NURSING - UNDERGRADUATE

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As a highly important field in health care, nursing offers exciting, rewarding, and challenging career options. The bachelor's of science degree program of study in nursing is state approved and nationally accredited by the Commission on Collegiate Nursing Education (CCNE) and prepares nurses to function as generalists in practice when assuming the many excellent and ever-expanding employment opportunities available nationwide.

Department of Nursing Mission Statement: The mission of the Department of Nursing, consistent with the mission of Le Moyne College, is to educate nurses at the undergraduate and graduate levels to provide the highest quality nursing service and professional leadership. The nursing curricula, integrating liberal arts and sciences and the culture of Catholic and Jesuit tradition at Le Moyne, aim to prepare nurses to serve as practitioners and leaders in a diverse world of health care for the new century. Graduates are prepared as life-long learners in the arts, social sciences, and humanities who are future oriented; responsive to the challenges of a dynamic healthcare environment; possess well-developed communication, critical thinking, and technical skills; and demonstrate professional, caring, and competent behaviors that reflect the standards and values of nursing as a highly important field in health care.

Program Goals and Outcomes for Undergraduate Nursing Programs

1. Apply principles from the liberal arts and sciences in the delivery of patient care.
   - Baccalaureate generalist nursing practice
   - Evidence-based practice
2. Communicate effectively as part of the interprofessional team.
   - Information management and technology
   - Basic organizational and systems leadership for quality and safety
4. Design a plan for compassionate care for the well-being of individuals, groups, and populations along the continuum of illness to wellness.
   - Clinical prevention and population health

The Department of Nursing has 4 undergraduate programs: Dual Degree Partnership in Nursing (DDPN), Degree in 3 program, Accelerated Dual Degree Partnership in Nursing (A-DDPN), and RN to BS. The DDPN and Degree in 3 programs are designed for high school graduates and transfer students who want to study nursing when they enter Le Moyne College. The A-DDPN program is for students who have a bachelor's in a field other than nursing and want to become a nurse. The RN to BS program is for nurses with an associate's degree who want to become a baccalaureate's of science with a major in nursing. (See tabs above for specific program information.)

Academic Criteria for Undergraduate Nursing Students (ADDPN, DDPN, RN-BS)

1. A grade of "C" or better must be achieved in undergraduate nursing courses with a NSG prefix and in courses required by the nursing major - BSC 201 Human Anatomy & Physiology I, BSC 202 Human Anatomy & Physiology II, WRT 101 Critical Writing, PSY 101 Introductory Psychology, SOC 101 Introductory Sociology, BSC 205 Basic Microbiology, BSC 345 Pathophysiology, MTH 110 Introduction to Statistics I (no Computer Lab), 300 level selected elective.

   Students who are unsuccessful in a course will be allowed to repeat a course once. A second failure (below "C" or 2.0) in the same course will result in dismissal from the DDPN, A-DDPN, or RN-BS program. A student will be allowed to repeat ONLY:
   a. one (1) nursing course (any course with an NSG prefix)
   b. one (1) science course (BSC 201 Human Anatomy & Physiology I, BSC 202 Human Anatomy & Physiology II, BSC 205 Basic Microbiology, BSC 345 Pathophysiology, a selected elective from the sciences)
   c. one (1) liberal arts course (WRT 101 Critical Writing, PSY 101 Introductory Psychology, SOC 101 Introductory Sociology, MTH 110 Introduction to Statistics I (no Computer Lab))

2. Nursing courses from previous college course work with a grade of C and taken within 10 years prior to the date of matriculation will be considered for transfer credit to meet upper-division BS degree program requirements with the approval of equivalency by the course instructor. Courses taken more than 10 years prior to matriculation may be considered for transfer credit only with approval by the course instructor and department chair if justification of equivalency can be documented, such as the student has significant practice experience relevant to the major content of the course(s).

3. Successful completion of the service learning hours and clinical hour requirements must be achieved to successfully pass courses with service learning and clinical components.

4. A DDPN student who is unsuccessful in one or more courses at St. Joseph’s College of Nursing must meet with their Le Moyne adviser to revise their plan of study, which will likely result in extending their academic program of study beyond the original anticipated date of graduation.

5. Every student, prior to registering for clinical courses, must be in compliance with the current health requirements of Le Moyne College and of each institution and agency in which they practice for the purpose of fulfilling the clinical component of their course work. Health requirements are subject to change.

6. Every student is expected to display professional behavior in the classroom, laboratory, clinical, and service setting according to the nursing standards and ethical codes of conduct of the American Nurses Association (see Behavioral Probation policy below).

7. Each student must be able to meet the basic technical standards of performance necessary for the practice of nursing (provided at the time of application and published below and in the Department of
Nursing’s Student Handbook) for admission and progression in the program of study.

