

# UNDERGRADUATE

## Curricula overview

The following sections describe the undergraduate curricula offered by the School of Nursing and list the courses each student must complete. Students are expected to follow the general policies of the University, the school, and specific policies of their degree curriculum. The school reserves the right to update and modify curricula content to stay current with trends in health care.

### Bachelor of Science (B.S.) degree

The purpose of the School of Nursing's baccalaureate degree is to prepare competent clinicians who are committed to excellence in practice and to Christian principles. The faculty believes that baccalaureate education in nursing is the basis for professional practice. The curriculum leading to the Bachelor of Science (B.S.) degree is consistent with the faculty's belief that students should be broadly educated. The focus is on the synthesis of nursing knowledge and skills with those from the humanities and sciences. Preparation for practice includes experiences in primary and acute care—with clients from various ages, cultural groups, and socioeconomic strata.

### Undergraduate curriculum sequence

The undergraduate curriculum begins with four quarters of pre-clinical work—which forms the general education and science base for nursing. These quarters may be completed at any institutionally accredited college or university. Courses taken at a nationally accredited college or university may also be considered. After completion of an additional eight quarters at Loma Linda University, the student is eligible to receive the B.S. degree and is prepared for professional nursing practice at the baccalaureate level. Clinical experience develops a student's technical and theoretical capabilities in a progressive manner and within the context of the nursing process. Most baccalaureate nursing major courses are in the upper division, where clinical experience is gained in a broad variety of settings. Integral components of upper-division courses include leadership concepts and skills, research, public health, and activities that foster collaboration in planning health care with the family and all members of the health-care team.

### Program learning outcomes for baccalaureate nursing

Learning outcomes of the baccalaureate nursing program are designed to prepare competent nursing professionals. By the end of the program, graduates should be able to:

1. Apply established and evolving nursing knowledge to practice.
2. Develop a person-centered approach to patient care that focuses on the individual, including family and/or important others.
3. Apply a population health focus to practice that spans the health-care delivery continuum from health prevention to disease management.
4. Participate in generating nursing knowledge to improve health and transform health care.
5. Develop care based on principles of quality, safety, and improvement to minimize risk of harm to patients and providers.
6. Engage in intentional collaboration across professions to strengthen patient outcomes.
7. Coordinate resources to provide safe, quality, equitable care to diverse populations.
8. Integrate communication technologies and informatics processes to provide best-practice care.
9. Cultivate a professional nursing identity that reflects accountability, integrity, and nursing's characteristics and core values.
10. Participate in activities and self-reflection to foster wholeness in professional and personal lives.

### Professional registration

Satisfactory completion of the California Board of Registered Nursing-required content prepares the student to sit for the NCLEX-RN examination. All states require that a nurse pass the NCLEX-RN examination for licensure to practice. California application forms and fees are submitted to the California Board of Registered Nursing, P.O. Box 944210, Sacramento, CA 94244-2100; website: <http://www.rn.ca.gov/>.

### Bachelor of Science (B.S.) degree options

For all B.S. degree options, students must complete all prerequisite courses prior to starting the nursing program. Occasional exceptions for certain prerequisites can be made. For more specifics, consult with the admissions department staff.

1. Standard B.S. degree curriculum.

Individuals who have met the required prerequisites may complete a baccalaureate degree in eight quarters of full-time coursework. Part-time study is not an option. Courses are designed in the face-to-face learning method and require the student to be on campus multiple days each week. Instructional learning includes a combination of theory and clinical application.

Individuals who have been licensed vocational nurses, have held military health-care occupations, or have transferred from other nursing programs may qualify for advanced placement.

2. RN-to-B.S. curriculum.

An RN with an associate's degree in nursing or equivalent may complete a baccalaureate degree in four quarters of full-time coursework. Part-time study is an option. Courses are taught in the online format, with weekly discussions and assignments designed to focus on the working environment of the RN. The returning RN must have completed the majority of the prerequisite courses prior to acceptance into the program and must hold a current RN license.

If the student is attending a nursing program that has a concurrent agreement with Loma Linda University, coursework in the RN-to-B.S. program may begin before completing the A.S. degree and before RN licensure.

