

School of Nursing

Dean: Maria Rodriguez Shirey, PhD, MBA, MS, RN, NEA-BC, ANEF, FACHE, FNAP, FAAN

Senior Associate Dean for Academic Affairs: Linda Moneyham, PhD, RN, FAAN

Associate Dean for Clinical and Global Partnerships: Michele Talley, PhD, CRNP, ACNP-BC, FAANP (interim)

Associate Dean for Research and Scholarship: Marie A. Bakitas, DNSc, NP-C, FAAN

Associate Dean for Technology and Innovation: Penni Watts, PhD, RN, CHSE-A, FSSH, FAAN (interim)

Associate Dean for Graduate Clinical Education: Aimee Holland, DNP, CRNP, WHNP-BC, NP-C, FAANP, FAAN (interim)

Associate Dean for Undergraduate and Prelicensure Education: Katie Parris, DNP, RN, CNE

Associate Dean for Access and Engagement: Felesia Bowen, PhD, DNP, RN, PPCNP-BC, FAAN

Mission of the School of Nursing

The University of Alabama at Birmingham School of Nursing, as part of a research university and academic health center, shapes patient-centered health care by preparing recognized nurse leaders who excel as clinicians, researchers, and educators in Alabama, nationally and internationally.

Approvals/Accreditation

The University of Alabama at Birmingham (UAB) is accredited by the Southern Association of Colleges and Schools (SACS). The School of Nursing is approved by the Alabama Board of Nursing. The Baccalaureate Degree Program in Nursing at the University of Alabama at Birmingham (UAB) School of Nursing is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

Bachelors in Nursing (BSN) Degree

Baccalaureate preparation in nursing is the basic educational level for entry into professional nursing practice. This foundational education includes both academic and professional nursing courses that provide a base for clinical competence and informed judgments about health and patient care in a variety of settings. These settings include, but are not limited to, home/community agencies, outpatient/ambulatory care, and hospital-based practice ranging from chronic to high acuity. Baccalaureate nursing education builds upon knowledge acquired from the humanities and biological, physical, social, and behavioral sciences. By engaging in state-of-the-art technologies, simulations, and other teaching strategies, the graduate is prepared to care for families and individuals of all ages. The integration of principles of nursing research and principles of leadership and management also assist the graduate to function as an informed member of an interdisciplinary health team. Graduates of the program are submitted to the state board of nursing to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) to become a registered nurse (RN).

Student Learning Outcomes

The BSN Curriculum is designed to prepare graduates for entry into professional nursing practice. This foundation offers both academic and professional nursing courses that provide the base for clinical competence and informed judgments about health care situations and care of patients in both in- and out-patient settings. The curriculum prepares nurses to:

- Apply knowledge from diverse liberal arts educational content to generalist nursing care principles and practice experiences.
- Incorporate a basic understanding of organizational systems and the application of knowledge and skills needed to provide safe, quality care to individual patients and to function as part of an interprofessional team.
- Participate in and utilize structure, process, and outcome measures to evaluate the implementation of patient safety and quality improvement initiatives.
- Demonstrate and understanding of the basic elements of the evidence-based practice and participate in the retrieval, appraisal, and application of best practices.
- Demonstrate skills in the ethical use of healthcare information communication technology (ICT) and how technology supports safe practice and examination of patient data for outcome analysis.
- Demonstrate skills in the ethical use of healthcare policy, advocacy, global health, legal, and regulatory issues as factors that may influence healthcare delivery and practice.
- Utilize effective intra and interprofessional communication skills to advocate for evidence-based, holistic care as a member of the healthcare team.
- Assess determinants of health in relation to multiple factors (genetics, environmental exposure, family history, individual health, and health preferences) to guide and advocate for the delivery of health promotion/disease prevention strategies.
- Apply knowledge of nursing history, nursing history, nursing standards, and one's own beliefs and values to the application of professional nursing behaviors, communication, and actions.
- Practice safe, evidence-based, compassionate, holistic, and patient and family centered care applying knowledge of leadership and healthcare delivery for individuals and communities.

BSN Admission for Traditional Students*

Admission decisions are competitive based on the applicant's overall academic record and criteria described below.

Admission Criteria

- The minimum cumulative GPA **and** minimum foundation cumulative GPA for all traditional BSN applicants is **2.75** at the time of application (includes transfer students). Admission is competitive and is based on space available. A minimum cumulative GPA of 2.75 **does not guarantee** admission to the School of Nursing.
- **Students are eligible to apply when they have successfully completed a minimum of 41 semester credit hours.** Successful completion of all pre-nursing foundation courses with a "C" or above must be met prior to matriculation into the nursing program.

Students offered admission to the SON who are enrolled in pre-nursing coursework must make a "C" or better in every foundation course for the nursing major. The final minimum cumulative/overall *Nursing Foundation*

Coursework GPA must be a 2.75 or greater on all coursework must be met prior to matriculation into the nursing program.

- Admission decisions are highly competitive and based on the applicant's academic record and application at the time of the application deadline. **All grades (UAB and other colleges/universities) from previous terms must be posted on applicant's UAB transcript by the application deadline.*
- A resume**, outlining health care interest/experience, campus/community involvement, leadership, employment, etc. will be due by the application deadline. Resumes should not be more than one page in length and should only include activities after graduation from high school.
- Applicants are strongly encouraged to provide **proof of work/volunteer experience in a healthcare setting** as part of the application process. The healthcare work is to be documented by letters from a supervisor (on agency letterhead) and/or time sheets and must consist of a minimum of 60 hours of paid or volunteer work in a healthcare setting. Completion of a nursing skills course does not meet this criterion for BSN applicants.
- Applicants to the School of Nursing are strongly recommended to demonstrate a **record of full-time study** and a **minimum number of course repeats/grade forgiveness options**.

Special Options for Traditional BSN Admission

UAB Dean's Nursing Scholars Program

- The Dean's Nursing Scholars Program** is a special program that insures entering freshmen directly out of high school with an offer of admission during the next year's admission into the School of Nursing upon successful completion of the required undergraduate pre-nursing foundation and core classes.

Eligibility

- A high school senior with a minimum high school grade point average of 3.8 in the academic classes required for admissions to UAB
- Admission through the UAB Office of Undergraduate Admissions
- Applies to UAB into a pre-nursing major

<http://www.uab.edu/nursing/home/special-initiatives/scholars-programs>

Prior to Enrollment for Upper Division Nursing Courses

- CPR certification will be due prior to registration for upper division courses (listed are approved courses)
- American Heart Association's Basic Life Support (BLS) for Healthcare Provider Course
- Medical Clearance, a Background Check, and a Drug Screen are required prior to beginning class for all upper division nursing courses and must be maintained throughout the program until the student graduates. Failure to comply may result in administrative withdrawal from the program.

Application Deadlines

Fall and Spring admission dates listed at - <https://www.uab.edu/nursing/home/student-information/acad-prog/application-deadlines>

All transfer students must be admitted to the University one month prior to the School of Nursing application deadline.

Applicants will receive an admissions decision a minimum of 4 weeks after application for the semester for which they are applying.

Future updates on the BSN admission process will be posted on the School of Nursing website (www.uab.edu/nursing) and will be available from your Pre-Nursing Advisor. If you have any questions concerning these changes, please feel free to contact the School of Nursing Office of Student Affairs at <http://www.uab.edu/nursing/home/student-information/contact-us>.

Traditional Students are those students who seek to enter the Undergraduate BSN program and are not a RN.

Bachelor of Science in Nursing

Pre-Nursing Requirements for the Traditional BSN

Requirements		Hours
Required Pre-Nursing Courses		
BY 115	Human Anatomy	4
BY 116	Introductory Human Physiology	4
BY 261	Introduction to Microbiology	4
NTR 222	Nutrition and Health	3
Statistics		
Select one of the following courses:		3
MA 180	Introduction to Statistics	
PY 216	Elementary Statistical Methods	
Total Hours		18

Major in Nursing

Requirements		Hours
Required Nursing Courses		
NUR 310	Concepts of Professional Nursing	3
NUR 311L	Nursing Skills Development I	2
NUR 313L	Concepts of Professional Nursing Practicum	2
NUR 312L	Health Assessment Across the Lifespan	2
NUR 315	Population Focused Health Care	2
NUR 318	Pathophysiologic Concepts	3
NUR 326	Concepts in Adult Health Nursing I	3
NUR 327L	Concepts of Adult Health Nursing I Practicum	2
NUR 322	Concepts of Behavioral Health Nursing	3
NUR 323L	Concepts of Behavioral Health Nursing Practicum	2
NUR 328	Pharmacotherapy I	2
NUR 336	Leadership	2
NUR 321L	Nursing Skills Development II	1
NUR 388	Concepts of Adult Health Nursing II	3
NUR 389L	Concepts of Adult Health Nursing II Practicum	2
NUR 392	Concepts of Maternal Child Health Nursing	4
NUR 393L	Concepts of Maternal Child Health Nursing Practicum	3
NUR 338	Pharmacotherapy II	2
NUR 426	Concepts of Complex Nursing	2
NUR 427L	Concepts of Complex Nursing Practicum	2
NUR 428	Concepts of Community and Public Health Nursing	2
NUR 429L	Concepts of Community and Public Health Nursing Practicum	2

NUR 409	Healthcare and Information Technology	2
NUR 410	Evidence-Based Practice in Nursing	2
NUR 431L	Nursing Skills Development III	1
NUR 447L	Synthesis and Assimilation Practicum	4
NUR 449	Synthesis Review Course	1
NUR 448	Transition to Professional Nursing Practice	2
Nursing Elective		3
Total Hours		66

Additional Requirements

Pre-application Credit Hour Requirement

Successful completion of all core and pre-nursing requirements and a minimum of 41 semester hours are prerequisites for admission to the School of Nursing. Final coursework may be in progress.

Grade of C or greater required for all core, pre-nursing and major in nursing courses and a minimum of a 2.75 for the core, pre-nursing and major in nursing courses to be considered for application.

Pre-application mandatory meeting with pre-nursing advisor

In order to apply to the School of Nursing, all students should meet with their pre-nursing advisor to evaluate completion of all School of Nursing requirements for application to obtain an application for the School of Nursing.

Freshman Year Experience

Students entering UAB with less than 24 credit hours who plan to enter the nursing program are required by the University to take a 3 hour approved Freshman Year Experience course in order to graduate. This increases the total number of credit hours to 127 that is required for graduation from the BSN program for these students.

BSN Course Requirements

BSN Foundation Courses

Grades for these courses will be used to calculate the BSN Foundation grade point average used in the determination for admission to the BSN program; a minimum grade of C is required in each course.

