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

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Professor and Chair, Department of Nursing

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Assistant Professor

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Assistant Program Director, Nursing Education

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Instructor

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

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Associate Professor and Director, Graduate Programs

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Clinical Assistant Professor

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CORRINE LEE, MSN, RN
Clinical Assistant Professor

SUSAN MCGINNIS, MS, RN
Assistant Program Director, SHU Onsite Cohort Programs

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Assistant Professor

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Clinical Assistant Professor and Assistant Director, Patient Care Services Administration

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Clinical Assistant Professor and Assistant Program Director, Clinical Nurse Leader

LINDA-JO RUSSO, MSN, RN
Instructor

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Assistant Professor of Nursing

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

Assistant Professor

LINDA L. STRONG, ED.D., R.N.
Assistant Professor and Director, RN to BSN

SHERYLYN WATSON, M.S.N., R.N., A.-S.A.N.E., 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 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:

1. 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.

2. 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.

3. Students who are accepted will have a space held for them in sophomore nursing courses, provided they meet criterion # 4 below.
4. All nursing students planning to start sophomore nursing courses must have completed pre-requisite courses and achieved a cumulative GPA of 3.0 or higher and a grade of C+ or higher in required science coursework.

5. 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.

6. 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.

7. Students who have been convicted of a felony may be denied the opportunity to take the NCLEX and be licensed as a registered nurse. As Sacred Heart University does not do criminal background checks, it is the sole responsibility of the student to self-identify their felony conviction and to discuss and resolve this issue directly with the State Board of Nursing where he/she intends to take 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 spring semester of 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 and retake the exam 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 Chair of the Nursing Department.

**Nursing Verification/Health Requirements Documentation Fee**

This a nominal annual fee associated with Nursing Verification/Health Requirements Documentation. On or before the Fall Term, entering First Professional Degree sophomore students must submit completed and approved Annual Health Clearance.
and Illness/Immunization documentation according to guidelines noted in Summer mailing to students. All matriculated nursing students must provide a completed and approved Annual Health Assessment form. Newly admitted students must submit completed and approved health information forms to the Nursing Department as soon as possible. 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. In the absence of extenuating circumstances, students who fail to submit required documents will lose one point per day from their final course grade. After 10 days, the student will fail the course. Students’ inability to attend clinical for part of all of the first 10 days may result in course failure. 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

The Undergraduate Nursing program requires the successful completion of clinical and fieldwork experiences. These experiences are offered through facilities and settings off-campus and these settings may require that the student complete a criminal background and/or a drug screening check before beginning the experience. These will be completed at the student’s expense and the university and the program will 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 fieldwork.

Required Freshman Prerequisite Courses in First Professional Degree Program

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

Additional Courses Required for First Professional Degree

- NU 205 Foundations of Professional Nursing
- NU 220 Pharmacology and Nursing Implications
- BI 161/162 Introduction to Microbiology
- HI CC 101 Human Journey: Historical Paths to Civilization
- EN CC 102 Literary Expressions of the Human Journey
- RS 101 Introduction to 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
RS 260  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

NURSING

Caring
Provide empathetic care that incorporates the dignity and worth of clients.

Collaboration
Work collaboratively with others using a process grounded in respect and knowledge of others’ roles.

Communication
Use appropriate, accurate and effective communication processes.

Critical Thinking
Demonstrate critical thinking as evidenced by the ability to analyze, synthesize, evaluate and reflect.

Therapeutic Intervention
Provide competent holistic care based on scientific principles to promote health and reduce illness.

HEALTH AND ILLNESS

Clients
Provide care to diverse clients across the lifespan.

Health Care Needs
Determine client needs through health assessment and use of standard data sources.

Health Care Goals
Develop a plan of care based on client needs that is realistic, outcome oriented, cost-effective and mutually agreeable.

PROFESSIONALISM

Leadership
Coordinate health care of individuals and groups utilizing principles of interdisciplinary models of care delivery and case management.

