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Program Description
The Department of Nursing offers a baccalaureate program built upon a foundation of science and liberal education that prepares graduates as professional nurses for positions in hospitals and community agencies. All graduates from the program are recommended for certification as public health nurses in the State of California. This program also prepares students for entrance into graduate programs in Nursing.

The program is approved by the California Board of Registered Nursing and accredited by the Commission on Collegiate Nursing Education. For further information about the approval status of the program, please contact the Department of Nursing office or the Commission on Collegiate Nursing Education (CCNE) at the following address: One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, phone (202) 887-6791.

The nursing curriculum is organized according to the four universal concepts of nursing which include the client, the environment, health, and the nurse. The client is defined as the individual, the family, groups/aggregates, and the community. Students study health, health problems and human responses that occur as a result of life processes. Emphasis is placed on the nursing process as a systematic method of assisting clients to attain, regain and maintain maximum functional health status. Nursing intervention with clients is based on the use of the nursing process with a focus on the various roles of the nurse including educator, clinician, leader, and researcher.

Baccalaureate Program Objectives
The program objectives are to prepare students for graduation who:
1. Value the inherent dignity and worth of the person as a unique humanistic being.
2. Use theory and knowledge from the discipline of nursing, the physical and behavioral sciences, and the humanities in providing and evaluating nursing care.
3. Utilize communication skills to achieve optimal outcomes with clients of nursing.
4. Foster health maintenance, prevention of illness, and promotion of optimal health through principles of teaching and learning.
5. Maximize functional health status in clients across the life span. Foster an environment in which clients, across the life-span, maximize their strengths, assets, and potentials in their quest for optimal wellness as indicated by maximal functional status.
6. Assess continuing learning needs by engaging in self-directed education that is focused toward continued personal and professional growth.
7. Demonstrate professional practice by accepting individual responsibility and accountability for nursing interventions and their outcomes within the context of the ethical, political, legal, and economic environment.
8. Critique and synthesize research for the applicability of its findings to nursing.
9. Utilize leadership and management skills through involvement with others in meeting health needs and nursing goals.
10. Collaborate with colleagues and others on the interdisciplinary health team to promote the health and well-being of the clients of nursing.
11. Function within the novice role (clinician, researcher, educator, leader) to meet the healthcare needs of a changing multicultural society.

Summative Objective: Demonstrate the ability to successfully pass the RN licensure examination (NCLEX).

In summary, the professional baccalaureate program in nursing is based on the belief that the graduate is a liberally educated, self-directed person who has beginning competency in delivering nursing care and is a responsible citizen.

TRADITIONAL BSN PROGRAM
The Traditional BSN program provides students the opportunity to complete the requirements for a BSN degree. Graduates are eligible to seek licensure as a Registered Nurse with successful completion of the National Council Licensure Examination (NCLEX-RN). Graduates are also eligible for the California Public Health Nurse Certification and are prepared to progress into a master’s degree program.

Requirements for the Bachelor of Science Degree in Nursing Approved by the California Board of Registered Nursing and Accredited by the Commission on Collegiate Nursing Education

<table>
<thead>
<tr>
<th>Total Units Required to Graduate</th>
<th>192-197 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Requirements</td>
<td>150 units</td>
</tr>
<tr>
<td>Nursing Courses</td>
<td>86</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>41</td>
</tr>
<tr>
<td>Cognates</td>
<td>23</td>
</tr>
<tr>
<td>Minor Requirement</td>
<td>0 units</td>
</tr>
<tr>
<td>Other University Requirements</td>
<td>42-47 units</td>
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</tbody>
</table>
Additional information regarding the following Department of Nursing policies is available at www.csub.edu/nursing:
1. Admission Criteria and Application Procedure
2. Physical and Mental Health Requirements
3. Health Clearance for Newly-Admitted and Continuing Nursing Students
4. Admission Requirements, including Student Health Insurance, Mask Fit Testing, BLS Certification, Student Professional Liability Insurance, Background Checks, OSHA Requirements, Drug Testing, Uniforms, Transportation, and Standardized Testing
5. Program Progression
6. Requirements related to Program Completion, including Graduation Checks, Testing, and Applications for BRN Approval for NCLEX Testing and the Public Health Nurse Certificate
7. Admission with Advanced Standing