8. A part-time student in the upper-division B.S. degree program is expected to complete the program of study within six years of matriculation.

9. Students must show evidence of R.N. licensure before their degree is conferred.

**Behavioral Probation**

The hallmarks of a nursing professional are to exhibit at all times the behaviors that represent the practice standards and norms of ethical conduct expected of undergraduate nursing students. A violation of these expected behaviors may result in a decision by the Chair of Nursing and the Dean of the Purcell School of Professional Studies, in conjunction with the Academic Standards Committee (ASC) of the Department of Nursing, to place a student on behavioral probation for a minimum of at least one semester. Procedures may be found in the Department of Nursing Student Handbook.

In conjunction with the American Nurses Association’s Code of Ethics for Nurses with Interpretative Statements (2001), examples of professional behaviors include, but are not limited to, demonstrating the following:

- caring, sensitivity, compassion, tact, integrity, and tolerance towards others
- written, verbal, and nonverbal communication that conveys respect for clients, self, peers, and faculty
- responsibility and accountability for all actions, including timeliness to classroom, laboratory, and clinical experiences as well as prompt reporting to meetings with administrators, faculty, advisors, and preceptors
- appropriate use of technology to maintain client privacy and confidentiality of medical information and to avoid disruptions in learning environments (class, lab, and clinical) as well as in meetings with students, faculty, staff, and colleagues, and to project a professional image on social media venues
- appearance and conduct that conveys professional demeanor and adheres to institutional policies and procedures
- remaining free of chemical dependency or substance abuse in classroom, laboratory, and clinical settings

**Technical Standards for B.S. Degree in Nursing**

The Nursing department’s curriculum is designed to provide the general education necessary for the practice of nursing at the baccalaureate level of preparation. Students build on the fundamental principles of nursing, education necessary for the practice of nursing at the baccalaureate level and identify information presented in images from paper, videos, transparencies and slides.

- Use and interpret information from diagnostic maneuvers (e.g. sphygmomanometer, otoscope, ophthalmoscope, etc.), and other diagnostic representations of physiological phenomena during the course of conducting a comprehensive physical assessment of a client.
- Accurately elicit information, including a medical history and other information, required to adequately and effectively assess and evaluate a client’s condition.
- Synthesize information to develop a plan of care.
- Problem solve and think critically to judge which theory and/or strategy of assessment and intervention is most appropriate.
- Use intellectual ability, exercise proper judgment, and timely and accurately complete responsibilities attendant to the delivery of care to clients.
- Maintain effective, mature, and sensitive relationships with clients, students, faculty, staff and other professionals under all circumstances.
- Practice in a safe manner and respond appropriately to emergencies and urgencies.
- Possess emotional stability to function effectively under stress and adapt to changing environments inherent in the clinical practice of nursing.
- Practice universal precautions against contamination and cross contamination with infectious pathogens (e.g. wearing personal protective equipment, working with sharp objects and hazardous chemicals, treating clients with infectious diseases).
- Demonstrate manual dexterity and motor skills in performing nursing procedures such as giving a bed bath, making an occupied or unoccupied bed, and positioning and transferring clients safely.
- Upon admission, a candidate who discloses a disability and requests accommodation will be asked to provide documentation of his or her disability for the purpose of determining appropriate accommodations, including modification to the program.

The College will provide reasonable accommodations, but is not required to make modifications that would substantially alter the nature or requirements of the program or provide auxiliary aids that present an undue burden to the College. To matriculate or continue in the curriculum, the candidate must be able to perform all the essential functions outlined in these technical standards either with or without accommodation.

**RN Prerequisites for Graduate Admission**

This option is designed for the registered nurse (RN) who has a bachelor’s degree in a field other than nursing. The completion of these prerequisites prepares the students for eligibility to continue their education in the Master of Science Program in Nursing at Le Moyne College. Completion of these prerequisites does not constitute a BS degree in nursing.

The prerequisites consist of five courses offered on a part-time basis. A maximum of two equivalent courses may be transferred in if a grade of
C or better was earned. Upon completion of these courses the student is prepared to continue graduate study in one of three programs — FNP, nursing education, and nursing administration at Le Moyne College.

The following undergraduate courses are required for certificate completion (see undergraduate curriculum for course descriptions):

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 110</td>
<td>Introduction to Statistics I (no Computer Lab)</td>
<td>3</td>
</tr>
<tr>
<td>NSG 315</td>
<td>Health Assessment</td>
<td>3</td>
</tr>
<tr>
<td>BSC 345</td>
<td>Pathophysiology</td>
<td>3</td>
</tr>
<tr>
<td>NSG 350</td>
<td>Research in Nursing</td>
<td>3</td>
</tr>
<tr>
<td>NSG 475</td>
<td>Transition to Advanced Nursing Practice ¹</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>Credit Hours</td>
<td>16</td>
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¹ This is a comprehensive bridge course which includes bachelor’s-level nursing content foundational to graduate level study.

