

COLLEGE OF NATURAL SCIENCES, HEALTH SCIENCES AND BUSINESS  
DEPARTMENT OF NURSING  
**NURSING**

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Carroll University offers a program leading to a Bachelor of Science in Nursing degree. Established in fall of 2002, the nursing program is accredited by the Commission on Collegiate Nursing Education, has ongoing approval of the Wisconsin State Board of Nursing, is a member of the American Association of Colleges of Nursing and the National League for Nursing. Carroll University is accredited by the Higher Learning Commission and is a member of the North Central Association.

The Higher Learning Commission  
North Central Association  
30 North LaSalle St., Suite 2400  
Chicago, IL 60602  
Phone: 800.621.7440

Department of Regulation and Licensing  
Wisconsin State Board of Nursing  
1400 E. Washington Ave., Room 166  
Madison, WI 53708

National League for Nursing (NLN)  
61 Broadway, 33rd Floor  
New York, New York 10006

NLN Accrediting Commission  
61 Broadway, 33rd floor  
New York, New York 10006  
Phone: 800.669.1656

American Association of Colleges  
of Nursing  
One Dupont Circle NW, Suite 531  
Washington, DC 20036

Commission on Collegiate  
Nursing Education (CCNE)  
One Dupont Circle NW, Suite 530  
Washington, DC 20036  
Phone: 202.887.6791

## **Mission of the Nursing Program**

The Carroll University nursing program builds on Carroll University's mission of providing a superior educational opportunity to our students, one grounded in the liberal arts tradition and focused on career preparation and lifelong learning. Nursing practice is built on nursing knowledge, theory, and research. Nursing practice derives knowledge from a wide array of other fields and disciplines, adapting and applying this knowledge as appropriate to professional practice. It is the mission of the Carroll University nursing program to prepare nurses for professional practice in a variety of settings, preparing them to take on characteristics that will allow them to function in the generalist professional nursing role.

## **Vision of the Carroll University Nursing Program**

Be a leader of Baccalaureate Nursing education among Liberal Arts Universities in Wisconsin

## **Philosophy of the Nursing Program**

Our philosophy, in preparing professional nurses at the generalist level, is to provide grounding in the liberal arts in addition to career preparation. The educational process must allow for diversity, curiosity, and difference of opinion, but must not allow for indifference or neglect of academic rigor. We expect nursing students to focus on and connect nursing to every general education or liberal studies course. However, it is in clinical practice that the student will demonstrate patterns of professional behaviors that follow the legal and ethical codes of nursing and promote the actual or potential well being of patients. The promotion of health and wellness is a focus of all nursing practice, but nurses, more than any other health care discipline, takes care of the sick; therefore, acute care experience is a necessary background for any generalist practice setting and is a focus of generalist education. We believe nursing students are best served when they are educated in a variety of settings to provide care to diverse populations across all environments. The promotion of health and wellness, the prevention of injury and restoration of health are accomplished for a diversity of socio-economic, racial and ethnic populations in all the settings.

The conceptual framework, developed by nursing faculty, organizes the curriculum in a logical progression over the length of the program. The overviews in each course syllabus will illustrate how the essential components of professional nursing education are used in that course to prepare students to take on the characteristics that will allow them to function in the professional nursing role. Course objectives demonstrate the achievement necessary for the student, at each level of the curriculum, to evidence competency as they progress.

Nursing faculty at Carroll University believe students are individuals who come with learning preferences, different experiences, varied goals, and therefore, have unique learning needs. Active learning is a teaching/learning partnership. The faculty recognizes that learning is a lifelong process and that undergraduate education is the beginning of the progression from novice to expert nurse. The baccalaureate program pre-

prepares the student to enter professional nursing practice as a beginning provider of nursing care in a variety of settings, cultivates a commitment to professional development, and provides the foundation for graduate study.

### **Curriculum**

Our philosophy requires that the curriculum be responsive to the community of interest. To accomplish our mission, we consider it necessary to be flexible, to change quickly as society needs and technology changes. The program has been designed to be flexible in progression and sequencing, without sacrificing academic rigor. The conceptual framework, developed by nursing faculty, organizes the curriculum in a logical progression over the length of the program. The overviews in each course syllabus will illustrate how the essential components of professional nursing education are used in that course to prepare students to take on the characteristics that will allow them to function in the professional nursing role. Course objectives will demonstrate the achievement necessary for the student, at each level of the curriculum, to evidence competency as they progress.