Prerequisite Courses
Note: CSUB course(s) listed in parenthesis.
1. Expository Writing (Advanced English Composition): 5 quarter or 3 semester units (ENGL 110) [Satisfies Area A2]
2. Speech: 5 quarter or 3 semester units (COMM 108) [Satisfies Area A1]
3. Critical Thinking: 5 quarter or 3 semester units (PHIL 102 or SOC 120) [Satisfies Area A3]
4. Statistics: 5 quarter or 3 semester units (MATH 140 or PSYC 200) [Satisfies Area B4]
5. Chemistry, with lab: 5 quarter or 3 semester units (CHEM 150 or 203 or 211) OR a combined inorganic/organic chemistry course, with lab: 7.5 quarter or 5 semester units [Satisfies Area B1, B2, B3] Please see Department of Chemistry for CHEM 150 prerequisite requirements.
6. Human Anatomy, with lab: 5 quarter or 3 semester units (BIOL 250)
7. Human Physiology, with lab: 6 quarter or 4 semester units (BIOL 255/256)
8. Microbiology: 5 quarter or 3 semester units (BIOL 260)

Cognate Courses
1. Psychology: 5 quarter or 3 semester units (PSYC 100) [Satisfies Area D4]
2. Pathophysiology: 5 quarter or 3 semester units (BIOL 355)
3. Lifespan Development: 5 quarter or 3 semester units (NURS 235)
4. Nutrition: 3 quarter or 3 semester units (BIOL 270)
5. Sociology or Anthropology: 5 quarter or 3 semester units (SOC 100 or ANTH 100) [Satisfies Area D5]

Note: It is recommended that prerequisite courses be taken within ten years of the student’s expected baccalaureate graduation. See www.csub.edu/nursing for course currency policy.

Required Nursing Courses. The Bachelor of Science in Nursing requires the completion of the following courses in Nursing arranged according to level. The levels are taken sequentially:
Level I: Prerequisite Courses
Level II: NURS 245, 261, 262, 263, 264, 265, 266
Level III: NURS 351, 352, 353, 354, 355, 356, 357
Level IV: NURS 441, 442, 444, 446, 463, 464, 490

RN TO BSN COMPLETION PROGRAM
The RN to BSN Completion program provides Registered Nurses who graduated with an Associate Degree or Diploma in nursing the opportunity to complete the requirements for a BSN degree. Graduates are eligible for the California Public Health Nurse Certification and are prepared to progress into a master’s degree program.

Requirements for the Bachelor of Science Degree in Nursing Accredited by the Commission on Collegiate Nursing Education

Total Units Required to Graduate 157-162 units
Major Requirements 112 units
Nursing Courses 66
Prerequisites 46
Minor Requirement 0 units
Other University Requirements 45-50 units

American Institutions 5
Area A 5*
Area B 0*
Area C 15
Area D 5*
Theme 1 0*
Theme 2 5
Theme 3 5
GRE 5
GWAR (Exam) or Class 0-5

* satisfied in prerequisite, major, or other university requirement

Additional Units 0 units
Required Prerequisite Courses for the RN to BSN Program

1. Expository Writing (Advanced English Composition): 5 quarter or 3 semester units (CSUB course: ENGL 110)
2. Speech (Public Speaking): 5 quarter or 3 semester units (CSUB course: COMM 108)
3. Statistics: 5 quarter or 3 semester units (CSUB course: MATH 140 or PSYC 200)
4. Inorganic or Organic Chemistry with lab OR a combined Inorganic/Organic chemistry course with lab: (CSUB course: CHEM 150) Please see Department of Chemistry for CHEM 150 prerequisite requirements.
5. Human Anatomy, with lab: 5 quarter units or 3 semester units (CSUB course: BIOL 250)
6. Human Physiology, with lab: 6 quarter or 4 semester units (CSUB course: BIOL 255/256)
7. Microbiology: 5 quarter or 3 semester units (CSUB course: BIOL 260)
8. Psychology: 5 quarter or 3 semester units (CSUB course: PSYC 100)
9. Sociology or Cultural Anthropology: 5 quarter or 3 semester units (CSUB course: SOC 100 or ANTH 100)

Required Nursing Courses for the RN to BSN Program

In the RN to BSN Completion Program, registered nurses (RNs) take nursing and general education undergraduate courses. For the BSN degree, the university may require several undergraduate general education courses. The following nursing courses are required for RNs seeking a BSN degree:

