NURSING

The Baccalaureate of Science in Nursing (BSN) degree is designed to meet a variety of educational needs beginning with the initial preparation necessary to enter the profession of nursing as well as faster professional growth and advancement for returning registered nurses (RNs).

Faculty

ANNE M. BARKER, ED.D., R.N.
Professor

AUDREY M. BEAUVAIS, D.N.P., M.S.N., M.B.A., R.N.
Assistant Professor and Director, Undergraduate Nursing Programs

MARLENE BECK, D.N.P., M.S.N., B.S.N
Program Director, SHU Online

BETH BOYD, MSN, BSN, RN
Coordinator Nursing Clinical Laboratory

PENNIE SESSLER BRANDEN, PHD, CNM, MSN, BSN, RN
Clinical Assistant Professor

MICHELLE COLE, DNP, MSN, RN, CPN
Assistant Professor

LINDA COOK, DNP, NNP-BC, APRN
Clinical Assistant Professor

MARYANNE DAVIDSON, DNSC, APRN, CPNP
Associate Professor

SUSAN M. DENISCO, D.N.P., A.P.R.N., F.N.P.-B.C., C.N.E.
Professor, Program Director DNP

NANCY DENNERT, APRN, MS, MSN, FNP-BC, CDE, BC-ADM
Clinical Assistant Professor

PETER DONATO, MSN, BA, RN, CMSRN
Instructor

MARY ALICE DONIUS, EDD, RN
Director of the School of Nursing

HEATHER FERRILLO, M.S.N., A.P.R.N., F.N.P.-B.C., R.N.
Clinical Assistant Professor

KIMBERLY A. FOITO, M.S.N., R.N., EMT-B
Clinical Assistant Professor

JOANNE GATTI-PETITO, D.N.P., R.N., C.N.E.
Assistant Professor

CONSTANCE GLENN, M.S.N., A.P.R.N., F.N.P.-B.C., R.N.
Clinical Assistant Professor

SUSAN A. GONCALVES, DNP, MS, RN-BC
Assistant Professor

MICHÈLLE JOHNSON, ED.D, BSN
Clinical Assistant Professor, Assistant Director, Nursing Education

TAMMY M. LAMPLEY, PHD, RN, CNE
Assistant Professor

JOSLIN B. LEASCA DNP, MSN, FNP-BC
Clinical Assistant Professor

CORRINE LEE, M.S.N., R.N.
Clinical Assistant Professor

KIMBERLY C. MCKINNON, MSN, RN
Laboratory Instructor

KERRY MILNER, M.S.N., D.N.SC., R.N.
Assistant Professor

LINDA MORROW, D.N.P., M.S.N., M.B.A., CNOR, CPHQ
Clinical Assistant Professor and Assistant Director, Patient Care Services Administration
LINDA-JO PALLOTTO-RUSSO, M.S.N., B.S., R.N.
Clinical Assistant Professor

ANN MARIE SARANICH, M.S.N., R.N.-B.C.
Clinical Assistant Professor

REBECCA ANN SMART, MPH, MSN, APRN, NNP-BC, FNP-BC
Clinical Assistant Professor

Associate Professor
Program Director, FNP Program

LINDA L. STRONG, ED.D., R.N.
Associate Professor, Director, RN to BSN and RN to MSN, and Director SHU-ERC

TAMMY TESTUT, PH.D., R.N.
Clinical Assistant Professor

SHERLYN WATSON, M.S.N., R.N., C.E.N.
Clinical Assistant Professor

EILEEN YOST, M.S.N., R.N.C.
Clinical Assistant Professor

Major in Nursing

Two tracks are offered in the Nursing major: First Professional Degree program and Nursing Completion program for RNs who wish to achieve a BSN. The BSN programs are fully accredited by the Commission on Collegiate Nursing Education (CCNE). For information, contact the CCNE at One Dupont Circle, NW, Suite 530, Washington, DC 20036-1120; phone: 202-887-6791; or web site www.aacn.nche.edu. In addition, a 6-credit certificate in Home Health Care Management is available online. This certificate meets the current requirements for the position of Home Health Supervisor in Connecticut, for RNs who do not have a bachelor’s degree.

FIRST PROFESSIONAL DEGREE PROGRAM (FPD)

The BS in Nursing program provides a first professional degree for entry into the nursing profession. At the conclusion of four years of study, students are eligible to take the National Certification Licensure Examination (NCLEX) developed by the National Council of State Boards of Nursing (NCSBN) in the United States. Qualified applicants are admitted into the University as pre-Nursing students and are guaranteed a seat as a sophomore Nursing student if they meet or exceed freshman prerequisite coursework and GPA requirements. Students who do not meet criteria will be evaluated for placement based on enrollment capacity. During the following three years, nursing students participate in simulated laboratory learning and clinical experiences at a variety of health related facilities in the area.

Upon successful completion of freshman prerequisite coursework with an overall GPA of 3.0 or higher and grades no lower than C+ in science and math courses, students enter the Nursing major in the fall semester of the sophomore year. The course sequence is outlined in the Plan of Study below. To receive a BS in Nursing, First Professional Degree Program students must successfully complete 122 credit hours, 55 of which are the Nursing major requirements. Students must maintain the overall GPA and course grade requirements and must demonstrate safe and competent practice in all nursing clinical and laboratory settings while adhering to the published professional standards of conduct (see Nursing Student Guide online at Nursing Student Guides - Sacred Heart University).

ADMISSION TO THE NURSING MAJOR

First Professional Degree Program

Policy:

• Incoming freshmen applicants to Sacred Heart University who meet admission criteria established by the
Nursing Program will be notified of their acceptance by Undergraduate Admissions.

