

SCHOOL OF NURSING

Website: www.washburn.edu/nursing (<https://www.washburn.edu/nursing/>)

Faculty

Jane Carpenter, PhD, Dean and Alice Adam Young Professor of Leadership
 Bobbe Mansfield, DNP, Associate Dean Graduate Nursing Programs and Professor
 Debra Isaacson, DNP, Associate Dean, Undergraduate Nursing Programs and Assistant Professor
 Marian Jamison, PhD, Professor
 Crystal Stevens, MSN, Associate Professor
 Jeanne Catanzaro, MS, Assistant Professor
 Tracy Davies, MSN, Assistant Professor
 Caren Dick, MSN, Assistant Professor
 Belinda Eckert, MSN, Assistant Professor
 Lori Edwards, MSN, Assistant Professor
 Mary Menninger-Corder, PhD, Assistant Professor
 Michele Reisinger, DNP, Assistant Professor
 Lara Rivera, BSN, Assistant Professor
 Delaine Smith, DNP, Assistant Professor
 Shirley Waugh, PhD, Assistant Professor
 Jody Toerber-Clark, DNP, Assistant Professor
 Amanda Hartman, MSN, Assistant Professor
 Michelle Heusi, BSN, Lecturer
 Erica Hill, BSN, Lecturer
 Erinn Howard, DNP, Lecturer
 Susan Maendele, MSN, Lecturer
 Linda Merillat, PhD, Lecturer
 Deb Rector, MSN, Lecturer
 Jane Robinson, MSN, Lecturer
 Dennis Schafers, MSN, Lecturer
 Katherine Ure, MSN, Lecturer
 Amy White, MSN, Lecturer
 Angie Russell, MSN, Lecturer

Staff

Louisa Schurig, Director of Undergraduate Student Services
 Leah Brown, Director of Online Student Services
 Alizabeth Ballard, Director of Graduate Student Services
 Andrea Clifton, School of Nursing Coordinator

Mission Statement

To transform the professional nursing workforce to improve health, enhance the experience of care, and maximize the value of health services to a diverse population.

Philosophy

The nursing faculty believe each human being is a unitary, living open system and is continually engaged in a mutual dynamic process with the environment. Individuals are unique, have inherent worth, and strive to maintain system integrity while progressing through the life process from conception through death. Individuals, families, and communities are open systems engaged in mutual dynamic process with the environment.

Nursing is a health profession which is concerned with promoting the quality of life in individuals, families, and communities. The deliberative

and creative use of knowledge for the betterment of human beings is expressed in the science and art of nursing. The nurse, at all levels of preparation, is responsible for assisting the client in recognizing and coping with health needs throughout the life process. Through application of the nursing process, the nurse functions as a provider of care, a designer/coordinator/manager of care, and as a member of the profession.

Nursing is a practice profession that values clinical expertise and the application of scientific knowledge. Professional education in nursing begins at the baccalaureate level. The purpose of professional nursing education is to provide the knowledge, skills, and attitudes necessary for the student to become a professional nurse and to have the foundation for graduate education. General education in the humanities and in the natural and social sciences provides a broad foundation for understanding and augmenting nursing theory and facilitates the development and integration of the nursing student as a professional person.

The student who attains a graduate degree in nursing becomes a specialized practice expert who demonstrates expanded accountability and responsibility for the care of patients, populations, and systems. In addition to the direct practice role, the graduate also demonstrates expertise in the following competencies:

- Scientific underpinnings for practice.
- Organizational and systems leadership for quality improvement and systems thinking.
- Clinical scholarship and analytical methods for evidence-based practice.
- Information systems/technology for the improvement and transformation of health care.
- Health care policy for advocacy in health care.
- Interpersonal collaboration for improving patient and population health outcomes.
- Prevention of disease and promotion of population health.
- Advancing nursing practice.

Learning is a complex, mutual process of growth and development identified by changes in the behavior of the learner. Each student is unique in life experiences, motivation for learning, and scholastic aptitude. The educational process is designed to provide opportunities for students to meet individual learning needs. The role of the nurse educator is to facilitate the learning process. Students are responsible for learning.

The philosophy and purposes of the School of Nursing are consistent with the mission of Washburn University. The School of Nursing is a major academic unit within the University and is responsible for determining its own professional curriculum and instruction. The richness of resources within the university and community provide opportunities for faculty and students to make significant contributions to health care delivery in a changing, multicultural society.

General Policies

Equal Educational Opportunity

It is the policy of Washburn University to assure equal educational and employment opportunity to qualified individuals without regard to race, color, religion, age, national origin, ancestry, disability, gender, marital or parental status, or sexual orientation.

HIPAA Requirements

Students will receive HIPAA (Health Insurance Portability and Accountability Act) training prior to attending clinical. This training is mandatory for all nursing students.

