

Division of Nursing

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Philosophy

This philosophy describes the beliefs of the nursing faculty of Barry University about person, society, health, illness, and professional nursing. The philosophy evolves from the University mission and supports the purpose of the Division of Nursing.

The faculty believes that all humans are unique beings who have intrinsic value endowed in them by their Creator. Humans manifest a mind-body-spirit unity which encourages creativity, harmony, and health. The essence of human unity is the individual's culture, spiritual experience, environment, and changing life circumstances. We respect diversity, multiple realities, and individual choices of all persons. We place value on the life of all human beings within the context of family, community, and society.

Society is the dynamic and constructed setting within which all persons exist and interact. Nursing occurs in the framework of a global society valuing cultural, social, and intellectual diversity. Professional nursing carries with it the social responsibility to shape and transform the environment, to improve health and eliminate healthcare disparities for all people. Within society, each defined community provides a unique, multidimensional context for learning.

The faculty believe that health is the balance of mind-body-spirit which is interpreted and expressed in individuals and groups. The experience of illness is an alteration in the harmony of the mind-body-spirit. Health and illness are not considered dichotomous experiences; both are human experiences occurring simultaneously. Understanding simultaneity is fundamental to the diagnosis and treatment of human experiences and responses.

Focusing in a holistic manner across the life span, professional nursing roles involve evidence based practices that are preventative, restorative, and promotive. Evolving professional roles are acknowledged and fostered.

The knowledge base for professional nursing practice is derived from the liberal arts, nursing science, and related professional studies. Professional nursing education facilitates the socialization process, the development of values and professional behavior, and the social construction of policies which affect health at local, national, and international levels. The faculty believes that the baccalaureate degree in nursing is the entry level for professional nursing practice. Nursing education at the master's level is the minimal preparation for advanced nursing practice. Doctoral nursing education prepares nurses as clinicians, educators, leaders, researchers, scholars, and visionaries.

Nursing scholarship advances the knowledge base of the discipline by promoting inquiry, generating and utilizing research, and selecting theoretical knowledge that is compatible with our professional values and practices. Inquiry is paramount to competence in professional practice and life long learning. The unique focal area of our inquiry is multicultural health.

The curricula of the nursing programs are transformational and based on the belief that society and nursing are ever-changing. This attention to nursing's influence on communities and society supports our focal area of multicultural health by providing opportunities for scholarship, research, teaching, and community service. The curricula promote and facilitate analytical reasoning, critical thinking, evidence based practice, and the ability to construct knowledge.

Quality of life and the health care needs of individuals, families, and communities inform and reform the curricula as faculty and students engage in the scholarly search for meaning and understanding in professional nursing.

The philosophy of the Division of Nursing articulates with the University mission through the major characteristics of knowledge and truth, religious dimension, collaborative service, social justice and an inclusive community which celebrates the diversity of students, staff, faculty, and community. The nursing faculty embrace Barry University's international dimension, respect for human dignity, Dominican spirit of scholarship and service and commitment to a nurturing environment, social responsibility and leadership.

Purpose

The undergraduate nursing program consists of the entry-level BSN program and the RN to BSN program. The undergraduate program is based on a Judeo-Christian heritage and humanistic framework which seeks to lay a foundation for safe, compassionate and multiculturally sensitive professional practice. The undergraduate program prepares clinically competent professional registered nurses for employment settings that require: critical thinking and leadership/management skills to communicate with patients and other health care providers; participation in change related to the provision of nursing care; the inculcation of nursing and health related research; the ability to educate individuals, families, and communities regarding health promotion, risk reduction, and disease prevention; participation in continued personal and professional growth; and preparation for graduate study in nursing.

Curriculum

The nursing faculty has developed a contemporary curriculum designed to prepare nursing students for professional nursing practice in the new millennium. The new program is grounded in Community Focused Education (CFE). In community focused education, each defined community is a unique, multidimensional context for learning. Educational opportunities provide a variety of healthcare delivery experiences that are determined by the needs and resources of both the community and the nursing program. Community Focused Education requires ongoing partnerships among students, faculty and community members.

The undergraduate curriculum in the Division of Nursing is based on nine significant processes. These processes evolve from beliefs about human beings

and their environment; the American Nurses Association definition of nursing as a profession; and from the intellectual disciplines of natural and social sciences, psychology, education, administration, and the humanities. The nine processes which comprise the practice of nursing and upon which the undergraduate curriculum is based include change, communication, critical thinking, leadership, nursing, professionalism, research, teaching/learning and multicultural health.