• Acceptance into nursing is competitive and predominately based on SAT/ACT scores and scholarly achievement during the last three years of high school (particularly in science and advanced placement courses). Ideal candidates for SHU Nursing will have a 3.3 High School GPA, and SAT or ACT equivalent of 1080 or higher on Critical Reasoning and Math scores. Admission essays and evidence of community service and other extracurricular contributions will also be taken into account.

• Students who are accepted will have a space held for them in sophomore nursing courses, provided they meet the criterion below.

• All nursing students planning to start sophomore nursing courses must have completed prerequisite courses and achieved a cumulative GPA of 3.0 or higher and a grade of C+ or higher in required science and math coursework.

• Students who do not complete prerequisite courses and/or do not meet the GPA requirement will not advance to sophomore year nursing coursework. Students are encouraged to contact the Undergraduate Director of Nursing to discuss options.

• Transfer students with excellent qualifications (including strong GPAs and SAT/ACT scores) will be admitted as space allows. Transfer students are encouraged to contact the Admission Office as early as possible for consideration and are expected to meet the criteria described above.

• Students with an adverse criminal background check may be deemed ineligible to sit for the NCLEX and/or obtain a professional license to practice nursing. It is the student’s sole responsibility to discuss this issue directly with the State Board of Nursing where he/she intends to take the NCLEX.

DIFFERENTIAL TUITION
Sacred Heart University has implemented a differential tuition for the First Professional Degree Nursing program. The cost of nursing education is increased relative to other majors due to intensive clinical laboratory courses and clinical supervision required to maintain the professional standards of nursing education in addition to the associated expenses of clinical education. This charge will be reflected as a program fee each semester in addition to undergraduate tuition and fees. The fee will be initiated for nursing students starting their Sophomore year.

LAB FEES
Clinical laboratory fees are attached to courses that involve laboratory activities, simulation, or practical exams. These fees are used to offset expenses associated with these learning activities.

NURSING ASSESSMENT FEE
A one-time assessment fee is levied in the Sophomore year for individualized testing and evaluation that occurs throughout the nursing major courses. Students receive supplemental and remedial study materials in addition to individual feedback on tests and recommendations for improvement. Students who do not meet the program benchmark scores will be required to use remedial study materials to demonstrate competency before progressing to the next course. In addition, senior students will be required to participate in an NCLEX review course towards the end of the final semester. Questions about these fees and activities should be directed to the Director of Undergraduate Nursing or the Director of the School of Nursing.
NURSING VERIFICATION/HEALTH REQUIREMENTS DOCUMENTATION FEE

All clinical educational sites require the University to verify that each student placed in a clinical setting has met the necessary health requirements as designated by the clinical site. The University uses an outside vendor to collect and verify this information. There is a one-time fee associated with this process, which the student will pay directly to the assigned vendor. On or before the Fall Term, sophomore students in the First Professional Degree Program must submit completed and approved Health Documentation to the vendor for verification. A listing of these requirements is available through the vendor or the Clinical Placement Department. All Health documents must be renewed and updated as required during the entire time students are enrolled in the nursing program. Please keep copies of all health documents for your files. Students may not attend clinical or classroom activities without health clearance provided in the correct format. Students who miss clinical due to non-compliance are at risk for not meeting clinical objectives which may result in course failure, probation, and/or recommendation for dismissal from the program. Health care agency placement agreements and patient safety needs require strict compliance with health screening requirements.

SPECIAL CLINICAL AGENCY REQUESTS/CRIMINAL BACKGROUND CHECKS/DRUG SCREENINGS

Successful completion of the Nursing program at Sacred Heart University includes satisfactory completion of the clinical education component of the curriculum. A majority of clinical sites now require students to complete a criminal background check and drug screening prior to participating in clinical education placements. Additionally, National certification agencies may deem persons with criminal convictions as ineligible to sit for national certification examinations and state laws may restrict or prohibit those with criminal convictions from obtaining a professional license to practice following graduation. It is therefore the policy of the College of Health Professions and the Nursing Department that all admitted students planning to enroll in the Nursing program must consent, submit to, and satisfactorily complete a criminal background check. These will be completed at the student’s expense. The University and Nursing program have no obligation to refund tuition or otherwise accommodate students in the event that a criminal background check or drug screening renders the student ineligible to complete required courses or clinical placement(s).

REQUIRED FRESHMAN PREREQUISITE COURSES IN FIRST PROFESSIONAL DEGREE PROGRAM

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYXX 125</td>
<td>First Year Seminar</td>
</tr>
<tr>
<td>FLO 125</td>
<td>The Art of Thinking</td>
</tr>
<tr>
<td>PS 110</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>BI 126/127</td>
<td>Nursing Human Anatomy/Physiology 1</td>
</tr>
<tr>
<td>MA 105</td>
<td>Math Applications for Health Sciences</td>
</tr>
<tr>
<td>CH 117/119</td>
<td>General, Organic and Biochemistry An Overview</td>
</tr>
<tr>
<td>BI 128/129</td>
<td>Nursing Human Anatomy/Physiology 2</td>
</tr>
<tr>
<td>HI CC 101</td>
<td>Human Journey: Historical Paths to Civilization</td>
</tr>
<tr>
<td>or</td>
<td></td>
</tr>
<tr>
<td>EN CC 102</td>
<td>Literary Expressions of the Human Journey</td>
</tr>
</tbody>
</table>