### Nondegree option

#### The 45-quarter unit RN licensure option

Licensed LVNs who have been admitted and are currently in the nursing program have the option of requesting the 45-quarter-unit option for LVNs. Because the LVN choosing this option does not meet the requirements for a degree as outlined by the school, neither a degree nor a certificate will be issued—nor will a graduation exercise be included. In addition, the student will not be eligible to wear the school pin, cap, or other insignia. An RN license obtained through this option is valid in California and may not be transferable to other states.

#### Prerequisite per BRN

High school diploma.

Current LVN license in California (skills will need to be validated).

Completion of anatomy, physiology, and microbiology with a grade of C or higher.  
G.P.A. of at least 2.0.

### Academic plan

#### Required courses

##### Basic science prerequisites

See above for details 9

##### Required courses

NRSG 217	Psychiatric Mental Health Nursing	6
NRSG 233	Health Assessment	3
NRSG 302	Adult Health Nursing II	8
NRSG 303	Adult Health Nursing III	7
NRSG 315	Child Health Nursing	6
NRSG 419	Capstone Nursing Leadership	6

**Total Units** 45

NOTE: The student in this 45-unit RN option must maintain a G.P.A. of at least 2.0 and earn a grade of at least a C in each course throughout enrollment at Loma Linda University. A grade below a C will cause the student to be dropped from the LLU School of Nursing.

## Academic policies and practices

### Academic residence

To qualify for an undergraduate degree from Loma Linda University, the student must take a minimum of 45 units at Loma Linda University; 32 of the units must be upper division courses. At least three clinical nursing courses are required as part of these units.

### Nursing courses

#### Nursing course grades

Most nursing courses in the undergraduate curriculum are divided into approximately equal components of theory and clinical laboratory practice. Grades for nursing courses represent a combination of theory and clinical laboratory grades. In order to pass a nursing course, a student must receive a grade equivalent to a C or above in the theory and must receive either a C or a satisfactory in the clinical laboratory sections of the course. To receive a passing grade in theory, the student must obtain a cumulative score of at least 76 percent on examinations. A grade of C- or below places the student on provisional status and requires that the student repeat the course. The student will be allowed to repeat the course based on space availability in the clinical setting. Enrollment in the School of Nursing will be terminated if a student receives two grades of C- or below in nursing courses.

#### Percentage breakdown for grading

The undergraduate division of the School of Nursing uses the following percentages for computing grades:

95-100%	A
92-94%	A-
88-91%	B+
85-87%	B
82-84%	B-
79-81%	C+
76-78%	C
71-75%	C-
68-70%	D+

63-67%	D
Below 62%	F

### Program completion exit assessment

Students must receive a minimum of 90% probability of passing score on the Comprehensive Predictor assessment taken in the last quarter of the program. If this score is not obtained on the initial assessment attempt, students must retake the assessment on the designated day after completing remediation.

If students do not achieve the minimum probability of passing score of 90% on the assessment retake, students must complete Virtual ATI to the 100%-mile marker and could be required to attain the "Green Light" from ATI. Upon finishing Virtual ATI to the 100%-mile marker and attaining the "Green Light" students will be considered as having completed the exit assessment for the completion of the nursing program.

### Withdrawal

A student may withdraw (W) from no more than two nursing courses during the nursing program, and may withdraw only one time from the same course.

### Repeating undergraduate courses

A grade of C (2.0) is the minimum passing grade for nursing courses. A student may repeat a course only one time. Any nursing course taken while a student at Loma Linda University School of Nursing in which the earned grade is C- or lower must be repeated. When a student repeats a course, both the original and repeat grades are entered on the student's permanent record; but only the repeat grade and credit are computed in the grade point average and included in the total units earned. The student will be allowed to repeat the course based on space availability in the theory and/or clinical setting.