Outcomes

In accordance with *The Essentials of Baccalaureate Education for Professional Nursing Practice* of the American Association of Colleges of Nursing (1998), the faculty identified the following outcomes expected of each student at the end of the baccalaureate program in nursing:

- Synthesize knowledge, skills, and technology from the practice and science of nursing, the arts, humanities, and the sciences to engage in critical thinking and the nursing process, incorporating the mind, body, and spirit, in the care of diverse individuals, families, and communities.
- Incorporate nursing and health related research findings in the delivery of comprehensive nursing care.
- Adapt practice, teaching, and communication through knowledge of multicultural norms and beliefs.
- Incorporate strategies for health promotion, risk reduction, and disease prevention in the care of diverse individuals, families, and communities.
- Integrate leadership and management principles to coordinate, manage, delegate, and evaluate care with diverse individuals, families, and communities in multiple contexts.
- Coordinate care for diverse individuals, families, and communities through collaboration with the multidisciplinary healthcare team.
- Evaluate the impact of political, legal, and ethical factors on the health of individuals, families, and communities and the effect of the students' participation in those processes.
- Embrace professional practice through assuming responsibility and accountability for actions and a commitment to education and self evaluation.

Accreditation

The UG nursing program is approved by the Florida Board of Nursing, 4080 Woodcock Drive, Suite 202, Jacksonville, FL 32207, and is accredited by the Commission on Collegiate Nursing Education. Accreditation is an indication of public approbation,

attesting to the quality of the educational program and the continued commitment of the sponsoring institution to support the program. For further information about the accreditation of the UG nursing program, please contact the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120, (202) 887-6791.

Programs & Options

The baccalaureate degree in nursing may be earned in several ways, depending upon the previous education of the student. Entry-level students may earn a BSN through the various options: Basic Option, L.P.N.-to-BSN Option, Two-Year Option, Three-Year Option, Baptist Bond Accelerated Option or Accelerated Option. Students, who are entering from high school or with some credit from other colleges or universities, including licensed practical nurses (L.P.N.s), enter the Basic Option. Ordinarily, the Basic Option takes four years to complete. Although courses may be taken in the summer, no summer classes are required to complete the Basic Option. Exceptional students willing and able to carry heavier course loads are able to complete the Basic Option in three years. However, this plan would require summer enrollments.

Those students in the Basic Option who have earned the required amount of credit by the end of their sophomore year and who meet other criteria, may accelerate their programs by joining the Two-Year Option.

Students accepted for the Baptist Bond Accelerated Option must meet the criteria for the Two-year Option and be accepted by Baptist Health South Florida (BHSF).

The Accelerated Option may be chosen by students who have at least a bachelor's degree in another field or a 3.0 GPA in the most recent 60 credits of course work leading to a bachelor's degree.

Admission to the R.N. to B.S.N. requires the student to have a cumulative G.P.A. of 2.50; no more than 9 credits of liberal arts remaining, a current active license from the State of Florida, and professional liability insurance. RNs matriculate in an option designed for them. Each option and the pertinent eligibility criteria are described in detail below.

Continuing Education Offerings

In addition to the degree programs, the Division of Nursing is approved by the Florida Board of Nursing to provide non-credit continuing education offerings for registered and licensed practical nurses, and offers many opportunities for student intellectual growth and service.

Opportunities for Student Growth and Service

Among the opportunities for student activities is the *Nursing Student Association (NSA)*, which is a constituent of the Florida Nursing Student Association (FNSA) and the National Student Nurses Association (NSNA). The NSA prepares students for the assumption of professional responsibilities, promotes and encourages participation in community service and activities toward improved health care, nursing education and legislative issues. Additionally, this pre-professional organization offers opportunities for student socialization, recognition, and scholarship. Active membership as a student is rewarded by a special one year membership in the Florida Nurses Association after graduation.

The Division of Nursing supports the *Lambda Chi Chapter of Sigma Theta Tau International*, the international honor society for nursing. The purposes of Sigma Theta Tau International are to: recognize superior academic achievement; recognize the development of leadership qualities; foster high professional standards; encourage creative work; and strengthen commitment to the ideals and purposes of the profession. Lambda Chi sponsors an annual research conference and provides other programs of professional and scholarly interest.

The **Center for Interdisciplinary Scholarship (CIS)** guides, supports, and assists with the discovery, application, integration and dissemination of scholarly work for the faculty and students of the CHS. The Center is guided by Boyer's model of scholarship, which includes the scholarship of discovery, application, integration, and teaching. The Center provides support in the creation of scholarly activities that affect multicultural health, guide faculty and students in the design of scholarly inquiry, assist with the dissemination of scholarly work, houses scholarly resources for faculty and student use, provides support to develop skills in proposal writing and publishing, reviews IRB proposals to assist faculty and students, and supports scholarship that is created/formed by practice, community services, and/or teaching.

Americans With Disabilities Act

In keeping with its mission and goals, and in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act, Barry University's Division of Nursing promotes an environment of respect for and support of persons with disabilities. The two categories of individuals with disabilities are: a) individuals with a physical or mental impairment that substantially limits one or more major life activities; and b) individuals with a record

of physical or mental impairment that substantially limits one or more major life activities. Major life activities include caring for oneself, performing manual tasks, walking, seeing, hearing, breathing, learning, and working.