Policy
Incorporate basic knowledge of health care policy and systems to inform practice, advocate for clients and meet society’s needs.
Standards and Conduct
Demonstrate accountability for competent practice guided by ethical, legal and professional standards

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.

<table>
<thead>
<tr>
<th>FRESHMAN PREREQUISITE COURSES FOR MATRICULATION TO THE B.S. IN NURSING PROGRAM</th>
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<tbody>
<tr>
<td><strong>Fall Freshman Year:</strong> 13 credits</td>
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<tr>
<td>FYXX125 First Year Seminar or FLO</td>
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<tr>
<td>125 The Art of Thinking 3 CR</td>
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<tr>
<td>PS 110 Introduction to Psychology 3 CR</td>
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<tr>
<td>BI 126 Nursing Anatomy and Physiology I 3 CR</td>
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<tr>
<td>BI 127 Nursing Anatomy and Physiology I Laboratory 1 CR</td>
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<tr>
<td>MA 105 Mathematical Applications for Health Sciences 3 CR</td>
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<tr>
<td><strong>FYXX125 First Year Seminar or FLO can be taken Year 1 Semester 1 or Year 1 Semester 2</strong></td>
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ADDITIONAL REQUIRED COURSES FOR THE B.S. IN NURSING

<table>
<thead>
<tr>
<th><strong>Fall Sophomore Year:</strong> 16 credits</th>
<th><strong>Spring Sophomore Year:</strong> 17 credits</th>
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<tbody>
<tr>
<td>NU 205 Foundations of Professional Nursing 3 CR</td>
<td>NU 210 Health &amp; Wellness &amp; Cultural Diversity 2 CR</td>
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<tr>
<td>NU 220 Pharmacology and Nursing Implications 3 CR</td>
<td>NU 215 Health Assessment 3 CR</td>
</tr>
<tr>
<td>BI 161 Introduction to Microbiology 3 CR</td>
<td>PH 101 Introduction to Philosophy 3 CR</td>
</tr>
<tr>
<td>BI 162 Introduction to Microbiology Laboratory 1 CR</td>
<td>SO 110 Sociological Imagination 3 CR</td>
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<tr>
<td>HI CC 101 The Human Journey: Historical Paths to Civilization or EN CC 102 Literary Expressions of the Human Journey 3 CR</td>
<td>CC 103 Social Sciences: The Individual &amp; Society or CC 103 Natural Sciences: Scientific Discovery &amp; the Human Community 3 CR</td>
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<tr>
<td>RS 101 Introduction to the Study of Religion 3 CR</td>
<td>Humanities Elective 3 CR</td>
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<tr>
<td><strong>BI 161/162 can be taken in Year 2 Semester 3 or Year 2 Semester 4</strong></td>
<td><strong>HI CC 101/102 can be taken in Year 1 Semester 1 or Year 1 Semester 2</strong></td>
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<tr>
<th><strong>Fall Junior Year:</strong> 14 credits</th>
<th><strong>Spring Junior Year:</strong> 17 credits</th>
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<tbody>
<tr>
<td>NU 300 Psychiatric—Mental Health Nursing: 4 CR</td>
<td>NU 340 Introduction to Adult Nursing 5 CR</td>
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*BI 161/162 can be taken in Year 2 Semester 3 or Year 2 Semester 4*
NU 205 Foundations of Professional Nursing 3 CR
This course 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 and effective communication and demonstration of the teaching/learning process. Theories for nursing practice are introduced. 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 also incorporate principles of nutritional and pharmacological therapies, including medication administration and documentation, while providing supervised clinical care. Students will demonstrate effective use of available technologies to assess, monitor and evaluate patient care.
Prerequisite: Acceptance to the Nursing major

NU 210 Health & Wellness & Cultural Diversity 2 CR
This course introduces the entering Nursing 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.
Prerequisite: NU 205

NU 215 Health Assessment 3 CR
Introduces assessment parameters including interviewing, history taking, physical examination and functional assessment. Students formulate nursing diagnoses based on the North American Nursing Diagnosis Association nomenclature. Adequate data collection and careful analysis for diagnostic and planning purposes are stressed.
Prerequisite: NU 205

NU 220 Pharmacology and Nursing Implications 3 CR
This course focuses on the major actions of
drugs on body systems with an emphasis on the role of the nurse to promote patient safety during all aspects of medication administration. Legal, ethical, and professional responsibilities related to medication administration and promotion of patients’ health and wellness are also addressed. Correct drug calculation and safe medication preparation and administration are discussed and practiced in the nursing simulation laboratory.