NURS 345 (5), 357 (4), 410 (5), 441 (5), 442 (5), 489 (12), 492 (5), 493 (5), 499-NCLEX (20)

LVN 45-UNIT OPTION

The Board of Registered Nursing specifies that the additional nursing courses required of licensed vocational nurses to qualify for the registered nurse licensure examination shall not exceed a maximum of forty-five (45) quarter units. Prerequisites: current California LVN License, admission to the University, and completion of: BIOL 255/256 (5/1); BIOL 260 (5)

Required courses in the program:
NURS 338 (6), 341 (5), 342 (5), 351 (5), 352 (3), 490 (5), 446 (5)

Note: The LVN 45-Unit Option is offered only when resources allow; please check availability of courses at www.csub.edu/nursing.

COURSE DESCRIPTIONS

Note: A credit hour is equivalent to one hour of classroom study or three hours of clinical/laboratory experience and appropriate outside preparation; or a combination of the foregoing, times the number of weeks in the quarter. A quarter credit hour is equivalent to 10 hours of classroom contact, 30 hours of clinical/laboratory experience plus appropriate outside preparation; or a combination of the foregoing. Each classroom/clinical laboratory hour is 50 minutes in length.

Lower Division

NURS 140 Medical Terminology (3)
This course is an introduction to the study of medical terminology. Through word analysis and labeling exercises this course will help the student to learn the anatomic and clinical terms pertaining to each body system. This course is for nursing students and pre-nursing students interested in building a medical vocabulary. Prerequisites: none.

NURS 235 Lifespan Development (5)
Lifespan development is the scientific study of human development from conception to death. It focuses on biological, cognitive, social, emotional, cultural, and spiritual aspects of development. The purpose of this course is to examine the basic processes and theories of development to increase understanding and appreciation of human development across the lifespan. This course will provide an overall understanding of the basic theoretical issues and research findings in lifespan development and the implications of development for everyday interactions and contexts. Prerequisite: One course in Psychology or permission of instructor.

NURS 240 First Steps Toward Nursing Practice (1)
Focuses on assisting beginning nursing students with test taking, math skills and word usage in health care settings. Includes instruction and practice in using math for medication administration and in appropriate word use for reporting and recording nursing assessments. Scenarios will be used to provide assessment data and to illustrate how variations in client characteristics such as culture and age may influence medication administration and nursing assessment. May be repeated one time. Offered on a credit, no-credit basis only. Prerequisite: Admission to Traditional BSN Program.
NURS 245 Pharmacology (3)
Principles and concepts of pharmacologic intervention. A lecture/demonstration course integrating pharmacology, physiology and disease processes. Emphasis on providing the student with the information necessary to assess a patient’s reaction to pharmacologic agents, anticipate appropriate intervention, and recognize common problems associated with drug therapy. Prerequisite: Admission to Traditional BSN Nursing Program. Co-requisites: NURS 261, 262.

NURS 246 Labs and Electrolytes for Medical Surgical Nursing (2)
This class will focus on the study of fluids, electrolytes, and lab values. Case studies will be used to evaluate medical and surgical patients in the context of care. One component of this class will be a self directed program where the student will utilize a text for information and then self evaluate learning using a CD ROM for practice NCLEX testing with rationale and feedback. Another CD ROM series will provide an interactive program that discusses and reviews simulated medical/surgical cases. Students will learn from their responses as they test their decision-making acumen. Faculty will guide the program, utilizing student’s individual needs while students will be self directed for completion of class objectives and assignments. Prerequisites: NURS 261, 262. Credit, no-credit.

NURS 247 Pharmacology Review (2)
A course of study to focus on the review of basic principles of pharmacology. The CSUB Conceptual Model is applied for maintaining physiological integrity. Emphasis in the review will be placed on knowledge and interventions of drugs in the physiological systems with maintenance of system stability. A CD ROM is included so that students will learn from their responses as they test their decision-making acumen. Faculty will guide the program, utilizing student’s individual needs while students will be self directed for completion of class objectives and assignments. Prerequisites: NURS 245. Credit, no-credit.