### Academic probation

- Students who have received a C- or below in a nursing course or who have withdrawn (W) due to failing, are placed on academic probation.
- Students on probation are required to take NRSG 244 Strategies for Academic Success, under the supervision of the Academic Center of Excellence (ACE).
- Students on probation are required to communicate regularly with their ACE mentor.
- Students on probation may take no more than 13 units including NRSG 244 Strategies for Academic Success.
- When the failed course has been repeated successfully, the student is returned to regular status.
- Students who receive a C- or below in any of the courses listed below must continue to enroll in NRSG 244 Strategies for Academic Success each quarter until successful completion of NRSG 301 Adult Health Nursing I.
  - NRSG 224 Nursing Pathophysiology
  - NRSG 231 Foundations of Nursing
  - NRSG 232 Fundamentals of Nursing
  - NRSG 233 Health Assessment
  - NRSG 305 Nursing Pharmacology

### Academic success

- In order to support academic success, students who receive a grade less than a B- in any of the courses listed below must:
  - Enroll in NRSG 244 Strategies for Academic Success each quarter until they successfully pass NRSG 301 Adult Health Nursing I.

- Follow an individualized plan for continued involvement with the Academic Center for Excellence (ACE) in subsequent quarters. The individualized plan will be developed based on individual needs as determined by the ACE faculty mentor, course instructor(s), advisor, and student.
- Applicable courses: NRS 224 Nursing Pathophysiology, NRS 231 Foundations of Nursing, NRS 232 Fundamentals of Nursing, NRS 233 Health Assessment, NRS 305 Nursing Pharmacology

## Academic dismissal

- Enrollment in the School of Nursing will be terminated if a student receives two grades of C- or below in nursing courses (See Student Handbook (<http://www.llu.edu/student-handbook/>) for Grievance Procedure).

## Clinical experiences

Clinical experiences are under the direction of the course coordinator with supervised experience under a clinical instructor in the care of patients. The student must meet LLUSN professional dress standards for clinical assignments and adhere to any additional dress policies of a particular clinical agency or setting. Failure to meet standards will result in being sent home from clinical lab. Unexcused tardiness or absences from class or clinical laboratory is cause for failure. Three times of being tardy to class or laboratory is equal to one absence. Absences in excess of 10 percent of course appointments (class, seminar, or clinical) may be cause for failure. Students must make up for absences from clinical experiences due to extenuating circumstances (e.g., personal illness or death in the family). A fee of \$200 will be charged for make-up of clinical laboratory during non-clinical time.

Nursing students are required to practice in client care settings under the supervision of a registered nurse during assigned clinical laboratory time. Each student will be expected to apply basic theoretical concepts to clinical practice by assessing, planning, and implementing nursing procedures; and evaluating the care of individuals, families, and communities. Students will function within the policies of the clinical agency and demonstrate the professional behavior outlined in the University CATALOG and the University *Student Handbook* while performing routine nursing care.

Students are expected to be knowledgeable about clients and their problems and about the plans for care prior to actually giving care. They must come prepared for the clinical experience and must adequately assess a client. Students are expected to perform skills safely. Students whose performance is deemed unsafe may fail the course or be dropped from the program.

Students are responsible for their individual transportation to off-campus clinical sites. Individual transportation does not mean arrangements to car-pool with someone. Off-campus clinical assignments cannot be promised on the basis of the student's transportation convenience. Clinical sites may not be local and may require significant driving time. Students may be required to complete a clinical experience on a Sunday or a holiday.

## Licensure

To be eligible to write the NCLEX-RN examination, the student must have completed all prerequisites and required BRN-approved nursing curriculum courses required for licensure and have been awarded a B.S. degree in nursing. Under the laws of California, a candidate for the examination is required to report all misdemeanors, driving citations over

\$1,000, and felony convictions. If a candidate has a criminal history, the California Board of Registered Nursing will determine the eligibility of that individual to write the licensing examination.

## Credit by examination

### Challenge/equivalency examination

An undergraduate student may meet academic requirements by passing an examination at least equal in scope and difficulty to examinations in the course. Undergraduate students with prior education in nursing or in another health-care profession are eligible to challenge nursing courses required for California state licensure. The applicant's background in health-care theory and clinical experience must be commensurate with the theory and skills required for the course.

Challenge examinations in nursing courses include both a written examination covering theory and an examination of clinical competence. A fee is charged for a challenge examination. See the "Schedule of Charges" in this section for fees.

Progression to the next level in the program is permissible only after successful completion of the challenge examination at 76%. A grade of S is recorded for challenge credit earned by examination only after the student has successfully completed a minimum of 12 units of credit at this University with a G.P.A. of 2.0 or above.