The term “physical impairment” includes, but is not limited to: orthopedic, visual, speech and hearing impairments; cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, HIV disease (symptomatic and asymptomatic), tuberculosis, drug addiction, and alcoholism. Mental impairments include mental or psychological disorders such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

Individuals applying for admission, progression to clinical courses, and graduation from nursing must be able to meet the physical and emotional requirements of the academic program. Individuals who pose a direct threat to the health or safety of others or to

themselves may be denied admission, progression, or graduation. The division’s determination that a person poses a direct threat will be based on an individualized assessment that relies on current medical evidence or on the best available objective evidence to assess: a) the nature, duration and severity of the risk; and b) the probability that the potential injury will actually occur.

The faculty, having accepted that nursing is a practice discipline with cognitive, sensory, affective and psychomotor requirements, have adapted a list of “Core Performance Standards” based on a document of the Southern Council on Collegiate Education for Nursing. It will provide an objective measure upon which an individual and the faculty can base informed decisions regarding whether the individual is “qualified” to meet the requirements of the academic program. Each standard has an example of activities which a student would be required to perform while enrolled in a nursing program.

Core Performance Standards for Admission, Progression, and Graduation

Performance	Standard	Examples of Necessary Activities (Not all inclusive)
Critical Thinking	Critical thinking ability sufficient for clinical judgment	Identify cause-effect relationships in critical situations, develop nursing care plans.
Interpersonal	Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds	Establish rapport with patients/clients and colleagues.
Communication	Communication abilities sufficient for interaction with others in oral and written form	Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient/client responses. Give oral and written reports to other members of the health care team.
Mobility	Physical abilities sufficient to move from room to room and maneuver in small spaces	Move around in patient rooms, work spaces, and treatment areas, administer cardiopulmonary resuscitation procedures. Meet responsibilities in a timely manner.
Motor Skills	Gross and fine motor abilities sufficient to provide safe and effective nursing care	Calibrate and use equipment; safely position, lift, and transfer patients/clients.
Hearing	Auditory ability sufficient to monitor and assess health needs	Hear monitor alarm, emergency signals, auscultatory sounds, cries for help.
Visual	Visual ability sufficient for observation and assessment necessary in nursing care	Observe patient/client responses at a distance and close at hand. Comprehend three-dimensional relationships and spatial relationships of objects.
Tactile	Tactile ability sufficient for physical assessment	Perform palpation, auscultation, percussion and functions of physical examination and/or those related to therapeutic intervention.
Social Behavior	Compassion, integrity, interpersonal skills, interest and motivation	Develop a mature, sensitive and effective relationship with clients.

Bachelor of Science in Nursing (B.S.N.)

ADMISSION REQUIREMENTS

Applicants are notified in writing of the admission decision after all application materials have been received and evaluated. Completion of the admission file is the responsibility of the applicant. **Meeting the admission requirements does not guarantee admission to the Division of Nursing.**

The following are the admission application deadlines and notification date for Barry University Division of Nursing undergraduate programs:

Admission File Completion Dates	Applicant Notification Dates
January 2	January 30
March 2	March 31
May 1	May 29
July 1	July 31
September 1	September 30
November 2	November 30

Admission to nursing does not guarantee progression to clinical nursing courses or graduation. The nursing faculty reserves the right of retaining, progressing, and graduating those students who, in its judgment, satisfy the requirements of scholarship, health, and personal suitability to practice professional nursing. An interview with an academic advisor may be required before acceptance to any of the nursing programs and options.

BASIC OPTION

- A. Applicants entering from high school or with fewer than 12 college credits must meet general university admission requirements, as well as the following criteria for the Basic Nursing Option:
- (1) completion of high school or college courses in biology and chemistry (with laboratories) with a minimum grade of C in each,
 - (2) completion of Algebra II or equivalent, with a minimum grade of C,
 - (3) achievement of minimum total score of 970 on the SAT I or 20 on the ACT, and
 - (4) achievement of a minimum of a 3.0 cumulative high school grade point average.
- B. Applicants who have completed 12 or more college credits who do not have a bachelor's degree must meet general University admission requirements as

well as the following criteria for the Basic Nursing Option:

- (1) achievement of a minimum of a 3.0 cumulative college grade point average, with fewer than 5 Ws, Ds, or Fs.
 - (2) Earned at least a C in each of the required science courses taken (anatomy, physiology, microbiology, biochemistry) without repeats.
 - (3) Earned at least a C in all liberal arts courses.
- C. LPN applicants must meet the above requirements applicable to them as well as the following:
- (1) achievement of at least an 80% average in practical nursing coursework; and,
 - (2) hold a current Florida L.P.N. license or proof of eligibility to sit for the NCLEX-PN.

Background Checks

Clinical agencies require students to be fingerprinted, pass drug screening and background checks and clear the Human and Health Services/Office of Inspector General (HHS/OIG) list of excluded individuals and the General Service Administration (GSA) list of parties excluded from federal programs. Compliance with this requirement and satisfactory findings are essential for clinical placement and progression. Students who fail to submit to a background check or students whose background checks indicate a conviction as specified in Florida Statutes Title XXI, Chapter 435.04 Level 2 Screening Standards or students who refuse to provide a copy of the results to a clinical agency upon request will be unable to remain in the nursing program.