NURS 261 Concepts and Principles Fundamental to Nursing (Theory) (5)
Significant concepts, such as person, family, group, community, environment, cultural diversity, health, and interpersonal communication that form the theoretical framework essential for providing effective nursing care, are introduced. The evolution of the health care system, including role and accountability of health care providers, is examined. Historical events, current trends, legal, ethical, social, and political issues influencing nursing are examined within social-cultural contexts. A comparison is made between technical and professional nursing and nursing education with relevance to the professional nurse’s roles (clinician, researcher, educator, and leader). Various philosophies, theories and conceptual models of nursing are examined. Components of the nursing process are introduced. The CSUB Department of Nursing philosophy and conceptual model of nursing, as the basis of the nursing process and as a means of maintaining physiological, psychological, and sociocultural integrity is studied and applied. Major concepts such as pain, stress, loss and grief are studied. The theory and principles basic to the study of fundamental skills of nursing care are presented to correspond to the practical application of these in NURS 262. Prerequisites: Admission to Traditional BSN Nursing Program. Co-requisites: NURS 262, BIOL 355, PSYC 100.

NURS 262 Health Assessment and Fundamental Nursing Skills (Clinical) (4)
Basic skills related to the theory and principles taught in N261 are demonstrated and practiced in laboratory simulations and hospital practice. Basic nursing skills, including communication and health assessment are applied in clinical practice situations in the process of providing care to adults. Assessment is stressed as a common foundation of knowledge as the initial phase of the nursing process for collecting and analyzing data to identify nursing diagnoses (actual, risk, potential, syndrome, or wellness) and problems that are collaborative in nature. The basis for establishing a professional nurse-client relationship as a foundation for communication is examined. Differentiation is made between various data bases: complete, episodic or problem-centered, follow-up, and emergency. Cultural and developmental considerations are included. Utilizing the CSUB Department of Nursing philosophy and conceptual model of nursing, emphasis is placed on the beginning application of the nursing process. Laboratory Practice. Prerequisites: Admission to Traditional BSN Nursing Program. Co-requisites: NURS 261, BIOL 355, PSYC 100.
NURS 263 Health Care of Adults I (Theory) (5)
Focuses on the promotion of wellness, the identification and treatment of common health problems of young, middle aged, older adults and promotion of wellness. Common illness conditions are studied in relation to altered physiological processes as a means to provide sound nursing interventions. The CSUB Department of Nursing Conceptual Model provides a basis for viewing problems as physiological, psychological, and sociocultural systems instabilities which influence functional health patterns. Critical thinking skills are applied to analysis of data for identifying nursing and collaborative problems. The nursing process is studied as an approach to re-establish systems stability/maximum functional status. Leadership and ethical decision making is introduced. Principles and concepts from the natural and behavioral sciences are used to discuss the application of the nursing process. Geriatric nursing is discussed in relation to the care of the older adult. Prerequisites: NURS 261, 262. Co-requisites: NURS 235, 245.

NURS 264 Health Care of Adults I (Clinical) (4)
The CSUB Systems Model of Nursing, as the conceptual basis of the nursing process and as a means of maintaining physiological, psychological, behavioral and socio-cultural integrity is applied. Biological and psychosocial theories are utilized in the development of the nursing process. Emphasis is placed on nursing interventions directed towards promotion of system stability/maximum functional status and evaluation of the results of interventions. Clinical experiences for implementing the nursing process in the care of young, middle-aged, and older adults with common illness conditions are provided. Acute, geriatric, and alternative health-care health settings are utilized for implementing the nursing process. Critical analysis of patient data and responses to nursing intervention are emphasized. Laboratory Practice. Prerequisites: NURS 261, 262. Co-requisites: NURS 235, 245, 263.

NURS 265 Health Care of Adults II (Theory) (5)
Focuses on the identification and treatment of common health problems of young, middle aged, and older adults. Common illness conditions are examined in relation to altered physiological processes as a means to provide sound nursing interventions. The CSUB Department of Nursing Conceptual Model provides a basis for viewing problems as physiological, psychological, and sociocultural systems instabilities which influence functional health patterns. Critical thinking skills are applied to analysis of data for identifying nursing and collaborative problems. The nursing process is utilized as an approach to re-establish systems stability/maximum functional status. Leadership and ethical decision making are developed. Principles and concepts from the natural and behavioral sciences are used to develop the application of the nursing process. Prerequisites: NURS 263, 264. Co-requisites: BIOL 270, SOC 100.