Completion of Prerequisite Courses

All prerequisite courses must be successfully completed with a grade of C or better before beginning the upper division nursing courses.

Clinical Placement

Students participate in a wide variety of clinical experiences. Clinical experiences may be during the week, on weekends, in the evenings, and outside the Topeka area. With increased class size, students should expect to travel to clinical agencies outside Topeka.

Retention and Progression in the Major

Following admission to the nursing major, a student's progress is evaluated by the Undergraduate Admission, Progression, and Retention (UAPR) Committee upon completion of each nursing course. The School of Nursing follows the University policy of requiring attainment of a minimum grade of C in all required nursing courses.

Grades of Incomplete for Nursing Courses

Course grades of incomplete are given under specific conditions as outlined in the University catalog. In the event that a grade of incomplete has been awarded to a student, the student must complete course work in sufficient time so that a final course grade can be awarded one week prior to the next semester. Students may not progress to the next semester without special permission from the Dean.

Academic Warning and Dismissal

A student who does not receive a minimum grade of C in required nursing courses will receive one of two courses of action determined by the UAPR Committee.

The first time a student receives a final grade of D or F in a nursing course, or withdraws from a course, the student will be placed on Academic Warning. The student may be allowed to repeat the course under the following conditions (all must apply):

- Approval is granted by the UAPR committee and notice is given to the student.
- The instructor grants permission for the student to repeat the course.
- Space is available in the course.

The second time a student receives a grade of D or F in a nursing course or withdraws from a nursing course, or demonstrates a pattern of nonattendance, he/she will be academically dismissed from the program. At that point, the student may not progress further in the nursing major.

Non-Academic Dismissal

To remain in the BSN program at Washburn University students must:

- Adhere to the nursing profession's Code of Ethics.
- Adhere to the School of Nursing Code of Professional Conduct for Nursing Students located in Student Handbook.
- Adhere to the professional conduct requirements outlined in the rules and regulations of the Kansas Nurse Practice Act.

- Adhere to Washburn University's Student Conduct Code and academic impropriety policy as described in the Washburn University Catalog and Student Planner and Handbook.

Students are expected to exhibit professional behavior in the classroom, on campus, and in the practicum settings. Such behavior must reflect the values and ethics of the nursing profession. Should a student be able to perform academically and clinically, yet demonstrate behaviors, values, or attitudes inconsistent with professional nursing practice, non-academic dismissal from the BSN program will be considered. This decision is governed by specific criteria, policies, and procedures as published in the University Catalog and Student Planner and Handbook. The School of Nursing follows the reporting and disciplinary procedures as presented in the Washburn University Student Conduct Code.

Withdrawal from the Nursing Major

A student who wishes to withdraw from the nursing major should present to the Dean of the School of Nursing a written statement of intent to withdraw. An official University withdrawal must be completed in person at the Student One Stop in Morgan Hall Room 101A. Re-application to the School of Nursing will be necessary should the student desire to re-enter the nursing program.

Nursing Skills Competency Following an Absence

Students who have been absent from a baccalaureate nursing program for more than one semester must pass a skills competency examination. The competency exam must be successfully completed the week prior to the beginning of the semester. The student may access the Learning Center resources for review of skills. Students who do not pass the competency exam will be reviewed by the UAPR Committee for decisions regarding remediation or course placement.

Appeal Procedure for a Student Dismissed or Denied Admission/Readmission to the Nursing Major

A student who has been dismissed or denied admission or readmission to the Nursing major and who wishes to appeal the decision of the Undergraduate Admission, Progression, and Retention (UAPR) Committee of the School, may seek recourse through the following procedure. The student should write a letter to the Chairperson of the UAPR Committee requesting reconsideration and stating his/her reasons for disagreement with the decision of the committee. The letter to the UAPR Committee should include the following: an explanation for the situation in which the grade(s) occurred (if applicable), rationale for starting or continuing in the program, and a plan of action for future academic success.

If the decision of the Committee is unsatisfactory to the student, he/she may seek mediation by the Dean of the School of Nursing. Should the student feel dissatisfied with the results of these actions, he/she may request a review of the School of Nursing Faculty as a whole. The decision of that body is final.

Attendance

Regular attendance (both in person and online) at all classes and clinical experiences is expected as a part of professional responsibility and is required of all nursing majors. Students are expected to notify the nursing course instructor in advance when there is need to be absent from a class or clinical experience. Students are required to make up missed

clinical time. Students who have missed an excessive portion of a given course may be withdrawn from the course or receive a failing grade.