At least three of the five courses must be taken at Le Moyne College. Students completing these courses must achieve a minimum grade of C in each course to transition to Le Moyne’s Master of Science Program in Nursing.

Admission Criteria: RN Prerequisites for Graduate Admission

Candidates applying for the RN Prerequisites for Graduate Admission should submit the following to the Center for Continuing Education:

- application (PDF may be obtained from the College website at www.lemoyne.edu/continuing_ed)
- official transcripts for all college-level courses including basic nursing education
- copy of RN license

Student Learning Outcomes in Nursing

Students who graduate will be able to:

- Apply principles from the liberal arts and sciences in the delivery of patient care.
- Baccalaureate generalist nursing practice
- Evidence-based practice
- Communicate effectively as part of the interprofessional team.
- Information management and technology
- Basic organizational and systems leadership for quality and safety
- Examine nursing practice and health policy in relation to health equity and social justice.
- Design a plan for compassionate care for the well-being of individuals, groups, and populations along the continuum of illness to wellness.
- Clinical prevention and population health

- RN-BS Program (http://collegecatalog.lemoyne.edu/purcell-professional-studies/nursing-undergraduate/nursing-bs)
- Dual Degree Partnership in Nursing (DDPN) (http://collegecatalog.lemoyne.edu/purcell-professional-studies/nursing-undergraduate/dual-degree-partnership-ddpn)
- Accelerated Dual Degree Partnership in Nursing (A-DDPN) (http://collegecatalog.lemoyne.edu/purcell-professional-studies/nursing-undergraduate/accelerated-dual-degree-partnership-a-ddpn)
- Degree in 3 (http://collegecatalog.lemoyne.edu/purcell-professional-studies/nursing-undergraduate/degree-in-three-partnership)

Nursing (NSG)

NSG 315. Health Assessment. 3 Credit Hours.

This course uses a systems perspective to broaden the student’s knowledge of physical, cultural, sociological, and nutritional aspects of health assessment of individuals across the life span. A laboratory setting is used to acquire and refine the techniques of physical assessment and critical thinking skills are emphasized in the identification of risk factors and other variables affecting health patterns. A focus is placed on therapeutic communication skills for effective interviewing and history taking, which are essential in the collection of health assessment data. Students are expected to accurately perform a systematic, comprehensive health assessment and a critical analysis of assessment data. Registration open only to Nursing or with permission of the department Chair.

NSG 315L. Health Assessment Lab. 0 Credit Hour.

NSG 330. Professional Issues and Trends. 3 Credit Hours.

This course focuses on the role of the professional nurse from an evolutionary, present, and future perspective. Educational, organizational, philosophical, and practical trends are explored. Identification of the characteristics of a profession and the qualities of a professional nurse enhances the student’s insight into the meaning of professionalism in practice. Selected concepts and issues related to practice standards and modalities, taking into account the diversity of the client populations served, are theoretically applied to the care of individuals, families, and groups in a variety of settings. The impact of interdisciplinary and multidisciplinary approaches on the socialization and re-socialization of the professional nurse in practice is emphasized. The development of a written philosophy of nursing is required, which provides each student with the opportunity for personal reflection on the profession and the role of the professional nurse within the dynamic system of health care delivery. Fulfills Core Requirement(s): Diversity (DIV).

NSG 350. Research in Nursing. 3 Credit Hours.

This course, which addresses the principles of scientific inquiry, introduces the student to the development of nursing as a science. An understanding of the major steps of the research process fosters the acquisition of analytical thinking, problem solving, and critical appraisal skills. Students are guided in the assessment and evaluation of both quantitative and qualitative research methodologies. The role of the professional nurse as data collector, designer, producer, replicator, and consumer of research is explored. The opportunity to critique selected research studies allows the student to apply knowledge of the research process and to understand how research findings provide the basis for evidenced-based practice. Prerequisite/Corequisite: NSG 330 and MTH 110 or NSG 330 and MTH 111.
NSG 387. Health Information Systems. 3 Credit Hours.
This course provides students with the knowledge of the design, use, and evaluation issues of health informatics applications. The topics include: (1) health informatics as a discipline; (2) career options for health informatics; (3) major health applications and commercial vendors; (4) strategic information systems planning and project management; and (5) new opportunities and emerging trends. A semester-long group will provide students hands-on experience in planning healthcare information systems; associated ethical and legal concerns, software engineering and human-computer interaction issues, and user acceptance and outcomes evaluation methods will also be discussed.
Cross-listed Courses: NSG 697, MIS 450, MIS 710

NSG 390. Independent Study. 1-6 Credit Hours.
A student who wishes to pursue an independent study project for academic credit must submit, prior to registration, a proposed plan of study that includes the topic to be studied and the goal to be achieved, the methodology to be followed, schedule of supervision, end product, evaluation procedure and number of credits sought. The proposal must be approved by the supervising faculty member, the department chair and the dean of arts and sciences. It will be kept on file in the dean of arts and sciences’ office. Pass/fail option.