Progression to Clinical Nursing Courses

Admission to the university does not guarantee progression to the first clinical nursing course.

- A. The following are the criteria for progression to the first clinical/Lab nursing course, NUR 283-Health Assessment Across the Lifespan, which is taken in the sophomore year:
- (1) Completion of human anatomy, physiology, microbiology, and biochemistry (with labs) with at least a C in each course, without repeats;
 - (2) attainment of a 2.00 (C) average in courses taken in the natural and behavioral science block;
 - (3) attainment of a 2.50 (C) cumulative grade point average in all coursework completed at Barry or 3.0 for transfer credit;
 - (4) completion of 30 credits of coursework applicable to nursing; and
 - (5) submission of evidence of health status acceptable for the practice of nursing (which include an annual physical, up-to-date immunization status and tuberculosis [TB] screening); health

insurance (see Health Insurance Section of this Catalog); CPR certification (which must be from American Heart Association [AHA] Basic Life Support [BLS] for Healthcare Providers); submission of a background check, and liability insurance. The liability insurance fee will be charged to all nursing students; however students who provide proof of comparable liability insurance coverage to the Business Office within 30 days of billing will have their account credited for the premium.

B. The following are the criteria for progression through the nursing program:

- (1) Nutrition in Clinical Care (DIN 271) and Developmental Psychology (PSY 382) must be taken prior to NUR 320.
- (2) Yearly submission of a report of an examination indicating good mental and physical health, health insurance (see Health Insurance Section of this Catalog), CPR certification, and liability insurance.
- (3) Any grade lower than a C is considered a failure in all UG nursing courses. In the event a grade lower than a C is received in any undergraduate nursing course, students wishing to repeat the course must submit a letter to the Student Affairs Committee (SAC) before the start of the course requesting permission to repeat the course and continue in the nursing program. The members of the SAC will evaluate the student's academic and advisee records. Depending upon the outcome of the SAC's evaluation, the student may be allowed to repeat the course or be advised that permission has not been granted, and therefore, the student cannot continue in the nursing program.
- (4) One nursing course may be repeated one time with the permission of the SAC. A student receiving a second failure in any UG nursing course will not be permitted to continue in the nursing program.
- (5) The grades of D, F and WF are considered the same as a grade lower than C when repeating any undergraduate nursing course.

NOTE: At the end of the sophomore and junior years, the student must take a comprehensive level exam. At the end of the senior year, the student must pass a nationally standardized program comprehensive exam. Complete information regarding these mandatory exams is outlined in the UG Student Policy & Procedure Manual at <http://student.barry.edu.ezproxy.barry.edu/directory/Nursing.htm>

L.P.N. to B.S.N. OPTION

This program is similar to the Basic and Two-Year Options but allows the qualified L.P.N. to test out of some nursing coursework. These courses include:

NUR	212	Therapeutic Nursing Interventions	3
DIN	271	Nutrition in Clinical Care	3
			Total 6

All other coursework remains the same as the Basic Option. The course sequence, part-time or full-time status, and method to earn credit for other courses will be decided between the student and his/her advisor.

TWO-YEAR OPTION

Students in the Basic Option may accelerate their program with the Two-Year Option. In this option, the qualified student may complete all the nursing courses in two years. To progress into this option, the student must meet the following requirements:

- (1) earn at least a B in NUR 200, NUR 215/0215, NUR 216/0216, NUR 220, NUR 212, and NUR 283;
- (2) earn at least a C in all liberal arts courses taken with nursing courses;
- (3) have no more than 6 liberal arts credits to complete by the end of the sophomore year; and
- (4) earn at least a 3.00 cumulative grade point average.

At the end of the sophomore year, students eligible for the program will enroll in junior courses in the summer and fall semesters, and take their senior courses in an accelerated spring semester.

For accurate advising, students planning to enroll in the Two-Year Option should confer with their advisors while taking the science and liberal arts requirements.

Students admitted to the Two-Year Option must earn a minimum of C in junior and senior level courses in order to progress in the option. After conferring with their advisor, students in the Two-Year Option may elect to complete the program in the Basic Option.

BAPTIST BOND ACCELERATED OPTION

This program is similar to the Two-Year-Option. However, in addition to being accepted to Barry University DON, the student is required to be interviewed and accepted by BHSF. Upon acceptance to this program option, BHSF pays half of the student's tuition in return for 3-year employment commitment upon graduation. For complete information regarding this program, please visit our website at <http://www.barry.edu/Nursing/Default.asp>

THREE-YEAR OPTION

Academically well-qualified freshmen may wish to choose a faster option through which to complete the nursing program. In order to qualify, a student must be admitted to the nursing program with at least a B average and be able to maintain that average throughout the program. This option includes summer study.