### **Program Outcomes**

At the completion of the Bachelor of Science Nursing program, the graduate nurse will:

- Value a solid base in liberal education as the cornerstone of nursing practice and education.
- Operationalize knowledge and skills in leadership, quality improvement and patient safety to provide high quality healthcare.
- Model professional nursing practice that is grounded in the translation of current evidence into practice.
- Integrate knowledge and skills in information management and patient care technology in the delivery of quality patient care.
- Recognize and distinguish healthcare policies, including financial and regulatory, which influence the nature and functioning of the healthcare system.
- Effectively communicate and collaborate to deliver high quality and safe patient care.
- Incorporate the concepts of health promotion and disease prevention at the individual and population level.
- Internalize professionalism and the inherent values of altruism, autonomy, human dignity, integrity and social justice.
- Practice as a baccalaureate-graduate nurse prepared to deliver care to individuals, families, groups, communities and populations across the lifespan and across the continuum of healthcare environments.
- Practice as a baccalaureate-graduate who understands and respects the variations of care, the increased complexity and the increased use of healthcare resources inherent in caring for patients.

### **Admission**

See Admission section in this Catalog.

### Academic Progression Standards

The academic progression standards for the nursing program are presented in the Academic Program and Policies section of this Catalog.

#### Technical Standards for Admission to and Progression in the Carroll University Bachelor of Science in Nursing Program

Successful participation in the Carroll University Bachelor of Science in Nursing Program requires that a candidate possess the ability to meet the requirements of the program. Though the program may modify certain course requirements in order to provide a handicapped<sup>1</sup> person with an equivalent opportunity to achieve results equal to those of a non-handicapped person, there are no substitutes for the following essential skills. The applicant/candidate must initially meet these requirements to gain admission to the program and must also continue to meet them throughout participation in the program.

**General Ability:** The student is expected to possess functional use of the senses of vision, touch, hearing and smell so that data received by the senses is integrated, analyzed and synthesize in a consistent and accurate manner. The student is expected to possess the ability to perceive pain, pressure, temperature, position, vibration and movement in order to effectively evaluate patients. A student must be able to respond promptly to urgent situations.

**Observational Ability:** The student must have the ability to make accurate visual observations and interpret them in the context of clinical/laboratory activities and patient care experiences. The student must be able to document these observations accurately.

**Communication Ability:** The student must communicate effectively verbally and non-verbally to obtain information and explain that information to others. Each student must have the ability to read, write, comprehend and speak the English language to facilitate communication with patients, family members and other members of the health care team. The student must be able to document and maintain accurate records, presents information in a professional manner and provide patient instruction to effectively care for patients and their families.

**Motor Ability:** The student must be able to perform gross and fine motor movements with sufficient coordination needed to provide complete physical assessments and provide safe effective care for patients. The student is expected to have psychomotor skills necessary to perform or assist with procedures, treatments, administration of medication and emergency interventions including CPR if necessary. The student must have sufficient levels of neuromuscular control and eye-to-hand coordination as well as possess the physical and mental stamina to meet the demands associated with extended periods of sitting, standing, moving and physical exertion required for safe patient care. Students must be able to bend, squat, reach, kneel or balance. Clinical settings may require that students have the ability to carry and lift loads from the floor, from 12 inches from the floor, to shoulder height and overhead. The student must be able to

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<sup>1</sup>. Handicapped as defined by the federal government pursuant to SS 504 of the Rehabilitation Act of 1973.

occasionally lift 50 pounds, frequently lift 25 pounds and constantly lift 10 pounds. The student is expected to be able to maintain consciousness and equilibrium and have the physical strength and stamina to perform satisfactorily in clinical settings.

**Intellectual – Conceptual Ability:** The student must have the ability to develop problem-solving skills essential to professional nursing practice. Problem solving skills include the ability to measure, calculate reason, analyze, synthesize objective and subjective data, and to make decisions in a timely manner that reflects thoughtful deliberation and sound clinical judgment. The student must demonstrate application of these skills and possess the ability to incorporate new information from peers, instructors and the nursing/healthcare literature to formulate sound judgment to establish care plans and priorities in patient care activities.