ADDITIONAL COURSES REQUIRED FOR FIRST PROFESSIONAL DEGREE

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>NU 205</td>
<td>Foundations of Professional Nursing</td>
</tr>
<tr>
<td>NU 220</td>
<td>Pharmacology and Nursing Implications</td>
</tr>
<tr>
<td>BI 161/162</td>
<td>Introduction to Microbiology</td>
</tr>
<tr>
<td>HI CC 101</td>
<td>Human Journey: Historical Paths to Civilization</td>
</tr>
<tr>
<td>EN CC 102</td>
<td>Literary Expressions of the Human Journey</td>
</tr>
</tbody>
</table>
TRS 101  Introduction to the Study of Religion
NU 210  Health & Wellness & Cultural Diversity
NU 215  Health Assessment
PH 101  Introduction to Philosophy
PS 252  Child Development Psychology
CC 103  Social Sciences: The Individual & Society

or

CC 103  Natural Sciences: Scientific Discovery & the Human Community

NU 300  Psychiatric Mental-Health Nursing
NU 330  Care of the Childbearing Family
PH/RS/CC 104  The Human Search for Truth, Justice & the Common Good
NU 310  Pathophysiology
NU 340  Introduction to Adult Nursing
NU 365  Evidence-Based Nursing Practice
MA 131  Statistics for Decision Making
SO 110  Sociology
NU 374  Concepts in Child Health Nursing
NU 360  Adult Nursing 2
TRS 340  Bioethics

or

PH 258  Medical Ethics
NU 370  Nursing Leadership
NU 381  Public Health Nursing
NU 390  Senior Synthesis Seminar
NU 395  Transitions into Professional Nursing Practice

PROGRAM COMPETENCIES

Liberal Education (Essential I)

- Integrates knowledge from the biological, behavioral, social and nursing sciences when providing care to patients with complex alterations in health.
- Integrates knowledge of pathophysiology, pharmacology, and nutrition when providing care to patients, families, communities, and populations.

Leadership (Essential II)

- Evaluate and provide safe, high quality health care based on an understanding of organizational and systems leadership models.
- Apply leadership concepts, skills, and decision making when coordinating the care of selected clients in a variety of settings.

Quality Improvement (Essential II)

- Evaluate and provide safe, high quality health care based on an understanding of organizational and systems leadership models.
- Participate in quality and patient safety initiatives that impact patient care and system issues.

Safety (Essential II)

- Evaluate and provide safe, high quality health care based on an understanding of organizational and systems leadership models.
- Participate in quality and patient safety initiatives, recognizing that these are complex system issues, which involve individuals, families, groups, communities, populations, and other members of the healthcare team.
- Apply quality improvement processes and safety enhancing technology to effectively implement patient safety initiatives and monitor performance measures, including nurse sensitive indicators in the micro system of care.

Evidence Based Practice (Essential III)

- Provide professional nursing care that is grounded in current evidence.
• Discriminate between valid and invalid research for modifying clinical practice along with clinical expertise and patient/family preferences.

• Evaluate and propose changes based on evidence-based practice to structure the work environment to facilitate integration of new evidence into practice.

• Value the concept of evidence-based practice as integral to determining best clinical practice.

Informatics (Essential IV)

• Use computer information management systems and patient care technology to evaluate the safety and effectiveness of patient care.

• Use computer information systems to monitor and coordinate the care of patients with complex alterations in health.

• Integrate the use of technology and information systems to adapt patient care based on an analysis of expected and actual patient outcomes.

Health care policy (Essential V)

• Integrate knowledge of healthcare policy, finance, and regulatory factors that influence health care delivery and nursing practice.

• Finance: Analyze the costs and availability of healthcare options for individuals, families, communities, and select populations.

• Healthcare Policy: Analyze healthcare policies that impact the delivery of healthcare and make recommendations for change based on that analysis.

• Regulatory: Examine the state’s nurse practice act in relation to the scope of practice of registered nurses in that state.

Interprofessional Collaboration/Communication (Essential VI)

• Provide effective patient-centered care as a member of the interprofessional health care team by fostering open communication, mutual respect, and shared decision-making.

• Participate in the development, implementation and evaluation of intra- and interprofessional projects.

• Provide effective patient-centered care as a member of the interprofessional health care team by fostering open communication, mutual respect and shared decision-making.

• Acknowledge own potential to contribute to effective team functioning.

Health Promotion Disease/Injury Prevention (Essential VII)

• Support culturally competent health promotion and disease/injury prevention activities across the lifespan at the individual and population level to improve population health.

• Perform population-based screenings to identify potential health related risks and intervene as appropriate to minimize the risk of disease.

• Collaborate with others to develop a plan of care that takes into account determinants, available resources, and the range of activities that contribute to health and the prevention of illness, injury, disability, and premature death.

• Advocate for social justice including a commitment to the health of vulnerable populations and the elimination of health disparities.

Professionalism (Essential VIII)

• Demonstrate the core values of professionalism that support achievement of optimal health and wellness outcomes in patients, families, communities and populations.
• Articulate the value of pursuing practice excellence, lifelong learning, and professional engagement to foster professional growth and development.

• Act to prevent, recognize, and intervene when unsafe, illegal, or unethical care practices are being carried out by members of the health care team.

• Promote the image of nursing by modeling the values and articulating the knowledge, skills, and attitudes of the nursing profession.

Patient Centered Care (Essential IX)

• Evaluate the effectiveness of patient-centered care as a member of the interprofessional health care team.

• Develop and evaluate care that reflects spiritual, cultural, ethnic and social preferences, values, and needs of patients, families, communities and populations.

• Respect the centrality of the patient/family as core members of any healthcare team. (QSEN teamwork and collaboration attitudes)

Clinical Judgment (Essential X)

• Make individualized patient care-related clinical judgments that are based on knowledge and evidence and developed through the process of clinical reasoning.

• Use evidence and clinical reasoning to support the management of care based on an ongoing evaluation of patient outcomes.