Prerequisite: Acceptance to the Nursing major
Prerequisite: Acceptance to the RN-BSN 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
Introduces students to the practice of mental health nursing for individuals, families and groups with commonly occurring mental health disorders. Course content stresses the interpersonal process, nurse self-understanding and current mental health practice. Commonly occurring mental health disorders such as addictive behaviors, personality disorders, schizophrenia and mood disorders are presented. Stresses critical thinking in relation to the provision of care to clients with mental health needs.

Prerequisites: NU 215

NU 310 Pathophysiology 3 CR
This course focuses on nursing actions and responsibilities 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 are also be explored. Content builds on prior anatomy and physiology concepts learned in prerequisite coursework.

Prerequisite: NU 215, BI 162/162

NU 330 Care of the Childbearing Family 4 CR
Focuses on the application of the elements of critical thinking to the care of women and families in their childbearing experiences. Culturally sensitive nursing practice embodies the care of women and families who range from healthy to at-risk states along the continuum of their growth and development. Nursing interventions are supportive, restorative and promotive in nature, and include principles of effective communication and teaching. Clinical experiences provide students with opportunities to apply their critical thinking and knowledge base to care for expectant women in a variety of settings.

Prerequisite: NU 215, BI 161/162

NU 340 Introduction to Adult Nursing 5 CR
The first of two adult nursing courses, this course emphasizes the nursing roles in health promotion, health restoration and health maintenance. Classroom and clinical learning experiences focus on integration of knowledge from previous coursework. Consistent with the organizing framework of the Nursing program, this course incorporates aspects of critical thinking into classroom and clinical learning experiences. Students have the opportunity to provide nursing care to clients with common health problems from young adulthood to older adults. Course content focuses on the common health problems of the population of clients, which include: urinary, intestinal, neurologic and musculoskeletal disorders;
problems of metabolism, sensation and perception; and perioperative nursing care. Prerequisite: NU 300, NU 310, NU 330

NU 360 Adult Nursing II 6 CR
The second in the two-course sequence of adult nursing, this course emphasizes the nursing roles for the supportive, promotive and restorative functions of nursing practice, and continues to incorporate critical thinking into learning experiences. Students have the opportunity to provide individualized nursing care that includes the psychosocial and cultural aspects of care to adults with complex health problems, including the critically ill. Prerequisite: NU 340

NU 365 Evidence Based Practice 3 CR
This course 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: EN 110 Corequisite: MA 131

NU 370 Nursing Leadership 3 CR
This course focuses on leadership and management activities integral to the provision of health care for individuals, families and/or communities. These activities require assessment, collaboration and evaluation. The ability to work and communicate with others is fundamental to these activities. The transition to the role of the professional nurse is also explored. Themes of the course are health care as a system, professionalism and the role of the nurse in the provision of cost-effective quality care. Concepts and theories of leadership and management are integrated. Students analyze the health care delivery system and its relationship to the practice of nursing. Prerequisites: NU 340, NU 365

NU 374 Concepts in Child Health Nursing 4 CR
Focuses on the application of the elements of critical thinking to the care of children and families in their child-rearing experiences. Incorporating content from the liberal arts, sciences and humanities, students explore the roles of the nurse in relation to current research, issues, concepts and trends in family and child health. Culturally sensitive nursing practice embodies the care of children and families who range from healthy to at risk states along the continuum of their growth and development. Nursing interventions are supportive, restorative and promotive in nature, and include principles of effective communication and teaching. Clinical experiences provide students with opportunities to apply their critical thinking and knowledge base from family and child nursing to a variety of healthy to at-risk situations, and across a variety of settings. Prerequisite: NU 340

NU 381 Public Health Nursing 5 CR
This course focuses on the family and community as consumers of health services. Priorities and intervention strategies for health promotion, health protection and health restoration promoting optimal level of functioning of populations at risk are stressed. The effectiveness of nursing practice will be explored in relation to the problems, priorities, attitudes, culture and resources of populations along the lifespan with emphasis on aging populations in the
community. Collaboration with community agencies/institutions and the health care delivery system result in health promotion activities that address current or emergent health needs of specific populations.