Requirements	Hours
BY 115 Human Anatomy & 115L and Human Anatomy Laboratory	4
BY 116 Introductory Human Physiology & 116L and Introductory Human Physiology Laboratory	4
BY 261 Introduction to Microbiology & 261L and Introduction to Microbiology Laboratory	4
CH 105 Introductory Chemistry I & CH 106 and Introductory Chemistry I Laboratory	4
CH 107 Introductory Chemistry II & CH 108 and Introductory Chemistry II Laboratory ¹	4
EH 101 English Composition I	3
EH 102 English Composition II	3
MA 105 Pre-Calculus Algebra or MA 110 Finite Mathematics	3
PY 212 Developmental Psychology	3
NTR 222 Nutrition and Health	3
MA 180 Introduction to Statistics	3

or PY 216 Elementary Statistical Methods & 216L and Elementary Statistical Methods Laboratory

¹ If a student takes microbiology at UAB, please contact your pre-nursing advisor for appropriate required course. Otherwise, a second science with lab may be substituted (excludes Astronomy and Geology).

Additional General Studies Courses

Requirements	Hours
Arts	3
History ¹	6
Humanities	3
Literature ¹	3
Elective, Core Curriculum Area II	3
Elective, Core Curriculum Area IV	3
NUR 100 Student Success in Nursing (or other approved Freshman Year Experience course.)	3

¹ Student needs either a 6 hour sequence of history or literature.

Professional Nursing Courses

These courses are taught after admission into the School of Nursing. Please note that the UAB Forgiveness Policy may not be used on the repeat of these School of Nursing courses.

Fall/Spring admission

Requirements	Hours
NUR 310 Concepts of Professional Nursing	3
NUR 311L Nursing Skills Development I	2
NUR 312L Health Assessment Across the Lifespan	2
NUR 313L Concepts of Professional Nursing Practicum	2
NUR 315 Population Focused Health Care	2
NUR 318 Pathophysiologic Concepts	3
NUR 321L Nursing Skills Development II	1
NUR 322 Concepts of Behavioral Health Nursing	3
NUR 323L Concepts of Behavioral Health Nursing Practicum	2
NUR 326 Concepts in Adult Health Nursing I	3
NUR 327L Concepts of Adult Health Nursing I Practicum	2
NUR 328 Pharmacotherapy I	2
NUR 388 Concepts of Adult Health Nursing II	3
NUR 389L Concepts of Adult Health Nursing II Practicum	2
NUR 336 Leadership	2
NUR 338 Pharmacotherapy II	2
NUR 409 Healthcare and Information Technology	2
NUR 428 Concepts of Community and Public Health Nursing	2
NUR 429L Concepts of Community and Public Health Nursing Practicum	2
NUR 392 Concepts of Maternal Child Health Nursing	4
NUR 393L Concepts of Maternal Child Health Nursing Practicum	3
NUR 410 Evidence-Based Practice in Nursing	2
NUR 426 Concepts of Complex Nursing	2
NUR 427L Concepts of Complex Nursing Practicum	2
NUR 431L Nursing Skills Development III	1
NUR 447L Synthesis and Assimilation Practicum	4
NUR 448 Transition to Professional Nursing Practice	2

NUR 449	Synthesis Review Course	1
Nursing Elective		3

Second Degree BSN Students Course Requirements

- **Traditional Entry** <http://www.uab.edu/nursing/home/student-information/acad-prog/bsn>
- **Accelerated Entry** <http://www.uab.edu/nursing/home/student-information/acad-prog/amnp>

Individuals who have completed a previous undergraduate degree, outside the field of nursing, and who have met the UAB criteria for School of Nursing admissions, may be considered for admission to the School of Nursing at the University of Alabama at Birmingham (UAB) Bachelor of Science of Nursing (BSN) program or the Accelerated Master's into Nursing Pathway (AMNP). Second-degree students seeking the BSN degree are admitted fall and spring terms. The AMNP program is a graduate level program, and results in a Master of Science in Nursing and admits in the spring term.

Second Degree Applicant Requirements

- Earned at least a bachelor's degree in a major other than nursing at a regionally accredited institution.
- A minimum grade of "C" in all pre-nursing foundation courses (32 hours) with a pre-nursing foundation course GPA of at least 2.75 and an overall GPA of 2.75 OR a pre-nursing foundation course GPA of at least a 2.75 and a Graduate Record Examination (GRE) General Test score of: combined score of 297 on the verbal and quantitative sections and a 4 or better on the analytical writing skills portion.
- Submit all material, follow the same processes, and adhere to the same deadlines/requirements as all other undergraduate BSN applicants.
- Admission as a degree-seeking, pre-nursing student through the UAB Office of Undergraduate admissions. The on-line application for the UAB Office of Undergraduate Admissions is available at <https://www.uab.edu/home/apply-for-uab-admission> along with contact information.
- You may meet with a Pre-Nursing Advisor prior to submitting your application to the School of Nursing.
- Once admitted as an undergraduate pre-nursing student to UAB, you will be notified through an offer of admission letter to contact your assigned Pre-Nursing Advisor at (205) 975-7529 for pre-nursing academic advisement.
- Second degree students are eligible for the Honors in Nursing Program.

The following prerequisite courses (32 credit hours) **must be successfully completed** (with a grade of C or greater) prior to the student being considered for admission to the undergraduate program in the School of Nursing:

Requirements	Hours
BY 115 Human Anatomy	4
BY 116 Introductory Human Physiology	4
BY 261 Introduction to Microbiology	4
CH 105 Introductory Chemistry I & CH 106 and Introductory Chemistry I Laboratory ¹	4
CH 107 Introductory Chemistry II & CH 108 and Introductory Chemistry II Laboratory ¹	4

MA 105	Pre-Calculus Algebra	3
or MA 110	Finite Mathematics	
PY 212	Developmental Psychology	3
NTR 222	Nutrition and Health	3
Statistics		3
MA 180	Introduction to Statistics	
PY 216 & 216L	Elementary Statistical Methods and Elementary Statistical Methods Laboratory	
QM 214	Introduction to Business Statistics	
Total Hours		32

¹ If a student takes Microbiology at UAB, please contact your pre-nursing advisor for appropriate required course. Otherwise, a second science with lab may be substituted (excluding Geology and Astronomy).

Second-degree applicants must submit all material, follow the same processes and adhere to the same deadlines and requirements as all other undergraduate BSN applicants. The upper-division Nursing course requirements (66 credit hours) and the length of the program (five semesters) for second-degree applicants/students are the same as for the basic BSN applicants/students.

For information related to specific programs of study please refer to the School of Nursing catalog.

Proposed Program of Study for a Major in Nursing

Students may deviate from this curriculum plan only with the permission of the BSN Program Coordinator/Honors Program Coordinator.

Students entering UAB with less than 24 credit hours who plan to enter the nursing program are required to take a 3 hour approved Freshman Year Experience course in order to graduate.

Freshman			
First Term	Hours	Second Term	Hours
EH 101	3	EH 102	3
MA 110 or 105	3	BY 115	4
CH 105 & CH 106	4	CH 107 & CH 108	4
PY 101	3	Core Curriculum Area IV: History /History & Meaning	3
	13		14
Sophomore			
First Term	Hours	Second Term	Hours
BY 116	4	BY 261	4
MA 180 or PY 216	3-4	NTR 222	3
Core Curriculum Area II: Literature/History & Meaning	3	PY 212	3
Core Curriculum Area II: Fine Arts/Creative Arts	3	Core Curriculum Area II: Humanities (Literature for sequence)/Reasoning	3
Core Curriculum Area II: Humanities/Communicating in the Modern World	3	Core Curriculum Area IV: Social and Behavioral Science (History for sequence)/City As Classroom	3
	16-17		16

Junior					
First Term	Hours	Second Term	Hours	Summer Term	Hours
NUR 310	3	NUR 326	3	NUR 388	3
NUR 311L	2	NUR 327L	2	NUR 389L	2
NUR 313L	2	NUR 322	3	NUR 409	2
NUR 312L	2	NUR 323L	2	NUR 338	2
NUR 315	2	NUR 336	2	NUR 428	2
NUR 318	3	NUR 328	2	NUR 429L	2
		NUR 321L	1		
		14	15	13	
Senior					
First Term	Hours	Second Term	Hours		
NUR 426	2	NUR 447L	4		
NUR 427L	2	NUR 449	1		
NUR 410	2	NUR 448	2		
NUR 392	4	NUR Elective	3		
NUR 393L	3				
NUR 431L	1				
		14	10		

Total credit hours: 125-126

¹ The nursing elective may be taken any term prior to graduate but the recommended time is for the summer semester between the Junior and Senior year.

Honors in Nursing

Purpose

Provide research experiences that engage students, faculty, and staff with the community to identify and meet community needs and to enhance academic engagement.

Eligibility

Acceptance into the Nursing Honors Program requires the student to:

- Be accepted into the School of Nursing
- Have earned a 3.40 GPA in Foundation courses
- Have earned a 3.00 GPA UAB and overall
- Have submitted the Honors Program Application Form
- Have been selected by Honors Committee from application, transcript evaluation, and interview
- BSN, Second degree BSN students, and RN-BSN Mobility students are eligible for participation in the nursing honors program

Requirements

- Maintenance of a 3.00 GPA (UAB) and a 3.25 GPA in nursing courses through graduation.
- Completion of a minimum of 6 credit hours designated for honors clinical courses/seminars.
- An oral or poster presentation at a designated meeting in the School of Nursing, professional meeting or scientific session.

Benefits

Students who successfully complete the program will receive a certificate of acknowledgement at the UAB Honors Convocation and will graduate "With Honors in Nursing". Students who participate in both the UAB Honors program and the School of Nursing Honors program will graduate "With University Honors in Nursing".

The UAB Honors in Nursing Program endeavors to offer specific students enrichment opportunities beyond the traditional courses.

Comprised of three courses that encompass six credit hours, the program adds three additional credit hours to the standard curriculum. A detailed explanation of the three semester hours of coursework include:

A focus on the introduction to nursing research, research ethics and the fundamentals of research critique. In addition, research groups are created and assigned to an established/funded research teams (most congruent with the students identified research interest when possible). While students do not actively participate in the research team until semester three of the program, each student group completes an annotated bibliography specific to the research question of their team.

1. A focus on the introduction to nursing research, research ethics and the fundamentals of research critique. In addition, research groups are created and assigned to an established/funded research teams (most congruent with the students identified research interest when possible). While students do not actively participate in the research team until semester three of the program, each student group completes an annotated bibliography specific to the research question of their team.
2. Additional research education that includes research terminology, design, strengths/limitations of select designs, sampling principles, data interpretation, and dissemination. At the conclusion of semester two, each group builds upon the annotated bibliography to complete a review of the literature paper specific to the primary research question of the team.
3. Completion of a 90-hour practicum as a member of their assigned research team and engagement in activities across the research spectrum. Each group develops an abstract and presents a poster at the UAB Undergraduate Research Expo that highlights the specific work completed during the practicum.

