

# NURSING

## MISSION STATEMENT

FMU Nursing prepares graduates to function competently as caring, professional nurses in a variety of healthcare settings. The program endeavors to instill in students the value of lifelong learning.

## PROGRAM DESCRIPTION

Nursing offers an upper division pre-licensure baccalaureate degree in nursing and an RN to BSN degree. This program prepares graduates to function competently as skilled practitioners in a variety of healthcare settings. The department places high value on knowledge, skills, and caring in nursing practice. Clinical experiences are designed to afford students opportunities to apply knowledge gained in the classroom as well as in the simulation and skills laboratory. The program emphasizes lifelong learning as a basis for personal and professional growth. Graduates of the program are prepared to enter a number of career paths in nursing as well as to enter graduate study. The program is accredited by the Accreditation Commission for Education in Nursing (ACEN).

## BACHELOR OF SCIENCE IN NURSING (BSN)

Nursing offers a Bachelor of Science in Nursing degree. This type of program is often called a 2+2 program because applicants must complete 59 semester hours of lower division coursework which includes general education and prerequisites prior to enrollment in the nursing curriculum. These 59 semester hours include General Education Requirements and other required courses specific to the BSN degree. A grade of C or better must be achieved in all of the courses making up these 59 hours. The student must also maintain an overall 3.0 grade point average or better on a 4 point scale for this same list of courses making up the 59 hours. The student must also demonstrate strong academic performance in the core science courses as shown by maintaining a 2.6 grade point average or better on a 4 point scale. The science courses considered core are human anatomy, physiology, and microbiology. If a student takes a core science course twice, the higher of the two grades will be used to calculate the core science GPA and overall GPA.

The qualified student must then apply and be accepted by Nursing in order to enroll in nursing courses except NURS 210, NURS 211, and NURS 212.. If more students apply for admission into the nursing program than space allows, admission will be based on rank order using cumulative grade point average. If the cumulative grade point averages and positive references of the students applying for admission are equal, then the student with the earliest initial enrollment in the first nursing course will be given priority.

Prerequisite courses taken at approved schools may be accepted for transfer if the course meets the content requirements and a grade of C or better is earned. Prerequisite course work is listed under the Nursing Plan of Study and again in this section. All prerequisite work must be completed before entering the pre-licensure BSN track.

## GENERAL EDUCATION AND REQUIRED COURSES

The following is the list of required courses for students applying to the BSN program who do not have a bachelor's degree:

English 101 (or English 101E/L) .....	3 or 4
English 102 .....	3
Speech Communication 101 .....	3
Political Science 101 or 103 .....	3
Social Science Elective .....	3
**Psychology 334 .....	3
Literature (any language) .....	3
History .....	3
Art 101, Music 101 or Theatre 101 .....	3
Humanities Elective .....	3

Mathematics 111 or higher .....	3
Mathematics 134 .....	3
*Biology 105 .....	3
Biology 205 .....	4
Biology 215 or 311 .....	4
Biology 236 .....	4
Chemistry 101 .....	4
*Chemistry 102 .....	4
<b>TOTAL .....</b>	<b>59-60 hours</b>

\*Not required for RN to BSN students

\*\*RN to BSN students may take a social science elective in place of Psychology 334.

The following is the list of required courses for students applying to the BSN program who have a bachelor's degree:

Lifespan and Human Growth and Development .....	3
Statistics .....	3
Human Anatomy .....	4
Physiology .....	4
Microbiology .....	4
Science Elective .....	4
<b>TOTAL .....</b>	<b>22 hours</b>

## ADMISSION REQUIREMENTS FOR THE UPPER DIVISION BSN DEGREE PROGRAM

Applications to Nursing for admission to the BSN program may be made during the sophomore year. To be eligible to apply for admission a student must:

1. Complete 59 hours of required courses and general education.
2. Have a overall grade point average of at least 3.0 or better with a minimum grade of C in all general education and required courses.
3. Have an overall grade point average of at least 2.6 or better in core science courses.
4. Meet the SAT or converted ACT requirements for admission to FMU.

For spring admission, application deadline is October 1. Fall applications must be received by March 1. Applications may be obtained online at [www.fmarion.edu/academics/studentsandapplicants](http://www.fmarion.edu/academics/studentsandapplicants).