NURSING LABORATORY

The nursing laboratories are equipped with sophisticated simulation mannequins and models, exam tables, hospital beds, computers, and a variety of audiovisual material. The laboratories are designed to promote critical thinking and skill proficiency for all major content areas of nursing practice. Under the direction of a full-time nurse, faculty members and nursing lab assistants, students are able to practice and demonstrate skills competency in a simulated clinical setting. In addition to scheduled class times, laboratories are open and staffed for students’ individual practice during specified hours.

FRESHMAN PREREQUISITE COURSES FOR MATRICULATION TO THE B.S. IN NURSING PROGRAM

Fall Freshman Year: 13 credits
Spring Freshman Year: 14 credits

FYXX125 First Year Seminar
or
FLO 125 The Art of Thinking
FYXX125 First Year Seminar
or
FLO 125 The Art of Thinking
PS 110 Introduction to Psychology
CH 117 General, Organic and Biochemistry, I An Overview
BI 126 Nursing Anatomy and Physiology I
CH 119 General, Organic and Biochemistry Laboratory
BI 127 Nursing Anatomy and Physiology I Laboratory
BI 128 Nursing Anatomy and Physiology II
MA 105 Mathematical Applications for Health Sciences
BI 129 Nursing Anatomy and Physiology II Laboratory
HI CC 101 The Human Journey: Historical Paths to Civilization
or
EN CC 102 Literary Expressions of the Human Journey

• CH 117/119 can be taken Year 1 Semester 1 or Year 1 Semester 2

• PS 110 can be taken in Year 1 Semester 1 or Year 1 Semester 2
ADDITIONAL REQUIRED COURSES FOR THE B.S. IN NURSING

Fall Sophomore Year: 16 credits
Spring Sophomore Year: 17 credits

NU 205 Foundations of Professional Nursing
NU 310 Pathophysiology
NU 220 Pharmacology and Nursing Implications
NU 215 Health Assessment
BI 161 Introduction to Microbiology
PH 101 Introduction to Philosophy
BI 162 Introduction to Microbiology Laboratory
SO 110 Sociological Imagination
HI CC 101 The Human Journey: Historical Paths to Civilization

or

EN CC 102 Literary Expressions of the Human Journey
CC 103 Social Sciences: The Individual & Society

or

CC 103 Natural Sciences: Scientific Discovery & the Human Community
TRS 101 Introduction to the Study of Religion

Humanities Elective

• BI 161/162 can be taken in Year 2 Semester 3 or Year 2 Semester 4

Fall Junior Year: 14 credits
Spring Junior Year: 17 credits

NU 300 Psychiatric—Mental Health Nursing
NU 340 Introduction to Adult Nursing
NU 210 Health & Wellness & Cultural Diversity
NU 365 Evidence-Based Nursing Practice
NU 330 Care of the Childbearing Family
MA 131 Statistics for Decision Making

PH/RS CC 104 The Human Search for Truth, Justice, & the Common Good
PS 252 Child Development Psychology

Humanities Elective

Fall Senior Year: 16 credits
Spring Senior Year: 15 credits

NU 360 Adult Nursing II
NU 381 Public Health Nursing
NU 370 Nursing Leadership
NU 390 Senior Synthesis Seminar
NU 374 Concepts in Child Health Nursing
NU 395 Transitions into Professional Nursing Practice
TR 340 Bioethics

or

PH 258 Medical Ethics Free Elective (3 CR)

Course Descriptions for First Professional Degree

NU 205 Foundations of Professional Nursing
3 CR

Foundations of Professional Nursing introduces the student to the profession of nursing. The student builds upon foundational knowledge from the liberal arts, sciences, and humanities; and applies this to the content and process of nursing. The metaparadigm of nursing is presented in conjunction with the University’s mission and organizing framework. Students are introduced to the concepts of health promotion, disease injury/prevention, effective intraprofessional communication, and demonstration of the teaching/learning process as part of patient-centered care. Skills basic to nursing practice, safety, documentation, and regulatory guidelines that influence nursing practices are presented. Laboratory and clinical experiences are coordinated to offer the student practical experience with selected clients in providing basic nursing care in a professional caring
manner. Students will demonstrate effective use of available technologies to assess and monitor patient care.
Prerequisite: Acceptance to the Nursing major

**NU 210 Health & Wellness & Cultural Diversity**  
2 CR  
This course introduces the student to basic concepts, theories and methods of exploring the health, wellness and cultural diversity of individuals. Common factors that promote the health and wellness of individuals across the life span are explored. Cultural diversity expands this discussion to include the meaning and impact of culture on health and wellness through the exploration of cultural phenomenon such as perception toward time, communication, social organization and healing traditions. Values clarification related to own culture as a part of the process of developing cultural awareness and competence is discussed. Disparities related to access to care and economic barriers are discussed including vulnerable populations. Current evidence related to the impact of culture on health care systems and treatment by culturally competent practitioners is included.
Prerequisite: NU 205 and NU 220

**NU 215 Health Assessment**  
3 CR  
Health Assessment introduces assessment components including interviewing, history taking, functional assessment, and physical examination of adults and geriatric patients with emphasis on health promotion and disease/injury prevention. This course begins with foundational concepts of professionalism, patient centered care, and safety. Students will build upon learned assessment techniques to begin examining patients using a head to toe approach. Course content focuses on the role of the nurse, inter- and intraprofessional communication, data collection and patient teaching. Emphasis is placed on the assessment phase of the nursing process. Students are expected to develop critical thinking skills to begin identifying problems and deficits in an effort to guide the development of a plan of care. By the end of the semester students will formulate a holistic and comprehensive concept map diagramming actual and potential health issues to illustrate this learning.
Prerequisite: NU 205 and NU 220

