St. John's College, Department of Nursing

Course Descriptions

St. John's College defines a credit hour in the following ways; one clock hour per week over 15 weeks of theory (T) content equals one credit hour, two clock hours per week over 15 weeks of lab (L) content equals one credit hour, and three clock hours per week over 15 weeks of clinical (C) content equals one credit hour. Credit hours for theory are calculated at a 1:1 ratio, credit hours for lab are calculated at a 2:1 ratio and credit hours for clinical are calculated at a 3:1 ratio. To calculate total credit hours; add theory credit to lab credit and clinical credit as indicated by course requirements. For every credit hour granted it is expected you spend, two hours study time outside of class.

Pre-Licensure Courses 2012-2014

NSG 301
Introduction to Caring in Professional Nursing (7) (4.5T/1L/1.5C)
This course begins by addressing the evolution of nursing followed by an introduction to the College's philosophy of caring and the conceptual framework. The art and science of nursing will be introduced by focusing on various caring strategies and the performance of specific psychomotor skills for individual adult clients in the acute, extended care, and long term care settings. The student will have the opportunity to explore psychosocial and spiritual health concepts as well as develop a sensitivity and compassion to the human experience. Therapeutic use of self in nursing practice will be examined in the roles of client advocate, caregiver, teacher, health promoter, and health counselor. Concepts of clients' demands, resources and continuity of care in relation to health status will be explored. The nursing process will be integrated as well as legal and ethical aspects, including standards of care. Specific units focus on professional communication and teaching/learning principles. Additional units consist of content and laboratory practice of nursing care in health promotion/ maintenance, illness care, rehabilitation and caring strategies related to the administration of medications for the individual adult client.

NSG 302
Pathophysiology/Pharmacology I (3) (3T)
This course introduces basic pathophysiologic concepts relates these concepts to changes in normal functioning and presents opportunities to investigate relationships between pathophysiologic principles with disease presentation. The pathophysiologic processes to be discussed include; fluid balance, stress, inflammation, infection, immune dysfunction, and neoplasia. General concepts of homeostasis and balance, stress, acid-base balance, fluid balance and endocrine function will be explored. The course requires correlation of pharmacology principles and the therapeutic effect of drug therapy upon the pathophysiologic processes that are discussed. Nursing 302 includes general principles of pharmacology, i.e. pharmacokinetics, pharmacodynamics and pharmacotherapeutics. Special attention will be given to the effects of drugs therapy on processes such as: inflammation, infection, homeostasis and balance, stress, immune response, and neoplasia.

NSG 305
Health Assessment Across the Adult Lifespan (4)
(3T/1L)
This course focuses on wholistic health assessment of individuals across the life span. A background in the sciences and humanities contributes to the understanding of the biopsychosocial and spiritual nature of man. Students learn the techniques and skills of interviewing and physical assessment in a laboratory setting. The demands and resources model is used as a framework for a wholistic assessment. Principles of documentation and the use of appropriate techniques are presented as student's progress through the content areas. Case studies are used to promote decision-making skills.

NSG 307
Psychiatric Nursing (4) (2T/2C)
Psychiatric Nursing has a psychobiological nursing approach and focuses on health promotion/maintenance, illness care and rehabilitation with individuals and families across the lifespan experiencing acute and chronic mental illness. Nursing process and concepts of caring are applied with clients experiencing biopsychosocial disunity that is manifested in acute and chronic mental illness in psychiatric settings.

NSG 311
Caring for Adult Clients with Common Health Demands (5) (3T/2C)
This course is designed to introduce the student to the holistic nursing care needs of the young, middle-aged, and older adult experiencing common alterations in meeting the physiological demands of protection, oxygenation, digestion/ elimination, movement/coordination, and/or regulation. Commonly encountered illnesses are discussed relative to each demand. Emphasis is placed on recognizing psychosocial and spiritual, physiological and environmental demands and resources as they impact on the client's health status. Theoretical nursing concepts such as caring and the nursing process are further explored and applied to specific clinical experiences. Critical thinking skills are enhanced as students participate with young, middle-aged and older adult in health promotion/ maintenance, illness care and rehabilitation. Adherence to professional nursing standards and Christian ethics is fostered during the care of all clients. By participating in the care of the young, middle-age and older adults, students are introduced to a variety of roles which the nurse may assume in professional practice, such as client advocate, caregiver, health promoter and teacher.

NSG 312
Pathophysiology/Pharmacology II (3) (3T)
This course is a sequel to Nursing 302, Pathophysiology/Pharmacology I. It continues with the pathophysiologic processes as they relate to changes in normal functioning. Pathophysiology is studied as a foundation for understanding the signs and symptoms that result from disunity. Altered organ and system mechanisms are studied as they relate to protection, oxygenation, regulation, movement/coordination and Digestion/elimination. A concurrent focus is the pharmacological effects of drugs on altered function. Special emphasis is placed on drugs used to treat the physiologic demands of protection, oxygenation, regulation, movement/ coordination and digestion/elimination.