Contact

For more information and admission to the Nursing Honors Program contact the Honor's faculty at <https://www.uab.edu/nursing/home/academics/undergraduate/bsn>

Admission Requirements for the BSN Degree: RN-BSN Pathway

Admission to the RN to BSN pathway is available in the fall and spring terms. Requirements for admission include:

- Admission to UAB as an RN-BSN student through the Office of Undergraduate Admissions. Once accepted, students need to apply to the School of Nursing; contact Office of Student Success at (205) 975-7529 for an application.
- Admission grade point average of at least 2.5 on a 4.0 scale.
- A grade of at least "C" in Human Anatomy, Human Physiology, Microbiology, Descriptive Statistics and an elective (Area V courses).
- Evidence of successful completion of a regionally accredited diploma or associate degree nursing program and an active unrestricted and unencumbered license to practice as a registered nurse in the state in which you will complete the leadership project. Students who enter the RN-BSN directly from their ADN program must show proof of licensure before beginning their second semester of course work.

- Possess an unrestricted and unencumbered nursing license to practice nursing in the state where you plan to conduct your clinical practicum
- Students may begin nursing courses if 6 or less semester hours of general studies requirements are to be completed; all general studies coursed must be completed before starting their third semester of course work.
- Advisement with the Program Manager whose contact information is listed on the next page (this can be done before applying to UAB).

**Student with a bachelor's degree may also qualify for the ADN to MSN option. <https://www.uab.edu/nursing/home/student-information/acad-prog/msn>

Pre-Nursing Requirements for RN-BSN Mobility

Requirements	Hours
Required Pre-Nursing	
BY 115 Human Anatomy	4
BY 116 Introductory Human Physiology	4
BY 261 Introduction to Microbiology	4
PY 212 Developmental Psychology	3
Statistics	
Select one of the following courses:	3
MA 180 Introduction to Statistics	
MA 480 Introduction to Statistics	
PY 216 Elementary Statistical Methods	
Elective	
Any course not used to satisfy another requirement may be taken from any area.	3
Total Hours	21

Major in Nursing (RN-BSN Mobility)

Requirements	Hours
Required Nursing Courses	
Nursing Elective	
NRN 401 Professional Nursing Concepts for RN's	4
NRN 402 Professional Leadership Development for RN's	3
NRN 403 Systems Leadership for RN's	3
NRN 404 Quality and Patient Safety for RN's	3
NRN 405 Evidence-Based Practice and Informatics for RN's	4
NRN 406 Applied Pathophysiology Across the Lifespan for RN's	3
NRN 407 Transitional Care Coordination Across the Lifespan for RNs	3
NRN 408 Population Health for RNs	4
Select three hours from Nursing (NUR) courses not used to satisfy other requirements.	3
Total Hours	30

Additional Requirements

RN License

Only students who are licensed RNs may complete the RN-BSN Option curriculum.

Pre-Application Advisor Contact

Students interested in the RN-BSN Option should contact the Student Nurse Recruiter who advises the RN-BSN Option students. Please call 205-975-7529 to speak to the advisor.

Progression Requirements

The RN student who has successfully completed all prerequisite courses and NRN 401, NRN 405, and NRN 406 will receive equivalency credit of 36 semester hours for specified clinical nursing courses.

Flexible Scheduling

Upper division courses in the RN-BSN pathway to BSN are fully distance accessible, offering RN students the flexibility of completing the BSN course work while maintaining their work and family responsibilities. A variety of on-line teaching methods are used including online discussions, web-based activities, and online testing. Faculty are available in person, by phone or in a virtual classroom format. Students are required to attend an orientation prior to beginning the program.

RN-BSN Option Course Requirements

BSN Foundation Courses

Grades for these courses will be used to calculate the BSN Foundation grade point average for admission into the School of Nursing.

Requirements	Hours
BY 115 Human Anatomy (Core)	4
BY 116 Introductory Human Physiology	4
BY 261 Introduction to Microbiology	4
CH 105 Introductory Chemistry I & CH 106 and Introductory Chemistry I Laboratory	4
CH 107 Introductory Chemistry II & CH 108 and Introductory Chemistry II Laboratory	4
EH 101 English Composition I	3
EH 102 English Composition II	3
MA 105 Pre-Calculus Algebra ^{or any Core Mathematics}	3
PY 212 Developmental Psychology	3
Elective	3
Statistics	3

Additional General Studies Courses

Requirements	Hours
Fine Art/Creative Arts	3
Literature/History & Meaning ¹	3
Humanities/Communicating in the Modern World	3
History/History & Meaning ¹	3
Introduction to Psychology	
Elective from Area IV or History (If literature sequence completed, can do elective from Area IV)/City as Classroom ¹	3
Elective from Area II or Literature (If literature sequence is completed, can do an elective from Area IV)/Reasoning Course ¹	3

¹ Students need either a 6 hour sequence in literature or a 6 hour sequence history.

Professional Nursing Courses

Please note that the UAB Forgiveness Policy may not be used on the School of Nursing courses below.

Requirements	Hours
NRN 401 Professional Nursing Concepts for RN's	4
NRN 402 Professional Leadership Development for RN's	3
NRN 403 Systems Leadership for RN's	3
NRN 404 Quality and Patient Safety for RN's	3
NRN 405 Evidence-Based Practice and Informatics for RN's	4
NRN 406 Applied Pathophysiology Across the Lifespan for RN's	3
NRN 407 Transitional Care Coordination Across the Lifespan for RNs	3
NRN 408 Population Health for RNs	4
Nursing Elective	3

¹ 36 credit hours of validated courses from previous nursing content which is awarded after successful completion of NRN 401, NRN 405 and NRN 406.

Admission Requirements for the UAB Nursing Community College Partnership (UABNCCP) Joint Enrollment Pathway

The UAB School of Nursing (UABSON) has partnered with Wallace State Community College (WSCC), Jefferson State Community College (JSCC), and Beville State Community College (BSCC) to offer the new Joint Enrollment Pathway. This new pathway allows for students to enroll in both the associate degree in nursing program and the UABSON [RN to BSN Pathway](#) so that they earn the BSN degree at the same time they are completing the associate degree in nursing. Students enrolled at UAB who complete the general education and nursing pre-requisites courses required for the bachelor's degree can apply for the Joint Enrollment Pathway. This allows the UAB student to remain enrolled at and graduate from UAB with the bachelor's degree.

The Joint Enrollment Pathway is designed to eliminate some of the barriers to achieving a bachelor's degree in nursing. Through collaboration among UAB, WSCC, JSCC, and BSCC, the students in the Joint Enrollment Pathway can complete all the general education and nursing prerequisite courses required for the bachelor's degree and Joint Enrollment at their home campus. Students has the following advantages:

- UAB students who have completed the general education and nursing prerequisite courses required for the bachelor's degree can apply for the Joint Enrollment option and remain enrolled in and graduate from UAB.
- The Joint Enrollment Pathway curriculum can be completed in five semesters of full-time study.
- Students admitted to the Joint Enrollment Pathway will complete both the Associate of Applied Science in Nursing and the RN to BSN Pathway coursework and earn the AAS and BSN degrees at the same time.
- The Associate of Applied Science in Nursing (AAS) coursework is offered on the community college campus and the RN to BSN coursework is offered in an online format through UAB School of Nursing.

Joint Enrollment Admission Criteria

- Achieve a minimum grade of "C" or higher in all required general studies and nursing pre-requisite courses (See Joint Enrollment Pre-requisites).
- A minimum ACT composite score of 20
- A minimum cumulative GPA for all college work of 2.5 on a 4.0 scale.

Joint Enrollment Pathway Admission Overview

- Individuals interested in the Joint Enrollment Pathway should contact the UABSON RN to BSN Joint Enrollment Pathway Program Manager by calling 205-975-7529 or using the information listed at <https://www.uab.edu/nursing/home/academics/undergraduate/joint-enrollment>
- After students have completed admission to the partner community college, they must apply separately to all of the Community College Nursing Program (Wallace State Community College or Jefferson State Community College or Beville State Community College) and the UABSON RN to BSN Pathway to be considered for the Joint Enrollment Pathway.
- Applicants must first be admitted to the Community College Nursing Program and qualify for Joint Enrollment in order to be admitted to the UABSON RN to BSN Pathway.
- Joint Enrollment requires the applicant to be admitted to both the Community College and to the community college nursing program at either WSCC or JSCC or BSCC, as well as to the RN to BSN Pathway at the UAB School of Nursing. In addition, the students must be admitted to the associate degree nursing program before admission to the RN to BSN Pathway can be confirmed.
- Since the Joint Enrollment Pathway requires completion of multiple applications, please refer to <https://www.uab.edu/nursing/home/academics/undergraduate/joint-enrollment> for more information.

Joint Enrollment Pathway Course Requirements

BSN Foundation Courses

Requirements	Hours
BY 115 Human Anatomy (Core)	4
BY 116 Introductory Human Physiology	4
BY 261 Introduction to Microbiology	4
CH 105 Introductory Chemistry I & CH 106 and Introductory Chemistry I Laboratory	4
CH 107 Introductory Chemistry II & CH 108 and Introductory Chemistry II Laboratory	4
EH 101 English Composition I	3
EH 102 English Composition II	3
MA 105 Pre-Calculus Algebra ^{or any Core Mathematics}	3
PY 212 Developmental Psychology	3
Elective	3
Statistics	3

Additional General Studies Courses

Requirements	Hours
Fine Art/Creative Arts	3
Literature/History & Meaning ¹	3
Humanities/Communicating in the Modern World	3
History/History & Meaning ¹	3
Introduction to Psychology	
Elective from Area IV or History (If literature sequence completed, can do elective from Area IV)/City As Classroom ¹	3
Elective from Area II or Literature (If literature sequence is completed, can do an elective from Area IV)/Reasoning Course ¹	3

¹ Students need either a 6 hour sequence in literature or a 6 hour sequence in history.

Professional Nursing Courses

Please note that the UAB Forgiveness Policy may not be used on these School of Nursing courses below.

Requirements	Hours
NRN 401 Professional Nursing Concepts for RN's	4
NRN 402 Professional Leadership Development for RN's	3
NRN 403 Systems Leadership for RN's	3
NRN 404 Quality and Patient Safety for RN's	3
NRN 405 Evidence-Based Practice and Informatics for RN's	4
NRN 406 Applied Pathophysiology Across the Lifespan for RN's	3
NRN 407 Transitional Care Coordination Across the Lifespan for RNs	3
NRN 408 Population Health for RNs	4
Nursing Elective	3

¹ 36 credit hours of validated courses from previous nursing content which is awarded after successful completion of NRN 401, NRN 405 and NRN 406. As part of the Joint Enrollment Pathway, students will complete Nursing coursework at the partnering community college in Fundamentals of Nursing, Nursing Concepts I & II, Evidence Based Clinical Reasoning, Advanced Nursing Concepts, and Advanced Evidence Based Clinical Reasoning

NRN- RN Nurse Mobility Courses

NRN 401. Professional Nursing Concepts for RN's. 4 Hours.

The purpose of this course is to enhance the students' knowledge of the role of the professional nurse in meeting the health needs of society. The focus of the course is on the historical, legal, political, and ethical issues affecting the nursing profession. The course will emphasize important skills for professional; nursing, including scholarly writing and inter-professional communication. The course will examine the relationship between selected issues, trends, and theories and professional nurse, including caregiver, teacher, advocate, consumer of research, and counselor.