**NU 220 Pharmacology and Nursing Implications**  
3 CR  
This course introduces students to basic concepts of pharmacology used to promote, support, and restore the health status of individuals. Course content will focus on the pharmacodynamics and the pharmacotherapeutics of a broad range of drugs and their biologic, psychosocial and cultural role in health and illness. Critical thinking with the application of the nursing process will be stressed in the assessment of patient responses, discussion of nursing implications of various drug groups, therapeutic interventions, and related evaluations. Throughout the course issues of legal, ethical and professional accountability will be addressed as they pertain to the safe administration of medications. Laboratory practice will focus on the development of medication administration and supporting documentation.
Prerequisite: Acceptance to the Nursing major

**NU 299 Special Topics in Nursing**  
3 CR  
Designated new or occasional courses that may or may not become part of the department’s permanent course offerings. Prerequisites are established by the department as appropriate for the specific course. Course title is shown on the student’s transcript.
NU 300 Psychiatric—Mental Health Nursing  
4 CR  
This course is designed to introduce students to the basic concepts of psychiatric and mental health nursing. It provides an introduction to the assessment and treatment of patients with mental health challenges (vulnerable populations). Traditional psychotherapeutic and alternative healing methods are addressed. Continuing themes of growth and development across the life span including gerontology, safety, evidence based practice, therapeutic communications, pharmacotherapeutics, client advocacy, teaching, and patient-centered care are explored. Concepts related to social/ethical/legal considerations in relation to this vulnerable population are applied. Emphasis is placed on professionalism, communication and personal self-awareness and self-growth as well as interprofessional collaboration and communication. Students have the opportunity to carry out the nursing process and develop beginning level clinical skills in individual and group counseling at a variety of mental health agencies and with a diverse group of psychiatric clients.  
Prerequisite: NU 215, NU 210, BI 161/162

NU 310 Pathophysiology  
3 CR  
This course focuses on pathophysiology as it relates to the nursing actions and responsibilities needed to manage and provide care for clients who are experiencing acute or chronic physiologic health conditions. Reduction of risk potential, including complications from existing conditions will also be explored as well as health promotion and disease prevention as it relates to the disease process. References to the aging process and genetics and their impact on pathophysiology will be included. Content builds on prior anatomy and physiology concepts learned in prerequisite coursework.  
Prerequisite: NU 205, NU 220

NU 330 Care of the Childbearing Family  
4 CR  
Care of the Childbearing Family focuses on the concepts of patient-centered care, safety, genetics, health promotion, and professionalism in the care of women and newborns from conception to birth. Culturally sensitive nursing practice embodies the care of women, newborns, and families ranging from healthy to at-risk health states along the continuum of their growth and development. Evidence-based research is integrated into the plan of care, which extends in to the community. Legal and ethical issues that relate to the care of the family are interwoven. Students demonstrate critical thinking and clinical reasoning skills with emphasis on communication and interprofessional collaboration as part of their clinical experience.  
Prerequisite: NU 215, BI 161/162

NU 340 Introduction to Adult Nursing  
5 CR  
Adult Nursing 1 is the first in the two-course sequence of adult nursing. This course explores the roles of the nurse in relation to providing patient-centered care to patients with common medical/surgical health problems. Course content emphasizes health promotion, disease/injury prevention, disease management, and health maintenance. Continuing themes of pharmacotherapeutics, gerontological considerations, safety, evidence-based practice, therapeutic communication, as well as patient education and advocacy, are explored. This course incorporates critical thinking, clinical reasoning, and clinical judgment into classroom and clinical learning experiences. A structured experience in the simulation lab is included to integrate the nursing process with new nursing interventions. Course content will focus on common health problems related to fluid and electrolytes, pulmonary, cardiovascular, urinary, gastrointestinal, and musculoskeletal disorders, problems of metabolism, sensation and perception, circulation and perioperative
care. Weekly clinical experiences will be conducted in acute care settings.
Prerequisite: NU 300, NU 330

**NU 360 Adult Nursing II**

6 CR

Adult Nursing II is the second in the two-course sequence of adult nursing. This course explores the roles of the nurse in relation to providing patient-centered care to patients with complex medical/surgical health problems. Course content emphasizes health promotion, disease/injury prevention, disease management, and health maintenance. Continuing themes of pharmacotherapeutics, gerontological considerations, safety, evidence-based practice, therapeutic communication, multiculturalism, as well as patient education and advocacy, are explored. This course incorporates critical thinking, clinical reasoning, and clinical judgment along with evidence-based practice, the utilization of informatics, while promoting synthesis of knowledge and interprofessional collaboration. Course content will focus on common health problems related to pulmonary, cardiovascular, renal, gastrointestinal, and hematological, oncological, infectious disease, hepatobiliary, and neurological. A structured experience in the simulation lab is included to practice advanced nursing interventions required to care for high risk emergencies in a safe, controlled environment. Weekly clinical experiences will be conducted in high acuity acute care settings.
Prerequisite: NU 340, NU 365

**NU 365 Evidence Based Practice**

3 CR

This course prepares students to discover, examine, and critically appraise current evidence in nursing and health care. Students will develop skills needed to identify research questions in practice, analyze existing evidence, and develop strategies to integrate best current research with clinical expertise and patient/family preferences and values. Parameters for making a recommendation for an evidence-based practice change that enhances safety and promotes quality improvement will be discussed. Students will be given the opportunity to demonstrate skills in gathering data from a variety of sources using appropriate databases to find best current evidence.
Prerequisites: NU 300, NU 330,
Corequisite: MA 131, NU 340

