality. Implications of diverse approaches will be debated, as part of developing useful strategies for improving physical, mental, and social well-being. This course is an elective and is not offered every year, based on demand.

HSC 361 Hlth Com: Multimedia Approach

This course explores various media and technology resources available for health education. Utilizing models suitable for teaching and learning, the impact of technology and mass communication on health education is examined. Students evaluate health education modalities that are appropriate for diverse urban populations across the lifespan. They explore the effect of media in consumer attitudes and beliefs and collaborate with communication experts to plan and implement a specific media strategy. Service-learning projects emphasize the design of health education programs for urban populations.

HSC 389 Race, Ethnicity, Public Health

This course provides students with an understanding of racial and ethnic influences on health status and the societal factors that shape them. During the course, students examine the concepts of race and ethnicity, and distinguish between categories of biological and social constructionist perspectives. Students define and describe racial and ethnic health inequities, discuss mechanisms underlying inequities, and think critically about existing health research on health inequities. Students will explore theoretical frameworks for interpreting inequities in health and examine approaches for elimination of racial and ethnic health disparities.

HSC 408 Research Mtds in Public Health

This course investigates research methods and multidisciplinary research applied to health care systems. An overview of research designs and reporting is presented. Quantitative data analysis is explored using data analysis software. Qualitative methods, including the use of focus groups, are also explored. Evidence-based public health practice is emphasized. The importance of ethics in public health research is woven throughout the course. Restriction(s): Health Studies, Public health and/or Nutrition majors only Prerequisite(s): HSC 217

HSC 420 Public Health Ldrshp & Edc

In this course, one of the final courses taken in the curriculum, students explore the leadership role of public health professionals, especially leaders working in urban public health and health education. Public health leadership concepts addressed in this course include: principles of leadership and management, team building, ethics and professionalism, strategic planning, networking, budgeting and finance, and continued professional development. Restrictions: Public Health or Health Studies Majors

HSC 451 Health of Urban Men

This course explores growing disparities among disenfranchised and vulnerable populations in our society. Students examine the predicaments of fragile populations with a focus on the unique health status of urban men. The course recognizes that masculinity, gender roles, employment, and other psychological and social factors influence the way men care for themselves and others. Students participate in health promotion activities in environments which challenge urban men's access to health care. A service-learning project for urban men is implemented.

HSC 489 Race/Ethnicity/Public Health**HSC 493 Holistic Health Approach**

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

Nursing**NUR 201 Pathophysiology**

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

NUR 201E Pathophysiology

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

NUR 202 Health Assessment

This course focuses on the development of the theoretical, practical, and evidenced based competencies necessary to assess the health status of diverse clients across the life span and spheres of care. Students explore assessment of the client, as a component of providing person-centered care. Prerequisite(s): BIO 161, 162, 163, CHM 161 Corequisite(s): NUR 201 and NUR 203

NUR 202E Health Assessment

This course focuses on the development of the theoretical, practical, and evidenced based competencies necessary to assess the health status of diverse clients across the life span and spheres of care. Students explore assessment of the client, as a component of providing person-centered care. Prerequisite(s): BIO 161, 162, 163, CHM 161 Corequisite(s): NUR 205E

NUR 203 Introduction to Professional Nursing Practice

This course examines the fundamental principles of person-centered nursing practice, with an emphasis on quality, safety, and professional formation. Students explore beginning level clinical reasoning and communication skills with a focus on health promotion, and disease prevention education. Prerequisite(s): BIO 161, 162, 163, Chemistry 161 Corequisite(s): NUR 201 and NUR 202

NUR 203E Intro Profess NUR Practice

This course examines the fundamental principles of person-centered nursing practice, with an emphasis on quality, safety, and professional formation. Students explore beginning level clinical reasoning and communication skills with a focus on health promotion, and disease prevention education. Prerequisites: BIO 161, BIO 162, BIO 163, CHM 161 Co-Requisites: NUR 201E

NUR 204 Pharmacology

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

NUR 204E Pharmacology

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

NUR 205 Foundations of Professional Nursing Practice

This course examines the foundations of person-centered nursing practice with an emphasis on developing a plan of care and implementing essential therapeutic interventions. In addition, students are developing clinical reasoning skills in managing client care and applying nursing interventions for clients experiencing common health alterations. Prerequisite(s): NUR 201, NUR 202, NUR 203, NUTR 165 Corequisite(s): NUR 204

NUR 205E Fnds Profess NUR Practice

This course examines the foundations of person-centered nursing practice with an emphasis on developing a plan of care and implementing essential therapeutic interventions. In addition, students are developing clinical reasoning skills in managing client care and applying nursing interventions for clients experiencing common health alterations.