NRN 402. Professional Leadership Development for RN's. 3 Hours.

The purpose of the course is to provide students with the foundation of professional leadership development. The focus of this course is on professional nursing leadership development within the inter-professional healthcare system. The emphasis is on student learning through self-reflection, team dynamic assessment, group discussion, and case analysis. Concepts included in the course, but not limited to, self-assessment, conflict resolution, difficult conversations, leadership theories, leadership behaviors, professional development, and self-reflection.

NRN 403. Systems Leadership for RN's. 3 Hours.

The purpose of this course is to provide the Registered Nurse with the theoretical and practical knowledge needed to effectively lead within complex health care systems. The course content focuses on the bachelor-prepared nurse's contributions to a diverse and health organizational culture, patient-care quality and safety, and resource and personnel management. In addition, emphasis is placed on developing the competencies needed to collaboratively practice within inter-professional teams, foster innovation, and act as a change agent within patient care settings.

NRN 404. Quality and Patient Safety for RN's. 3 Hours.

The purpose of this course is to provide the student with the cognitive and affective skills needed to effectively contribute to quality and safety initiatives within patient care setting(s). The focus of the course is on the professional nurse's role in creating a culture of safety, while applying quality improvement theory and models to nursing practice. The course emphasizes competencies needed to collaboratively practice within inter-professional teams to ensure patient safety and promote quality improvement.

NRN 405. Evidence-Based Practice and Informatics for RN's. 4 Hours.

The purpose of this course is to introduce students to basic research concepts and the fundamentals of informatics to be applied to evidence-based practice. This course focuses on developing student knowledge and skills to: (1) locate and evaluate research relevant to nursing practice; (2) use a problem solving approach to examine question identified in nursing practice; and (3) identify technological solutions to enhance patient safety and outcomes. Emphasis is placed on developing a spirit of inquiry, research methods and ethics, and the role of informatics in research and healthcare.

NRN 406. Applied Pathophysiology Across the Lifespan for RN's. 3 Hours.

The purpose of this course is to provide a foundation to assist with planning preventative health care measures and practices to maintain the health and the well-being of populations across the life-span. This course focuses on the structure and function of the human body and the concepts as it relates to health and disease across the lifespan. The first part of the course emphasizes the basic concepts of pathophysiology: cellular level of response, genetic alterations, fluid and electrolytes, acid-base balance, and immune response and the second part of course focuses on the application of the basic concepts to body systems and disease processes across the lifespan.

NRN 407. Transitional Care Coordination Across the Lifespan for RNs. 3 Hours.

The purpose of this course is to apply nursing knowledge and skills to promote safe, quality patient care in a variety of transitional care settings across the lifespan. The focus of this course will be to apply concepts of care coordination and transitional care in order to focus on achieving the outcomes of increasing access to care, preventing hospital readmissions, and promoting innovative, cost-effective, quality care for highly vulnerable and/or chronically ill clients across the lifespan during critical transitions. Emphasis will be upon coordination and promotion of care across the lifespan; within, between and across settings, as well as between providers. Additionally, emphasis will be placed on identification of required community resources, development of a mutually-agreeable plan of care with the client, coordination of care across the lifespan with all providers, the time-limited nature of transitional care services, client, family and caregiver education, identifying root causes of poor health outcomes, avoiding hospital readmissions and promoting optimal client outcomes.

NRN 408. Population Health for RNs. 4 Hours.

The purpose of this course is to prepare the generalist nurse to lead population focused health promotion and prevention initiatives that address national and global health issues. The focus of the course is the identification and mitigation of health hazards, social determinants, and regulatory, legal and ethical issues that affect population health. Emphasis is on analyzing current data and best evidence to advocate through policy change for improved health status of individuals, communities, and diverse populations.

NRN 411L. Concepts of Primary Care. 3 Hours.

The purpose of this course is to provide an overview of primary care essentials for the baccalaureate-prepared nurse to facilitate a transition into the roles and responsibilities of the BSN-prepared nurse in primary care settings. This course will focus on content designed to highlight the knowledge, skills and abilities of the BSN-prepared nurse in primary care settings and the impact that this professional nursing role can have on the provision of quality, safe nursing care and the achievement of optimal patient outcomes. Emphasis will be placed upon the development of primary care competencies for professional nurses, assessment and evaluation of quality and safety care indicators, development and management of the inter-professional team.

NUR-Nursing Courses**NUR 100. Student Success in Nursing. 3 Hours.**

The course assists students during their transition to college. The areas of focus include academic skill preparation, orientation to the UAB campus, and an introduction to the profession of nursing and health care. Students explore their personal and professional strengths and weaknesses as they relate to the pursuit of a bachelor's degree and gain additional insight into nursing as a major through various assessments and university activities. This course meets Blazer Core Local Beginnings requirement with a flag in First Year Experience.

NUR 101. Survey of the Profession of Nursing. 3 Hours.

Will provide a greater knowledge of the nursing profession to assist pre-nursing freshmen students in making their final decision regarding their application to nursing school. Within the competencies specified by the university, students will also be exposed to related topics in the School of Nursing (SON). Faculty expectations and students responsibilities will not only focus on careers in nursing but also will facilitate a platform for introducing students to nursing regulation and career opportunities. The nursing curriculum will be presented and pedagogical links will be made between selected websites and the need for that knowledge for future registered nurses. Students will also be prepped for the licensure process, emphasizing the importance of high moral character. Guest speakers representing select Advanced Practice Nursing Roles will be available to answer questions and discuss their experiences as advanced practice nurses. Students will conclude the semester with scholarly paper on the topic of their choice.

NUR 201. Health in the City. 3 Hours.

The purpose of this course is to explore how environmental and social determinants contribute to health among urban dwellers. The focus is on the impact urbanization has on the physical and emotional wellbeing of selected vulnerable populations including children, immigrants, the homeless, elders, racial/ethnic/sexual minority groups, and the poor. Emphasis is on policies, planning, and strategies used to reduce health disparities and meet the challenges of promoting health in Birmingham, AL, and similar mid-sized cities in the U.S. This course meets Blazer Core Curriculum City as a Classroom.

NUR 202. The Art and Science of Wellbeing. 3 Hours.

The purpose of this course is to prepare students to recognize the contributions of social determinants on an individual's health and wellbeing. The focus is on developmental changes in wellbeing as people age and the impact of social determinants on health. Evidence-based strategies to maintain wellbeing are explored. The emphasis is on developing empathy through service and reducing stigma when seeking support for issues that influence wellbeing. This course builds competencies within AACN Essentials Domain 10.1 Demonstrate a commitment to personal health and wellbeing.

NUR 204. Healthy Aging in the U.S.. 3 Hours.

The purpose of this course is to explore the multidimensional experience of aging in the United States. The focus of the course is on the biological, psychological, and social factors that influence the quality of life and wellbeing of older adults. The emphasis will be placed on how research informs public policy and strategies that promote healthy aging at both individual and societal levels.

NUR 205. Leading Interprofessional Teams. 3 Hours.

The purpose of this course is to introduce the principles of interprofessional collaborative practice and the competencies required to function within and lead health teams. The focus is on personal leadership skill development with emphasis on gaining team leading experience through team-based service to a community partner.

NUR 206. Health Emergency Prevention & Response in Birmingham. 3 Hours.

The purpose of this course is to introduce the learner to the systems and resources needed to prepare for and respond to individual and community-level emergencies and disasters in metro-Birmingham. The focus is on the risk factors associated with individual and community level emergencies/disasters in urban settings and the social, cultural, and environmental determinants that influence them. Emphasis is placed on ethical and legal issues related to emergency response and developing the skills required to render life-saving aid within the community as a member of the lay public.

NUR 301. Introduction to Professional Nursing. 3 Hours.

The purpose of this course is for learners to begin to build a foundation for nursing practice through the interpretation of the Nursing Scope and Standards of Care. The course will focus on the exploration of concepts such as the psychosocial aspects of nursing practice, and the nurse's role in the health care system. This course emphasizes the learner's application of clinical decision-making models, interprofessional communication, responses to grief and loss, and nursing ethics.

NUR 302L. Introduction to Professional Nursing: Concepts and Skills. 4 Hours.

The purpose of this course is for the learner to engage in hands-on practice in simulated clinical settings. Emphasizing the nurse's role as a caregiver, learners will focus on mastering skills in patient safety and fundamental nursing concepts common to patients in all settings.

NUR 303L. Basic Competencies for Nursing Care: Fundamentals. 2 Hours.

This course is designed to facilitate an early understanding of the nurse's role and relevant concepts and processes in professional nursing, including the knowledge, skills, and attitudes needed for positive patient outcomes. Topics include essential skills and competencies integral to direct patient care.

NUR 304L. Pathophysiology and Physical Assessment for Nursing Practice. 4 Hours.

The purpose of this course is for learners to begin to build foundational concepts of pathophysiology with a focus on developing the skills necessary to complete a comprehensive physical assessment. Emphasis is on applying the knowledge, skills, and abilities necessary to effectively identify and interpret critical information during patient assessments.

NUR 305. Principles of Oncology Nursing. 3 Hours.

This course provides a theoretical base for students to diagnose and manage oncology health problems in adults. Emphasis is placed on integration of knowledge of pathophysiology, clinical assessment, and nursing and medical management.

Prerequisites: NUR 334 [Min Grade: C] or NUR 347 [Min Grade: C]

NUR 306. Joint Enrollment Success. 3 Hours.

The purpose of this course is to facilitate learning and augment knowledge to help Joint Enrollment students with specific skills to support success in the nursing program. Topics addressed in this course to promote student success are time management, study skills, prioritization and critical thinking, and other strategies to support success in content-specific nursing courses. Emphasis is on enhancing foundation knowledge to prepare students for success in the Joint Enrollment Program.

NUR 307. Interprofessional Global Health Service Learning I. 1 Hour.

This course provides students with an opportunity to apply principles of interprofessional collaboration, community partnerships, and global health in the development of a plan to address a global health problem in collaboration with a community partner. Students apply concepts and theories related to global health, interprofessional collaboration, team building, community partnerships, and the ecological framework developing a plan to address a specific global health problem with a community partner. The course focuses on planning a service learning project that will benefit a community partner. The project is planned and carried through by an interprofessional team. The course is primarily experiential, with students' time spent on planning the project and learning leadership and project planning skills.

NUR 308. Interprofessional Collaboration (IPC) and Community Partnerships in Global Health. 1 Hour.

This course provides students with an understanding of principles of interprofessional collaboration and community partnerships that, together with key social and economic concepts of global health, enables them to participate in developing and implementing sustainable global health projects in collaboration with local and international community partners. Working in interdisciplinary teams, students apply concepts and theories related to global health, interprofessional collaboration, team building, community partnerships, and the socioecological framework to develop a plan to address a specific global health problem with a community partner.

NUR 309L. Veterans Transition to Professional Nursing. 4 Hours.