NURS 266 Health Care of Adults II (Clinical) (4)
The CSUB Systems Model of Nursing, as the conceptual basis of the nursing process and as a means of maintaining physiological, psychological, behavioral and socio-cultural integrity is evaluated. Biological and psychosocial theories are differentiated in the development of the nursing process. Nursing interventions are created and directed towards promotion of system stability/maximum functional status and evaluation of the results of interventions. Clinical experiences for implementing the nursing process in the care of young, middle-aged, and older adults with common illness conditions are examined. Acute, geriatric, and alternative health-care health settings are utilized for implementing the nursing process. Critical analysis of patient data and responses to nursing interventions are evaluated. Laboratory Practice. Prerequisites: NURS 263, 264. Co-requisites: NURS 265, BIOL 270, SOC 100.

NURS 277 Clinical Review (1-2)
This review clinical course for returning Level II CSUB nursing students will address the criteria and requirements necessary for progression in the nursing program. Review will be of basic skills and/or medical-surgical skills with demonstration and practical application in the skills lab and various levels of the clinical setting. These skills include communication, health assessment, and applications in a clinical practice situation in the process of providing care to adults. The student will be utilizing the CSUB Department of Nursing philosophy and conceptual model of nursing with emphasis placed on the application of the nursing process, medication administration, and client care plan development. Laboratory Practice. Credit or No credit.
**Upper Division**

**NURS 327 Women's Health (5)**
This course covers women’s health care from a primary care and well-being perspective. Emphasis is placed on health care concerns and preventive measures for women in various stages of the life cycle. Included are traditional reproductive content as well as selected common medical and psycho-social-developmental-political problems and issues as they relate to women’s health. The importance of health responsibility being assumed by the individual is emphasized. Prerequisites: PSYC 100, SOC 100, and ENGL 110. **GRE**

**NURS 338 LVN Preparation for the RN Program (6)**
Focus is on facilitating the transition from the role of a Licensed Vocational Nurse to that of a Registered Nurse. Concepts, theories and principles basic to advanced nursing are introduced. The CSUB Systems Model of Nursing, as the conceptual basis of the nursing process and as a means of maintaining physiological, psychological, behavioral and socio-cultural integrity, is applied. Biological and psychosocial theories are utilized in the development of the nursing process. Emphasis is placed on nursing interventions directed towards promotion of system stability/maximum functional status and evaluation of the results of interventions. Clinical experiences for implementing the nursing process in the care of young, middle-aged, and older adults with common illness conditions are provided. Acute and geriatric health-care settings are utilized. Critical analysis of patient data and responses to nursing intervention are emphasized. Lecture 2 units; Laboratory 4 units. Prerequisites: Admission to the LVN 45-Unit Option.

**NURS 340 Preparation for the NCLEX (2)**
Lecture/Seminar course designed to assist nursing students to prepare for the National Council Licensure Examination (NCLEX). Students will be provided the opportunity to assess their level of preparedness for the national examination for registered nurse licensure. The standardized test will be an additional cost for the student. Skills in computer test taking will be included. The current test plan for the NCLEX for Registered Nurses will guide the presentation of specific course content. Prerequisites: Completion of Level III nursing courses or permission of instructor. Credit or No credit.

**NURS 341 Health Care of Adults through Senescence, Part II (Theory) (5)**
Focuses on the identification and treatment of common high acuity pathophysiological health problems of young, middle-aged, and older adults. High acuity pathophysiological disorders are studied in relation to nursing diagnoses common to those patients and in relation to altered physiological processes as a means to provide sound nursing interventions. The CSUB Department of Nursing Conceptual Model provides a basis for viewing problems as physiological, psychological, and sociocultural systems instabilities. Critical thinking skills are applied to analysis of data for identifying nursing and collaborative problems. The nursing process is studied as an approach to re-establish systems stability/maximum functional status. Principles and concepts from the natural and behavioral sciences are used to discuss the development of the nursing process. Prerequisites: Admission to the LVN 45-Unit Option. Co-requisite: NURS 342.

**NURS 342 Health Care of Adults through Senescence, Part II (Clinical) (5)**
A course of study to further advance the student’s ability to apply theoretical knowledge to the care of young, middle-age, and older adults. Acute/critical and alternative health care settings are utilized for implementing the nursing process. The CSUB Conceptual Model of Nursing, as the conceptual basis of the nursing process and as a means of maintaining physiological, psychological, and sociocultural integrity is applied. Biological and psychosocial theories are utilized in the development of the nursing process. Emphasis is placed on nursing interventions directed toward the promotion of system stability and evaluation of the results of interventions. Critical analysis of patient data and responses to nursing intervention are emphasized. Laboratory Practice. Prerequisites: Admission to the LVN 45-Unit Option. Co-requisite: NURS 341.