**Behavioral and Social Attributes:** The student is expected to have the emotional stability required to exercise sound judgment, complete assessment and intervention activities. Compassion, integrity, motivation and concern for others are personal attributes required of those in the nursing program. The student must fully utilize intellectual capacities that facilitate prompt completion of all responsibilities in the classroom and clinical settings; the development of mature, sensitive and effective relationship with patients and other members of the healthcare team. The ability to establish rapport and maintain interpersonal relationships with individuals, families and groups from a variety of social, emotional, cultural and intellectual backgrounds is critical for practice as a nurse. Each student must be able to adapt to changing environments; display flexibility; accept and integrate constructive criticism given in the classroom and clinical settings; and effectively collaborate in the clinical setting with other members of the healthcare team.

**Ability to Manage Stressful Situations:** The student must be able to adapt to and function effectively in relation to stressful situations encountered in both the classroom and clinical settings, including emergency situations. Students will encounter multiple stressors while in the nursing program. These stressors may be (but are not limited to) personal, patient care/family, faculty/peer and/or program related.

**Background Check:** Clinical facilities require that Carroll University perform background checks on all students before they are allowed to participate in clinical experiences. Therefore, students will be required to have a background check performed before being allowed into clinical practice

**Evaluation:** Carroll University may require that the applicant/student undergo a physical examination and/or an occupational skills evaluation. The University will endeavor to select and administer evaluations which accurately reflect the applicant's/candidate's aptitude or achievement level rather than the applicant's/candidate's handicap. A handicapped applicant/candidate shall not, on the basis of his or her handicap (except those which would preclude the essential skills outlined above) be excluded from participation in, denied the benefits of, nor be subjected to discrimination in the program.

### **Criminal Background Check**

The applicant/candidate/student must complete a Background Information Disclosure Form prior to clinical placement in the program. The university intends to fully comply with the requirements of the Wisconsin Caregiver Background Check Law which requires hospitals and other health care and treatment entities to perform background checks on all persons who have direct, regular contact with clients or patients. Certain convictions may prevent or significantly limit the ability of the university to place a student in a clinical program resulting in the student being unable to meet the university's graduation requirements. The university reserves the right to reject the application of a candidate or remove a student from the program if the university determines that the results of the criminal background check demonstrate that the applicant/student does not exhibit behavior and social attributes consistent with the program's Technical Standards.

### **Carroll University Health Policy for Nursing Students**

#### **Policy:**

- Prior to the first clinical placement each student must show evidence that they are able to meet the requirements of the nursing program.
- These requirements include current health history, immunization and physical examination data.
- In addition, all students must have on file current CPR certification and a criminal background check.

#### **Procedure:**

- Physical exam and health history information must be on file before any student may attend clinical experiences.
- Cost of the exam is the responsibility of the student.
- Students may have the exam and screening completed with a private physician or nurse practitioner.
- Evidence of the completed history and exam must be on file before the onset of the first clinical experience. The University Physical Examination and Immunization record meets the history and exam requirement for the nursing program.
- It is not necessary to repeat the physical exam every year if there is no change in the student's health status.
- Students who have not complied with the health policy will not be allowed in any clinical site.
- An annual TB skin test is required before clinical experience.

### **Time Commitment**

The Nursing Program is rigorous, labor intensive, and requires more time and commitment than many other areas of study. Clinical nursing courses require a minimum of 3 hours of direct clinical experience per semester credit hour. This does not include time that is required for travel, clinical preparation at the assigned clinical agency or study prior to or after the clinical experience. Therefore, it is strongly recommended that students in the Nursing Program limit their employment and/or involvement in non-student related activities. Students are expected to be available Monday through Friday throughout the academic year. Students will be expected to participate in clin-

ical experiences that occur on weekends and on shifts other than day shifts (0700-1530). Students in the capstone experience must understand that their clinical experience may be evenings or night shifts and/or weekend shifts.