Health Clearance Requirements

A health examination, together with prescribed laboratory tests and immunizations, including Hepatitis B vaccine (or signed waiver), is a requirement for entrance into the nursing major. A flu immunization is required for all students. The completion of health clearance requirements is each student's responsibility. The School of Nursing has partnered with Verified Credentials to track pre-licensure student health clearance records and to conduct pre-entrance background checks and drug screens. Students will be provided simple instructions on how to submit their health clearance documentation and will be assessed a fee upon signing up on the Verified Credentials website. Any questions or concerns regarding uploading documents should be directed to Verified Credentials via their website chat feature, email (clientservices@verifiedcredentials.com) or phone (800.938.6090). Nursing students must submit all health clearance requirements by July 1st for the Fall semester, and December 1st for the Spring semester. Students may not participate in any clinical practicums without being compliant with all their health clearance requirements. Failure to comply with health clearance deadlines may result in disenrollment from the program.

The student is responsible for renewing health clearance information annually, by July 1 or December 1 (corresponding to the initial admission date to the nursing major), with his/her personal physician or through the University Student Health Service. Forms for the Annual Health Examination are available through Verified Credentials. Any expenses associated with health examinations or incurred during the course of study in the nursing major are borne by the student.

All nursing students are required to carry personal health insurance and to show verification of a health insurance policy. A group health insurance program is available to all students on an annual basis through the university. All international students, unless they have evidence of other health insurance, must participate in the University sponsored insurance program which is available at each registration period. The cost of the health insurance is the student's responsibility.

CPR Certification

Current certification in Cardiopulmonary Resuscitation (CPR for the Professional Rescuer) is required for all nursing students. Students are responsible for completing the CPR requirement prior to entering the nursing major and for keeping the certification current throughout the nursing program.

Student Liability Insurance

A group liability insurance policy is provided through Washburn University at no cost to students admitted to the nursing major. The policy protects nursing students only when they are engaged in clinical learning experiences under Washburn nursing faculty supervision.

Background Checks and Drug Screen

A criminal background check and drug screen will be completed on students admitted to the School of Nursing prior to onset of first semester. Students must complete the process with the company designated by Washburn University and are responsible for all costs related to completing the background checks. Background clearance and drug screen must be completed and available to the School of Nursing

by July 1 for the fall semester and December 1 for the spring semester. Students who have not been cleared by this date will not be permitted to begin the semester, regardless of the outcome of the background check.

Nursing Students Employed by Clinical Agencies

Acknowledging the multiple roles in which students may function during their time in nursing school, it is important that role boundaries be maintained. Role boundaries may be applicable for students employed by the University as student workers, graduate students employed as School of Nursing faculty, as well as students who are employed by clinical agencies.

Students do not represent the University or the School of Nursing while working in an employment setting off campus. Students must maintain awareness of the boundaries that separate their performance and action as students from how they may function in roles outside of the SON educational setting.

Guidelines to demonstrate understanding of student versus employee roles include, but are not limited to the following

- Students shall not wear Washburn University scrubs and identification badges when employed in a clinical setting.
- Students shall not perform tasks or assume responsibilities in an employment setting not included in their job description.
- Students employed by Washburn University shall not share confidential or privileged information for which they may have access.
- Use of office equipment/materials is permitted, for faculty employment or tutoring services, but may not be used for personal assignments.

Students who demonstrate any role boundary problems will be counseled regarding these actions, which may result in sanctions by the either the Undergraduate Admissions, Progression and Retention Committee (UAPR) or the Graduate Admissions, Progression and Retention Committee. Washburn University liability insurance does not cover nursing students under employment conditions.

Policy Statement on Chemical Dependency

The School of Nursing, as a unit within Washburn University, prohibits the unlawful possession, use or distribution of illicit drugs and alcohol by students on University property or as part of any School of Nursing activities on or off campus. The School of Nursing faculty will follow federal, state and local laws as indicated in the Washburn University Student Disciplinary Code and Drug Free Workplace policy. Violators will be subject to disciplinary action by the University in accordance with University policies and procedures.

The School of Nursing will require students applying for admission to the School of Nursing to disclose any current chemical dependency and the nature of treatment being received. The School of Nursing will communicate to students the requirements of the Kansas State Board of Nursing for chemically dependent students who apply for licensure.

The School of Nursing defines chemical dependency as an illness in which alcohol and/or drug use interferes with the person's ability to function safely and affects the person's physical, emotional and social health. Chemical dependency is characterized by physical and

psychological dependence on drugs/alcohol and if untreated causes health, social and legal problems, and possibly death. The School of Nursing faculty believes it has a professional and ethical responsibility to students and patients to provide a safe teaching and learning environment.