ACCELERATED OPTION

Students choosing this option must have either a:

- (1) bachelor's degree from an accredited college or university and completion of all liberal arts and science courses with at least a C grade; and, no repeats in science courses before starting nursing courses; or
- (2) grade point average of 3.0 for the most recent 60 credits for those working on their first bachelor's degree and all liberal arts and science courses completed with at least a C grade; and, no repeats in science courses before starting nursing courses.

Prerequisite course credit may be earned through CLEP, transfer, correspondence, or by challenging or enrolling in courses at Barry University. All nursing courses are taken full time at Barry during four 15-week terms beginning in January and ending the following May.

Because time in class or clinical approximates 40 hours per week, it is not usually possible to work during the year of enrollment in nursing courses. Advance preparation should be made for financing that year. Some financial aid and loans are available, and students are encouraged to seek assistance from the Financial Aid Office. The cost for tuition and fees for the nursing credits equals that for four full-time semesters. Books, uniforms, and other requirements will be additional costs.

Accelerated Option students who receive lower than a C (eg. D, F and WF) in a nursing course may be approved for continuation in the Division of Nursing's Basic Option by the SAC.

REGISTERED NURSE (R.N. TO B.S.N.) PROGRAM & OPTIONS

Graduates of state-approved diploma and associate degree programs in nursing are eligible to apply for admission to the baccalaureate program in the Registered Nurse Options. The program followed by the R.N. students is designed to be as flexible and responsive to individual student needs as possible within the constraints of curriculum, university and accreditation requirements, and quality educational theory. The length of the program for the R.N. student is dependent upon the option chosen, amount of acceptable

transfer credit; success in completion of CLEP, proficiency, and nursing examinations; and part-time or full-time status. In most instances a minimum of two years should be anticipated for completion.

Admission to the R.N. to B.S.N (including RNs holding a bachelors degree in another discipline other than nursing) requires the student to have a cumulative G.P.A. of 2.50; no more than 9 credits of liberal arts remaining, a current active license from the State of Florida and professional liability insurance.

Alternatives to Earn Credit

Requirements of the program are met through CLEP, nursing mobility and achievement examinations or their equivalents, proficiency examinations, transfer, correspondence courses, or by enrolling in courses at Barry University. To be accepted in transfer, credit must have been completed with at least a grade of C at a regionally accredited college or university. Please refer to the transfer credit policies in this catalog for complete information. The student may earn credit through the School of Adult and Continuing Education where courses are taught in a manner and in time blocks appropriate for the adult working student.

Proficiency Examinations

One way in which the R.N. student may receive credit for a course at Barry University is by the proficiency exam. The following proficiency exams are available through the Division of Nursing: CHE 152-Biochemistry; BIO220-Human Anatomy; BIO 240-Physiology; BIO 253-Microbiology; and, NUR 301-Nursing Research.

These examinations are taken for "CREDIT/NO CREDIT" and if a student achieves an acceptable score, "CREDIT" for the course will be given. If an acceptable score is not achieved, "NO CREDIT" will be given. This "NO CREDIT" will not go on a permanent record and will not affect the grade point average. It does mean that the student must enroll in, and pass, the corresponding course. Proficiency exams may not be repeated.

Nursing Credit By Examination

Registered nurses who are graduates of approved accredited associate degree programs will be awarded 32 credits towards their bachelors degree after successfully completing 21 credits of nursing courses at Barry University and submission of a portfolio. There is a \$35 per credit fee for each credit awarded. Those RNs who do not meet these criteria may earn 32 nursing credits by successfully completing proficiency exams through Excelsior College. These exams can be taken at any time before enrolling in the first nursing

course. The following exams are designed to evaluate previous learning and experience:

1. Excelsior College Exam 554 (19 credits) in lieu of NUR 220 Nursing Care of Individuals, Families, & Communities; NUR 320 Nursing Care of Families: Adult/Elderly; NUR 489 High Acuity Nursing of the Adult; NUR 491 Nursing Care of the Older Adult
2. Excelsior College Exam 457 (8 credits) in lieu of NUR 325, Nursing Care of Families: Parent/Child
3. Excelsior College Exam 503 (5 credits) in lieu of NUR 380, Nursing Care of Families: Mental Health Nursing

To register for the Excelsior College examinations and obtain study guides for these examinations, please contact Excelsior College directly at (518)464-8500 ext.16. Registered Nurse students may take these exams in any order they choose. It is advisable to begin testing as early in the program as possible. These exams may be repeated once; after the second failed attempt, the student will be asked to enroll in the corresponding course or a tutorial for that course. Tutorials may be taken for credit/no credit only. There is a \$35 per credit fee for each credit by examination awarded.

Equivalent Credit Alternatives

Qualified R.N. students may be eligible to receive some credit in place of taking related proficiency nursing exams. These alternatives include national certification in an area of clinical nursing practice. Details are available from the Assistant Dean.

Sequence for Beginning Required Nursing Courses

The following criteria must be met before an R.N. student is eligible to take the first nursing course:

1. completion of all science courses and not more than 9 credits of liberal arts remaining.
2. All "Nursing Credit by Examinations" must be successfully completed prior to taking NUR 481. If the student is required to take a tutorial to complete the requirements for any of these three examinations, the tutorial must be successfully completed prior to enrolling into NUR 481.