### **Clinical Nursing Course Requirements**

All applicants must be in good health and free from communicable diseases and be able to carry out the functions of a professional nurse as specified in the Technical Standards. Students must maintain current immunizations, CPR certification and professional liability insurance. Additional tests may be required by specific agencies in which the student has clinical experiences. The program will notify students when such tests are required. Students who fail to comply will not be allowed in clinical. All costs associated with clinical requirements is the responsibility of the student.

Nursing courses begin during the freshman year allowing early participation in clinical service learning activities. Students will have diverse service learning experiences in a variety of clinical settings.

The number of hours spent in laboratory (including clinical) experience varies from semester to semester and is based on one (1) semester credit being equal to three (3) hours of clinical per week. Approximate time commitment for clinical courses:

200 level – 6 hours/week for one semester

300 level Junior year – 15 hours/week during both semesters

400 level Senior year – 15 hours/week during both semesters

### **Policy Statement on Student Attendance at Clinical**

**Policy:** The university reserves the right to require a student to repeat all or any part of a clinical course when, in the opinion of the course instructor, the time that the student has been absent from clinical/practicum makes it impossible to evaluate the student's level of attainment of course objectives. Make up time is not guaranteed and is dependent upon faculty and clinical availability. The student is responsible for any costs involved in repeating the course and/or making up time lost.

### **Learning and Study Resources**

Learning resource centers for student learning and testing are available. The nursing laboratory provides space and resources for students to practice and test their mastery of psychomotor skills used in patient care. The Carroll Library has a range of resources to support the nursing curriculum. The Walter Young Center provides personal counseling and the Study Center offers students opportunities to strengthen academic skills. All students should work closely with their advisor in planning their programs

### **Fees**

Undergraduate tuition and other fees apply to nursing students. A program fee of \$485.00 per year is also assessed for proficiency testing, disposable supplies, and equipment maintenance.

## Licensure Examination

Upon completion of all program requirements, the graduate is eligible to sit for the National Council Licensure Examination for Registered Nurses (NCLEX-RN). A graduate must pass this examination to be licensed and practice as a registered nurse (RN). However, no nursing program can guarantee success on the NCLEX-RN examination.

## Bachelor of Science in Nursing Major (58 credits)

Nursing courses build on the knowledge gained from liberal arts background in humanities, fine arts, social sciences, and natural sciences. The overall objective of the program is to provide students with the ability to critically apply knowledge of nursing art and science to improve the quality of health and health care for the communities they serve.

### Courses in the Major

- Nursing 100, Health Care and Nursing and Nursing 100L, Health Care and Nursing Laboratory (4 credits)
- Nursing 230, Health Assessment (4 credits)
- Nursing 233, Foundations of Nursing Practice (4 credits)
- Nursing 234, Foundations: Practicum (2 credits)
- Nursing 236, Human Pathophysiologic Response (4 credits)
- Nursing 300, Critical Inquiry into Research (2 credits)
- Nursing 310, Family Centered Mental Health Nursing and  
Nursing 310L Mental Health Nursing Lab (3 credits)
- Nursing 312, Family Centered Obstetric Care (2 credits)
- Nursing 316, Introduction to Medical/ Surgical Nursing (4 credits)
- Nursing 317, Introduction to Medical/Surgical Nursing: Practicum (5 credits)
- Nursing 320, Family Centered Pediatric Nursing (2 credits)
- Nursing 341, Health Care in Guatemala (4 credits elective)
- Nursing 415, Community Health Nursing: Practicum (2 credits)
- Nursing 416, Community Health Nursing (4 credits)
- Nursing 417, Advanced Medical Surgical Nursing, (3 credits)
- Nursing 419, Advanced Medical Surgical Nursing: Practicum (5 credits)
- Nursing 429, Health Care Policy and Administration (3 credits)
- Nursing 431, Capstone (4 credits)
- Nursing 432, Professional Practice Preparation (1 credit)

Nursing electives in specialty clinical areas may be offered occasionally. If these course are elected the nursing student may accomplish a nursing major of 62 or 66 credits.