**NURS 345 Pathophysiologic Basis of Illness and Disease (5)**
Focuses on disease processes in the human and encompasses the study of disordered or altered functions. Defines relationships between human anatomy, physiology, biochemistry, and microbiology. Using a systems assessment approach, provides the basis for treatment of disease states. Acute and chronic alterations will be identified. A framework incorporating genetic, congenital, traumatic, and acquired risk factors across the life-span resulting in pathophysiological alterations will be discussed. Prerequisite: Admission to the RN-BSN Program.
NURS 351 Psychiatric-Mental Health Nursing (Theory) (5)
Focus of the course is on the identification, treatment, and nursing care of common psychopathological health problems of children, adolescents, adults across the lifespan. Psychobiological, psychosocial, socio-cultural, and behavioral variables influencing systems stability are explored. Theoretical content includes psychopathology, pharmacology and treatment modalities related to attributes of humanistic individuals, group-aggregates or communities. Communication and group process theory and its application to practice are included. Principles and concepts from mental health/psychiatric nursing are applied to the nursing process. Prerequisites: NURS 263, 264.

NURS 352 Psychiatric-Mental Health Nursing Care (Clinical) (3)
The course provides clinical experiences for implementing the nursing process in the care of individuals, families and groups with mental health problems. Students utilize physiological, psychosocial, cultural and behavioral concepts in application of the nursing process to individuals, families, and groups. Emphasis is placed on nursing interventions directed toward promotion of system stability and evaluation of the results of mental health interventions. Laboratory Practice. Prerequisites: NURS 263, 264. Prerequisite or Co-requisite: NURS 351.

NURS 353 Health Promotion during the Period of Family Expansion (Theory) (5)
This course focuses on theoretical concepts and principles for facilitating systems stability in families and individuals during the period of family expansion, the woman during the reproductive cycle, the newborn and the family. Methods of health assessment, promotion and maintenance, health education, and early family rearing practices based on individual differences will be discussed. Health problems of family members during this time will be addressed. Prerequisites: NURS 263, 264.

NURS 354 Nursing Care during the Period of Family Expansion (Clinical) (4)
This course provides clinical experience in the application of nursing care principles and concepts to the care of women, newborns, and their families during the period of family expansion from antepartum through early infancy. Included will be experiences in normal and high-risk situations, during the antepartum, intrapartum, postpartum, and neonatal periods in hospitals, community agencies, and in the home. Emphasis is placed on use of the nursing process, including adequate assessment of the physiological, psychological, and sociocultural systems, and functional health patterns to arrive at nursing diagnoses and subsequently plan and implement nursing care. Laboratory Practice. Prerequisites: NURS 263, 264. Prerequisite or Co-requisite: NURS 353.

NURS 355 Health Problems of Children and Adolescents (Theory) (5)
Major health problems interfering with growth and development from infancy through adolescence, and their effects on physical, psychological, and sociocultural systems stability, and functional health patterns are studied in relation to the individual and family. Health assessment, health promotion, prevention of illness, and therapeutic interventions are studied with the family as the focus of care. Prerequisites: NURS 263, 264.

NURS 356 Nursing Care of Children and Adolescents (Clinical) (4)
Application of knowledge and skill through provision of nursing care in clinical situations involving multisystem instability in infants, children, adolescents and their families. The nursing process is used to identify dysfunctional health patterns, formulate nursing diagnoses, and develop comprehensive nursing plans of care. Emphasis is given to implement health assessment, promotion, and education related to the developmental level of children and their families. Laboratory Practice. Prerequisites: NURS 263, 264. Prerequisite or Co-requisite: NURS 355.

NURS 357 Foundations of Nursing Research (4)
An introduction to the fundamentals and principles of the research process, evidence-based practice, and the application of research to nursing practice. Prerequisites: MATH 140 or PSYC 200, completion of Level II nursing courses or enrollment in RN to BSN program.
NURSING

NURS 377 Clinical Review (1-2)
This review clinical course for returning Level III CSUB nursing students will address the criteria and requirements necessary for progression in the nursing program. Review will be of basic skills and/or medical-surgical skills with demonstration and practical application in the skills lab and various levels of the clinical setting. These skills include communication, health assessment, and applications in a clinical practice situation in the process of providing care to adults. The student will be utilizing the CSUB Department of Nursing philosophy and conceptual model of nursing with emphasis placed on the application of the nursing process, medication administration, and client care plan development. Laboratory Practice. Credit or No credit.