The School of Nursing faculty will confront students who show signs of chemical dependency, or in whom there is suspicion of chemical dependency, and direct them into further assessment and evaluation. Drug screening is required of all students in certain clinical settings and also may be required at any time if suspicion of alcohol and/or drug use exists. When there is evidence of chemical dependency, students will be directed into a treatment program. Continuation of chemically dependent students in the School of Nursing depends on compliance with the treatment program and with the terms of a contract initiated by the Dean of the School with the student. The faculty will maintain a supportive attitude toward chemically dependent students during their treatment program and in the follow-up period. The faculty believes that students who comply with treatment and remain drug free can become safe practicing nurses.

Student Academic Integrity Policy

Academic integrity is essential for maintaining a standard of professional behavior expected of all students enrolled in the School of Nursing. Becoming a member of the School of Nursing obligates implicit and explicit adherence to academic integrity.

Academic integrity implies honesty in all aspects of the educational process and is essential for promotion of an optimum learning environment, and for the development of personal and professional responsibility and accountability in nursing students. Students in the School of Nursing are expected to conduct themselves in a professional manner according to the ANA Code for Nurses (see Student Handbook) and to adhere to all School of Nursing and University policies in any endeavor associated with School of Nursing activities, either on or off campus. Dishonesty, disruption of learning experiences, or any other form of academic impropriety or misconduct will not be tolerated. A partial list of proscribed behaviors pertaining to academic misconduct in the School of Nursing is included below. See also the University Student Disciplinary code (both of which are included in the University Catalog). A student shall be subject to disciplinary action or sanction upon violation of any of the following conduct proscriptions:

1. Disruption and disorderly conduct which interferes with the rights and opportunities of other students to pursue their academic studies.
2. Academic impropriety including, but not limited to:
 - Cheating on tests.
 - Copying from another student's test paper.
 - Using materials during a test not authorized by the person giving the test.
 - Collaboration with any other person during a test without authorization.
 - Attempting to obtain, or knowingly obtaining, using, buying, selling, transporting or soliciting in whole or in part the contents of an unreleased test or information about an unreleased test.
 - Bribing another person to obtain a copy of an unreleased test or information about an unreleased test.
 - Substituting for another student or permitting any other person to substitute for oneself to take a test.

- "Plagiarism," which means the appropriation of any other person's work and the unacknowledged incorporation of that work in one's own work offered for credit.
 - Submitting the same work for more than one course, unless authorized to do so by the instructors of all the courses in question.
 - "Collusion," which means the unauthorized collaboration with any other person in preparing work offered for credit.
3. Filing a formal complaint with the Associate VP of Student Life, University Police or other University officials(s) with the intention of falsely accusing another with having violated a provision of this code.
 4. Furnishing false information to the University with the intent to deceive, the intimidation of witnesses, the destruction of evidence with the intent to deny its presentation to University Officials.
 5. Forgery, alteration, unauthorized destruction, unauthorized use or misuse of university documents, records, identification cards, or computer services.
 6. Physically abusing, harassing, or intentionally inflicting severe emotional distress upon a member of the University community on or off campus; or physically abusing, harassing or intentionally inflicting severe emotional distress upon a non-member of the university community on campus or while engaged in university activities off campus.
 7. Intentional disruption or obstruction of teaching, research, administration, disciplinary proceedings, or other university activities or programs whether occurring on or off campus or of activities or programs authorized or permitted by the university to be conducted on campus.
 8. Unauthorized entry upon the property of the university or into a university facility or any portion thereof, including a computer file, which has been reserved, restricted in use, or placed off limits; unauthorized presence in any university facility after closing hours; or unauthorized possession or use of a key to any university facility.
 9. Violation on campus of any state or federal law or violation of any state or federal law off campus while participating in any university sponsored activity, including but not limited to sex offenses and/or sexual assault as defined by the laws for the State of Kansas.

Other Information

Program Expenses

Tuition and fees are established by the University Board of Regents and are subject to change at any time. Nursing courses are assessed at a higher per credit hour tuition rate than other undergraduate courses. Nursing students should anticipate additional costs for physical examinations, laboratory tests, immunizations, health insurance, CPR certification, laboratory supplies, textbooks, uniforms, transportation to clinical agencies, RN licensing fees, nursing pin, and graduation fees. Nursing students also are expected to have a bandage scissors, stethoscope, and other laboratory equipment. Laboratory packets are a required purchase. ATI - Assessment Technologies Institute is a product students are required to use for the duration of the Undergraduate nursing program. The cost for this product is billed at the beginning of each semester for four semesters to the student's account.

Nursing majors will be required to complete a comprehensive assessment and review program in preparation for registered nurse licensure. Students will receive curricular materials each semester and complete normative examinations in specific content areas in the second, third and fourth semesters of the curriculum. Students must

pass the RN Comprehensive Predictor Exam to successfully complete NU 494 Capstone/Seminar. The minimum passing score on the RN Comprehensive Predictor Exam, as noted in the NU 494 syllabus, is subject to change as the exam is revised on a regular basis.