### Required Support Courses

- Biology 130, Introduction to Human Anatomy and Physiology I (4 credits)
- Biology 140, Introduction to Human Anatomy and Physiology II (4 credits)
- Biology 212, Microbiology (4 credits)
- Chemistry 101, General Chemistry and  
Chemistry 101L, General Chemistry Lab (4 credits)
- Chemistry 102, Biological Chemistry and

Chemistry 102L, Biological Chemistry Laboratory (4 credits)  
Chemistry 208, Nutrition (3 credits)  
Health Sciences 300, Pharmacology (3 credits)  
Mathematics 112, Introduction to Statistics (4 credits)  
Psychology 101, Introductory Psychology (GE 1) (4 credits)  
Psychology 221, Life-Span Psychology (GE 2) (4 credits)  
Communication 207, Intercultural Communication (GE 1 and CCD) (4 credits) or  
Sociology 110, Cultural Anthropology (GE 1 and CCD) (4 credits)

**100. Health Care and Nursing****4 credits**

This is the first course in the nursing major. It is designed to acquaint the student with three broad areas that encompass the professional nursing role. Students acquire a foundational ability to use appropriate professional language including the terms and abbreviations that are necessary for professional communication. The process of nursing is studied from the context in which the program is offered, including consideration of global, regional and institutional needs and expectations of the practicing nursing professional. (*Fa, Sp*) Prerequisite: Admission to the Nursing Program or approval from program committee.

**230. Health Assessment****4 credits**

The foundational concepts, scientific basis and theoretical constructs of effective therapeutic communication, interviewing, health history, and physical assessment across the life span are presented. Laboratory practice is designed to produce the cognitive and psychomotor skills necessary to conduct a systematic and accurate assessment of an individual's health status. The ability to collect, organize, document and analyze health history and physical assessment data, as well as the ability to recognize and promote adaptive human responses are the expected outcomes of this course. (*Fa, Sp*) Prerequisite: Admission to the Nursing Program, BIO 130, NRS 100 and Pre or Co-requisite: NRS 100, CHE 102.

**233. Foundations of Nursing Practice****4 credits**

This course is an introduction to the scientific basis and theoretical foundations of professional nursing practice. Nursing theory is incorporated with nursing process to enable the student to identify basic health responses and intervene appropriately at the foundational level of care. The student learns to use a systematic framework to implement the nursing process and begins to recognize and apply nursing research to practice. A continued development of an attitude of inquiry is expected. (*Fa, Sp*) Prerequisite: Admission to the nursing program, NRS 230. Concurrent with NRS 234.

**234. Foundations: Practicum****2 credits**

This course focuses on the application and integration of the nursing process to promote physical wellness. Simulated and actual client-care experiences provide an opportunity for student development and practice in the roles of professional nursing that assist the individual to regain or maintain an optimal health state. Therapeutic interventions relate to fundamental needs across the life span are addressed and a basic skill level is expected as an outcome of the course. *S/U* graded. (*Fa, Sp*) Prerequisite: NRS 230. Co-requisite: NRS 236. Concurrent with NRS 233.

### **236. Human Pathophysiologic Responses**

**4 credits**

This course is focused on the alterations in cell, tissue and system mechanisms that manifest as health problems throughout the life span and prevent or limit individuals from making adaptive responses. Although the focus of the course is on the systemic pathophysiology of the individual, the response of the family are acknowledged as inseparable from the health state of a family member. (*Fa, Sp*) Prerequisite: NRS 230.

### **300. Critical Inquiry in Nursing Research**

**2 credits**

This course examines the concepts and the process of research. A systematic and critical inquiry into published nursing research and an understanding of its practice application (s) provide the course emphasis. (*Fa, Sp*) Prerequisite: Admission to the nursing program, NRS 100, 230, 233, 236.

### **310. Family Centered Mental Health Nursing**

**3 credits**

This course focuses upon the theoretical principles of psychiatric/mental health nursing and on practical foundations for assessing, planning, intervening, and evaluating within psychiatric/mental health situations to promote health. The course examines measures for identifying, supporting and fostering the abilities of individuals, families, groups, and communities to cope and assist mentally unhealthy individuals to higher levels of function and quality of life. (*Fa*) Prerequisites: NRS 100, 230, 233, 234, 236.

