

SCHOOL OF NURSING BACCALAUREATE PROGRAM IN NURSING

www.radford.edu/~nurs-web

Director

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Introduction

The undergraduate nursing program leads to a Bachelor of Science in Nursing degree. This major includes the development of a broad core curriculum foundation in liberal arts and the physical, behavioral, and social sciences. Nursing courses are concentrated in the upper division of the four-year academic program and include both classroom and clinical learning experiences. The nursing program is designed to prepare the graduate for entry-level positions in a variety of health care settings.

Completion of the program qualifies the graduate to take the licensure examination for registered nursing. The nursing program has been approved by the Virginia Board of Nursing and is accredited by the Commission on Collegiate Nursing Education.

Radford University School of Nursing Mission and Philosophy

The mission of the Radford University School of Nursing is to educate professional nurses to meet the changing health care needs of the region, state, nation, and world. Educational experiences are designed to prepare students to provide nursing care sensitive to clients' diversity. Students are responsible and accountable for nursing practice in keeping with the American Nurses Association's Standards of Clinical Nursing Practice.

The teaching and learning process involves a mutual partnership between students and faculty to develop a knowledge base in the liberal arts, sciences, and the discipline of nursing. This partnership exists to promote critical thinking, ethical decision-making and lifelong learning. Theory and skills learned in the classroom are applied through a variety of learning experiences. Faculty model the professional nursing role through teaching, scholarship, community service, and practice. Students are expected to develop a professional identity and professional values.

The curriculum is based on the faculty's beliefs regarding nursing's four metaparadigm concepts (client, environment, health, and nursing.) The client is viewed as a holistic entity; a dynamic, interacting, irreducible whole. Clients can be individuals across the

lifespan, families, aggregates, communities and populations. Clients are diverse in such variables as age, gender, sexual orientation, culture, ethnicity, religion, socioeconomic status, lifestyle, values, and functional ability. There is constant interaction between the client and environment. Environment refers to all internal and external conditions, circumstances, and influences – including professional nursing - that interact and affect the client's safety and holistic health. Holistic health, a state of wholeness and a process of becoming increasingly integrated, is associated with evolving awareness of self and enhanced quality of life. The nurse and client form a partnership, and both are informed and flexible in negotiations to promote the client's holistic health.

Nursing is both an art and a science. Caring is the essence of professional nursing. The nursing process is utilized to provide evidence based nursing care across the lifespan. Professional nursing involves interdisciplinary collaboration and forming partnerships with clients to facilitate growth and life processes through effective communication and therapeutic nursing interventions. Community based nursing practice provides for continuity of care and focuses on delivering the levels of care needed by the client. To reach this goal, professional nurses assume the multiple roles, including clinician, educator, collaborator, advocate, information manager, consumer of research, manager, and leader. Nurses must possess the necessary knowledge and skills in health care and information technologies to carry out these roles. Professional nurses influence legislation and policy to advance health care and nursing on a regional, state, national and global level.

Radford University School of Nursing Program Outcomes (Goals)

The graduate of the baccalaureate program of the Radford University School of Nursing:

1. Applies the nursing process in partnership with the client to promote, protect, and restore the client's holistic health.
2. Implements the Standards of Nursing Practice.
3. Utilizes knowledge and skills in health care and information technologies.
4. Utilizes critical thinking, research findings, and the Standards of Nursing Practice through involvement with health care issues.
5. Demonstrates caring through theory and evidence based nursing interventions.
6. Implements effective written, oral, and non-verbal communication skills.
7. Applies ethical decision-making processes in meeting health care needs.
8. Collaborates with clients and other health care professionals to provide culturally sensitive nursing care.
9. Demonstrates a commitment to lifelong learning and professional development.
10. Exhibits leadership qualities commensurate with entry-level professional nursing practice.
11. Promotes legislation and policy consistent with the advancement of nursing care and health care on a regional, state, national and global level. (Revised 5/18/04)

Functional and Technical Standards

The following serves to notify prospective students of standards required for safe nursing practice. It is the student's responsibility to utilize a critical thinking process to assess, implement, and evaluate their ability to learn and fulfill these standards throughout the educational process and the act of professional nursing. If a student has a disability and requires special accommodations to meet the nursing major program requirements and standards, the student must provide the School of Nursing with documentation and a written plan. This should be obtained from the Radford University Disability Resource Office in the Center for Counseling and Student Development. The accommodation plan must meet increasingly stringent criteria as the student progresses within the program.