NSG 314
Introduction to Nursing Research (2) (2T)
Introduction to nursing research provides a foundation for the development of a research consumer. Critical thinking, ethical/legal issues and the steps of the research process will be emphasized. Awareness of the importance of nursing research to evidence-based clinical practice will be promoted.

NSG 315
Caring for the Family During Childbearing and Childrearing (7) (4T/3C)
This course is designed to assist the student in providing nursing care to the obstetric, gynecologic and pediatric client. Family-centered care, increased client participation and family-life education programs are viewed as positive influences toward wellness in childbearing and childrearing. Theory begins with a discussion of essential content in family nursing and women's health, then progresses through the childbearing cycle from preconception to postpartum. The child is viewed as an integral member of the family. A developmental format, within a caring framework, follows through the periods of the neonate, infant, toddler, preschooler, school-age child and adolescent. Varied clinical experiences with client involvement are provided to promote the student's understanding of growth and development of the individual, from conception through adolescence, in health and in illness. Emphasis is placed on socio-economic, cultural and emotional considerations as they impact upon the family's demands and resources. By applying the nursing process in the clinical setting, the student interacts with individuals in maturational, situational, and unanticipated crises. The student is encouraged to explore his/her own feelings regarding childbearing and childrearing, in an effort to understand the lived experiences of the client/family and how these influence the nurse-family relationship.

NSG 411
Caring for Adult Clients with Complex Health Demands (8) (4T/4C)
This course will focus on nursing practice grounded in a caring framework for clients with complex health demands. Knowledge of meeting these demands will be expanded to the client with complex physiological needs. Wholeness and dignity for human life are the basis for nursing practice. Emphasis will be placed on health promotion/maintenance, illness care, and rehabilitation of clients with complex health demands or problems. Critical thinking skills will be enhanced through the nursing process to develop and implement care planning in the acute care setting. A variety of nursing role abilities are developed including the nursing roles of research consumer and coordinator.
Professional nursing practice and support of Christian ethics is emphasized through promotion of personal responsibility and accountability.

NSG 413
Caring in Community Health Nursing (6) (3T/3C)
The course is designed to assist the student in synthesizing concepts and skills from liberal arts and nursing science and evaluating them for application to public health and community health nursing. Integration of critical thinking skills, change theory, and research findings is promoted throughout the use of the nursing process in planning care for individuals, families, groups, and communities. This course will include opportunities for students to experience the nursing roles of leader/manager, research consumer, coordinator, and collaborator with clients in the community. Concepts of health promotion/maintenance, illness care and rehabilitation are applied to clients of all age groups in a variety of community settings. Cultural, ethical, legal, socio-economic, political, technological and epidemiological issues will be incorporated as they relate to the client. The client is viewed holistically in a caring framework.

NSG 431
Leadership/Management: Perspectives of Caring (6) (2T/4C)
This course is designed to assist the student to utilize principles of leadership and management in the professional nursing role of providing care to groups of clients. Management and transitional theory, as well as organizational group dynamics are presented. The student will utilize these theories in the nursing roles of leader/manager, collaborator and coordinator. The student will incorporate principles of wholeness and caring into a leadership/manager role within the health care setting. Additionally, concern for each client's internal and external environment and the fostering of health promotion/ maintenance and rehabilitation are stressed while providing care to and communicating with groups of clients. Emphasis is placed on self-evaluation of leader/manager skills and continuing development of a professional role. Students will reflect on their own ethical development and explore ways of encouraging professional behavior in others. Each student is expected to utilize research findings to guide their clinical practice.

NSG 432
Professional Issues in Nursing (3) (3T)
This course is designed to encourage the student to explore the important issues that are currently of concern to the nursing profession. Students will draw upon previous learning from the liberal arts to examine and discuss the historical, cultural, social, political, technological and economic aspects of current issues in nursing and health care. Special emphasis will be given to examination of issues related to professionalism, the provision of health care, nursing education, governance, professional practice models, political activism, scope of practice and legal control through nurse practice acts. Students will also examine the contribution of liberal arts in the development of self as an educated professional. The concept of caring as a moral perspective will permeate this course.

NSG 441 - Curricular Option
Caring for Clients with Critical Health Demands in the Perioperative Setting (4) (2T/2C)
This course is designed to familiarize the Student with the roles of the professional nurse caring for the critically ill client in the perioperative setting. The responses of clients, at all stages of the lifespan, to the influence of the demands of surgery are the central focus of the course. Emphasis is placed on the holistic, caring approach and the use of caring strategies with the client and family to promote/maintain health as well as provide illness care. The student assumes a variety of nursing roles according to professional standards within the limitations imposed by the perioperative setting. Through development of collaborative skills and utilization of significant research findings, the student practices critical thinking and the nursing process to enhance decision-making within a critical care environment. Specific professional practice issues in perioperative and perianesthesia nursing are explored with special emphasis on ethical and legal situations encountered.