NSG 410. Management and Leadership in Nursing. 3 Credit Hours.
This course addresses the professional role of the nurse as manager and leader within the health care environment. The multiple and complex factors involved in the management and leadership function of the professional nurse are examined, including employment practices, staffing, institutional development, budgetary and health care financing concerns, accountability, information management, consumer satisfaction, and employee and employer relations. Selected management and leadership models, concepts, and theories are explored as a basis for planning, organizing, directing, changing, and controlling dynamic human resources for the provision of quality nursing care in a variety of health care settings. Particular emphasis is placed on ethical decision making and on the development of communication and interaction skills essential to effectively working with groups and organizations. A clinical practicum experience provides the student with the opportunity to observe the role of the nurse as manager and leader and to apply the principles of management and leadership within a practice setting. Prerequisite or corequisite: NSG 315, NSG 330 and NSG 350.

NSG 411. Nursing and Health Policy. 3 Credit Hours.
This course addresses the impact of health policy, health care financing and economics, and legislative and regulatory authority on nursing practice and the health care delivery system. Societal and professional issues influencing nursing practice will be examined. The role of the nurse as an active participant in developing and influencing policy, legislative and regulatory actions will be addressed. Prerequisite: NSG 315, NSG 330 and NSG 350.

NSG 421. Global Perspective on Family Health. 3 Credit Hours.
This course focuses on factors that influence the health of populations and families globally. The framework for investigation of families is systems theory combined with an interaction and developmental life-cycle theory. Cultural, ethnic, racial, religious, and socioeconomic variables that strongly influence family life are identified and analyzed globally. A cross-cultural framework is used to compare the health status of populations & families that affect their health in social subgroups. Global health promotion goes far beyond the efforts of individual countries and the humanitarian attempts of more affluent nations to protect and promote health in developing countries, populations and families and can only be solved through global cooperation. Prerequisites: NSG 315, NSG 330 and NSG 350.

NSG 440. Community Health. 4 Credit Hours.
This capstone course focuses on the theory and practice of community health nursing using an open systems framework. It blends the components of public health science, which incorporates the principles of epidemiology, and the art and science of nursing. The emphasis is on the community as client for a population-focused practice of nursing. Students conduct assessments of individuals, families, and groups to identify health needs and commonly encountered health problems within the population. Research-based findings are critically examined and applied in the process of planning, implementing, and evaluating nursing interventions at the primary, secondary, and tertiary levels of prevention. Using the many community-based resources available for nursing practice, students are provided the opportunity for clinical experience in a wide variety of settings to advance their skills in delivery of care to populations and in communicating and collaborating with clients and health care team members for the overall improvement in the health of the community. Pre/co-requisite: BSC 435 Fulfills Core requirement(s): DIV.
Prerequisite: NSG 330.

NSG 461. Principles of Teaching and Learning. 3 Credit Hours.
The focus of this course is on role development of the nurse as educator and is designed to provide students with the knowledge and skills necessary to educate various audiences in a variety of settings with efficiency and effectiveness. It is a comprehensive coverage, both in scope and depth, of the essential components of the education process and the principles of teaching and learning. Designed to increase students’ proficiency in educating others, it takes into consideration the needs and characteristics of the learner as well as how to choose and use the most appropriate instructional techniques and strategies by which to optimize learning. Although the theories and concepts addressed in this course can be applied to any audience of learners, the focus is on patient education. An understanding of the basics of teaching and learning allows the educator to function as a “guide by the side” and as a “facilitator” of learning, rather than merely as a “giver of information”. This approach enables clients to act as responsible partners in their own health care. Emphasis is placed on preparing students to assess, teach, and evaluate learners at all stages of development based on their learning needs, learning styles, and readiness to learn. Students conduct critical analysis of education materials, apply research findings to patient education, and consider the legal, ethical, economic, and political aspects of health care delivery on patient education. Prerequisite: NSG 315, NSG 330 and NSG 350.

Cross-listed Courses: NSG 561
NSG 475. Transition to Advanced Nursing Practice. 4 Credit Hours.
This course is required of nurses who hold a BA or BS degree in a field other than nursing for progression to the MS in nursing program of study. It is designed to include undergraduate nursing content foundational to graduate level course work. The course includes theories, concepts, and principles related to professional issues and trends, health promotion and protection management and leadership, family health, and community health. Students are expected to gain knowledge, through course discussions, presentations, and other approaches, that is essential for success at an advanced level of educational preparation. Prerequisite: RNs with BA or BS degree in a non-nursing field.