The purpose of this course is to develop the skills necessary to complete a holistic assessment and to apply fundamental nursing concepts and processes in providing safe, quality family centered nursing care in a variety of settings, focusing on medically under-served populations. The course focuses on the role of the nurse as caregiver and educator. Emphasis is on the professional attributes of the nurse, legal and ethical implications for nursing practice and beginning care competencies.

NUR 310. Concepts of Professional Nursing. 3 Hours.

The purpose of this course is to introduce fundamental nursing concepts and processes of professional nursing that assist in providing safe, quality nursing care to clients and their families. The course focuses on the role of the nurse as caregiver and educator. Emphasis is on the professional attributes of the nurse, legal and ethical implications for nursing practice and beginning care competencies.

NUR 311L. Nursing Skills Development I. 2 Hours.

The purpose of this course is to introduce the fundamental nursing skills required to provide safe, quality care. The course focuses on the role of the nurse as caregiver. Emphasis is on basic psychomotor skills and beginning care competencies.

NUR 312L. Health Assessment Across the Lifespan. 2 Hours.

The purpose of this course is to develop the skills necessary to complete a holistic assessment including physiological, spiritual, cultural, psychological, and developmental components. The course focuses on the role of the nurse as caregiver and educator. Emphasis is placed on the skills and clinical reasoning necessary to assess clients/patients across the lifespan.

NUR 313L. Concepts of Professional Nursing Practicum. 2 Hours.

The purpose of this course is to apply fundamental nursing concepts and processes in providing safe, quality family centered nursing care in a variety of settings. The course focuses on the role of the nurse as caregiver and educator. Emphasis is on the professional attributes of the nurse, legal and ethical implications for nursing practice and beginning care competencies.

NUR 315. Population Focused Health Care. 2 Hours.

The purpose of this course is to introduce health care delivery systems, behaviors and practices that affect the health status and well-being of populations (or the "overall health of populations). The focus is on the role of the nurse as caregiver, advocate, and collaborator. Emphasis is on strategies related to health promotion, illness and injury prevention, health literacy and cultural competency to improve the care of individuals, families, groups, communities and populations.

NUR 318. Pathophysiologic Concepts. 3 Hours.

The purpose of this survey course is to introduce the student to the foundation pathophysiological processes associated with disease. The course focuses on understanding the pathophysiologic changes that occur in select common diseases of the neurological, cardiovascular, pulmonary, gastrointestinal, renal, and endocrine systems with an emphasis on the role of cellular injury, immunity, inflammation, fluid and electrolytes, and genetics.

NUR 319. Adult Health and Pharmacotherapy I. 5 Hours.

The purpose of this course is for learners to become competent in the care of adult patients. The focus of this course is for learners to utilize critical thinking to develop holistic nursing plans of care that promote positive health outcomes, manage acute and chronic conditions utilizing pharmacotherapy, and provide education and support to this patient population. This course emphasizes the application of theoretical knowledge through in-class discussions, case studies, and content exams.

NUR 320. Social Responsibility in Global Health. 1 Hour.

This course provides students with an understanding of key social and economic concepts of global health that, together with an understanding of interprofessional collaboration and community partnerships, will enable them to participate in developing and implementing sustainable global health projects in collaboration with local and international community partners. The course is open to undergraduate and graduate students who are enrolled in two co-requisite courses that are requirements for students participating in the interprofessional global health service learning program at the University of Alabama at Birmingham. Working in interdisciplinary teams, students apply concepts and theories related to global health, interprofessional collaboration, team building, community partnerships, and the socioecological framework to develop a plan to address a specific global health problem with a community partner.

NUR 321L. Nursing Skills Development II. 1 Hour.

The purpose of this course is to build on nursing skills attained in Nursing Skills Development I to provide safe, quality nursing care. The course focuses on the role of the nurse as caregiver and collaborator. Emphasis is on clinical reasoning and intermediate psychomotor skills and care competencies.

Prerequisites: NUR 310 [Min Grade: C] and NUR 311L [Min Grade: C] and NUR 312L [Min Grade: C] and NUR 313L [Min Grade: P] and NUR 315 [Min Grade: C]

NUR 322. Concepts of Behavioral Health Nursing. 3 Hours.

The purpose of this course is to introduce concepts of mental health and mental illness throughout the lifespan with consideration given to therapeutic communication and the implementation of safe, quality nursing care to clients and their families. Focus is on the roles of the nurse as caregiver, educator, counselor, advocate, and care manager. Emphasis is on the professional attributes of the nurse concerning legal, ethical, and cultural implications for nursing practice across the mental health-illness continuum.

Prerequisites: NUR 310 [Min Grade: C] and NUR 311L [Min Grade: C] and NUR 312L [Min Grade: C] and NUR 313L [Min Grade: P] and NUR 315 [Min Grade: C]

NUR 323L. Concepts of Behavioral Health Nursing Practicum. 2 Hours.

The purpose of this course is to implement therapeutic communication and safe, quality, family-centered nursing care to clients in mental health settings. Focus is on the roles of the nurse as caregiver, educator, counselor, advocate, and care manager. Emphasis is on the professional attributes of the nurse concerning legal, ethical, and cultural implications for nursing practice across the mental health-illness continuum.

Prerequisites: NUR 310 [Min Grade: C] and NUR 311L [Min Grade: C] and NUR 312L [Min Grade: C] and NUR 313L [Min Grade: P] and NUR 315 [Min Grade: C]

NUR 326. Concepts in Adult Health Nursing I. 3 Hours.

The purpose of this course is to introduce the student to alterations in regulation and homeostasis, protection and movement, oxygenation and coping and stress tolerance. The course focuses on the role of the nurse as caregiver and educator. Emphasis is on the nursing care and management of young, middle-age, and older adults.

Prerequisites: NUR 310 [Min Grade: C] and NUR 311L [Min Grade: C] and NUR 312L [Min Grade: C] and NUR 313L [Min Grade: P] and NUR 315 [Min Grade: C]

NUR 327L. Concepts of Adult Health Nursing I Practicum. 2 Hours.

The purpose of this course is to apply knowledge related to alterations in regulation and homeostasis, oxygenation, and protection and movement to the care of young, middle age, and older adults. The course focuses on the role of the nurse as caregiver, educator, and advocate. Emphasis is on the nursing care and management of young, middle-age, and older adults.

Prerequisites: NUR 310 [Min Grade: C] and NUR 311L [Min Grade: C] and NUR 312L [Min Grade: C] and NUR 313L [Min Grade: P] and NUR 315 [Min Grade: C]

NUR 328. Pharmacotherapy I. 2 Hours.

The purpose of this survey course is to introduce students to concepts of pharmacotherapy. The focus of the course is the application of principles of pharmacotherapies to select physiologic mechanisms and body systems. Course content emphasizes nursing implications related to pharmacotherapies.

Prerequisites: NUR 318 [Min Grade: C]

NUR 329L. Adult Health Nursing Practicum I: Application and Skills. 3 Hours.

The purpose of this course is for learners to become competent in the delivery of care to adult patients. The focus of this course is for learners to implement critical thinking in the development of holistic nursing plans of care that promote positive health outcomes, prevent and manage acute and chronic conditions, and provide education and support to this population. This course emphasizes the application of theoretical knowledge through direct patient care delivery, simulated care experiences, case studies, clinical documentation, and reflection.

NUR 330L. Public Health and Care of the Community: Concepts and Practicum. 4 Hours.

The purpose of this course is for learners to develop competencies in promoting health equity and reducing health disparities, as they care for diverse populations in community settings. The focus of this course is for learners to practice entry-level community/public health nursing through assessing and responding to the impacts of social and environmental determinants of health on individuals, families, communities, and populations. This course emphasizes the application of theoretical knowledge through course activities, assignments, and practice opportunities in simulated and actual community settings.

NUR 331. Intermediate Competencies: Vulnerable Populations. 2 Hours.

The purpose of this course is for learners to develop competencies in addressing the impact of social determinants of health and health inequities within vulnerable populations. The focus of this course is for learners to use the concept of vulnerability and apply evidence-based care to improve the health outcomes of diverse populations. This course emphasizes the application of theoretical knowledge using in-class activities and course assignments.

NUR 333. Growth and Development. 3 Hours.

The content of this course is centered around major theories of development; including physiological, psychoanalytic, social, stimulus-response, cognitive and moral. Current areas and findings of research are investigated and research designs and methods are critiqued. Self-selected in depth studies are made and shared. Contributions of the study of development functional practice of nursing are demonstrated. Admission to the School of Nursing is required.

NUR 335. Issues in Women's Health. 3 Hours.

This course will identify a broad range of health issues that are either unique to women or of special importance to women and will also examine the roles that women play as both providers and consumers of health care in the United States. The student will also provide with the opportunity to explore health care issues of women from adolescence through old age. The interface of gender, socio-economic disadvantages and minority status will be discussed. Feminist theory will provide the framework for exploring these issues. A primary object of this course is enabled the student to become an informed consumer of health care services.

NUR 336. Leadership. 2 Hours.

The purpose of this course is to introduce concepts of leadership development. The focus is on the roles of leader, advocate and collaborator. Emphasis is on the development of individual leadership knowledge and skills.

NUR 338. Pharmacotherapy II. 2 Hours.

This course is a continuation of NUR 328, Pharmacotherapy I. The purpose of this course is to increase student knowledge of concepts of pharmacotherapy and disease process. The focus of the course is the application of principles of pharmacotherapies to select physiologic mechanisms and body systems. Course content emphasizes nursing implications related to pharmacotherapies.

Prerequisites: NUR 328 [Min Grade: C]

NUR 339. Adult Health and Pharmacotherapy II. 5 Hours.

The purpose of this course is for learners to become competent in the care of adult patients. The focus of this course is for learners to utilize critical thinking to develop holistic nursing plans of care that promote positive health outcomes, manage acute and chronic conditions utilizing pharmacotherapy, and provide education and support to this patient population. This course emphasizes the application of theoretical knowledge through in-class discussions, case studies, and content exams. This course builds upon competencies developed in prerequisite adult health courses.

NUR 340L. Adult Health Nursing Practicum II: Applications and Skills. 3 Hours.

The purpose of this course is for learners to become competent in the delivery of care to adult patients. The focus of this course is for learners to implement critical thinking in the development of holistic nursing plans of care that promote positive health outcomes, prevent and manage acute and chronic conditions, and provide education and support to this population. This course emphasizes the application of theoretical knowledge through direct patient care delivery, simulated care experiences, case studies, clinical documentation, and reflection. This course builds upon competencies developed in prerequisite adult health courses.

NUR 341L. Behavioral Health Nursing: Concepts and Practicum. 4 Hours.

The purpose of this course is for the learner to develop competencies in mental health promotion in the general population and provide evidence-based professional nursing care to individuals with behavioral symptoms of acute or chronic mental illness. The focus of this course is for learners to engage in clinical decision-making, therapeutic communication, and care planning that mitigates the impact of social determinants of health and promotes equitable treatment of people seeking mental health care. This course emphasizes the professional nurse's role in ensuring high-quality care and patient and health team safety in behavioral health settings.