After admission to nursing, students complete an additional 61 semester hours of Upper Division course work and demonstrate competency in math skills and calculation of medication dosages by taking a medication mathematics test. If a student scores less than 90% on this test, the student will be required to complete remediation. A new test will be given and if the student does not achieve 90% on the repeat medication mathematics test, the student must withdraw from all nursing courses. In addition, students are expected to meet standardized testing criteria established by nursing faculty throughout the program to ensure success on the NCLEX-RN (the National Council Licensure Examination for Registered Nurses).

Graduates of the Bachelor of Science in Nursing degree program are eligible to take the NCLEX-RN. The NCLEX-RN measures competencies required for safe practice as an entry-level registered nurse. The courses in the BSN program prepare graduates for the NCLEX-RN. Success on the NCLEX-RN must be achieved to receive a license. Graduation from the nursing program is not a guarantee of approval from the Board of Nursing to take the licensing examination.

Each student admitted to the upper division program will have online



access to a copy of the FMU Nursing Student Handbook. Students should consult the handbook for information on academic policies and procedures specific to Nursing. These policies and procedures are subject to change without prior notice.

#### **DISMISSAL FROM THE PROGRAM**

Failure to achieve a minimum grade of C in two nursing courses or unsafe clinical practice results in dismissal from the nursing program.

#### **NURSING COURSES (NURS)**

Upper Division B.S.N. degree program

**210 Women's Health and Society (3)** (Prerequisite: Sophomore status or higher) This elective course discusses the historical, physiological, social, cultural, emotional, and spiritual issues affecting women's health. It integrates current healthcare findings including a maturational perspective with a systems approach. The course will explore empowering and emancipating ways to utilize healthcare services and develop a proactive wellness agenda.

**211 Healthcare Terminology (1)** This elective course will assist the learner to gain and demonstrate a thorough understanding of healthcare language. Knowledge of the construction and use of terms is acquired. The course teaches basic principles of healthcare word building. Once the basic principles of word building are learned, the learner will be able to apply them to develop an extensive healthcare vocabulary. Intensive effort is devoted to the recognition of the basic elements, which form healthcare words, as well as the use of dictionaries and other references. This course is helpful to anyone entering a health-related field.

**212 Care of Children in Abusive and Neglectful Environments (1)** (Prerequisite: Sophomore status or higher) S. This elective course is designed to develop and improve knowledge about child abuse and neglect. It will promote knowledge development through online discussions, reflections, case studies, and critical thinking activities. The topics will focus on children and issues involved in maltreatment, risk factors for the victims and perpetrators, assessment findings, cultural beliefs and customs within families, mandatory reporting, and the care/safety of suspected abuse victims.

**301 Health Assessment (4:3-3)** (Prerequisite or corequisite: NURS 305 and 312. Corequisite: NURS 309). Skills to conduct a comprehensive health assessment of individuals are learned and practiced. The major focus is on assessment of the healthy adult client, with inclusion of common variations. Assessment of the elderly is also addressed. Communication skills, physical assessment skills, and use of the functional health pattern assessment tool are emphasized. Students analyze assessment data for common risk factors and identify strategies for health promotion. Beginning professional nursing behaviors are learned and practiced. Strategies for performing health assessment of the family are discussed.

**305 Nursing Pharmacology (3)** (Corequisites: NURS 301, 309, & 312). This course presents a conceptual approach to basic pharmacology with emphasis on the study of broad groups of drugs and the nursing implications related to each group. Students have the opportunity to apply knowledge of pharmacology to the care of individuals in a variety of clinical situations.

**306 Nursing Research in Practice (3)** (Prerequisite: 312. Corequisite: NURS 307 or 310 is strongly recommended) The course examines the steps of the research process, and provides the student with the basic skills and knowledge to evaluate research. Emphasis is on the review and critique of published nursing research with consideration of the utilization of research findings in clinical practice. Ethical considerations in nursing research are addressed.

**307 Psychiatric and Mental Health Nursing (5:3-6)** (Prerequisites: NURS 301, 305, 309, and 312. Corequisites: 306 and 310 are strongly recommended) This course utilizes the nursing process to address the

nursing care needs of individuals who have psychiatric and mental health disorders. Predisposing biological, psychological, and sociocultural factors contributing to the development and continuation of these disorders are examined. Precipitating stressors, coping resources and coping mechanisms are evaluated in relation to an individual's pattern of response. Nursing interventions for these disorders based on the crisis, acute, maintenance, and health promotion stages of treatment are analyzed. The impact of psychiatric illness on the family and other social systems is also explored. Foundational elements of the course include the therapeutic use of self, effective communication skills, critical thinking, and evidence-based practice.