Prerequisites: NUR 201E, 202E, 203E, 204E

NUR 217 Stats/Allied Hlth Prof**NUR 277 Stats for Health Prof****NUR 301 Professional Nursing Practice and Health Information Systems**

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

NUR 303 Role Transition Sem**NUR 314 Health Assessment**

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

NUR 318 Developments and Controversies in Pathophysiology and Pharmacology

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

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

This course focuses on the application of the nursing process to promote and restore health of chronically ill diverse adult clients. Students employ clinical judgment to manage the needs of clients with chronic illness. Students increase their independence in caring for chronically ill clients as a member of the nursing profession collaborating with the interprofessional team. Prerequisite(s): NUR 203, NUR 204, NUR 205 Corequisite(s): NUR 332

NUR 331E Adult Health Nursing

This course focuses on the application of the nursing process to promote and restore health of chronically ill diverse adult clients. Students employ clinical judgment to manage the needs of clients with chronic illness. Students increase their independence in caring for chronically ill clients as a member of the nursing profession collaborating with the interprofessional team. Prerequisite(s): NUR 203, NUR 204, NUR 205E

NUR 332 Introduction to Nursing Research and Evidence-based Practice

This course promotes an understanding of the essential elements of the research process as applied in the development, appraisal, and dissemination of evidence to support clinical nursing practice. Students critique nursing research and the use of evidence as a basis for practice. Students use writing-to-learn strategies to develop an understanding of and critical thinking to retrieve, interpret, and critique nursing literature to inform nursing practice. Prerequisite(s): Courses permitting admission to the major; NUR 201, NUR 202, NUR 203, NUR 203, NUR 204, NUR 205, ENG 110, ENG 210, HSC 217, MTH 150 Corequisite(s): NUR 331

NUR 332E Research/ Evidence-based Pract

This course promotes an understanding of the essential elements of the research process as applied in the development, appraisal, and dissemination of evidence to support clinical nursing practice. Students critique nursing research and the use of evidence as a basis for practice. Students use writing-to-learn strategies to develop an understanding of and critical thinking to retrieve, interpret, and critique nursing literature to inform nursing practice. Prerequisite: NUR 331E Corequisite: NUR 333E

NUR 333 Family Nursing: Childbearing Families

This course focuses on person-centered nursing care and application of the nursing process to promote and restore the health of diverse childbearing families and their newborn(s). Physiological and psychosocial alterations are explored from a systems perspective with special emphasis on the holistic needs of the childbearing family. Students utilize clinical judgement to manage the health needs of childbearing families. Students will demonstrate strategies for health promotion and health education for diverse childbearing clients and families. Prerequisite(s): NUR 331, NUR 332, PSY 210 Corequisite(s): NUR 334, NUR 335

NUR 333E Family Nursing: Childbearing

This course focuses on person-centered nursing care and application of the nursing process to promote and restore the health of diverse childbearing families and their newborn(s). Physiological and psychosocial alterations are explored from a systems perspective with special emphasis on the holistic needs of the childbearing family. Students utilize clinical judgement to manage the health needs of childbearing families. Students will demonstrate strategies for health promotion and health education for diverse childbearing clients and families. Prerequisites: NUR 331E Corequisites: NUR 332E

NUR 334 Genetics and Genomics

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

NUR 334E Genetics & Genomics

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

NUR 335 Family Nursing: Childrearing

This course focuses on person-centered nursing care and application of the nursing process to promote and restore the health of diverse children and their families. Physiological and psychosocial alterations are explored from a systems perspective with special emphasis on the developmental needs of infants, children, and adolescents. Students utilize clinical judgement to manage the health needs of children and their families in various settings. Prerequisite(s): PSY 155, NUR 331, NUR 332 Corequisite(s): NUR 333, NUR 334