NUR 347. Pathophysiology for Professional Nursing Practice for RNs. 3 Hours.

This course builds on basic anatomy and physiology to provide the adult learner with an opportunity to apply previously learned principles in explaining physiologic adaptations to pathogenic changes for the purpose of enhancing nursing care of patients. The first part of the course emphasizes the basic concepts of pathophysiology: cellular level of response, genetic alterations, fluid and electrolytes, acid-base balance, and immune response. The second part of the course focuses on the application of the basic concepts to body systems and disease processes. The relationship between pathophysiologic concepts and nursing care of clients will be emphasized throughout the course. Admission to the RN Mobility Program required.

NUR 370. Clinical Pharmacology. 3 Hours.

This course focuses on the analysis and utilization of principles of pharmacology and pharmacokinetics for the purpose of planning, implementing, and evaluating therapeutic pharmacological interventions as they relate to nursing practice. The unique characteristics of special populations related to therapeutic needs, as well as drug absorption, metabolism, and excretion are defined. Admission to the School of Nursing is required.

NUR 378. Nursing of the Older Adult for RNs. 3 Hours.

NUR 378 focuses on the unique needs of older adult patients who require nursing care in a variety of health care settings. The older adult as a heterogeneous, holistic person is emphasized in light of current and future health care needs. Concepts of healthy aging, and care in the preventive, restorative, acute and chronic domains will be explored. The professional role of the nurse as advocate is developed in diverse learning activities. Admission to the RN Mobility Program required.

NUR 380. Spanish for Health Professionals. 3 Hours.

Intensive conversation to acquaint health professionals with intermediate structure of Spanish. The course focuses on practical vocabulary, idiomatic expressions, medical terminology and cultural patterns of Spanish-speaking patients.

NUR 381. Informatics and Research for Nursing Practice for RNs. 4 Hours.

This course is designed to prepare students with the knowledge and skills to: (1) locate and evaluate research relevant to nursing practice; (2) use a problem solving approach to examine questions identified in nursing practice, and; (3) identify technological solutions to enhance patient safety and outcomes. Quantitative Literacy is a significant component of this course.

NUR 383. Health Literacy Identifying Risk Populations. 3 Hours.

NUR 383 is designed to provide students with a greater understanding and an improved knowledge level regarding the importance of health literacy and the challenges presented by low health literacy. Interventions and planned programs that are effective in the identification of low health literacy in America will be introduced to the student. The course will provide insight to the multidimensional nature of low health literacy and provide examples of multidisciplinary research in health literacy.

NUR 387. Supplemental Academic Course for Support (SACS). 1-3 Hour.

The purpose of this distance-accessible course is to introduce a structured format for students to review nursing concepts and processes related to a specific patient population. The course focuses on the role of the nurse as caregiver. Emphasis is on test-taking strategies and the review of didactic content to strengthen the student's knowledge base.

NUR 388. Concepts of Adult Health Nursing II. 3 Hours.

The purpose of this course is to augment previous knowledge gained in Concepts of Adult Health Nursing I related to regulation and homeostasis, protection and movement, coping and stress tolerance and oxygenation. The course focuses on the role of the nurse as caregiver, manager, collaborator, and educator. Emphasis is on the nursing care and management of young, middle-age, and older adults.

Prerequisites: NUR 321L [Min Grade: C] and NUR 322 [Min Grade: C] and NUR 323L [Min Grade: C] and NUR 326 [Min Grade: C] and NUR 327L [Min Grade: C] and NUR 336 [Min Grade: C]

NUR 389L. Concepts of Adult Health Nursing II Practicum. 2 Hours.

The purpose of this course is to apply the expand role of the nurse in providing care for patients with alterations in regulation and homeostasis, oxygenation, and protection, and movement. The course focuses on the role of the nurse as caregiver, manager, collaborator, advocate, and educator. Emphasis is on the nursing care and management of young, middle-age, and older adults.

Prerequisites: NUR 321L [Min Grade: C] and NUR 322 [Min Grade: C] and NUR 323L [Min Grade: C] and NUR 326 [Min Grade: C] and NUR 327L [Min Grade: C] and NUR 336 [Min Grade: C]

NUR 390. Independent Study in Nursing. 1-6 Hour.

Individually designed learning experiences. Must be a junior year nursing student and have a written Independent Study contract signed by the faculty and the Associate Dean.

NUR 391. Independent Study in Nursing. 1-6 Hour.

Individually designed clinical learning experiences. Must be a junior year nursing student and have a written Independent Study contract signed by the faculty and the Associate Dean.

NUR 392. Concepts of Maternal Child Health Nursing. 4 Hours.

The purpose of this course is to build upon knowledge gained in previous nursing and pre-nursing courses in the care of childbearing and childrearing families. This course focuses on the role of the nurse as educator, caregiver, collaborator, and advocate. The course emphasis is on the application of theoretical and empirical knowledge from nursing and the scientific and humanistic disciplines to the nursing care of neonates, infants, children, adolescents, and adult women in diverse care settings.

Prerequisites: NUR 388 [Min Grade: C] and NUR 389L [Min Grade: C] and NUR 409 [Min Grade: C] and NUR 428 [Min Grade: C] and NUR 429L [Min Grade: P]

NUR 393L. Concepts of Maternal Child Health Nursing Practicum. 3 Hours.

The purpose of this course is to provide nursing practice opportunities to build upon knowledge and skills gained in previous nursing, pre-nursing and Concepts of Maternal Child Health Nursing. This course focuses on implementing the roles of the nurse as educator, caregiver, collaborator, and advocate. The course emphasizes the application of theoretical and empirical knowledge to the nursing care of neonates, infants, children, adolescents and adult women in diverse care settings.

Prerequisites: NUR 388 [Min Grade: C] and NUR 389L [Min Grade: P] and NUR 409 [Min Grade: C] and NUR 428 [Min Grade: C] and NUR 429L [Min Grade: P]

NUR 397. Community and Public Health Nursing for RNs. 4 Hours.

In this theory course, students will analyze theories, processes, issues, demographic data and epidemiological trends that affect the population aggregates within communities. Emphasis is on professional role development to promote nursing care focused on illness and injury prevention, health promotion, health maintenance, health education, and coordination of care for diverse aggregate groups in various community settings. Ethics and Civic Responsibility are significant components of this course.

NUR 401. Caring For America's Heroes: An Introduction to the Veteran's Healthcare Administration System. 3 Hours.

This course is designed to increase the student's understanding of long term and high acuity internal and external environmental variables which affect the health of the unique population of adult patients, veterans, within the Veterans Healthcare Administration (VHA). Knowledge gained in this elective course can be applied to the care of VHA patients in this and subsequent didactic and practicum nursing courses.

NUR 402. Interpersonal Communication: Interviewer Skills-building via Community Collaboration. 3 Hours.

This course content and experiences are designed to foster improvement in interpersonal communication, with an emphasis on refining interviewer skills (IPC:1-5). Course objectives will be achieved via didactic lessons in interpersonal communication concepts, evidence, and theory, as well as through complementary self-assessment, structured reflection, evaluation, discussion, and skills-building within and outside of scheduled class sessions.

NUR 403. Primary Health Care in Low Resource Countries. 3 Hours.

This course is designed for the Advanced Health Care Provider who plans to deliver primary health care in countries considered to be low resource areas as designated by the World Health Organization. These students will study the epidemiology, pathophysiology, diagnosis, and management of infectious and parasitic diseases throughout the global community. In addition, nutritional deficiencies and obstetric problems will be reviewed. Emphasis will be placed on those health problems which are not common in high resource countries. Implementation of the World Health Organization's Integrated Management standards will be included in the study of each disease as they apply to adults adolescents, and children. Potential personal safety issues for world travelers, and information designed to alleviate these issues will be studied. Each student will focus on a specific country or global area for a more in-depth learning experience. Restrictions Nursing ONLY.

NUR 404. Concepts of Solid Organ Transplantation for Nursing Practice. 3 Hours.

The purpose of this elective course is to introduce nursing students to the care of patients before, during, and after solid-organ transplantation. Patient care considerations and complication associated with solid-organ transplantation are discussed. Students will have an opportunity for transplant nursing field experience and will receive exposure to the functions of the inter-professional transplant team. Donation and procurement processes will also be covered.

Prerequisites: NUR 326 [Min Grade: C] or NRN 401 [Min Grade: C] or NUR 474 [Min Grade: C]

NUR 405. Concepts of Perioperative Nursing. 3 Hours.

The purpose of this course is to introduce the undergraduate student to perioperative nursing. It will include principles of aseptic technique, safe usage of equipment and instrumentation in the OR, considerations for the safe care of the perioperative patient, and other pertinent surgical topics. The perioperative foundation will be based on knowledge and skills provided by an online course, simulation labs, and clinical experiences. This course will focus on obtaining knowledge and skills to provide safe, quality client-family centered nursing care to individuals in the perioperative environment.

NUR 406. Introduction to Design Thinking for Innovation in Healthcare. 3 Hours.

The purpose of this course is to provide undergraduate nursing students the opportunity to apply principles of design thinking to propose solutions to significant problems in healthcare settings. The focus of the course is to foster skills needed for inter-professional collaboration and teamwork to develop an innovative product or process that will improve healthcare deliver. The emphasis is on implementing a five-step process of design thinking (empathy, problem, definition, ideation, prototyping, testing) to create innovative approaches to problem solving.

NUR 407. Complex Care of Adults. 3 Hours.

The purpose of this course is for learners to become competent in the care of patients with complex care needs. The focus of this course is for learners to utilize critical thinking to develop holistic nursing plans of care that promote positive health outcomes, manage complex conditions, and provide education and support to this patient population. This course emphasizes the application of theoretical knowledge through in-class discussions, case studies, and content exams.

NUR 408L. Complex Care of Adults Practicum: Application and Skills. 3 Hours.

The purpose of this course is for learners to become competent in the delivery of care to patients with complex needs. The focus of this course is for learners to utilize critical thinking to develop holistic nursing plans of care that promote positive health outcomes, manage complex conditions, and provide education and support to this patient population. This course emphasizes the application of theoretical knowledge through in-class discussions, case studies, and content exams. This course emphasizes the application of theoretical knowledge through direct patient care delivery, simulated care experiences, case studies, clinical documentation, and reflection. This course builds upon competencies developed in prerequisite adult health courses.

NUR 409. Healthcare and Information Technology. 2 Hours.

The purpose of this course is to integrate concepts of nursing informatics introduced in previous nursing coursework to enhance patient safety and quality outcomes. The focus is on the role of the nurse as caregiver, educator, collaborator, advocate, and consumer of research. The course emphasizes healthcare and information technologies.

Prerequisites: NUR 310 [Min Grade: C] and NUR 311L [Min Grade: C] and NUR 312L [Min Grade: C] and NUR 313L [Min Grade: P] and NUR 315 [Min Grade: C]

NUR 410. Evidence-Based Practice in Nursing. 2 Hours.