**309 Fundamentals of Nursing (6:3-9)** (Prerequisites or corequisites: NURS 301, 305, and 312) This is the first of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge and master basic nursing skills needed to promote, maintain and restore health in hospitalized patients. The course will integrate the nursing process, principles of communication, decision-making, and basic nursing skills necessary for applying pathophysiological concepts, health assessment and nutritional data to the experience of health and illness of patients across the life span with diverse ethnic, cultural and geographical backgrounds. Clinical experience includes but is not limited to acute inpatient settings and nursing centers for the geriatric population. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

**310 Adult Health I (6: 3-9)** (Prerequisites: NURS 301, 305, 309, and 312). Corequisites: 306, 307) This is the second of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge needed to promote, maintain and restore health in hospitalized patients with alterations in neurosensory, respiratory, acid base imbalances, musculoskeletal, cellular proliferation, immunity, and hematological systems. This course will integrate the nursing process, principles of communication, decision-making, and basic nursing skill necessary for applying pathophysiology concepts, health assessment and nutritional data to the experience of health and illness of patients across the life span with diverse ethnic, cultural and geographic backgrounds. Clinical experience includes but is not limited to acute inpatient settings and community based healthcare centers. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

**311 Human Nutrition Elective (3)** (Prerequisite: Admission into the Upper Division Nursing Program or the permission of the department) This course introduces students to the principles of human nutrition. This course includes the study of nutrients, including carbohydrates, protein, lipids, vitamins, minerals, and water and their role in health maintenance. Nutrient requirements of the body throughout the lifespan will be studied. Nutrition for patients with chronic diseases, including gastrointestinal disorders, cardiovascular disorders, diabetes mellitus, renal disorders, cancer, and HIV/AIDS will be studied.

**312 Professional Nursing and Nursing Practice (3)** This course is designed to cover the past, present, and future of professional nursing. An emphasis is placed on discussion of professional values and philosophies, core competencies and knowledge needed for professional practice, the socialization and role development of the professional nurse, and the legal and ethical aspects of nursing practice. Contemporary nursing and healthcare issues are addressed.

**314 Clinical Decision-Making for Nurses (1)** (Prerequisite: Successful completion of required 300-level courses) This is a course designed to develop and improve nursing learners' clinical decision-making skills. This course will use unfolding case studies to promote knowledge development through classroom discussion and critical thinking activities. Topics will be medical-surgical nursing content-derived including, but not limited to, cardiovascular, respiratory, renal, gastrointestinal, neurological, musculoskeletal, endocrine, immunological, and hematological health issues. Leadership principles of prioritization and delegation will be emphasized.



**315 Nutrition and Diet Therapy (1)** (Prerequisite: Admission into Nursing) This course develops the learners' knowledge of nutrition and diet therapy in nursing. It promotes knowledge development through classroom discussions, reflections, case studies, and critical thinking activities. Topics will focus on the basics of nutrition, health promotion across the lifespan, nutritional standards, nutritional health and the nursing process, nutritional assessment and screening, cultural considerations, herbal therapies, and the dynamic needs of patients with special healthcare needs.

**400 Transcultural Nursing (3:1-6)** (Prerequisites: NURS 301, 305, 309, and 312) This elective course is designed to provide an opportunity to study healthcare systems and cultural values surrounding healthcare using transcultural nursing theory in countries outside the U.S.

**407 Adult Health II (6: 3-9)** (Prerequisites: Completion of all required 300-level NURS courses. Corequisites: None.) This is the third of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge needed to promote, maintain and restore health in hospitalized patients with alterations in advanced fluid and electrolyte imbalances/burns, neurological, gu/renal, gastrointestinal, metabolic and endocrine systems. This course will integrate the nursing process, principles of communication, decision-making, and nursing skills necessary for applying pathophysiology concepts, health assessment and nutritional data to the experience of health and illness of patients across the life span with diverse ethnic, cultural and geographic background. Clinical experience includes but is not limited to acute inpatient settings and community based health care centers. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