Prerequisite: NU 360

NU 390 Senior Synthesis Seminar 3 CR
This course prepares the student for the role of graduate registered nurse. Topics such as time management, malpractice, role development, lifelong learning and interdisciplinary care are addressed in an informal class setting. Theoretical information is shared through student presentations, guest speakers, lecture, case studies and small group work. Students apply and synthesize previous course content, while demonstrating accountability to self, peers, and the program while preparing for the NCLEX exam. Students identify individual learning needs and develop a learning contract to meet deficiencies. Content mastery testing is utilized to prepare students for the NCLEX exam and also to calculate student grades for the course.

Prerequisites: NU 360

NU 395 Transition into Professional Nursing Practice 4 CR
This clinically based immersion experience supports objectives identified in the Senior Synthesis Seminar. Students demonstrate and utilize evidence-based research to support clinical decision-making or to question experiences they encounter during their clinical experience. Focus is on moving the student toward autonomous professional nursing practice within their clinical setting. Prior to graduation, students must identify, demonstrate and emulate the SHU nursing programs core competencies.

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. All Nursing and all non-Nursing courses are offered via web-based formats. Personal attention and interaction between the faculty and student are a major focus in the Nursing Department.

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 123 credit hours of study: 66 credit hours in prescribed general education courses and 57 credit hours in the major with at least a 2.8GPA. 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). Credit for prior learning is also an option for selected
Accelerated 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. 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. Approximately 60% of the required courses for the MSN in Family Nurse Practitioner are also available online. Please refer to the Sacred Heart University Graduate catalog for additional information.

Admission Requirements

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:

- an undergraduate GPA of 2.5 or above for the RN to BSN program and a GPA of 3.0 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

BI 126/127 Nursing Anatomy and Physiology I
BI 128/129 Nursing Anatomy and Physiology II
BI 161/162 Introduction to Microbiology
Chemistry Elective
9 Credits in Social and Behavioral Sciences: PS 110, SO 110, PS 252, Anthropology, Political Science or Economics
Academic Writing/Speech Course *

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 101  Modern College Mathematics
MA 131  Statistics for Decision Making
PH 101  Introduction to the Problems of Philosophy
RS 101  Introduction to the Study of Religion
Two electives from Area B-1 (Humanities)
Free elective

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

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.

aThe University Common Core Courses CC 101 and CC 102 must be completed before NU 315 and NU 345.

bStudents who have completed and received SHU credit for an Academic Writing and/or Speech Course are exempt from Freshman Seminar. Any student who has not received credit for one of these courses must take ENG 299 or HI299. MA 131 must be completed before NU 345. The University Common Core Courses CC 101 and CC 102 must be completed before NU 315 and NU 345.

cThe Validation of Prior Learning is awarded following completion of the first clinical course.

dThese courses are taken at the graduate level (instead of NU 305, 315, 345, RN to MSN students take NU 401, 430, 431, 433).

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 management 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 Department 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/MSN

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 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, Corequisite: 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 if 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 registered nurse students 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 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.

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 family and community as consumers of health services. The different perspectives, sensitivities and application of knowledge unique to nursing of populations and the community are identified. Effectiveness of nursing practice is explored in relation to the problems, priorities, attitudes, culture and resources of aggregates, groups and the community.

Prerequisites: Permission of instructor one semester in advance of enrollment; NU305, 315, 325, 335,345, 355, and 376 or NU 401, 430, 431, 433

**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.

**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.