The purpose of this course is to provide the student with skills to apply evidence to practice. The course focuses on the role of the nurse as consumer of research. The emphasis of the course is on providing the foundation for identifying potential clinical problems, searching the literature for potential evidence-based solutions, and evaluating the quality of the research literature.

Prerequisites: NUR 310 [Min Grade: C] and NUR 311L [Min Grade: C] and NUR 312L [Min Grade: C] and NUR 313L [Min Grade: C] and NUR 315 [Min Grade: C]

NUR 411L. Concepts of Primary Care. 3 Hours.

The purpose of this course is to provide an overview of primary care essentials for the baccalaureate-prepared nurse to facilitate a transition into the roles and responsibilities of the BSN-prepared nurse in primary care settings. This course will focus on content designed to highlight the knowledge, skills and abilities of the BSN-prepared nurse in primary care settings and the impact that this professional nursing role can have on the provision of quality, safe nursing care and the achievement of optimal patient outcomes. Emphasis will be placed upon the development of primary care competencies for professional nurses, assessment and evaluation of quality and safety care indicators, development and management of the inter-professional team.

NUR 412. Caring for the Medically Complex Child. 1-3 Hour.

The purpose of this course is to provide students in nursing and other health-related disciplines a comprehensive background in the needs of the medically complex child. The course focuses on options for care, community resources, and transition of care from pediatrics to adult. The emphasis of the course is on the role of the health care provider in providing comprehensive care to this vulnerable population.

NUR 413. Medically Complex Adult. 1-3 Hour.

The purpose of this course is to enhance the understanding of professional nursing practice and augment entry-level clinical knowledge, skills, and attitudes necessary for the medical-surgical specialty. The course focuses on the role of the professional nurse, communication, critical thinking, prioritization, organizational and time management skills. Emphasis is on the nursing care and management of young, middle-age, and older adults.

NUR 414L. Concepts of Telehealth. 3 Hours.

The purpose of this elective course is to provide an overview of telehealth competencies for the baccalaureate-prepared nurse to facilitate a transition into the roles and responsibilities of the professional nurse in the delivery, management, and coordination of primary care telehealth services. Emphasis will be placed on competency development in nursing assessment, diagnosis, planning, implementation and evaluation as the Registered Nurse presenter and care coordinator for the prevention and management of chronic disease. The course will focus on strengthening the impact that professional nurses have on the provision of safe, ethical, quality nursing care and the achievement of optimal patient outcomes.

NUR 415L. Obstetric Nursing: Concepts and Practicum. 3 Hours.

The purpose of this course is to develop and practice competent care for obstetric and neonatal patients. The focus of this course is for learners to utilize critical thinking skills to develop and implement holistic plans of care that promote obstetric and neonatal health, prevent and manage acute and chronic conditions, and provide education and support to the maternal-infant-family unit. This course emphasizes the application of theoretical knowledge through in-class discussions, case studies, content exams, and practice opportunities in simulated and actual clinical settings.

Prerequisites: NUR 339 [Min Grade: C] and NUR 341L [Min Grade: C] and NUR 340L [Min Grade: P]

NUR 416L. Pediatric Nursing: Concepts and Practicum. 3 Hours.

The purpose of this course is to develop and practice competent care of pediatric patients. The focus of this course is for learners to utilize critical thinking skills to develop and implement holistic plans of care that promote health, prevent and manage acute and chronic conditions for the pediatric patient population, and provide education and support to the child-family unit. This course emphasizes the application of theoretical knowledge through in-class discussions, case studies, content exams, and practice opportunities in simulated and actual clinical settings.

Prerequisites: NUR 339 [Min Grade: C] and NUR 341L [Min Grade: C] and NUR 340L [Min Grade: P]

NUR 417. Nursing Informatics and Healthcare Technology. 3 Hours.

The purpose of this course is for learners to use information technology to inform nursing care decisions and healthcare delivery. The focus of this course is for learners to view the role of informatics and technology in nursing through the lens of history, theory, roles & responsibilities, and application. This course emphasizes the application of knowledge through course assignments to improve healthcare quality and safety using technology and informatics.

Prerequisites: NUR 339 [Min Grade: C] and NUR 341L [Min Grade: C] and NUR 340L [Min Grade: P]

NUR 418. Men's Health Across Lifespan. 3 Hours.

The purpose of this course is to provide an expansion of knowledge of health related issues for the pre-adolescent, adolescent, adult, and aging male population. The focus of this course is on physiologic and psychologic development, age related health complications, emotional challenges of adolescence, social determinants of health, policy, sexual health and related issues, and complications specific to aging males. The emphasis of the course is on promoting the progression of knowledge of health related issues of the male population.

NUR 419. Health Issues in Culturally Diverse Populations in the United States. 3 Hours.

This course provides students with an overview of health issues and health disparities confronting culturally diverse populations in the United States. The course also addresses genetic, cultural, historical and demographic factors that influence these health issues and disparities, implications for culturally effective health care, and for development of health policy.

NUR 422. Leadership and Role Transition. 2 Hours.

The purpose of this course is for learners to develop entry-level leadership competencies. The focus of this course is for the learner to demonstrate competency in leadership capacity, professional maturity, and a commitment to personal health and well-being. This course emphasizes the application of knowledge through course assignments to support professional leadership growth and role transition.

Prerequisites: NUR 407 [Min Grade: C] and NUR 415L [Min Grade: C] and NUR 416L [Min Grade: C] and NUR 417 [Min Grade: C] and NUR 408L [Min Grade: P]

NUR 423L. Professional Nursing Preceptorship. 5 Hours.

The purpose of this course is for the learner to practice entry-level nursing competencies in the role of a professional nurse. The focus of this course is to provide high-quality, safe, and competent care in selected settings. This course emphasizes the application of entry-level nursing competencies through the evaluation of course assignments and clinical observation.

Prerequisites: NUR 407 [Min Grade: C] and NUR 415L [Min Grade: C] and NUR 416L [Min Grade: C] and NUR 417 [Min Grade: C] and NUR 408L [Min Grade: P]

NUR 424. Advanced Competencies for Nursing Care: Entry to Practice. 2 Hours.

The purpose of this course is for the learner to demonstrate readiness for entry to practice. The focus of this course is to prepare the learner for the transition to practice and the professional nursing licensure exam. This course emphasizes the application of clinical judgment and mastery of competencies through the evaluation of course assignments.

NUR 425. Concepts of Addiction Across the Lifespan. 3 Hours.

The purpose of this course is to explore the concept of substance use, misuse and addiction across the lifespan from a nursing perspective. The course will focus on exploring substance use, misuse and addictions nursing, and will include: the epidemiology of substance use, misuse and addiction, a review of addictive substances and medications, an overview of the pathophysiological effects of substance use, misuse, addiction, and overdose, pertinent legislation, and the impact of substance use, misuse and addiction on the professional registered nurse. Emphasis will be placed upon the nurse's role in screening, brief intervention, and referral to treatment for patients across the lifespan experiencing substance use, misuse, and addiction.

NUR 426. Concepts of Complex Nursing. 2 Hours.

The purpose of this course is to integrate and apply knowledge from previous courses to the care of patients and their families experiencing complex health conditions. The course focuses on the role of the nurse as caregiver, manager, collaborator, advocate, leader, and educator. Emphasis is on the nursing care and management of diverse patients and families with complex health conditions.

Prerequisites: NUR 388 [Min Grade: C] and NUR 389L [Min Grade: P]

NUR 427L. Concepts of Complex Nursing Practicum. 2 Hours.

The purpose of this course is to apply the expanded role of the nurse in providing family centered nursing care for clients and their families experiencing complex health conditions. The course focuses on the role of the nurse as caregiver, manager, collaborator, advocate, leader, and educator. Emphasis is on the nursing care and management of complex health issues for patients across the life-span in a variety of settings.

Prerequisites: NUR 388 [Min Grade: C] and NUR 389L [Min Grade: P]

NUR 428. Concepts of Community and Public Health Nursing. 2 Hours.

The purpose of this course is to provide a foundation for culturally competent care to populations in a community. The focus is on the roles of educator, caregiver, advocate, coach, collaborator, and consumer of research. Emphasis is on protecting and enhancing the health of local, state, national, and global populations.

Prerequisites: NUR 321L [Min Grade: C] and NUR 322 [Min Grade: C] and NUR 323L [Min Grade: P] and NUR 326 [Min Grade: C] and NUR 336 [Min Grade: C] and NUR 327L [Min Grade: P]

NUR 429L. Concepts of Community and Public Health Nursing Practicum. 2 Hours.

The purpose of this course is to apply content from previous courses to advance the mission on social justice in health care through community engagement with vulnerable, at-risk individuals and populations. The focus is on the professional roles of caregiver, educator, advocate, health coach, counselor, leader, collaborator, and interprofessional team member. Emphasis is on injury and illness prevention, health promotion, health maintenance, health literacy, and disaster preparedness for population aggregates in local, national, and global communities.

Prerequisites: NUR 321L [Min Grade: C] and NUR 322 [Min Grade: C] and NUR 323L [Min Grade: P] and NUR 326 [Min Grade: C] and NUR 336 [Min Grade: C] and NUR 327L [Min Grade: P]

NUR 431L. Nursing Skills Development III. 1 Hour.

The purpose of this course is to build on nursing skills attained in NUR 321L to provide safe, quality care. The course focuses on the role of the nurse as caregiver and collaborator. Emphasis is on critical inquiry, clinical reasoning, problem solving and advanced psychomotor and care competencies.

Prerequisites: NUR 388 [Min Grade: C] and NUR 389L [Min Grade: P]

NUR 433. Complementary and Integrative Therapies in Nursing. 3 Hours.

The purpose of this course is to provide an overview of Complementary and Integrative Therapies. Baccalaureate Nursing students in this course will explore the role of the nurse in providing holistic care for patients. Emphasis is on the nursing care of therapies, research, and ethical issues.

Prerequisites: NUR 310 [Min Grade: C] and NUR 313L [Min Grade: C]

NUR 434. Perspectives in Global Health Leadership. 3 Hours.

This course is designed to provide students with an understanding of global aspects of health care leadership. The course will focus on identification of characteristics of global health care leaders, leadership theories, and strategies to develop one's own personal leadership abilities. The course will provide students with a unique opportunity to interact with health care leaders from countries around the world, and develop projects related to an aspect of global health care leadership of interest to each student.

NUR 437. Principles of Genetics. 3 Hours.

This elective course provides the foundation to examination, integration, and evaluation of genetic principles to future advances in genetic health and counseling. Opportunity is given to apply ethical principles in decision making related to nursing care of families with genetic health patterns or problems. Must be enrolled in the School of Nursing.

NUR 439. Complementary Therapies and Integrative Health Care. 3 Hours.