NURS 396 Community Service Learning (1-2)
Community service provides a learning experience through volunteering in a health setting. Designed to complement the learning of students entering or considering entering a health profession. Direct community experiences are arranged through a variety of health organizations. Basic topics of confidentiality and infection control (OSHA requirements) are introduced during the initial enrollment in the course and renewed on an annual basis. Depending on health setting placement, a student may need to meet additional requirements such as CPR, health clearance, and malpractice insurance. Particular placements may require completion of Level I of the CSUB nursing program. Individual academic learning objectives guide the experience. Health practice based reflection is used to evaluate the student's ability to connect the community service learning to academic course work. One unit of credit for 30 or more hours of volunteer community service experience in a health setting. Only one unit of Human Corps credit can be earned per term. No more than 12 units of Human Corps credit may be applied toward the baccalaureate degree. Prerequisite: Admission to Traditional or RN-BSN Program. Credit or No credit.

NURS 410 Professional Nursing Concepts and Issues (5)
This course provides the students with opportunities to explore and critically analyze nursing theories and conceptual models. The relationship between nursing theories and nursing practices will be emphasized. Students will also examine the characteristics of nursing as a profession and the roles of the professional nurse. Current and evolving ethical, legal, political, and economic issues facing the profession of nursing will be discussed and analyzed. Prerequisite: Admission to the RN-BSN Program.

NURS 440 Basic Dysrhythmia Course (3)
This course will focus on the interpretation of ECG rhythms and dysrhythmias. A systematic approach to dysrhythmia interpretation will be utilized. This course is for nursing students interested in working in medical/surgical units, critical care units, emergency departments, operating rooms, postanesthesia care units, outpatient clinics, and various community settings where nurses are responsible for interpreting the client’s heart rhythm as a part of their job requirement.

NURS 441 Community Health Nursing (5)
Principles, theories, and concepts of community health nursing are utilized to generate an understanding of the roles and functions of community health nurses. Special focus is given to the nursing process and nursing roles needed to promote system stability and maximum functional status of families, groups, aggregates, and community. This course is designed to encourage the critical thinking necessary to perform competently in community health nursing. Prerequisites: Level III Nursing courses or equivalent for RN-BSN students.

NURS 442 Community Health Nursing Practicum (5)
Concepts and theories of community health nursing are utilized in the application of the systems model. Special emphasis is given to use of the nursing process with families, groups or aggregates. Laboratory Practice. Prerequisite: Level III Nursing courses or equivalent for RN-BSN students. Prerequisite or Co-requisite: NURS 441.

NURS 444 Professional Nursing Practicum (5)
Integration of prior nursing and support course content into professional nursing practice. Faculty select, with student input, a clinical agency for an advanced clinical experience with a preceptor. Student will apply all nursing roles (clinician, educator, researcher, and leader), with emphasis on the leader and clinician roles. Students are required to take a national assessment test in preparation for the RN license examination. This examination must be passed in order to pass the course. Seminar 1 unit/Laboratory Practice 4 units. Prerequisite: Completion of Level III Nursing courses. Prerequisite or Co-requisites: NURS 357 and 490.

NURS 445 Multi-System Integration of Medical-Surgical Nursing (2)
This course focuses on the student’s internalization of knowledge through contextual, syntactical and inquiry learning. Students will be assisted to utilize techniques that integrate multisystem factors of assessment, intervention and evaluation. Through case studies students will be presented meaningful ways to apply concepts to clinical, community, and home situations. Prerequisite: Completion of Level III nursing courses.
NURS 446 LVN-RN Nursing Practicum (5)
For LVNs in the 45-unit option seeking to become RNs. Integration of prior nursing and support course content into registered nursing practice. Faculty select, with student input, an acute care clinical agency for an advanced clinical experience. Student will apply the registered nursing roles of clinician, educator, and leader, with emphasis on the leader and clinician roles. Students will take a national assessment test in preparation for the RN license examination (processing fee required). This examination must be passed in order to pass the course. Seminar 1 unit/Laboratory Practice 4 units. Prerequisites: NURS 341, 342 and 490. For LVN 45-Unit Option students only.