### **312. Family Centered Obstetric Nursing Care**

**2 credits**

This course focuses on the specialized health care needs of the childbearing family. The health response of the family unit is emphasized as essential to the promotion and maintenance of health of mother and child. Students develop the necessary knowledge base and learn the importance of collaboration with others of the health care delivery team to provide care and teaching for pregnancy, delivery, and newborn nursing. (*Fa, Sp*). Prerequisites: CHE 208, NRS 233, 234, 236.

### **316. Introduction to Medical/Surgical Nursing**

**4 credits**

This course is designed to provide the student with an understanding of the effects of selected physiologic problems on adults in inpatient care settings and the relevant nursing interventions to care for those problems. The content explores ways to promote physical and emotional health in the ill individual, across the adult lifespan, through a partnership with the patient and the patient's support system. (*Sp*). Prerequisites: Nursing major, junior standing, CHE 208, NRS 230, 233, 234, 236, 310, HSC 300, PSY 221. Concurrent with 317.

### **317. Introduction to Medical/Surgical Nursing: Practicum**

**5 credits**

This course is designed to provide the student with an understanding of the effects of selected physiologic problems on adults in inpatient care settings and the relevant nursing interventions to care for those problems. The content explores ways to promote physical and emotional health in the ill individual, across the adult lifespan, through a partnership with the patient and the patient's support system. (*Fa, Sp*). Prerequisites: Nursing major, junior standing, CHE 208, NRS 230, 233, 234, 236, 310, HSC 300, PSY 221. Concurrent with 316.

**320. Family Centered Pediatric Nursing Care****2 credits**

The course focuses on the specialized health care needs of the child in the family. The course provides the necessary knowledge base to maintain optimal health in the pediatric population through developmentally and culturally competent care of the acute and chronic illness and through the promotion of wellness behaviors in the child and family. (*Fa, Sp*). Prerequisites: Nursing major, CHE 208, NRS 233, 234, 236.

**341. Health Care in Guatemala****4 credits**

This course provides an introduction to the field of international health, using Guatemala as a focus of study. After an overview of the geography, history, and culture of Guatemala, there will be an emphasis on understanding factors that impact illness and injury, data assessment, and the development of meaningful solutions to identified problems. The semester long course will serve as preparation for a practicum experience in Guatemala. During the two week immersion in Guatemala, students will tour health care facilities in eastern Guatemala, Mayan, and colonial historical sites, and cultural points of interest. Students will also assist with mobile clinics in several villages and present a health education lecture. (*Sp*) Prerequisites: Nursing major, junior standing, NRS 233 and NRS 234.

**415. Community Health Nursing: Practicum****2 credits**

This course is designed to provide nursing student with opportunities to apply the theoretical principles of community health nursing in the clinical setting. Care is focused on aggregate populations and families across the lifespan in a variety of community settings. (*Fa*) Concurrent with NRS 416.

**416. Community Health Nursing****4 credits**

This course provides a body of knowledge that allows the student to view the community as a complex system of forces. Community systems have the potential for controlling community/aggregate health issues and problems. Students focus on the community as client, and learn to assess and analyze data from community systems in order to plan community nursing interventions for primary, secondary and tertiary prevention strategies. (*Fa*). Prerequisites: Nursing major, senior standing, NRS 300, 310, 312, 316, 317, 320. Concurrent with NRS 415.

**417. Advanced Medical Surgical Nursing****3 credits**

This course is designed to provide the student with an understanding of the effects of multiple diagnoses on adults in various clinical contexts (e.g. ER, ICU, sub-acute, community). Learners will gain knowledge and then are capable of assessment and management of patients with complex problems. The content explores ways to prioritize problems and interventions, use practice guidelines and outcome indicators in planning and implementing nursing care to ill individuals, across the adult lifespan with a focus on older adults. Integrated in all modules is discussion related to ethical issues, cultural awareness and diversity along with supporting theories and models. (*Fa*) Prerequisites: Nursing major, senior standing, CHE 208, PSY 221, HSC 300, NRS 230, 233, 234, 236, 310, 312, 316, 317, 320. Concurrent with NRS 419.

**419. Advanced Medical Surgical Nursing: Practicum** **5 credits**  
This course continues and expands, in practice, the concepts of patient care introduced in the medical surgical nursing theory courses. The practicum and laboratory experiences focus on implementing the nursing process and skills with ill individuals from diverse populations and developmental levels in a variety of medical/surgical in-patient settings. (*Fa*) Prerequisites: Nursing major, senior standing, CHE 208, PSY 221, HSC 300, NRS 230, 233, 234, 236, 310, 312, 316, 317, 320. Concurrent with NRS 417.