Examination fee will be waived when used to determine initial placement for military persons, licensed vocational nurses, and individuals transferring from other nursing programs who meet requirements for advanced placement in the nursing program. Credit for previous coursework must not exceed program residency requirements.

### Advanced placement program

Credit toward graduation may be accepted by the school for an entering student who has passed one or more Advanced Placement examinations with a score of 3, 4, or 5. Records for AP courses must be sent directly from the College Board to University Records.

For specific policy and time limits regarding CLEP examinations, see "Academic Policies" in the Section II of the CATALOG.

### Licensed vocational nurse (LVN) option for advanced placement

Licensed vocational nurses may be eligible to apply for advanced placement in the nursing program at Loma Linda University. LVN/LPN license required; candidates must either be currently employed as an LVN/LPN or for non-practicing license holders must have completed LVN/LPN education within the last 3 years. Interested candidates are advised to discuss advanced placement options with the admissions department prior to applying for the nursing program.

### Military option for advanced placement

Individuals who have held military health-care occupations in the areas including, but not limited to Basic Medical Technician Corpsmen, Army Health Care Specialist, or Air Force Independent Duty Medical Technician may be eligible to apply for advanced placement in the nursing program at Loma Linda University School of Nursing if they are able to provide verifiable education and experience. Interested candidates are advised to meet with the Associate Dean for Undergraduate Program at least four weeks prior to application to review eligibility requirements.

## Graduation requirements

A candidate must complete the Undergraduate Intent to Graduate form two quarters prior to completion of degree.

A degree will be granted when the student has met the following requirements:

1. Completed all requirements for admission to the respective curriculum.
2. Completed all requirements of the curriculum, including specified attendance, level of scholarship, and length of academic residence.
3. Completed a minimum of 185 quarter units for the baccalaureate degree, with a minimum overall G.P.A. of 2.0.
4. Given evidence of moral character, of due regard for Christian citizenship, and of consistent responsiveness to the established aims of the University and of the respective discipline.
5. Discharged financial obligations to the University.

It is the responsibility of the student to see that all requirements have been met; and to communicate each quarter with their assigned advisor.

A student who completes the requirements for a degree at the end of the Spring or Summer Quarter is expected to be present at the University's ceremony for conferring of degrees and presentation of diplomas. Permission for the conferral of a degree in absentia is granted by the University upon recommendation of the dean of the school.

A student who completes the requirements for a degree at the end of Autumn or Winter quarter is invited, but not required, to participate in the subsequent conferring of degrees. Degrees are conferred at graduations only.

The University reserves the right to prohibit participation in commencement exercises by a candidate who has not satisfactorily complied with all requirements.

### Additional requirements/policies

For additional policies governing Loma Linda University students, see Section II of this CATALOG, as well as the University *Student Handbook*. Students are responsible for informing themselves of and satisfactorily meeting all regulations pertinent to registration, matriculation, and graduation.

### Courses

#### **NRS 217. Psychiatric Mental Health Nursing. 6 Units.**

Focuses on the care of adult patients experiencing cognitive, mental, and behavioral disorders. Integrates concepts of crisis intervention, therapeutic communication, anger management, and coping skills throughout the course. Provides the student through clinical experience an opportunity to apply theoretical concepts and implement safe patient care to patients in selected mental health settings. Prerequisite: NRS 232, NRS 233.

#### **NRS 224. Nursing Pathophysiology. 5 Units.**

Focuses on the altered processes of human physiology. Emphasizes exploration of changes of biological processes of the body and the effects of homeostasis. Studies alteration of health problems, along with the associated clinical manifestations and treatments. Builds foundations for understanding the rationale behind assessment, findings, and nursing intervention.

#### **NRS 230. Principles of Professionalism, Clinical Reasoning, and Self-Care. 3 Units.**

Teaches personal and professional accountability and principles of self-care that enhance the student's ability to cope with stressors and succeed in the academic setting, as well as in the nursing profession. Teaches students to think in a systematic and logical manner that equips them to make sound clinical nursing judgments.