A student must be able to:

- A. Assimilate knowledge acquired through lectures, discussions, readings, and self-directed studies and effectively apply that knowledge in clinical settings for a variety of client needs and problems.
- B. Locate, retrieve, and utilize information from a variety of resources, e.g., electronic, libraries, people, and organizations.
- C. Accurately apply basic mathematical skills, e.g., ratio proportion concepts, use of conversion tables, and calculations of drug dosages and solutions.
- D. Comprehend and apply abstract concepts from biological, sociological, and psychological sciences.
- E. Organize thoughts to communicate effectively through written documents that are correct in style, grammar, and mechanics.
- F. Accurately read charts, records, scales, small print, handwritten notations, and distinguish colors.
- G. Distinguish tonal differences and be able to use the telephone.
- H. Distinguish odors, e.g., drugs, solutions, body fluids, smoke, and chemicals.
- I. Demonstrate sufficient tactile ability to differentiate changes in sensation, with and without the use of protective gloves, e.g., pulse, temperature, and skin irregularity.
- J. Manipulate equipment appropriately to provide nursing care to clients, e.g., syringes, infusion pumps, life support devices, and stethoscopes.
- K. Move unassisted from room to room, maneuver in small spaces, and stand for long periods of time.
- L. Provide a safe and clean environment, and be able to assist others in activities of daily living, e.g., walking, bathing, eating, toileting, transferring, and lifting.
- M. Appreciate the diversity of people relative to age, gender, sexual orientation, culture, ethnicity, religion, socioeconomic level, lifestyle, values, and functional ability.
- N. Establish interpersonal rapport sufficient to communicate, collaborate, and relate effectively with individuals, families, community groups, and health care professionals.
- O. Complete assignments within specified time periods, e.g., technical procedures, health assessments, written work, tests, and client documentation.
- P. Perform multiple tasks accurately in rapidly changing situations.

- Q. Take responsibility for personal safety in laboratory and clinical environments.
- R. Adhere to the School of Nursing dress and professional behavior policy. Included in this policy, but not limited to, are expectations that fingernails will be kept short, body art will not be visible, and a maximum of one body piercing (small metal stud only) in each earlobe only will be exposed.

NURSE LICENSURE

The practice of professional nursing in every state in the United States requires licensure as a Registered Nurse (RN). This licensure is obtained by first successfully completing an accredited nursing education program and then passing an examination administered by the state board of nursing. Opportunity to take this required licensure examination is obtained by application to the state in which the applicant plans to practice. The requirements include personal and character criteria and may include a criminal record check. The specific requirements are subject to change and vary from state to state. For more information about these requirements in Virginia, call or write:

Virginia Board of Nursing
Department of Health Professions,
Commonwealth of Virginia
Perimeter Center
9960 Mayland Drive, Suite 300
Richmond, VA 23233-1463
Telephone: 804-367-4515 Fax: 804-527-4455

STUDENT ORGANIZATIONS

Virginia Nursing Students Association (RU School of Nursing Constituent Unit)

This organization which is an affiliate of the National Student Nurses' Association is open to all Pre-Nursing and Nursing majors. This organization is an autonomous student-financed and student-run organization. It is the voice of nursing students speaking out on issues of concern to nursing students and nursing. Applications are made directly to the NSNA or may be obtained from the local unit. Please contact the School of Nursing Office for information.

INFORMATION MEETINGS

Academic advising for pre-nursing students is done in the Waldron College Advising Center in 351 Waldron Hall. Information meetings for pre-nursing students take place each fall semester – students are notified of the specific date and location early in the semester by email. While these meetings are not mandatory, all pre-nursing students are strongly encouraged to attend these meetings in order to stay up to date on pertinent information.

UPPER DIVISION NURSING

To progress from pre-nursing to upper division nursing, the student formally applies to the School of Nursing by November 15 of the sophomore year (i.e., apply by November 15 for admission into nursing for the next fall semester) for the Radford campus. Students applying for admission to the Roanoke campus for spring semester apply to the School of Nursing by August 1 after the sophomore year. Admission decisions are made by the beginning of March for Radford and beginning of October for Roanoke, and letters offering admission are mailed at that time. Note that only one science (BIOL 322, BIOL 334 or CHEM 120) may be taken after the application deadline. Transfer students who transfer in BIOL 322 (or 310 and 311), BIOL 334, and CHEM 101 and 102, do not need to take BIOL 105. BIOL 105 is a prerequisite for BIOL 322 and 334 at RU, so it's required for anyone needing either of those courses here.

Students who entered Radford University as full-time freshmen with a declared pre-nursing major and have earned a cumulative G.P.A. of 3.5 on a minimum of 24 semester hours of credit at Radford University and who have no honor code/conduct/alcohol or substance abuse violations will receive a priority admission status at the end of the second semester of enrollment, contingent upon maintaining a cumulative 3.2 G.P.A. and completing coursework according to the School of Nursing Guidelines and have no infractions of the Radford University Honor Code. This is done automatically and offer letters are mailed to these students during the summer before their sophomore year.