**429. Health Care Policy and Administration** **3 credits**  
This course provides an opportunity for the student to synthesize knowledge from all previous coursework and clinical experiences. This interdisciplinary course allows students to work together to understand regional, national, and global health care policy. The course presents leadership concepts and management skills as a basis for implementing change at the policy level. (*Sp*). Prerequisites: Nursing major, senior standing, NRS 300, 310, 312, 316, 317, 320. Concurrent with 431.

**431. Capstone** **4 credits**  
The course provides an opportunity for the student to synthesize knowledge from all previous course work and clinical experiences. The student will be provided with the opportunity to practice professionally through delegation of tasks, supervision of non-professional staff, and management of patient groups. Students will provide direct patient care for clients and families with complex health needs. Capstone students will apply critical and creative thinking skills to synthesize and integrate nursing knowledge into an oral and/or written presentation of a project. (*Sp*). Prerequisites: Nursing major, senior standing, NRS 312, 316, 317, 320, 415, 416, 417, 419. Concurrent with NRS 432.

**432. Professional Practice Preparation** **1 credit**  
The professional practice lab experience provides opportunities for students to identify strengths and areas for improvement in their professional nursing skills. Along with faculty support, students are provided simulation experience, study group work, group review sessions, and professional practice experiences that will strengthen nursing knowledge and build confidence to practice as a nurse. (*Sp*). Prerequisites: Nursing major, senior standing, NRS 312, 316, 317, 320, 415, 416, 417, 419. Concurrent with NRS 431.

**498. Independent Study in Nursing** **1-4 credits**  
Prerequisite: Approval of the divisional dean and consent of the director of nursing and instructor.

### Curricular Modifications for the Registered Nurse

Students who are registered nurses through an associate degree program will follow the same degree requirements as all of the Carroll University students with the following curricular modifications to acknowledge the scholarship and competence the Registered Nurse already possesses. Completion students may earn up to 34 nursing credits from previous nursing course work upon successful completion or challenge of NRS 230, Health Assessment and NRS 236, Human Pathophysiologic Responses.

A registered nurse student applying for admission to Carroll University submits a written plan for completion of the BSN. The plan will comment on his/her self identified professional and academic strengths and weaknesses and further indicate his/her current professional interest area(s) and area of employment. The written statement assists the nurse advisor in helping the student create the most meaningful curricular plan. Registered nurse students are required to select course groupings that lead to some focus of career interest. They should select an appropriate emphasis in the liberal studies to enhance their chosen area of nursing practice. Students will consult with their assigned nursing advisor regarding the most appropriate course selections. The nursing faculty will attempt to work closely with the RN student in focusing their clinical experiences in an area of interest to the RN.

### **Major for the Registered Nurse Student (58 Credits)**

**34 credits earned as previously stated, plus**

Nursing 230, Health Assessment (4 credits)

Nursing 236, Human Pathophysiologic Responses (4 credits)

Nursing 300, Critical Inquiry in Nursing Research (2 credits)

Nursing 310, Family Centered Mental Health Nursing and

Nursing 310L, Mental Health Nursing Lab (3 credits)

Nursing 415, Community Health Nursing: Practicum (2 credits)

Nursing 416, Community Health Nursing (4 credits)

Nursing 429, Health Care Policy and Administration (3 credits)

Nursing 431, Capstone (4 credits)

### **Required Support Courses**

Biology 130, Introduction to Human Anatomy and Physiology I (4 credits)

Biology 140, Introduction to Human Anatomy and Physiology II (4 credits)

Biology 212, Microbiology (4 credits)

Mathematics 112, Introduction to Statistics (4 credits)

Psychology 101, Introductory Psychology (4 credits)

Psychology 221, Life Span Psychology (4 credits)