#### **NRS 231. Foundations of Nursing. 3 Units.**

Provides an introduction to the profession of nursing and the roles of the nurse. Formation of the role of the professional nurse, including scope of practice and supporting guidelines. Explores current issues in health care and professional accountability of the nurse, including patient-centered care, safety, confidentiality; communication; and upholding regulatory, legal, and ethical principles. Applies nursing knowledge to an adult/aging individual in the community.

#### **NRS 232. Fundamentals of Nursing. 7 Units.**

Expands on the roles of the nurse, and profession-related and patient-care concepts. Emphasizes physical, psychological, developmental, spiritual, and cultural aspects of whole-person care. Introduces basic nursing skills, the nursing process, and the decision-making framework to assist in developing effective clinical judgment skills. Prerequisite: NRS 224, NRS 230, NRS 231, NRS 233.

#### **NRS 233. Health Assessment. 3 Units.**

Provides knowledge and skills to conduct whole-person health assessment of the adult patient. Emphasizes taking a basic health history, as well as performance of a complete physical examination—including physiological, psychological, sociocultural, and spiritual assessments. Skills laboratory experiences provide an opportunity to practice physical assessment skills. Corequisite: NRS 231.

#### **NRS 244. Strategies for Academic Success. 1 Unit.**

Assesses student needs, learning styles, strengths, challenges/barriers in order to provide individualized approaches to learning strategies essential for success in nursing education and practice.

#### **NRS 299. Directed Study. 1-8 Units.**

Opportunity for clinical learning in a selected area of nursing. Prerequisite: Consent of instructor and the associate dean.

#### **NRS 301. Adult Health Nursing I. 6 Units.**

Focuses on the care of adult and older adult patients with health alterations that require medical and/or surgical intervention. Introduces the care of older adults while focusing on their unique physiological and psychological needs. Emphasizes the care of patients with alterations in selected body functions. Integrates concepts of patient-centered care, cultural sensitivity, informatics, safe practice, and professionalism throughout the course. Prerequisite: NRS 224, NRS 232, NRS 233, NRS 305.

#### **NRS 302. Adult Health Nursing II. 8 Units.**

Focuses on the care of adult patients with complex medical/surgical health problems. Emphasizes helping patients and their families cope with alterations in body functions. Integrates concepts of pharmacology, health promotion and education, evidence-based practice, and interdisciplinary collaboration throughout the course. Clinical experiences that provide the student an opportunity to apply theoretical concepts and skills to implement safe care to patients. Prerequisite: NRS 301.

**NRS 303. Adult Health Nursing III. 7 Units.**

Focuses on advanced concepts of nursing care as they relate to patients with complex, multisystem alterations in health. Emphasizes implementing time management and organizational skills while managing the care of patients with multiple needs and collaborating with interdisciplinary team. Integrates complex clinical skills; as well as priority setting, clinical judgment, and tenets of legal and theoretical practice throughout the course. Prerequisite: NRS 302.

**NRS 305. Nursing Pharmacology. 3 Units.**

Introduction to principles of pharmacology, including pharmacokinetics, pharmacodynamics, medication interactions, and potential adverse medication reactions. Emphasizes drug classifications and nursing care related to the safe administration of medication to patients across the life span. Prerequisite: NRS 224.

**NRS 314. Obstetrical and Neonatal Nursing. 5 Units.**

Provides an integrative, family-centered approach to the care of mothers and neonates. Emphasizes normal and high-risk pregnancies, normal growth and development, family dynamics, and the promotion of healthy behaviors in patients. Includes clinical experiences that provide the student an opportunity to apply theoretical concepts and implement safe patient care to mothers and neonates in selected settings. Prerequisite: NRS 301.

**NRS 315. Child Health Nursing. 6 Units.**

Provides an integrative, family-centered approach to the care of children from infancy through adolescence. Emphasizes normal growth and development, family dynamics, common pediatric disorders, and the promotion of healthy behaviors in patients. Includes clinical experiences that provide the student an opportunity to apply theoretical concepts and implement safe patient care to children in selected settings. Prerequisite: NRS 302.