NSG 447 - Curricular Option
Caring for Clients With Critical Health Demands in the Critical Care Setting (4) (2T/2C)
This course is designed to introduce students to the high tech-high touch world of critical care nursing. The response of critically ill clients at various stages of the lifespan is the central focus of the course. Emphasis is placed upon the holistic approach and use of caring strategies with the client and family to promote/maintain health as well as provide illness care and rehabilitation. There will be a special focus on the development of collaborative skills with other health care providers and application of critical thinking skills within the critical care environment. Significant research findings and the nursing process

will be applied to the practice of nursing. Specific professional practice issues in critical care nursing will be explored with special emphasis on ethical and legal situations encountered.
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RN to BSN Courses

NSG 317
Introduction to Informatics in Nursing Practice
3 Credit Hours/ 8 weeks (3T)
Pre-requisites: BSN majors who have completed all lower division and admission requirements. The purpose of this course is to examine informatics within the healthcare profession and to focus on trends, informatics theories, and impact of human factors, systems analysis, and design approaches.

NSG 319
Introduction to Nursing Research
3 Credit Hours/8 Weeks (3T)
Introduction to Nursing Research emphasizes the role of the nurse as a critical consumer of research findings for the purpose of improving practice. The course explores methods used in formulating and conducting research on problems arising with in health care.

NSG 321
Health Assessment Across the Lifespan to Promote Clinical Judgment
4 credit Hours/ 8 weeks (3T/1L)
The course focuses on wholistic health assessment of individuals across the life span. A background in the sciences and humanities contributes to the understanding of the biopsychosocial and spiritual nature of man. Students enhance their techniques and skills of interviewing, administering a comprehensive physical assessment and proper assessment documentation through learning modules and supervised experiences. Emphasis will also be given to nursing roles as collaborator, advocate and teacher.

NSG 323
Issues and Ethics in Contemporary Nursing Practice
3 semester hours/ 8 weeks(3T)
The purpose of this course is to stimulate moral awareness versed in ethical decision making & explore political, professional, legal, social, and global issues in contemporary nursing. The learner should reflect on their own lived experiences and be prepared to discuss detail their views about the weekly topics from readings, discussions, writing papers, and reading current literature.

NSG 325
Pathophysiology/Pharmacology to Advance Clinical Reasoning
4 Semester Hours / 8 weeks (4T)
This course introduces basic pathophysiologic concepts, relates these concepts to changes in normal functioning and presents opportunities to investigate relationships between pathophysiologic principles and disease presentations. This course requires correlation of pharmacologic principles and the therapeutic effect of drug therapy upon the pathophysiologic processes that are discussed.

NSG 435
Introduction to Evidence-Based Practice in Nursing Practice
3 Semester Hours/ 8 weeks (3T)
This course serves to cultivate a foundational understanding of the practice of evidence-based care. The focus is on evidence-based practice in nursing, through analysis of clinical decision making and exploring how to create a culture for evidence-based practice. It provides a theoretical and practical foundation for using various types of evidence to guide practice. The interaction of theory, research and clinical expertise in the development of evidence-based practice is examined.

NSG 437
Community Health Nursing for the Public's Health
6 semester hours /8 weeks (1T:5C)
This course is designed to assist the student in synthesizing concepts and skills from liberal arts and nursing science and evaluating them for application to public health and community health nursing. Integration of critical thinking skills, change theory, and research findings are utilized in planning care for individuals, families, populations, and communities. Concepts of health promotion and maintenance are emphasized as they apply to diverse populations. Cultural, ethical, legal, socioeconomic, political, technological and epidemiological issues will be incorporated as they relate to the community as client.

Credit for Prior Learning
A portfolio process is available for RN to BSN students to earn credit for prior learning for the course NSG 437 Community Health Nursing for the Public's Health. The student who satisfactorily completes a portfolio process will earn 6 semester hours. The cost of the portfolio review and charge for recording the credit hours to the academic transcript is equivalent to the cost of 1 credit hour. Students who wish to submit a portfolio to be evaluated for credit for prior learning should contact the Academic Lead for guidelines at least one full semester before expecting to receive credit. Questions regarding the costs of this process should be directed to the Financial Aid Officer.

NSG 439
Leadership in Contemporary Nursing Practice
6 credit hours/ 8 weeks (1T:5C)
This course is designed to assist the learner to utilize principles of leadership in contemporary nursing practice. Theories of leadership and management are discussed as well as organizational group dynamics. The learner will utilize these theories in the nursing roles or leader/manager, collaborator/coordinator and change agent. The learner will incorporate principles of wholeness, caring, quality and safety into a leadership/manager role within the complexity of a health care system. Additionally, concern for patient-centered care fostering health promotion/maintenance and rehabilitation are stressed while advocating evidence-based care for groups of clients. Emphasis is placed on teamwork; inter professional collaboration, clinical reasoning and evidence-based nursing practice. Learners will reflect on their own ethical and professional development and explore ways of promoting professional behaviors in others. This course builds upon content learned in previous courses throughout the program and stems from the mission of St. John's College.