Scholarships, Grants and Loans

Students who have been admitted to the School of Nursing and have above average academic records and/or a demonstrated financial need may apply for nursing scholarships through the School of Nursing. The application form is available on the School of Nursing website, www.washburn.edu/sonu (<http://www.washburn.edu/sonu/>). Nursing endowed scholarships are awarded by recommendation of the Dean of the School of Nursing. The Financial Aid Office disburses awards to student accounts. Deadlines for application for Fall and Spring Scholarships are February 15 and October 15 respectively. The Financial Aid Office (www.washburn.edu/financial-aid/) (<http://www.washburn.edu/financial-aid/>) has additional information on other types of financial assistance available.

Student Nursing Organization

Student Nurses of Washburn - SNOW (See description and membership eligibility in Pre-licensure BSN Student Handbook).

Honors for Graduating Seniors

Nursing students who demonstrate academic excellence are recognized at the completion of their course of study. Two Honors designations are recognized. Both designations require Faculty Consensus Commendation to receive either School of Nursing Honors or School of Nursing Scholar. See the School of Nursing Pre-licensure BSN Student Handbook for complete details.

Graduation Awards

Members of each graduating class are eligible to be nominated and selected by the faculty for School of Nursing Awards. Criteria for each award is detailed in the Pre-licensure BSN Student Handbook. The awards include the Aletha J. Cushinberry Professionalism in Nursing Award; the Alice Jensen Award, the Spirit of Nursing award, and the Alice Young Award.

Dean's Honor Roll

Students whose grade point average for the semester is equivalent to 3.40 or better are honored by having their names placed upon the Dean's Honor Roll.

President's Honor Roll

Students whose grade point average for the semester is 4.00 are honored by having their names placed upon the President's Honor Roll and they are so notified by the President.

ROTC Programs

Air Force ROTC Program for Nursing Students

The University of Kansas Army ROTC Unit offers a cross-town enrollment program for nursing students interested in obtaining a commission in the U.S. Army Nurse Corps.

Naval ROTC Program for Nursing Students

Air Force ROTC Program for Nursing Students

Kansas State University Air Force ROTC Unit offers a cross-town enrollment program for nursing students interested in obtaining a commission in the U.S. Air Force Nurse Corps.

Degrees

- Pre-Licensure BSN (<https://catalog.washburn.edu/undergraduate/school-nursing/pre-licensure-bsn/>)
- LPN to BSN (<https://catalog.washburn.edu/undergraduate/school-nursing/lpn-bsn/>)
- RN to BSN (<https://catalog.washburn.edu/undergraduate/school-nursing/rn-bsn/>)

Course Offerings

NU 102 Medical Terminology (1)

Introduction to basic terminology used in medical reports and treatment recommendations. Word compositions, prefixes, suffixes, and roots of medical terms are studied in relation to body systems. Extensive use of audiovisual media.

NU 103 Power Up: Success Online Learning (1)

Focuses on preparing students for success in the online learning environment. Designed to introduce students to the Washburn University learning management system and procedures for navigating, available support services, time management skills, strategies for learning online, netiquette, and self-assessment of learning styles. Students validate computer literacy and confirm they have the proper technology to work within online courses. Prerequisite: Admission to RN to BSN Program.

NU 220 Principles of Nutrition (3)

Principles of normal nutrition with emphasis on nutrient interrelationships, dietary assessment, and nutritional needs through the life cycle. Prerequisite: BI 100/BI 101.

NU 301 Applied Pharmacology for RNs (2)

Builds on previously learned knowledge of anatomy, physiology, chemistry, and genetics and introduces concepts of pharmacologic therapy for collaborative nursing practice. Selected medication categories are studied with emphasis on nursing responsibility, accountability, and safety. Case study-based critical thinking exercises focus learning on lifespan issues, patient assessment, and therapeutic response. Prerequisite: Admission to RN to BSN Program.

NU 302 Nursing for Military Healthcare Personnel (2)

This course content covers the assessment and nursing skills that supplements the content from the 68W or equivalent medic training. Students will learn additional assessment and nursing skills to enhance role development as a professional nurse. This is important information that will develop the knowledge, skills, and attitudes to provide holistic nursing care across the lifespan. Prerequisite: Admission to the Nursing program and approved military training (68W or equivalent).

NU 306 Health Assessment & Promotion (4)

Focuses on the complete health assessment, the nursing process, and its relationship to the prevention and early detection of disease in patients across the life span. Introduces processes of health assessment: interviewing, history-taking, and physical assessment. Dominant models, theories and perspectives are used to explain health behavior and considered in relation to evidence-based health promotion and health education strategies. Students are expected to identify and apply pathophysiological principles to selected health issues across the lifespan. Incorporated throughout the course is the importance of communication and collaboration across culturally diverse urban populations. Prerequisite: Admission to the nursing major.