Once accepted into upper division nursing, the student will receive a packet of information and a School of Nursing Undergraduate Student Handbook, which gives detailed information regarding basic math competency assessment, clinical requirements, progression to graduation, etc. A student will be required to pass Medical Dosage Calculation Tests in selected clinical nursing courses throughout the curriculum. Every student must also agree to a urine drug screening.

All students are required to have a Criminal Background Check completed prior to entering upper division. Clinical placement is dependent on completing this background check and approval by the clinical agencies. It is an accreditation requirement for all clinical agencies that students undergo background checks. The fee for the Criminal Background Check is the responsibility of the student and will be approximately \$60. Once admitted to upper division, the School of Nursing will provide additional detail about how to complete this requirement.

B.S. IN NURSING DEGREE MAJOR

All course requirements for nursing majors are outlined below. Among the requirements are Prerequisite Courses and Major Requirements. Please note that some courses required by the major also meet Core Curriculum requirements.

Core Curriculum Courses 43

Nursing majors are advised to complete Prerequisite Courses marked with an asterisk ("*") as part of their Core Curriculum requirements. **See list of approved Core Curriculum courses in the undergraduate catalog or on the next page of this manual.**

Prerequisite Courses

**BIOL 105 General Biology	4
**CHEM 102 or CHEM 120 Chemistry of Life*	4
PSYC 121 Introduction to Psychology*	3
PSYC 230 Lifespan Developmental Psychology	3
SOCY 110 Introduction to Sociology*	3
NUTR 214 Introduction to Nutrition*	3
STAT 200 Introduction to Statistics*	3
BIOL 322 Anatomy and Physiology	6
BIOL 334 Microbiology	4
NURS 321 Pathophysiology	3

* The hours for these courses are counted in the Core Curriculum requirements.

** CHEM 101:102 are acceptable for transfer students. Also, if BIOL 322 and 334, along with 8 credits of Chemistry, are transferred in, BIOL 105 is not required.

Major Requirements 59

NURS 340 Health Assessment Throughout the Lifespan	3
NURS 342 Foundations of Community Based Nursing	3
NURS 343 Nursing Therapeutics	4
NURS 352 Mental Health Nursing	5
NURS 360 Pharmacology	3
NURS 362 Nursing Research	2
NURS 364 Nursing of the Adult I	6
NURS 366 Nursing of Childbearing Family	5
NURS 443 Nursing of Children	5
NURS 444 Gerontologic Nursing	5
NURS 448 Nursing of the Adult II	5
NURS 451 Community Health Nursing	5
NURS 453 Leadership in Nursing	4
NURS 454 Clinical Nursing Practicum	4

Total Credits Needed for Degree **122**

CORE CURRICULUM REQUIREMENTS 2009-2010

UNIVERSITY CORE

COLLEGE CORE

A. Core Foundations (12 SH)

CORE 101 _____ 3

Essentials of Written & Oral Communication

CORE 102 _____ 3

Advanced Written & Oral Communication

CORE 103 _____ 3

Written & Oral Communication-Honors (CORE 103 will replace CORE 101 & 102 for those students in the RU Honors Academy)

CORE 201 _____ 3

Topics in Written & Oral Communication

CORE 202 _____ 3

Ethical Topics in Written & Oral Communication

NOTE: Courses listed in multiple areas can only be used to fulfill a single area requirement.

Students can use only one course with their major prefix to fulfill core requirements.

**Effective 2010-2011, ENGL 201,202 & 203 will be replaced by ENGL 200 (Literary Texts and Contexts) in the Humanities Area.*

B. Core Skills & Knowledge (16 SH)

Courses must be from different disciplines:

Mathematical Sciences (3SH)

MATH _____ 3

One of the following: MATH 111: 112, 114, 116, 125, 126, 132, 137, 138, 151: 152

Natural Sciences (4 SH)

**CHEM 120 _____ 4

Humanities (3 SH)

_____ 3

One of the following: *ENGL 201,202,203 HIST 101, 102 PHIL 111, 112, 114 RELN 111, 112, 200, 202, 206

Social/Behavioral Sciences (3SH)

PSYC 121 _____ 3

Prerequisite to take PSYC 230 at RU

Visual & Performing Arts (3 SH)

_____ 3

One of the following: ART 111, 215, 216 CVPA 266 DNCE 111 MUSC 100, 121, 123 THEA 100, 180

A. National & International Perspectives (6 SH)

Courses must be from different disciplines:

U. S. Perspectives (3 SH)

**SOCY 110 _____ 3

Global Perspectives (3SH)

_____ 3

One of the following: ANTH/SOCY 121 ENGL 201 CVPA 266 GEOG 101, 102, 140, 280 HIST 101, 102 INST 101 ITEC 112 PEAC 200 RELN 112, 205 THEA 180 WMST 101

**NOTE:

Prerequisite courses

Must be completed with a grade of "C" or better.