R.N. Progression

In order to progress in the nursing courses, the student must

- Maintain at least a 2.00 GPA;
- Repeat any nursing course in which less than a C (eg. D, F or WF) was earned. The student may not enroll in other nursing courses until

earning a grade of C or better in the repeated course. If a student earns a D or an F in NUR 481, NUR 483, NUR 488 or NUR 493R, the student must have permission from the SAC to repeat the course. Only one nursing course may be repeated.

- Submit on an annual basis a report of an examination indicating good mental and physical health, health insurance (see Health Insurance Section of this Catalog), CPR certification (AHA/BLS), and liability insurance. The liability insurance fee will be charged to all nursing students; however students who provide proof of comparable liability insurance coverage to the Business Office within 30 days of billing will have their account credited for the premium.

In order to graduate with honors, a student must complete at least 56 credit hours at Barry University carrying letter grades of A, B, or C and must have a cumulative grade point average of at least 3.50.

R.N./B.S./B.A. to M.S.N. BRIDGE OPTION

Registered nurses with bachelor's degrees in other fields, who have a GPA of 3.0 or higher, may apply directly for admission to the Masters Program in Nursing. See the graduate catalog for complete information.

TRANSPORTATION

Students are responsible for providing their own transportation to and from all health agencies and other selected experiences such as home visits to patients, parents, and families and clinical experiences in hospitals.

RN LICENSURE (NCLEX-RN)

Upon completion of all nursing program requirements, including passing a nationally standardized comprehensive examination, the graduate is eligible to take the National Council Licensure Examination (NCLEX-RN). As part of the licensure application process, arrest and court records of final adjudication for any offense other than a minor traffic violation must be submitted to the Board of Nursing for review. Applications of those who have been convicted of a felony and whose civil rights have not been restored are considered to be incomplete until documentation of restoration of civil rights is received.

The application and records should be filed at least 90 days before the examination date in case a student may be required to appear before the Board.

NURSING PROGRAM REQUIREMENTS:**BASIC, TWO-YEAR, THREE-YEAR, L.P.N. and ACCELERATED OPTIONS****Distribution and Pre/Corequisite Courses for students working on their first bachelor's degree (68 credits):**

ENG	111/112	English Composition and Research
SPE	101	Fundamentals of Speech
BIO	220	Introductory Human Anatomy (with lab)
BIO	240	Introduction to Human Physiology (with lab)
BIO	253	Introductory Microbiology (with lab)
CHE	152	Introduction to Organic and Biological Chemistry (with lab)
MAT	152	Elementary Probability and Statistics
PSY	281	Introduction to Psychology
PSY	382	Developmental Psychology
SOS		Any History, Economics, Geography, Political Science
ANT/SOC		Any Anthropology, Sociology or Psychology
PHI		Philosophy Distribution
THE/PHI	353	Biomedical Ethics
THE		Theology Distribution
HUM and ARTS		
Humanities <i>and</i> Arts Distribution (9 cr.)		
DIN	271	Nutrition in Clinical Care
CS	180	Introduction to Computers
OPEN		Open Elective

Prerequisite Courses for students with a previous bachelor's degree (44 credits):

BIO	220	Introductory Human Anatomy (with lab)
BIO	240	Introduction to Human Physiology (with lab)
BIO	253	Introductory Microbiology (with lab)
CHE	152	Introduction to Organic and Biological Chemistry (with lab)
MAT	152	Elementary Probability & Statistics
PSY	281	Introduction to Psychology
PSY	382	Developmental Psychology
PSY/SOC/ANT		One course in either of these areas
DIN	271	Nutrition in Clinical Care
PHI/THE		Philosophy <i>and</i> Theology courses (6 cr.)
THE/PHI	353	Biomedical Ethics
CS		Computer Elective

Nursing Major: Basic, Two-Year, Three-Year, L.P.N., and Accelerated Options (64 cr.)

NUR	110	Orientation for Nursing Students
NUR	200	Introduction to Professional Nursing
NUR	211	Medication Calculation for Nurses
NUR	212	Therapeutic Nursing Interventions
NUR	220	Nursing Care of Individuals, Families, & Communities
NUR	215	Pharmacology
NUR	216	Pathophysiology
NUR	0215	SI: Pharmacology

NUR	0216	SI: Pathophysiology
NUR	283	Health Assessment Across the Life Span*
NUR	301	Research in Nursing
NUR	320	Nursing Care of Families: Adult/Elderly
NUR	325	Nursing Care of Families: Parent/Child
NUR	380	Nursing Care of Families: Mental Health Nursing
NUR	489	High Acuity Nursing of the Adult
NUR	490	Community/Public Health Nursing
NUR	491	Nursing Care of the Older Adult
NUR	493	Nursing Leadership

R.N. to B.S.N. Option (62 cr.)