**NRS 316. Wellness and Health Promotion. 3 Units.**

Introduces concepts of health, wellness, healthy lifestyle behaviors, and health promotion. Examines factors that influence health and health behaviors and the dynamics of behavior change, with an emphasis on motivational theory; exemplary behaviors in nutrition, physical activity, stress management, and tobacco cessation related to health and wellness; and, wellness for the student and practicing nurse. Prerequisite: NRS 224, NRS 231.

**NRS 324. Nursing Informatics and Evidence-Based Practice. 3 Units.**

Provides an overview of nursing informatics as it relates to the provision of safe, quality, patient-centered care. Emphasizes the establishment and provision of evidence-based practice. Stresses the use of information management systems in the collection, management, and communication of patient data; as well as the maintenance of patient privacy and confidentiality.

**NRS 337. Strategies for Professional Transition. 4 Units.**

Student assesses and strengthens the application of skills in communication, research, professional responsibility, teaching-and-learning process, management, nursing process, and individual empowerment. Additional skills include nursing informatics, orientation to LLU campus/University setting, assessment and development of learning objectives, critical thinking, and portfolio development. Prerequisite: Admission to RNBS program.

**NRS 338. Essential Leadership Concepts for Nursing Licensure. 1 Unit.**

Management issues related to entry into nursing practice. For students who have a previous B.S./B.A. degree or LVN taking the 45 unit option and who wish to sit for boards at the end of the junior year. Course does not apply towards the bachelor's degree.

**NRS 375. Introduction to Applied Biostatistics for Nursing. 3 Units.**

Introduces statistical methods of summarizing, analyzing, presenting, and interpreting health-related data. Includes normal and binomial distributions, probability, central limit theorem, and confidence intervals; hypothesis testing using t-tests, ANOVA, correlation, linear regression, and chi-square; and, introduction to multivariable analysis. Prerequisite: Competency in introductory-level mathematics.

**NRS 375L. Computer Applications in Biostatistics. 1 Unit.**

Uses SPSS to apply appropriate statistical methods in the summary and analysis of health-related data, including descriptive; as well as hypothesis testing using t-tests, correlation, linear regression, chi-square, and ANOVA. Prerequisite or concurrent: NRS 375.

**NRS 399. Nursing Externship. 1 Unit.**

An elective work-study course that provides opportunity for experiential understanding of the nature of nursing in the work place. Focuses on application of the Neuman framework. The student, under the supervision of an RN preceptor, applies previously learned skill in providing direct patient care. Prerequisite: NRS 408.

**NRS 404. Introduction to Epidemiology for Nursing. 2 Units.**

Explores disease occurrence in human populations. Includes: observation and interpretation in clinical decision-making; promotion of optimal patient outcomes; assessment and measurement of disease occurrence; prevention of illness; infection control; and evaluation of research that impacts delivery of care on local, national, and global levels. Prerequisite or concurrent\*: NRS 375.

**NRS 405. Home Care Nursing. 3 Units.**

Provides a holistic approach to care of clients transitioning across the health-illness continuum and health-care settings. Focuses clinical experiences on chronic disease management in post-acute settings. Addresses physiological and psychological needs and common health alterations of older adults, including end of life. Introduces community resources that facilitate continuity of care, and promote safety and optimal wellness. Prerequisite or concurrent\*: NRS 303, NRS 314, NRS 315\*, NRS 316.

**NRS 407. Complex Nursing Concepts of Health and Disease. 6 Units.**

Explores complex pathophysiological concepts across the life span, using a systems approach. Applies multifaceted alterations at the cell/system levels and functional changes to nursing practice. Uses etiology, pathogenesis, and clinical manifestations to investigate and understand common disease processes. Prerequisite: NRS 337.

**NRS 408. Critical Care Nursing. 8 Units.**

Focuses on advanced concepts of nursing care as they relate to critically ill patients. Emphasizes implementation of time management and organizational skills while managing the care of patients' multiple needs, and collaborating with the interdisciplinary team. Integrates complex clinical skills; as well as priority setting, clinical judgment, and tenets of legal and ethical practice throughout the course. Prerequisite: NRS 303, NRS 314, NRS 315, NRS 316.