NU 311 Fundamentals Nursing Practice/Practicum (6)

Provides students with the evidence-based theory, rationale and procedure for performing the skills needed for entry level nursing practice. Familiarizes the learner with the problem-solving process, basic communication, collaborative interaction, the teaching-learning process, and critical thinking. Emphasizes cultural influence on health care, the impact of local and global health policies and issues on the quality and safety in nursing practice, and health promotion and prevention of disease. Introduces the student to nursing as a professional discipline. Prerequisite: Admission to the nursing major.

NU 317 Applied Health Assessment for RNs I (2)

Focuses on comprehensive health assessment skills for the professional registered nurse. Expands on health assessment knowledge with an emphasis on health history, critical thinking, clinical reasoning, and advanced physical assessment techniques. Health assessment principles and techniques are expected to be identified and applied to health issues across the lifespan. Incorporated throughout the course is the importance of communication and collaboration across culturally diverse populations and developmental dimensions. Students are expected to identify and apply pathophysiological principles to selected health issues across the lifespan. This fully online course includes virtual simulation experiences. Prerequisite: Admission to RN to BSN Program.

NU 318 Professional Transformation (1)

Introduction to professional nursing expectations. Learning to establish therapeutic relationships is the foundation of professional nursing practice and requires personal accountability and a commitment to life-long learning. An emphasis is placed on legal issues and the principles of altruism, caring, ethics, communication. The value of self-care and reflection in relation to professional transformation is explored. Prerequisite: Admission to the nursing program.

NU 319 Applied Health Assessment for RNs II (2)

Focuses on the continuation of comprehensive health assessment skills for the professional registered nurse. Expand existing skills and knowledge processes of health assessment to include history taking, physical assessment, and application of clinical reasoning and critical thinking. Emphasis is placed on health promotion and disease prevention across the lifespan. Students are expected to identify and apply pathophysiological principles to selected health issues across the lifespan. Students also synthesize nursing knowledge and physical assessment skills to complete comprehensive health assessments on complex patient scenarios. This fully online course includes virtual simulation experiences. Prerequisite: NU 317 and Admission to RN to BSN Program.

NU 320 Pathophysiology I (3)

Introduces the student to pathophysiologic concepts related to the functional and structural changes that accompany disease processes. Focuses on general mechanisms of disease and the application of the basic concepts to body systems and selected disease processes. Prerequisite: Admission to nursing major or permission of instructor.

NU 321 Professional Transformation (1)

Introduces professional nursing expectations. Students learn to establish therapeutic relationships as the foundation of professional nursing practice and personal accountability. The communication of theory of TEAMSTEPPS is incorporated throughout the course. The value of self-care and reflection in relation to professional transformation is also explored. Prerequisite: Admission to RN to BSN Program.

NU 322 Pharmacology I with Lab (2)

This introductory course builds on students' knowledge of anatomy, physiology, biology, chemistry, and genetics. Emphasis is placed on principles of pharmacokinetics, pharmacodynamics, and pharmacogenetics for major drug classes. Evidence-based guidelines and technologies related to safe medication administration to minimize the risk of harm and maximize benefit for patients are applied and evaluated in the lab portion of the course. The psychomotor skills for medication administration are practiced and evaluated for competency in this course. This includes mastery of drug dosage calculations. Prerequisite: Admission to nursing major or consent of instructor.

NU 323 Applied Pathophysiology for RNs I (2)

Designed for the professional registered nurse building on current knowledge and experience. Focuses on mechanisms of disease and recognition of the importance of clinical management across the lifespan. Students analyze risk factors and clinical manifestation associated with pathophysiological changes. Emphasis is placed on interpretation and prioritization of data. Prepares the professional nurse to critically approach complex situations systematically. Prerequisite: Admission to RN to BSN Program and NU 317 (can be taken concurrently).

NU 324 Pathophysiology II (2)

Focuses on the application of basic pathophysiology concepts to body systems and disease processes. The course builds on previous principles from NU 320 Pathophysiology I. Etiology of disease, prevention, manifestations, laboratory and diagnostic tests are discussed to provide a foundation to understand an individual's illness experience. Prerequisite: NU 320 or consent of instructor.

NU 325 Intro to Nursing Informatics (2)

Provides a systematic application of information and computer technology to related nursing practice. Emphasis is on integrating nursing practice systems and informatics technology. Examination of the evolution, future, and role of nursing informatics is discussed. Prerequisite: NU 311 or consent of instructor.

NU 326 Pharmacology II (2)

Builds on students' knowledge, skills, and professional attitudes acquired in pathophysiology I, pharmacology I, health assessment, and nursing fundamentals. Emphasis is placed on pharmacotherapeutics of agents used in the prevention, promotion, maintenance, and restoration of health in diverse individuals across the lifespan. Nursing implications and priority patient/family education relative to the utilization of drug therapy are examined. Prerequisite: NU 322 or consent of instructor.