Distribution & Prerequisite Courses:
 Human Anatomy + lab
 Microbiology + lab
 Biochemistry + lab
 Physiology + lab
 Statistics
 English Composition (6 cr.)
 Speech
 Social *and* Behavioral Science Distribution (9 cr.)
 Humanities *and* Arts Distribution (9 cr.)
 Philosophy Distribution (3 cr.)
 Theology Distribution (3 cr.)
 Bio-Medical Ethics (3 cr.)
 Computer Elective
 Open Elective

Nursing Major: R.N. to B.S.N.; Options (28 cr.) (In addition to 32 credits by validation or examination)

NUR	301	Research in Nursing
NUR	303	Professional Processes
NUR	481	Community Health Nursing
NUR	483	Health Assessment
NUR	488	Health Care Trends and Politics for Nurses
NUR	493	Nursing Leadership
NUR	510	Advanced Pathophysiology
NUR	520	Nursing Informatics

**Course Descriptions—
Nursing Prefix: NUR**

(Theory credits, 1 cr = 15 hours; Clinical credits, 1 cr. = 45 hours)

110 Orientation for Nursing Students (Theory 1)
 Assists beginning nursing students to adjust to life in the university and the Division of Nursing. Introduces students to the mission and values of the university, division, and nursing profession and explains how the goals and expectations of the nursing program are congruent with these beliefs. Content includes essential skills needed for academic success at Barry University Division of Nursing.

199 Special Topics (Theory 1-3)

Content to be determined each semester as requested by faculty and/or students to fill specified needs or interests.

200 Introduction to Professional Nursing (Theory 2)

Introduces the beginning-nursing student to the concepts, theories, and issues of the professional nursing role. Introduces the eight processes, which frame the undergraduate curriculum, within the context of the philosophy of the Division of Nursing and a community-based program, which guides the total curriculum. The essential processes include change, communication, critical thinking, leadership, nursing, professionalization, research, and teaching/learning. Other concepts include mind-body-spirit unity and the cultural aspects of individuals. Facilitates an understanding of nursing's historical development and the role of the nurse in today's healthcare delivery system. Prerequisites: BIO 220, BIO 240, BIO 253, CHE 152

211 Medication Calculation for Nurses (Theory 1)

Provides an intense, interactive program of study of medication dosage calculations. Includes the application of specific formulas that lead to safe medication calculation.

212 Therapeutic Nursing Interventions (Theory 1, Lab 0.5, Clinical 1.5)

Focuses on the acquisition of therapeutic nursing interventions that support, promote, restore, and optimize health in a variety of health care settings. Nursing interventions are mastered in the laboratory setting and provide a foundation for nursing practice. Prerequisites: NUR 200, 216, 283

215 Pharmacology (Theory 3)

Includes the various classifications of pharmacologic agents. Addresses the professional nursing implications for safe administration, observation for desired effects, and recognition and treatment of adverse drug reactions and/or interactions. Prerequisites: BIO 220, BIO 240, BIO 253, CHE 152; Corequisite: NUR 0215

0215 SI: Pharmacology (Theory 1)

This course is a supplemental instruction to NUR 215 Pharmacology. Using a variety of strategies including quizzes, discussion, and tutorials, the focus is on supporting students' learning needs related to the various classifications of pharmacologic agents as well as the nursing implications for safe administration of medications.

216 Pathophysiology (Theory 3)

Focuses on alterations in the biological patterning that affect the homeostasis and hemodynamics in human beings across the lifespan. Prerequisites: BIO 220, BIO 240, BIO 253, CHE 152; Corequisite: NUR 0216

0216 SI: Pathophysiology (Theory 1)

This course is a supplemental instruction to NUR 216 Pathophysiology. Using a variety of strategies including quizzes, discussion, and tutorials, the focus is on supporting students' learning needs related to alterations in biological patterning that affect the homeostasis and hemodynamics in human beings across the lifespan.

220 Nursing Care of Individuals, Families, & Communities (Theory 3, Clinical 2)

Discusses health promotion issues ranging from the local community to a global perspective using the epidemiological and ecological models. Focuses on healthy individuals, families, and communities. Introduces students to health/illness factors as they explore health promotion, illness prevention, and systems protection. Prerequisites: NUR 200, 216, 283

DIN 271 Nutrition in Clinical Care (Theory 3)

Introduces the essentials of normal and therapeutic nutrition. Provides students with techniques for assessment of nutritional status and principles of diet therapy in regulating the health of individuals, families and communities. Prerequisites: BIO 220, CHE 152.

283 Health Assessment Across the Life Span (Theory 3, Lab/Clinical 1)

Introduces the concepts and skills of health assessment across the life span, including health history and interviewing. Students perform complete system assessments of well children, adults, and elderly clients in community settings. Prerequisites: BIO 220, BIO 240.

300 Special Topics (Theory 1-3)

Content to be determined each semester by the School as requested by faculty and/or students to fill specified needs or interest.