B. Supporting Skills & Knowledge (9-11 SH)

Natural Sciences or Mathematical Sciences (3SH)

**STAT 200 _____ 3

Humanities Visual & Performing Arts or Foreign Languages (3-4 SH)

_____ 3-4

One of the following: ENGL 201, 202, 203 HIST 101, 102 PHIL 111, 112, 114 RELN 111, 112, 200, 202, 206 ART 111, 215, 216 CVPA 266 DNCE 111 MUSC 100, 121, 123 THEA 100, 180 CHNS 101: 102, 201: 202 FORL 100, 109, 209, 309, 409, 200: 210 FREN 100, 200: 210, 300, 320 GRMN 100, 200: 210, 300 LATN 101: 102, 201, 350 SPAN 101: 102, 201: 202

Social/Behavioral Sciences or Health and Wellness(3SH)

**NUTR 214 _____ 3

Additional Requirements (20 SH)

BIOL 105 _____ 4

Prerequisite to take upper level BIOL

**PSYC 230 _____ 3

**BIOL 322 _____ 6

**BIOL 334 _____ 4

**NURS 321 _____ 3

=====SCHOOL OF NURSING MAJOR REQUIREMENTS=====

NURSING MAJOR (59 SH)

*** Nurs 321 (Prerequisite)

Nurs 340 _____ 3

Nurs 342 _____ 3

Nurs 343 _____ 4

Nurs 352 _____ 5

Nurs 360 _____ 3

Nurs 362 _____ 2

Nurs 364 _____ 6

Nurs 366 _____ 5

Nurs 443 _____ 5

Nurs 444 _____ 5

Nurs 448 _____ 5

Nurs 451 _____ 5

Nurs 453 _____ 4

Nurs 454 _____ 4

***Note: NURS-321 is a prerequisite for upper division nursing and the grade counts in the nursing major GPA.

Total hours required for Graduation: 122

GPA REQUIREMENTS

Major GPA 2.5

Overall GPA 2.5

ELECTIVES

School Of Nursing: Four-Year Academic Plan 2009-2010

It is recommended that you follow the plan of study outlined for the Freshman and Sophomore years. There is flexibility regarding the order in which you complete your core curriculum requirements, but changes to the schedule below should be done in consultation with an academic or faculty advisor. Your upper division course schedules will be made according to your assigned site (either Radford campus or Roanoke site).

FALL SEMESTER

Freshman Year

<u>Course</u>	<u>Semester Hours</u>
CORE 101	3
CHEM 120	4*
PSYC 121	3
Visual & Performing Arts	3
SOCY 110	<u>3*</u>
Total	16

Sophomore Year

<u>Course</u>	<u>Semester Hours</u>
CORE 201	3
PSYC 230	3*
BIOL 322	6*
NUTR 214	<u>3*</u>
Total	15

Junior Year

<u>Course</u>	<u>Semester Hours</u>
NURS 340	3
NURS 342	3
NURS 343	4
NURS 352	<u>5</u>
Total	15

Senior Year

<u>Course</u>	<u>Semester Hours</u>
NURS 443	5
NURS 444	5
NURS 448	<u>5</u>
Total	15

SPRING SEMESTER

<u>Course</u>	<u>Semester Hours</u>
CORE 102	3
BIOL 105	4
Humanities	3
Mathematical Sciences	3
Global Perspectives	<u>3</u>
Total	16

<u>Course</u>	<u>Semester Hours</u>
CORE 202	3
BIOL 334	4*
STAT 200	3*
NURS 321	3*
Humanities, Visual & Performing Arts or Foreign Languages	<u>3</u>
Total	16

<u>Course</u>	<u>Semester Hours</u>
NURS 360	3
NURS 362	2
NURS 364	6
NURS 366	<u>5</u>
Total	16

<u>Course</u>	<u>Semester Hours</u>
NURS 451	5
NURS 453	4
NURS 454	<u>4</u>
Total	13

*Prerequisites for the upper division nursing major. These MUST be completed prior to beginning courses in the upper division nursing major.

Note: Students should ALWAYS check with their academic advisor before making changes to their planned schedule.