The focus of this elective course is on holistic nursing utilizing complementary and alternative therapies and integrative health care as an emerging paradigm in the health care arena. This course will examine both the concepts of integrative health care and major complementary therapies, including theoretical basis and research support, actions, uses, contraindications, and side effects. The socio-cultural, economic, legal and ethical issues associated with complementary therapies will be included as well as standards for practice and available resources. Students will be encouraged to explore ways in which they can counsel patients regarding complementary therapies as well as potential inclusion of the therapies in their own practice.

NUR 442. Health, Education, and Social Welfare in a Global Community. 3 Hours.

The purpose of this course is to provide students with a cross-cultural experience in which they will spend time in a selected global community while learning about health, educational and social welfare issues. Students will participate in pre-trip seminar in Birmingham or on-line prior to travel. The seminar(s) will focus on an overview of the course, a model of assessing culture and an overview of selected global community's culture. Students will also participate in seminars on a variety of health, education and social welfare topics provided by the course instructor and by resource persons from the selected global community.

NUR 444. Principles of Developmental Care Newborn Infants. 3 Hours.

Provides students with an overview of principles of individualized care for newborns and infants. The course also addresses principles of family-centered care as a key component of developmental care. Students review concepts and theories related to molecular biology, fetal, infant and family development, psychology, and sociology in assessing and planning care to promote optimal development of high risk infants and families. Students explore roles of nurses and other interdisciplinary team members in developmental care, are assessed, and develop plans to promote organizational change in order to incorporate developmental care principles in a clinical setting.

Prerequisites: NUR 392 [Min Grade: C] and NUR 393L [Min Grade: P]

NUR 446L. Nursing of the Child and Adolescent Practicum. 2 Hours.

NUR 446L provides clinical nursing practice opportunities with children/adolescents within the context of the family in selected hospital and community settings and the nursing simulations laboratory. Students apply knowledge of physical, nutritional, developmental, psychological, cognitive, psychosocial, educational, and spiritual needs of children adapting to common and complex environmental variables that affect health. Students implement the roles of the professional nurse as caregiver, educator, advocate, and collaborator in providing nursing care to children and adolescents in a variety of settings.

Prerequisites: NUR 365 [Min Grade: C] and NUR 366L [Min Grade: C] and NUR 385 [Min Grade: C] and NUR 386L [Min Grade: C] and NUR 370 [Min Grade: C] and (NUR 374 [Min Grade: C] or NUR 484 [Min Grade: C])

NUR 447L. Synthesis and Assimilation Practicum. 4 Hours.

The purpose of this course is the synthesis and assimilation of skills and clinical reasoning drawn from all previous nursing courses and is intended to prepare students to function independently in the management and provision of nursing care to an assigned cohort of patients. The focus of the course is on the professional roles of caregiver, educator, consumer of research, advocate, counselor, leader, and inter- and intra-professional team member. The course emphasizes quality and safety in the provision of nursing care.

Prerequisites: NUR 409 [Min Grade: C] and NUR 410 [Min Grade: C] and NUR 426 [Min Grade: C] and NUR 427L [Min Grade: P] and NUR 428 [Min Grade: C] and NUR 429L [Min Grade: P] and NUR 431L [Min Grade: C]

NUR 448. Transition to Professional Nursing Practice. 2 Hours.

The purpose of this course is to facilitate the transition of the student into the role of a professional nurse. The course focuses on all professional nursing roles. Emphasis is on leadership and management theories and models, resource allocation and management, delegation, legal implications of practice, continuous quality improvement, healthcare systems, and contemporary issues in healthcare.

Prerequisites: NUR 409 [Min Grade: C] and NUR 410 [Min Grade: C] and NUR 426 [Min Grade: C] and NUR 427L [Min Grade: P] and NUR 428 [Min Grade: C] and NUR 429L [Min Grade: P] and NUR 431L [Min Grade: C]

NUR 449. Synthesis Review Course. 1 Hour.

The purpose of this course is to prepare the student to successfully complete the NCLEX® examination. The course focuses on all professional nursing roles. Emphasis is on the synthesis of knowledge from all nursing courses as well as the humanities, and the social, behavioral, and natural sciences.

Prerequisites: NUR 409 [Min Grade: C] and NUR 410 [Min Grade: C] and NUR 426 [Min Grade: C] and NUR 427L [Min Grade: P] and NUR 428 [Min Grade: C] and NUR 429L [Min Grade: P] and NUR 431L [Min Grade: C]

NUR 450. Honors Seminar I - Introduction to Nursing Research. 1 Hour.

The purpose of this course is to provide the student with introductory knowledge of nursing research. The course focuses on the role of the nurse researcher with emphasis on providing the foundation for understanding the role of nursing research in nursing practice and in healthcare, conducting ethical research, and searching the literature for an area of research interest.

NUR 451. Honors Seminar II - Exploring Nursing Research. 2 Hours.

This course is designed to prepare students with the knowledge and skills to: (1) locate and examine nursing research relevant to a specific nursing problem; (2) discuss the quality of qualitative and quantitative research evidence; and (3) discuss common nursing research designs and methodologies.

Prerequisites: NUR 450 [Min Grade: C]

NUR 452L. Honors Seminar III - Research Immersion. 3 Hours.

This course provides opportunities for participation in an ongoing research project. Course content includes information about the role of teams in research, the role of the nurse in leading research teams, and guidelines for preparation of manuscripts and presentations. Course activities include discussion research projects and exploration of the student's role as a team member. Professional expectations include dissemination of research experiences with peers and communities of interest.

Prerequisites: NUR 450 [Min Grade: C] and NUR 451 [Min Grade: C]

NUR 453. A Glocal Approach to Health Promotion in the Rural South. 3 Hours.

The purpose of this course is to provide students with the knowledge, skills, and attitudes needed for global health competency development and apply global health principles to promote wellness in rural populations in the southern United States. The course focuses on the impact of the social determinants of health (SDOH) on outcomes and health disparities and draws parallels to similar rural populations in selected low- or middle-income countries. Emphasis is on the contributions of interprofessional health teams to address the complex issues that influence population health, health promotion, and health care delivery in low-resource rural settings.

NUR 457. Leadership and Management in Professional Nursing for RNs. 3 Hours.

This course focuses on leadership and management theories and models, resource allocation and management, delegation, conflict resolution, legal implications of practice, managed care, evaluation of practice, continuous quality improvement, healthcare systems, and contemporary issues in the workplace. Emphasis is placed on the integration of all professional role behaviors, application of research, and leadership/management skills.

NUR 458L. Leadership Development Practicum for RNs. 2 Hours.

This practicum is designed to enable RN students to build on their existing clinical expertise, broaden their exposure to different specialty areas, and apply theory learned throughout the BSN curriculum to meet the needs of individual clients, client groups, other health care providers, and the public at large. As a capstone course for the RN Mobility Program, specific experiences will provide the student with opportunities to develop leadership/management skills while working with aggregate groups within the community and to demonstrate discipline-specific proficiency related to writing, quantitative literacy, and ethic/civic responsibility.

Prerequisites: NUR 457 [Min Grade: C](Can be taken Concurrently)

NUR 459L. Enhanced Clinical Nursing for the RN. 1-3 Hour.

This practicum course permits the practicing RN to augment previous nursing knowledge and expand their current role as a professional nurse. The course focuses on the role of the bachelor's prepared nurse as caregiver, manager, collaborator, advocate, and educator.

NUR 462. Neonatal Behavior Assessment in Clinical Nursing Practice. 2 Hours.

This elective course provides students with the knowledge and skills of neonatal behavioral assessment. Focus is placed upon concepts underlying the Brazelton Neonatal Behavioral Assessment Scale, behavioral characteristics of newborns, and cultural differences and assessment of low and high risk neonates.

NUR 465. Concepts of Management of the High Risk Neonate. 3 Hours.

This course provides theoretical concepts essential to the nursing management of high-risk neonates and families. Students examine the impact of environmental variables on the biophysical, psychological, socio-cultural, spiritual, development, and educational needs of the neonate. The focus of the course is on the concepts of health promotion, maintenance, and restoration of the high-risk neonate and family as they adapt to environmental variables. Students examine legal, historical, political, socio-cultural, ethical, technological, and economic issues related to the care of high-risk neonates and their families. In addition, students analyze current research and the role of the professional nurse in providing care to high risk neonates and families.

Prerequisites: (NUR 365 [Min Grade: C] and NUR 366L [Min Grade: C])

NUR 473. Intervention Approaches to Family Violence Across the Lifespan. 3 Hours.

The purpose of this course is to provide an overview of contemporary issues in family violence in the U.S. This course focuses on intervention and prevention responses, best practices and public policy addressing family violence. Emphasis is placed on multidisciplinary responses to addressing the public health problem of family violence.

NUR 474. Transition to Professional Nursing Practice. 4 Hours.

Using an online format, this course is designed to enhance the registered nurse's knowledge of the role of the professional nurse in meeting the health needs of society. Historical, legal, political, and ethical issues affecting the profession will be examined. The relationship between selected issues, trends, and theories and professional nursing practice will be analyzed. Students will examine behaviors related to various roles of the professional nurse, including caregiver, teacher, advocate, research consumer, and counselor. Additionally, this course addresses communication skills necessary to a professional nurse including writing and computer literacy. Writing and Ethics and Civic Responsibility are significant components of this course.

NUR 475. Health Assessment Across the Lifespan for RNs. 4 Hours.

The structure of the course allows the student opportunity for directed and self-directed learning experiences. In an online classroom, students are guided in a series of learning activities designed to increase the knowledge and skill of the professional nurse related to health assessment of individuals and family. In addition to physical assessment, students will review other components of a holistic assessment including spiritual, cultural, psychological, and developmental assessment. Admission to the RN Mobility Program is required.

NUR 478. Sexuality Issues in Health and Illness: A Lifespan Approach. 3 Hours.

This elective course includes the ethical, social, biological and psychological concepts of human sexuality. Open to non-nursing majors with permission of instructor.

NUR 481. Advanced Spanish for Health Professionals. 3 Hours.

This advanced course emphasizes and expands intensive conversation, technical readings and vocabulary pertinent to the medical field. The course focuses on practical vocabulary, idiomatic expressions, medical terminology and cultural patterns of Spanish-speaking patients.

Prerequisites: NUR 380 [Min Grade: C]

NUR 490. Independent Study in Nursing. 1-6 Hour.

Independent Study in Nursing. Must be a senior year nursing student and have a written Independent Study contact signed by the Associate Dean.

NUR 491. Independent Study in Nursing. 1-6 Hour.

Independent Study in Nursing. Must be a senior year nursing student and have a written Independent Study contact signed by the Associate Dean.

NUR 496. Didactic Independent Study for Delayed Progression. 1 Hour.

The purpose of this course is to augment knowledge gained in nursing courses related to test taking, delegation, prioritization and critical thinking. The course focuses on the role of the nurse as caregiver, manager, collaborator, and education. Emphasis is on the nursing care and management of young, middle-age, and older adults.

NUR 499. Living with Loss. 3 Hours.

This elective course includes loss, grief, body-image changes, loss due to chronic conditions, and loss of life in childhood and adulthood, explored from the viewpoint of health-care professionals.