NURS 463 Critical Care Nursing Theory (3)
Focuses on the identification and treatment of common high acuity pathophysiological health problems of young, middle-aged, and older adults. High acuity pathophysiological disorders are studied in relation to altered physiology as a means to provide sound nursing interventions. The CSUB Department of Nursing Conceptual Model provides a basis for viewing problems as physiological, psychological, and sociocultural systems instabilities. Critical thinking skills are applied to analysis of data for identifying nursing and collaborative problems. The nurse process is studied as an approach to re-establish systems stability/maximum function status. Principles and concepts from the natural and behavioral sciences are used to discuss the development of the nursing diagnosis. Prerequisite: Completion of Level III nursing courses in Traditional BSN program. Co-requisite: NURS 464.

NURS 464 Critical Care Nursing Clinical (3)
A course of study to further advance the students ability to apply theoretical knowledge to the care of young, middle-age, and older adults. Acute/critical and alternative health care settings are utilized for implementing the nursing process. The CSUB conceptual Model of Nursing, as the conceptual basis of the nursing process and as a means of maintaining physiological, psychological, and socio-cultural integrity, is applied. Biological and psychosocial theories are utilized in the development of the nursing process. Emphasis is placed on nursing interventions directed towards promotion of system stability and evaluation of the results of interventions. Critical analysis of patient data and responses to nursing intervention are emphasized. Laboratory Practice. Prerequisite: Completion of Level III courses in Traditional BSN program. Co-requisite: NURS 463.

NURS 487 Healthcare Ethics across the Lifespan (5)
This course will describe and discuss a variety of ethical issues and dilemmas confronting everyone who participates in the US Healthcare system. Ethical theory and decision-making models will be reviewed for application during the course. A description of the multiple methods of healthcare delivery, the organizations and agencies providing healthcare (the medical-industrial complex), and personnel providing care will be presented as a basis for discussion. A variety of dilemmas involving patients across the lifespan (fetus to cadaver), their significant others, the healthcare team, and delivery systems will be discussed. Both classical dilemmas and additional dilemmas involving patients and/or professionals will be the primary focus of discussion. Prerequisites: ENGL 110, PHIL 102 or equivalent critical thinking/logic course.

NURS 489 Experiential Prior Learning (12)
Evaluation and assessment of learning that has occurred as a result of prior off-campus experience relevant to the curriculum of the nursing department. Requires complementary academic study and/or documentation including a portfolio. RN-BSN students only, by petition. Prerequisite: NURS 410. Credit or No credit.

NURS 490 Senior Seminar: Leadership, Trends & Issues in Nursing (5)
Consideration is given of current and evolving ethical, legal, political, and economic issues facing the profession of nursing. These issues are critically analyzed as they relate to nursing care and nursing leadership/management in the delivery of health care in contemporary society. Prerequisite: Completion of Level III nursing courses in Traditional BSN Program.

NURS 492 Advanced Leadership Seminar I (5)
This course focuses on theoretical principles to provide nurses with the knowledge base to be an effective leader/manager in today’s healthcare environment. Students will identify their own leadership and management style. The concepts of power, strategic planning, advocacy, change, collaboration, and resource management will be discussed. Prerequisite: NURS 357. RN-BSN students only.

NURS 493 Advanced Leadership Seminar II (5)
This course focuses on the nurse’s role as a leader/manager in a healthcare setting. Emphasis is placed on the implementation of leadership principles and how they are used to define the nurse’s management style. Students will complete a culminating project within their own practice setting that demonstrates nursing leadership. Students will identify a nurse leader within their organization to mentor them in completing their culminating project. Prerequisites: NURS 357 and 492. RN-BSN students only.
NURS 497 Cooperative Education (1-5)
This work study course is offered by the Department of Nursing in cooperation with selected clinical agencies. Students apply previously learned nursing theory and clinical skills in assigned patient care settings under the supervision of selected RN preceptors. The laboratory experience is supervised by a Department of Nursing faculty (course instructor) and clinical agency coordinators. The determination of course credits, evaluation, and grading is the responsibility of the nursing faculty. Laboratory Practice. Prerequisite: Completion of Level II nursing courses. Credit or No credit.

NURS 499 Independent Study (1-20)
Individual projects, such as directed reading, for students qualified to carry on independent work. For RN-BSN students, the passage of the NCLEX examination provides credit for this course. Prerequisite: NURS 357 or permission of instructor.