**NU 370 Nursing Leadership**

3 CR

This course focuses on the nursing profession and leadership principles which are integral to the provision of health care for individuals, families, communities, and a global society. Students are given the opportunity to explore complex issues and trends in nursing related to the provision of cost-effective, safe, quality patient care, nursing as a profession, and global health. The development of an understanding and awareness of their need to become involved in the development of health care policies and changes in health care systems will be fostered by an analysis of current issues such as cross-cultural communication, the nursing shortage, inefficient health care systems, and international issues. Discussion and assignments will include implementation strategies and skills for successful transition into the workplace environment.
Prerequisites: NU 340, NU 365

**NU 374 Concepts in Child Health Nursing**

4 CR

The concepts in this course address family-centered care, safety, genetics, health promotion and disease/injury prevention in the care of children and their families from birth through childhood and adolescence. Course content focuses on the application of clinical judgment, evidence based practice, and growth and development. Students will engage in intra- and inter-professional collaboration and communication while advocating for the needs of this vulnerable
population. Clinical experiences incorporate informatics, caring, cultural sensitivity and leadership. Students will be expected to demonstrate professionalism and increasing levels of autonomy while providing care that is respectful and preserves human dignity.

Prerequisite: NU 340, NU 365

**NU 381 Public Health Nursing**

5 CR

This course focuses on providing population-focused care. Community and family assessments identify the need for intervention strategies that support health promotion and disease/injury prevention while promoting optimal functioning of various populations. Nursing services/interventions are delivered based on this assessment with an emphasis on vulnerable populations and cultural variations in the community. Collaboration with community agencies/institutions and health care systems provide an opportunity to practice health promotion activities that address current or emergent health needs of specific populations. The development of community partnerships is a focus and encourages student engagement.

Prerequisite: NU 360

**NU 390 Senior Synthesis Seminar**

3 CR

This course utilizes the concepts of professionalism, leadership, and patient-centered care in preparing the student to assume the role of baccalaureate nurse generalist. Critical discussions of professional issues prepare graduates for a successful transition into their first nursing role. Students will be expected to apply and synthesize previous course content while demonstrating accountability to self, peers, and the program as they prepare to take the NCLEX exam. Students analyze and evaluate individual learning needs and develop a learning contract to meet deficiencies. Content mastery testing is utilized to prepare students for the NCLEX exam.

Prerequisites: NU 360

**NU 395 Transitions into Professional Nursing Practice**

4 CR

This clinically based immersion experience is focused on refining the knowledge, skills, and attitudes necessary to manage care as part of an interprofessional team within a health care system. Theoretical learning becomes reality as students are clinically immersed to make connections between the standard case or situation that is presented in the classroom or laboratory setting in the constantly shifting reality of actual patient care. The experience supports objectives identified in the Senior Synthesis Seminar. Students demonstrate and utilize evidence-based research to support clinical judgment. The expectation is to analyze and reflect on experiences encountered during the clinical experience. Focus is on moving the student toward autonomous professional nursing practice within their clinical setting.

Prerequisites: NU 360

**Nursing Completion Program (RN to BSN)**

The Registered Nurse to Bachelor of Science in Nursing program provides registered nurses who have graduated from accredited diploma or associate degree programs educational mobility in a program designed for the adult learner. No entrance exams are required for practicing, licensed nurses. The upper-division curriculum has been specially designed for RN students returning to finish their baccalaureate education. Sacred Heart offers two RN-BSN completion programs: an all online program and a contracted onsite program at selected hospital/organization sites, which combines online and onsite classes at these sites. Personal attention and interaction between the faculty and student are a major focus in the School of Nursing.

The RN to BSN program is student-friendly and tailored to meet the needs of adult learners. There are two courses in the curriculum with a practicum component:
care management and public health nursing. Students select preceptors and design learning objectives and strategies, with faculty approval, based on their personal learning needs and areas for growth. Students do not have to repeat previous clinical experiences. Required Nursing courses are upper-division courses and are designed specifically for RN students.

To receive a BS degree in Nursing, the RN must complete 120 credit hours of study: 63 credit hours in prescribed general education courses and 57 credit hours in the major with at least a 2.8 GPA. A minimum of 30 nursing credits are awarded through the Connecticut Nursing Education Articulation Plan. The professional major is built on a core of sciences, humanities, social sciences and mathematics courses. Prior to entry into the major, specific prerequisite courses must be completed at Sacred Heart University or another accredited college, or by college-level examinations (CLEP).

**Acceleration RN to MSN Program**

This program is for registered nurses who have graduated from accredited diploma or associate degree programs in Nursing and provides an accelerated path into the Masters in Nursing program. The baccalaureate upper-division Nursing major includes both undergraduate and graduate-level courses to satisfy the requirements for the baccalaureate degree. The basis of the acceleration is the substitution of graduate credits for credits toward the BSN. RN-MSN students must maintain a 3.0 GPA throughout their course of study. All required undergraduate nursing courses for this degree are available online, as are the graduate nursing core courses and nursing courses required for the MSN in Patient Care Services Administration, Clinical Nurse Leader and Nursing Education tracks. Please refer to the Sacred Heart University Graduate catalog for additional information.

**ADMISSION REQUIREMENTS FOR RN-BSN AND RN-MSN**

This program is limited to students with experience in nursing who are seeking to complete their baccalaureate education in nursing. Students apply through the online admissions process directly for the RN to BSN program. Application materials must include:

- For admission to the RN-BSN program, an undergraduate GPA of 2.5 is required.
- For admission to the RN-MSN program, an undergraduate GPA of 2.8 or above is required for applicants covered by the CT Articulation Agreement. For applicants not covered by this agreement, an undergraduate GPA of 3.0 is required for the RN to MSN program

- official transcripts,
- an application,
- two letters of recommendation, (one from a supervisor and one from a peer)
- a resume,
- a statement of professional goals, and
- completion of the interview with an admissions representative for faculty review.