NU 327 Applied Pathophysiology for RNs II (2)

Designed for the professional registered nurse and builds on current knowledge, experience, and Applied Pathophysiology I. Presents the pathophysiology of common variations according to body systems. Students analyze risk factor and clinical manifestations associated with pathophysiological changes. Emphasis continues to be placed on interpretation and prioritization of data, as well as on disease prevention and health promotion. Prerequisite: Admission to RN to BSN Program, NU 323, and NU 319 (can be taken concurrently).

NU 328 Evidence-Based Nursing (2)

Emphasizes appraisal of research studies as the foundation for evidence-based nursing practice. Prerequisites: MA 140 or equivalent and NU 311.

NU 329 Introduction to Nursing Informatics (2)

Provides a systematic application of information and computer technology to related nursing practice. Emphasis is on integrating nursing practice systems and information technology. Examination of the evolution, future, and role of nursing informatics is discussed. Prerequisite: Admission to RN to BSN Program.

NU 330 Indep Study - Nursing (1-3)

Advanced study and/or guided learning experiences in a selected area of nursing. Student defines objectives and learning experiences and selects faculty preceptor. Prerequisite: Consent.

NU 333 Stress Management for Nurses (2)

Discussion of stress theory and the effects stress has on the nurse, professionally and personally. Introduction and application of a variety of stress reduction interventions will be incorporated into each class. Prerequisite: NU 311.

NU 334 Interpreting Lab Tests and Diagnostic Modalities (2)

Interpretation of results of laboratory tests and diagnostic procedures with implications for nursing care of clients. Exploration of new technology used in diagnostic modalities. Prerequisite: NU 311.

NU 335 Special Topics/Nursing (0-3)

Selected subjects of relevance for nursing, announced in advance. Prerequisite: Consent.

NU 338 Nursing for Pain Management (2)

Application of nursing theoretical concepts in the care of clients with pain and comfort needs. Exploration of the nature of the pain experience, theories of pain transmission, types of pain and nursing interventions in the management of pain. Upper division nursing course designed to supplement basic knowledge in the care of patients with pain. Prerequisite: NU 311.

NU 341 Evidence-Based Nursing (2)

Emphasizes appraisal of research studies as the foundation for evidence-based nursing practice. Prerequisite: Admission to RN to BSN Program.

NU 347 Curricular Practical Training (1)

Provides international students the opportunity to gain experience in a USA-based health care system. Emphasis is on an immersion experience to better understand the nursing role within the US health care system. Practicum is a precepted experiences. Prerequisites: 1) Acceptance into the undergraduate nursing program, 2) International student must have a student visa, 3) completion of two required Curricular Practical Training (CPT) forms through the Washburn Office of International Programs, 4) receipt of the CPT authorization on the I-20 document, and 5) approval of the chairperson of the School of Nursing International Studies Committee.

NU 356 Maternal/Women/Newborn Nursing (3)

The study of human life process from conception through the newborn period. Basic theory and concepts related to the maternity cycle, care of the newborn, and nursing care of the mother are emphasized. General knowledge of women's health is introduced. Hospital and community-based learning experiences are provided with individual families during the childbearing phase of the life process. Students utilize application of the nursing process with emphasis on family teaching and health promotion. Prerequisites: All Level 1 and Level 2 courses.

NU 386 Nursing of Older Adults (6)

Designed to build upon learning in previous nursing courses with an emphasis on the aging phase of the life process. Assimilation of intellectual, interpersonal, and technological skills is stressed in caring for adults in varying stages of health in a variety of settings. Practicum experiences emphasize the life process of adulthood and aging. Integration of nursing science into the problem-solving process and extension of intellectual, interpersonal, and clinical skills in the nursing care of older adults, in varying stages of health, in the acute care setting. Prerequisites: All Level 1 courses.

NU 441 Adult Medical-Surgical Nursing Integrative Seminar (1)

Provides uniform mastery and reflective learning experiences to promote the integration of quality health care concepts into nursing practice. Emphasis is placed on holistic, patient-centered, safe, effective, timely, efficient, and equitable health care for patients and families experiencing health crises in a simulated environment. Prerequisites: All Level 1 and Level 2 courses and health clearance.

NU 448 Psychiatric Mental Health Nursing (3)

Basic theories and concepts related to psychiatric care of children, adolescents, adults, and older adults are presented. Emphasis on psychopharmacological and nursing management establishes the basis for mental health care and provides knowledge necessary for a beginning practitioner. Practicum experiences provide opportunities for application of theories and concepts related to the care of psychiatric clients. Emphasis on knowledge of psychopharmacological and nursing management as well as advanced communication skills provide the basis of the clinical experiences in psychiatric nursing necessary for the preparation as a beginning practitioner. Prerequisites: All Level 1 courses.