NUR 335E Family Nursing: Childrearing

This course focuses on person-centered nursing care and application of the nursing process to promote and restore the health of diverse children and their families. Physiological and psychosocial alterations are explored from a systems perspective with special emphasis on the developmental needs of infants, children, and adolescents. Students utilize clinical judgement to manage the health needs of children and their families in various settings. Prerequisites: NUR 332E, NUR 333E Corequisites: NUR 334E

NUR 370 Special Topics**NUR 371 Special Topics****NUR 372 Special Topics****NUR 400 Ethics in Nursing****NUR 401 Evidence-Based Nursing Prac****NUR 408 Nursing Research**

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

NUR 408E Nursing Research**NUR 410 Evidence-Based Practice**

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

NUR 413 International Public Health Nursing

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

NUR 418 Nursing Leadership, Management, and Organizational Dynamics

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

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

This course applies the principles of evidence-based psychiatric mental health nursing practice in promoting clients' mental health and providing therapeutic interventions to diverse clients across the lifespan. Students will incorporate knowledge of the biological, social and environmental influences on mental health in assessing and planning care for a diverse population across the lifespan. The application of clinical reasoning and decision-making to the promotion, restoration, and maintenance of optimal health outcomes in clients with various psychiatric disorders is emphasized. Prerequisite(s): NUR 333, NUR 334, NUR 335 Corequisite(s): NUR 423, NUR 424

NUR 421E Psychiatric-Mental Health NUR

This course applies the principles of evidence-based psychiatric mental health nursing practice in promoting clients' mental health and providing therapeutic interventions to diverse clients across the lifespan. Students will incorporate knowledge of the biological, social and environmental influences on mental health in assessing and planning care for a diverse population across the lifespan. The application of clinical reasoning and decision-making to the promotion, restoration, and maintenance of optimal health outcomes in clients with various psychiatric disorders is emphasized. Prerequisites: NUR 334E, NUR 335E

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

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

NUR 423E Public Health Nursing

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

NUR 424 Senior Seminar I: Synthesis of Clinical Concepts

This course provides the opportunity to further examine and analyze the health care needs of adult clients across all spheres of care experiencing common chronic diseases and health conditions to ensure safe, quality care is being met. Building on the information from the basic sciences and prior nursing courses, students will develop evidenced based, holistic, client-centered plans of care that meet the needs of diverse clients, while building further competency in the application of selected health assessments and nursing interventions to ensure competent nursing practice. Prerequisite(s): All 300-level Nursing major courses Corequisite(s): NUR 421, NUR 423

NUR 424E Senior Seminar I

This course provides the opportunity to further examine and analyze the health care needs of adult clients across all spheres of care experiencing common chronic diseases and health conditions to ensure safe, quality care is being met. Building on the information from the basic sciences and prior nursing courses, students will develop evidenced based, holistic, client-centered plans of care that meet the needs of diverse clients, while building further competency in the application of selected health assessments and nursing interventions to ensure competent nursing practice. Prerequisites: NUR 332E, NUR 333E, NUR 334E, NUR 335E Corequisites: NUR 421E

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

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

NUR 425E Adult Health Nursing II

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

NUR 427 Nursing Leadership and Management: Concepts and Practice

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

NUR 427E NUR Leadership/Management

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

NUR 428 Senior Seminar II: Synthesis of Nursing Clinical Concepts

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

NUR 428E Senior Seminar II

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

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

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

NUR 466 Genetics in Clinical Practice

NUR 467 Caring Theory, Caring Practice

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

NUR 470 Independent Study

NUR 471 Images In Nursing

NUR 472 Special Topics

NUR 473 Special Topics

NUR 474 Women's Hlth Concerns

NUR 475 Special Topics

NUR 476 Special Topics

NUR 477 Res In Diabetic Ft Screen

NUR 478 Ethical Dilemmas

NUR 480 Independent Study

Program Contact Information

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