**409 Population-Focused Nursing and Healthcare Policy (6: 4-6)** (Prerequisites: Completion of all required 300-level NURS courses, 407, and 415) This course is designed to develop learners' knowledge in applying health promotion and disease prevention frameworks, nursing and public health concepts, epidemiology, and environmental health issues in working with populations in the community. Health policy and issues that affect consumers of healthcare are examined. Emphasis is placed on community assessment strategies; community partnerships; and the design, implementation, and evaluation of interventions for health promotion and disease prevention. The organization of the American healthcare system and the policymaking process are explored, and the legal, political, economic, social, and environmental influences are analyzed. Content and practicum experiences are based on Healthy People, ANA Scope and Standards of Public Health Nursing, and ACHNE Essentials of Baccalaureate Education for Community Health Nursing. Clinical experiences will include the application of theory in the development of a community or population health project with a vulnerable population and advocacy to influence policy change, as well as a variety of experiences in clinics, schools, home health agencies, and other community organizations.

**410 Leadership and Management in Nursing (3)** (Prerequisites: Completion of all required 300-level NURS courses, 407, and 415) This course provides the learner with the opportunity to explore leadership behaviors and organizational structures that enhance the delivery of patient care. Management techniques and nursing care decisions are examined by incorporating knowledge of various healthcare organizations and financing of health care delivery systems. Emphasis is on delegation, organizational structure, prioritization, and legal responsibilities and implications for professional nursing practice.

**411 Adult Health III and Nursing Knowledge: Synthesis Practicum (6:3-9)** (Prerequisites: Completion of all required 300-level NURS courses, 407, and 415. Prerequisites or corequisites: NURS 409 and 410). This is the fourth of four sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge. This course provides the student opportunities to explore advanced concepts, bioterrorism, and disaster preparedness and experience the roles of the nurse as provider of care for multiple patients across the life

span in acute care/critical care settings, as well as a coordinator of care; applying the nursing process, principles of communication, decision-making, nursing skills, and pathophysiology concepts, health assessment and nutritional data. Critical thinking skills are applied, with an emphasis on continuity of care, effective communication with diverse patients and disciplines, and collaboration with interdisciplinary team members to provide a comprehensive plan of care for optimal patient outcomes. Learning activities are designed to facilitate transition into the role and responsibilities of the professional nurse.

**412 Senior Seminar in Nursing (3)** (Prerequisite: NURS 409 and 410) This course will review test-taking skills, provide testing practice, and critical thinking exercises. Emphasis will be placed on prioritization and delegation of nursing care. Learners will review critical nursing concepts and content needed for their success as professional nurses. Computerized testing will be used to gauge learners' mastery of professional nursing concepts and content. This course may be taken up to two times.

**415 Nursing Care of Women, Children, and Families (9:6-9)** (Prerequisites: Successful completion of all 300-level nursing courses) This course covers the healthcare needs of the woman throughout the lifespan and the needs of children as unique individuals with different capacities and vulnerabilities according to developmental level and health status. There is a specific focus on pregnancy, childbearing, the neonatal period, and child development. Nursing's role in promoting health and fostering positive parenting is presented. Nursing interventions that promote, maintain, or restore health and optimal functioning are explored in relation to the children and their families. Clinical experiences focus on care of childbearing women, newborns, children, and families in a variety of health care settings.

**445 Guided Nursing Elective (3), (2), or (1)** (Permission of the program chair) This course provides students with an opportunity to exercise initiative, independence, and creativity in pursuing an area of interest in nursing. The learning goals, proposed schedule, site and the method of evaluation, as well as the preceptor, are chosen by the student with the approval of the instructor. Students may not use an NCLEX Review as a Guided Nursing Elective. A maximum of four credit hours may be earned toward graduation.

## RN-TO-BSN DEGREE PROGRAM

Director of the RN-to-BSN Degree Program: Dr. Rhonda Brogdon

The RN-to-BSN track is for registered nurses seeking a Bachelor of Science in Nursing degree. This option is available based on enrollment of sufficient numbers of students to fill a class. The nursing courses in this track are offered in an online format and hybrid in the low country.

1. NURS 302 Principles of Pathophysiology (3)
2. NRN 332 Professional Nursing and Nursing Practice (3)
3. NRN 333 Health Assessment and Promotion in Nursing Practice (4:3-3)
4. NRN 334 Research in Practice (3)
5. NRN 445 Population-Focused Nursing Care (6:4-6)
6. NRN 448 Healthcare Policy Development (3)
7. NRN 449 Leadership and Management in Nursing (5:4-3)
8. IPHC 450 Healthcare Informatics (3)

The RN-to-BSN track assists registered nurses in gaining new knowledge