Two semesters of university chemistry

One semester of university sociology

**Nursing Four-Year Curriculum Model**

Cohort A*	Cohort B*
Fall Semester Freshman	Fall Semester Freshman
CCS 100 4	CCS 100 4
BIO 130, A & P I 4	BIO 130, A & P I 4
CHE 101, Chemistry 4	CHE 101, Chemistry 4
NRS 100, Health Care and Nursing 4	PSY 101, Intro Psychology (S1) 4
<u>16</u>	<u>16</u>
Spring Semester Freshman	Spring Semester Freshman
ENG 170, Writing Seminar 4	ENG 170, Writing Seminar 4
BIO 140, A & P II 4	BIO 140, A & P II 4
CHE 102, Biochemistry 4	CHE 102, Biochemistry 4
NRS 230, Health Assessment 4	NRS 100, Health Care and Nursing 4
<u>16</u>	<u>16</u>
Fall Semester Sophomore	Fall Semester Sophomore
BIO 212, Microbiology 4	SOC 110 or COM 207 (S1 CCD) 4
SOC 110 or COM 207 (S1 CCD) 4	PSY 221, Lifespan Psych (S2) 4
NRS 233, Foundations of Care 4	NRS 230, Health Assessment 4
NRS 234, Foundations Practicum 2	MAT 112, Statistics 4
PSY 101, Intro Psychology (S1) 4	
<u>18</u>	<u>16</u>
Spring Semester Sophomore	Spring Semester Sophomore
NRS 236, Human Pathophysiology 4	NRS 233, Foundations of Care 4
PSY 221, Lifespan Psych (GE 2) 4	NRS 234, Foundations Practicum 2
CHE 208, Nutrition 3	NRS 236, Human Pathophysiology 4
MAT 112, Statistics 4	BIO 212, Microbiology 4
	CHE 208, Nutrition 3
<u>18</u>	<u>17</u>
Fall Semester Junior	Fall Semester Junior
NRS 310, Mental Health Nursing 3	HSC 300, Pharmacology 3
NRS 320, Pediatric Nursing 2	NRS 300, Critical Inquiry in Nursing 2
GE 1 (F1, P1, or H1) 4	NRS 310, Mental Health Nursing 3
GE 1 (F1, P1, or H1) or GE1 and an elective 4	NRS 312, Obstetrics Nursing Care 2
HSC 300, Pharmacology 3	GE 1 (F1, P1, or H1) 4
<u>16</u>	GE 1 (F1, P1, or H1) 4
	<u>18</u>
Spring Semester Junior	Spring Semester Junior
NRS 312, Obstetrics Nursing Care 2	NRS 316, Intro Med Surg Nursing 4
NRS 316, Intro Med Surg Nursing 4	NRS 317, Med Surg Nursing Practicum 5
NRS 317, Med Surg Nursing Practicum 5	NRS 320, Pediatric Nursing 2
NRS 300, Critical Inquiry in Nursing 2	CCE or Elective or GE 1 (F1, P1, or H1) 4
CCE or Elective or GE 1 (F1, P1, or H1) 4	
<u>17</u>	<u>15</u>

\* Students are placed in Cohort A or B when they are admitted into the nursing program.

Fall Semester Senior		Fall Semester Senior	
NRS 417, Advance Med Surg	3	NRS 417, Advance Med Surg	3
NRS 419, Med Surg Pract	5	NRS 419, Med Surg Pract	5
NRS 416, Comm. Health Nursing	4	NRS 416, Comm. Health Nursing	4
NRS 415, Comm. Health Practicum	2	NRS 415, Comm. Health Practicum	2
CCE	2	CCE	2
	<u>16</u>		<u>16</u>
Spring Semester Senior		Spring Semester Senior	
NRS 429, Health Policy & Leadership	3	NRS 429, Health Policy & Leadership	3
NRS 431, Capstone Practicum	4	NRS 431, Capstone practicum	4
NRS 432, Professional Practice Prep	1	NRS 432, Professional Practice Prep	1
Elective or GE 1 (F1, P1, or H1)	4	Elective or GE 1 (F1, P1, or H1)	4
CCS 400	2	CCS 400	2
	<u>14</u>		<u>14</u>
<u>TOTAL CREDITS</u>	<u>128</u>	<u>TOTAL CREDITS</u>	<u>128</u>

\* Students are placed in Cohort A or B when they are admitted into the nursing program.