Applicants must provide a copy of their RN license in their state of practice, and must carry liability insurance. One year of nursing experience is preferred.

**PREREQUISITE COURSES TO THE UPPER-DIVISION NURSING MAJOR**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BI 126/127</td>
<td>Nursing Anatomy and Physiology I</td>
</tr>
<tr>
<td>BI 128/129</td>
<td>Nursing Anatomy and Physiology II</td>
</tr>
<tr>
<td>BI 161/162</td>
<td>Introduction to Microbiology</td>
</tr>
<tr>
<td>Biology, Chemistry, or Physics Elective</td>
<td></td>
</tr>
</tbody>
</table>

9 Credits in Social and Behavioral Sciences: PS 110, SO 110, PS 252, Anthropology, Political Science or Economics
Freshman Seminar or Academic Writing (b)

**VALIDATION OF PRIOR LEARNING**

Students may be awarded 30-36 Nursing credits through the State of Connecticut Nursing Articulation Plan. Students who graduate from schools in other states can be awarded 30 credits through endorsement of these courses. Students will be advised of their status by the Nursing faculty with credits shown as NU 290.

**ADDITIONAL REQUIRED COURSES FOR THE BS IN NURSING**

- **FLO 125** Logic
- **HICC 101** The Human Journey: Historical Paths to Civilizations
- **EN/CC 102** Literary Expressions of The Human Journey
- **CC 103** The Human Community: The Individual and Society or The Human Community and Scientific Discovery
- **CC 104** (PH or RS) The Human Search for Truth, Justice and the Common Good
- **MA 131** Statistics for Decision Making
- **PH 101** Introduction to the Problems of Philosophy
- **TRS 101** Introduction to the Study of Religion
- **TRS 340** Bioethics: Religious Perspectives

Two electives from Area B-1 (Humanities)
Free elective(s)

**NURSING MAJOR REQUIREMENTS—BSN**

- **NU 290** Validation of Prior Learning (30 – 36 undergraduate nursing credits)
- **NU 305** Transition to Professional Practice
- **NU 315** The Human Journey in Nursing
- **NU 325** Health Assessment
- **NU 335** Information and Technology for Nursing Practice
- **NU 345** Evidence Based Practice
- **NU 355** Leadership in Contemporary Nursing Practice
- **NU 376** Care Management: Individuals and Families
- **NU 387** Populations and Global Health Nursing

**REQUIRED BSN COURSES FOR ACCELERATED DEGREE RN-MSN—ALL TRACKS**

- **NU 290** Validation of Prior Learning (30 to 33 credits)
- **NU 325** Health Assessment for RNs
- **NU 376** Care Management: Individuals and Families
- **NU 387** Populations and Global Health Nursing
- **NU 401** Health Care Policy and Ethics for Contemporary Nursing Practice
- **NU 430** Principles of Health Care Research for Contemporary Nursing Practice (3 credits)
- **NU 431** Evidence-Based Practice for Quality
- **NU 433** Theory and Professional Roles for Contemporary Nursing Practice

Courses in the Nursing major are generally taken after the majority of general education courses have been completed. Nursing 305, 315, 325, 335, 345 and 355 (or NU 401, 430, 431, and 433 for RN to MSN students) must be taken before NU 376 or 387. Students are encouraged to review the University catalog for other policies and requirements related to timing of various course requirements, CLEP availability and timing, and credit for prior learning application procedures.

a) The University Common Core Courses CC 101 and CC 102 must be completed before NU 315 and NU 345.
b) Students who have completed and received SHU credit for an Academic Writing Course are exempt from Freshman Seminar.

c) MA 131 must be completed before NU 345.

d) The Validation of Prior Learning is awarded upon admission and validation of courses.

e) RN-MSN students take NU 401, 430, 431, 433 at the graduate level (instead of NU 305, 315, 345—which the RN-BSN students take).

Nursing Major — MSN
Please refer to the Graduate catalog for Nursing major requirements—MSN.

Certificate Program in Home Health Care Management for RNs—Online
The certificate program in Home Health Care Management is designed for nurses in managerial positions in home health agencies to meet the State of Connecticut’s Department of Public Health (DPH) requirements. DPH requires nurses in managerial positions in home care who do not have a BSN to complete at least six credits in health care management or community health from an accredited college, university or school of nursing.

ADMISSION
Students must apply to the School of Nursing for the Certificate Program and enroll as a Special Student at Sacred Heart University. There is a $25 fee for processing the application. Students must take the course for credit, which may later be applied to the RN to BSN degree.

REQUIRED COURSES

- NU 355 Leadership in Contemporary Nursing Practice
- NU 382 Management of Home Health Care Agencies

Courses cannot be audited or taken for Pass/Fail. Credit may later be applied to a degree if the student enrolls in a degree program within 5 years.

Students must achieve a grade of C or better (undergraduate) or B or better (graduate) in the courses to be awarded the certificate.

If certificate students later apply for a MSN, only grades of B or better will be applied to the degree. Students enrolled in degree programs will meet the admission and progression criteria for the degree.

Course Descriptions for RN to BSN/RN and Home Health Care Management

NU 305 Transition to Professional Practice
3 CR
This course is for RNs and is designed as a transition to the nursing major and as a forum to facilitate comparison between the scope of practice of the registered nurse and the baccalaureate prepared nurse. Role behaviors of the baccalaureate practitioner will be analyzed and applied within a framework of the health care environment and the ethical, legal and social issues that influence nursing practice. Critical thinking skills are developed as an essential component of professional practice.