NU 450 Leadership, Management, Health Policy (2)

Leadership skills emphasize ethical and critical decision-making, initiating and maintaining effective working relationships, communication and collaboration within interprofessional healthcare teams, care coordination, delegation, and development of conflict resolution strategies. Provides a basic overview of complex systems and the impact of power, politics, policy, and regulatory guidelines to these systems. Prerequisites: All Level 1 courses or consent.

NU 451 Leadership, Mgmt, Hlth Policy (2)

Focuses on leadership skills that emphasize ethical and critical decision-making, initiating and maintaining effective working relationships, communication and collaboration within interprofessional healthcare teams, care coordination, delegation, and developing conflict resolution strategies. Students obtain a basic understanding of complex systems and the impact of power, politics, policy, and regulatory guidelines on these systems. Prerequisite: Admission to RN to BSN Program.

NU 456 Adult Medical-Surgical (7)

Theory and concepts related to evidence-based nursing care of adult individuals, families, and groups with varying health-illness needs in a variety of settings. Emphasis is placed on integrating knowledge obtained from natural and social sciences, health assessment, pathophysiology, pharmacology and therapeutic nursing interventions to provide holistic health care with an emphasis on evidence-based, quality, and safe nursing care for baccalaureate generalist. Practicum builds on skills and practice in previous and current courses. Students provide, delegate, and manage care of individual patients and their families in complex health care settings. Students apply evidence, clinical judgment, interprofessional perspectives, and patient preferences in the development and implementation of individual health solutions for patients. Prerequisites: All Level 1 and Level 2 courses.

NU 462 Quality and Safety in Healthcare (3)

System leadership, quality improvement, and safety concepts are presented to promote high quality nursing practice in healthcare settings. Emphasis is placed on the application of evidence-based knowledge from the contemporary sciences and communication with interprofessional healthcare (IHCT) members. Prerequisites: All Level 1, 2 and 3 courses or consent.

NU 463 Quality and Safety in Healthcare (2)

System leadership, quality improvement, and safety concepts are presented to promote high quality nursing practice in healthcare settings. Emphasis is placed on the application of evidence-based knowledge from the contemporary sciences and communication with interprofessional healthcare team members. Prerequisite: Admission to RN to BSN Program.

NU 465 Clinical Prevention and Population Health (3)

Uses the ecological model to explore the determinants of health of aggregates, communities, and populations. Emphasizes public health science and epidemiology principles to guide students in the identification of the social, cultural, environmental and legislative issues within complex community systems. In practicum settings students examine clinical prevention and health promotion strategies for effectiveness, efficiency and equity, and work collaboratively with other health care professionals to identify resources and strategies that contribute to the populations' overall health status. Prerequisites: All Level 1, 2, and 3 courses.

NU 467 Clinical Prevention and Population Health Management/ Practicum (4)

In this population-focused course, students use the ecological model to explore the determinants of health of aggregates, communities, and populations. Emphasizes public health science and epidemiology principles to guide students in the identification of the social, cultural, environmental, and legislative issues within complex community systems. During the practicum, students examine clinical prevention and health promotion strategies for effectiveness, efficiency and equity, and work collaboratively with other health care professionals to identify resources and strategies that contribute to the population's overall health status. Prerequisite: Admission to RN to BSN Program.

NU 468 Pediatric Medical-Surgical Nursing (3)

Designed to focus on basic theory and concepts related to adults, children and their families in varying stages of health (and in specialty settings). Emphasis is placed on understanding situational crises of illness with adults, children and families in complex care environments. The practicum is designed to allow students to apply principles of leadership, integrate best evidence in practice, and integrate knowledge, skills, and attitudes in caring for adults, children, and their families in varying stages of health in specialty settings. Prerequisites: All Level 1, 2 and 3 courses.

NU 494 Capstone/Seminar (5)

In this final upper-division nursing practicum students integrate all previous theoretical and clinical learning. The focus is on consolidation of clinical and leadership skills and practice coordination and delegation of care. In seminar groups students process clinical experiences; focus on ethical, leadership, management, and practice issues; and prepare for the NCLEX-RN examination. Prerequisites: All Level 1, 2, and 3 courses; Co-requisites: NU 462, NU 465, and NU 468.

NU 495 Leadership Capstone Seminar/Practicum (4)

Students integrate all previous theoretical and clinical learning in a role not experienced within their current jobs. Clinical experience consolidates leadership skills allowing students to practice coordination and delegation of care. Seminars assist students to process the clinical experience and focus on ethical, leadership, management, and practice issues. Prerequisite: Admission to RN to BSN Program.