**NRS 414. Management and Leadership for the Registered Nurse. 5 Units.**

View of the health-care agency or nursing unit as the core system, with lines of defense and lines of resistance. The management process as the set of interventions aimed at maintaining or restoring a state of equilibrium and order within the organization. The role of the first-line manager observed and some aspects experienced. Prerequisite: NRS 337; NRS 407.

**NRSB 416. Public Health Nursing. 4 Units.**

Focuses on the optimal wellness of the community as client. Includes intervention strategies emphasizing primary, secondary, and tertiary prevention with micro- and macro-client systems; assessing factors influencing population health and the use of evidence-based practices in the delivery of spiritually and culturally appropriate interventions; and the role of the nurse as advocate for social justice. Prerequisite: NRSB 404, NRSB 405, NRSB 408 (standard BS) or NRSB 404, NRSB 425 (RN to BS).

**NRSB 416L. Public Health Nursing Clinical Laboratory. 4 Units.**

Clinical application focusing on the optimal wellness of the community as client. Intervention strategies emphasizing primary, secondary, and tertiary prevention with micro-/macro-client systems. Prerequisite or concurrent\*: NRSB 404, NRSB 416\*.

**NRSB 418. Capstone Nursing Practicum. 6 Units.**

Provides student the opportunity to function as a contributing member of the interprofessional team, and to collectively apply the knowledge and practice the skills acquired in previous courses. Gives students the opportunity to provide care to a caseload of patients that is safe, evidence-based, patient-centered, and focused on promoting positive patient outcomes. Emphasizes demonstration of professional behaviors. Prerequisite: NRSB 408.

**NRSB 419. Capstone Nursing Leadership. 6 Units.**

Facilitates transition to the role of a professional nurse in the health-care system. Emphasizes contemporary issues and management concepts; development of the skills of delegation, conflict management, and leadership; legal and ethical issues with a focus on personal accountability and responsibility; and, analysis of health-care policy, fiscal responsibility, and standards of practice according to regulatory requirements and institution policies. Prerequisite or concurrent: NRSB 408.

**NRSB 424. Professional RN Capstone. 7 Units.**

Focuses on professional nursing development to promote wellness of individuals, families, and groups under diverse circumstances in clinical practice. Enhances interprofessional decision-making while exploring ethical, professional, and clinical issues. Prerequisite: NRSB 337, NRSB 407.

**NRSB 425. Introduction to Epidemiology for Nurses. 3 Units.**

Explores epidemiological investigation methods, evaluates study designs, and analyzes utilization of EBP nursing impacting delivery of care. Includes in-depth exploration of interdisciplinary communication, collaboration, and development of nursing interventions impacting disease identification, control, and management. Focuses on assessment and measurement of disease occurrence, frequency and prevention of illness, IC practices, and evaluation of evidence-based research impacting nursing care. Prerequisite: NRSB 375 or equivalent.

**NRSB 428. Health Promotion for Nurses. 4 Units.**

Examines health promotion in relation to health models. Utilizes evidence-based practice to promote wellness and optimal health across the life span. Examines the role of lifestyle behaviors in health promotion and illness prevention. Applies strategies for health behavioral change to promote wellness. Prerequisite: NRSB 337.

**NRSB 429. Nursing Research. 3 Units.**

Promotes clinical decision making, based on evidence, through the exploration and integration of current scientific evidence, use of clinical reasoning, identification of patient preferences, and assessment of available resources. Provides the knowledge and understanding of qualitative and quantitative systems of inquiry. Focuses on analysis and synthesis of evidence to answer a clinical question relevant to nursing practice and patient-centered care. Prerequisite: NRSB 324.

**NRSB 434. Public Health Nursing Laboratory for the Working RN. 3 Units.**

The clinical application of public health with a focus on vulnerable populations. Intervention/strategies involve health promotion and disease prevention in the community. Clinical experiences include independent work in a variety of community workplace settings. Designed for the RN to B.S. student who is not seeking state certification as a public health nurse. Prerequisite or concurrent\*: NRSB 337, NRSB 416\*.

**NRSB 497. Advanced Clinical Experience. 3-12 Units.**

An elective course open to students seeking clinical experience in nursing.

**NRSB 499. Directed Study. 1-8 Units.**

Opportunity for clinical experience in a selected area of nursing. Prerequisite: Consent of instructor and the associate dean.