Prerequisite: Acceptance to the RN-BSN Nursing Major

NU 315 The Human Journey of Nursing
3 CR
This course is for RNs. The Human Journey in Nursing utilizes the four questions posed in the University Common Core to address Nursing’s role in building a just society. Concepts such as human vulnerability, resiliency, spirituality and cultural diversity will provide the platform from which discussions about the professions and the professional nurse’s role in shaping past,
current and future health care will be based. Reflection on service learning experiences will personalize and professionalize the meaning and responsibility for addressing health inequities within the workplace and the perpetuation of health disparities in society.

Prerequisites: Acceptance to the RN-BSN Nursing Major and Completion of University Common Core 101 and 102 courses.

This course is not a substitute for the Common Core Courses

**NU 325 Health Assessment for RNs**

3 CR

Utilizing the conceptual framework of the nursing program, this course focuses on comprehensive health assessment. Adequate data collection and careful analysis for diagnostic and planning purposes is stressed. The student will use the diagnostic reasoning process to formulate nursing diagnoses based on the North American Nursing Diagnosis Association (NANDA) nomenclature. The nursing laboratory experience is available for students but not required. Videotaping assessment skills is a required course tool.

Prerequisite: Acceptance to the RN-BSN or RN-MSN Nursing Major

**NU 335 Information and Technology for Nursing Practice**

3 CR

This course is for RNs and provides an introduction to information and technology needed for the practice of nursing today. It will focus on providing material to enable nurses to be computer literate by exploring the use of emerging information sources and communication technology and their impact on health care. Emphasis will be placed on trends and issues in clinical technology. It will also examine key issues such as security and the use of data bases.

Prerequisite: Acceptance to the RN to BSN Nursing Major

**NU 345 Evidence Based Practice**

3 CR

This course is for RNs and prepares nursing students to critically evaluate evidence developed through methodologies such as research and research protocols for its application to the practice of professional nursing. The course reviews levels of evidence and provides a foundational overview of quantitative and qualitative research methodologies. Ethical issues and policy agendas that influence research are considered throughout the course.

Prerequisites: Acceptance to the RN-BSN Nursing Major, MA 131

**NU 355 Leadership in Contemporary Nursing Practice**

3 CR

This course is for RNs and will focus on the professional nurse's role in applying theory and principles of leadership and management in organizations across the health care continuum. Focus will be placed on strategies necessary to function effectively in a changing health care system by exploring interrelated process of thinking systematically, developing reflective judgment, and exercising leadership. Strategies for managing the quality and cost of health care, as well as research utilization, are emphasized to promote effective practice.

Prerequisite: Acceptance to the RN-BSN Nursing Major

**NU 376 Care Management: Individuals and Families**

4 CR

This course is for RNs and is focused on the elements of care management across the health care continuum. Care management requires an integration of understanding, skills and professional practices of clinical leadership, collaboration, communication, teaching and learning, evidence based practice and evaluation. Students will engage in analytic discussion and analysis of the influence of standards, systems of care, clinical practice, family systems, family
assessment, and personal reflection on one's practice in contemporary nursing.

Prerequisites: Acceptance to the RN to BSN Nursing Major, NU 305, 315, 325, 335, 345, and 355 or acceptance to the RN-MSN Nursing Major, NU 325, NU 401, NU 430, NU 431, and NU 433

**NU 382 Management of Home Health Care Agencies**
3 CR

This course takes basic management concepts and applies them specifically to home care. Content includes financing home care including Medicare, Medicaid and private insurance; State and Federal regulations; accreditation regulations including quality improvement concepts of case management; trends and issues in home care; legal and ethical consideration in home care, and community resources. This course is only offered online.

**NU 387 Populations and Global Health Nursing**
5 CR

This course is for RNs and focuses on global communities as consumers of health services. The different perspectives, sensitivities and application of knowledge unique to nursing of populations, communities, and societies are identified. Effectiveness of nursing practice is explored in relation to the problems, priorities, attitudes, culture and resources of aggregates, groups, the community, and global health needs.

Prerequisites: Acceptance to the RN to BSN Nursing Major, NU 305, 315, 325, 335, 345, and 355 or acceptance to the RN-MSN Nursing Major, NU 325, 401, 430, 431, 433 and 376.

**NU 401 (NU 501) Impact of History and Policy on Nursing and Health Care**
3 CR

The first of two integrated, required nursing courses in the core curriculum of the graduate nursing programs, this course focuses on history and policy. Current practices in nursing and health care are viewed from the past and present as a way to contemplate the future. Building on a framework of critical thinking, students explore through discussion, written critiques, readings, research and class participation, the history of nursing and medicine, analysis of current policy development and implications of the past for present and future actions in nursing and health care.

**NU 430 (NU 601) Principles of Health Care Research for Contemporary Nursing Practice**
3 CR

This course, the first of two research seminars, reviews nursing and health care research literature according to criteria. Course content focuses on the development of a researchable problem, integrative literature review and research design. Content, related to quantitative, qualitative and evaluative methods, is outlined. Concepts are developed to promote an understanding of the research process within the context of a research proposal.

Prerequisite: MA 131

**NU 431 (NU 602) Evidence-Based Practice for Quality Care**
3 CR

Builds on the content of NU 601 and begins with principles inherent to a sound research methodology. Included in the course are both philosophical and pragmatic differences between qualitative and quantitative methods of data collection and analysis. Content areas of substance include both data collection methods and analysis using computer software. Graduate students complete the methods section of the thesis prospectus during this semester.

**NU 433 (NU 530) Theory and Professional Roles for Contemporary Nursing Practice**
3 CR

Focuses on ethical dimensions of clinical and administrative practice in nursing. Broad
philosophical issues that have direct impact on health care are explored. Beginning with a reflection of one’s own values, the course examines the philosophical basis of nursing ethics, applications of ethical principles and the ethical decision-making process. Because reflection, dialogue and critical thinking are essential to understanding ethical practices, the majority of the classes use a seminar format.