301 Research in Nursing (Theory 3)

Introduces principles and process of nursing practice research: study of problem identification and definition, study design, data collection techniques, interpretation and critique of research reports, and the development of abilities as an intelligent consumer of nursing research. Prerequisite or Corequisite: MAT 152.

303 Professional Processes (Theory 3) (R.N. to B.S.N.)

Examines the health care delivery system based on the 8 processes inherent in the curriculum: change process, communication process, critical thinking, leadership/management process, nursing process, professionalization process, research process, and teaching/learning process. Prerequisite: MAT 152, PHI 353, CS 180.

320 Nursing Care of Families: Adult/Elderly (Theory 3, Clinical 3)

Focuses on the professional practice of nursing individuals and families within the context of acute and restorative care environments. Emphasis is placed on the development of the role of nurse as provider and manager of care. Prerequisites: NUR 212, 220, NUR 215, NUR 216.

325 Nursing Care of Families: Parent/Child (Theory 4, Clinical 4)

Focuses on meeting the parent-child and adolescent health needs of individuals and families within the community. Emphasis is placed on providing a continuum of care for at risk pregnant women, infants, children, and adolescents with acute or chronic conditions. Special focus placed on the unique role of nursing and its contributions to the parent-child health team. Prerequisites: NUR 320, PSY 382

380 Nursing Care of Families: Mental Health Nursing (Theory 3, Clinical 2)

Focuses on meeting the mental health needs of individuals and families within the community. Emphasis is placed on the nurse as provider and manager of care. Special focus is placed on the unique role of the nurse and the contribution of nursing to the mental health team. Prerequisites: NUR 220, NUR 216

459 Independent Study (Theory 1-3)

Provides opportunity for an in-depth investigation in an area of nursing of special interest to the student. Student is primary course designer assisted by a nursing faculty member. Prerequisites: Senior status and permission of Associate Dean of the Undergraduate Program.

481 Community Health Nursing (Theory 3, Clinical 3) (RN to BSN Only)

Focuses on health promotion and illness prevention, synthesis and application of nursing skills and theory while caring for individuals, families, and aggregates as an integral part of the community. Students study public health principles, and experience an in-depth relationship with client(s) over extended period of time in variety of community settings to become familiar with the many roles of the community health nurse. Prerequisites: "Nursing Credit by Examination"

(32 crs.) or successful completion of respective courses/tutorials.

483 Health Assessment (Theory 3) (R.N. to B.S.N. only)

Introduces the concepts and skills of health assessment with focus on well adults and children. Prerequisites: BIO 220, BIO 240, BIO 253, CHE 152.

488 Healthcare Trends and Politics for Nurses (Theory 3)

Introduction to the present realities of the healthcare industry, the stages of public policy development, and political activism. Focuses on paradigmatic shifts and trends impacting healthcare today, which will affect the new professional nurse. Connects policy and politics to practice. Prepares the student to proactively plan and function in a constantly changing healthcare environment, and empowers students to recognize their professional identities. Prerequisite: NUR 320, NUR 325, NUR 380.

489 High Acuity Nursing of the Adult (Theory 3, Clinical 3)

Provides for the acquisition and synthesis of healthcare knowledge with an emphasis on the adult population in an acute care environment. Apply the nursing process, problem solving techniques, and critical thinking in caring for clients with multi-system disease processes. Prerequisite: NUR 320, NUR 325, NUR 380.

490 Community/Public Health Nursing (Theory 2, Clinical 2)

The theoretical and practical bases for public health nursing are presented. Knowledge from previous courses is integrated as students identify and analyze the health care needs of aggregate populations and independently plan and actualize public health intervention projects. Prerequisite: NUR 320, NUR 325, NUR 380.

491 Nursing Care of the Older Adult (Theory 1, Clinical 1)

Details the complex health needs and societal issues of the elderly in our society. Opportunity to manage the health care needs of older clients in a variety of settings while identifying the sociological and political challenges that are unique to clients in this age group. Prerequisite: NUR 320, NUR 325, NUR 380.

493 Nursing Leadership (Theory 3, Clinical 3)

Introduction to the professional and social issues of leadership roles and clinical management functions. Assists the student in cultivating and acquiring the leadership skills needed to be innovative and prepared to function in tomorrow's healthcare environment. Prerequisite: NUR 489.

493R Nursing Leadership (Theory 3) (R.N. Only)

Introduction to the professional and social issues of leadership roles and clinical management functions. Assists the student in cultivating and acquiring the leadership skills needed to be innovative and prepared to function in tomorrow's healthcare environment.

510 Advanced Pathophysiology (Theory 4)

Compares and contrasts physiological and pathological changes that affect homeostasis of individuals across the lifespan. Current research based knowledge is applied to pathological changes in selected disease states.

520 Nursing Informatics (Theory 3)

Introduction to concepts of computer and information science as they relate to nursing informatics. Introduction and refinement of skills necessary to gather and dispense nursing data and nursing information as they relate to nursing science. Exploration of computer programs and software relevant to nursing administration, education, research, and practice (nursing knowledge).