

## General Information

Nursing has been one of the professional disciplines of the University of Virginia since 1901, when a three-year diploma program was first offered to high school students under the aegis of the University of Virginia Hospital and the Department of Medicine. Today, as one of the 10 independent schools of the University with a full-time faculty of 50 and an enrollment of 500 undergraduate and graduate students, the school offers the degrees of Bachelor of Science in Nursing, Master of Science in Nursing, and, as a department of the Graduate School of Arts and Sciences, Doctor of Philosophy in Nursing.

The School of Nursing, accredited by the National League for Nursing, the Commission on Collegiate Nursing Education, and the Virginia State Board of Nursing, is a member of the Council of Baccalaureate and Higher Degree Programs of the National League for Nursing, the American Association of Colleges of Nursing, and the Southern Regional Education Board. The school was first accredited by the National League of Nursing Education in 1941 and appeared on the first list of accredited nursing schools issued by the league.

The hospital-based diploma program in nursing, initiated in 1901, provided the genesis for the school's present degree program. The first baccalaureate degree in nursing, the Bachelor of Science in Nursing Education, was offered in 1928 for the first time through a Department of Nursing Education in the School of Education, made possible by an endowment of \$50,000 from the Graduate Nurses' Association of Virginia in memory of Sadie Heath Cabaniss, Virginia's outstanding pioneer nurse. The purpose of this degree program was to train registered nurses for teaching, supervisory, or administrative positions. The present baccalaureate program was established in 1950 as a four-year course. In 1953, a Department of Nursing was established to administer the diploma program and the two baccalaureate programs: the Bachelor of Science in Nursing and the Bachelor of Science in Nursing Education. The department was under the collective supervision of the School of Medicine, the School of Education, and the University of Virginia Hospital. Three years later, in 1956, this department became the School of Nursing. The curriculum now consists of four years of a combination of liberal arts, interprofessional, and core nursing courses leading to a Bachelor of Science in Nursing.

### Address

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McLeod Hall  
University of Virginia  
Charlottesville, VA 22908  
(434) 924-3041  
www.nursing.virginia.edu

### Philosophy

The central purpose of the University of Virginia is to enrich the mind by stimulating and sustaining the spirit of free inquiry directed to understanding the nature of the universe and human existence. The philosophy of the School of Nursing is consistent with that of the University as it prepares leaders in health care.

Nursing is both a profession and a discipline that is responsive to changing health needs. It is concerned with human experiences and responses to birth, health, illness, and death within the context of individuals, families, groups, and communities (ANA, 1995). Nurses, often in collaboration with other health care professionals, promote the optimal health care and comfort of individuals and groups through the systematic application of knowledge from nursing and related disciplines.

The faculty believes that education is based on humanistic approaches that foster critical thinking and promote awareness of social and cultural diversity among individuals. The faculty views each student as a unique person with special talents, abilities, needs, and goals. Cultural diversity, varying life experiences, and changing socio-

economic factors affect each student differently. To this end, faculty endeavor to provide an environment that assists students to realize their full potential. The acquisition of professional knowledge and the development of clinical competence occur through active involvement of the student in the learning process. Students assume primary responsibility for learning, while faculty provide educational opportunities for knowledge acquisition and professional role development. We believe that an atmosphere of shared growth and inquiry offers the maximum potential for development.

Baccalaureate education in nursing is the basic preparation necessary for the practice of professional nursing. This education provides the foundation for the development of professional knowledge, critical thinking, ethical decision-making, leadership skills, and the independent and interdisciplinary pursuit of high standards of health care. Master's education prepares the nurse with strong critical thinking and decision-making skills for advanced practice in acute and primary care or for specialty practice in the areas of management and public health leadership. A primary aim of master's nursing education is to ensure that every student acquires the ability to analyze, synthesize, and utilize knowledge in a specialty area. Doctoral education prepares the nurse scholar to influence health care through leadership in education, policy, practice, research, and knowledge development.

Implicit in the practice of professional nursing is accountability for professional growth and practice, demonstration of leadership, and commitment to the development and application of nursing theory and research. Life-long learning leads to the optimal development of both the individual practitioner and the discipline of nursing.

### The Nursing Major

The health care delivery system is currently evolving at an accelerated rate; and, since people want health care as well as illness care, faculty members at the University of Virginia School of Nursing have developed a curriculum to respond to changing societal needs. We believe that a nurse prepared at the baccalaureate level shares with other health professionals the primary goals of promoting, maintaining, and restoring health, caring for the ill, and assisting individuals and families through the dying process.

Courses in the School of Nursing are composed of two discrete but interrelated elements: Interprofessional and Core. Interprofessional courses are designed to facilitate transition to the role of health care provider; they include social science and natural science content with special application to health care. Most interprofessional courses are open to other students within the University.

Core courses include basic knowledge and skills needed to practice professional nursing at a beginning level. Clinical and classroom experiences and academic work provide a broad basis for nursing practice related to both acute and chronic illness and health promotion. The emphasis is on individuals, families, and groups with varying levels of health and at all points in the life cycle. Issues related to professional nursing are also included.

### Purpose and Objectives of the Undergraduate Program

The purpose of the undergraduate program is to prepare leaders in health care to meet the needs of individuals, families, and communities. Graduates of the program:

- ensure holistic and culturally sensitive care based on an understanding of the norms and health care beliefs/practices of various racial, ethnic, religious, socioeconomic, gender-specific, and age-related populations;
- provide health care that demonstrates professional values and standards of practice, and includes moral, ethical, and legal concepts;
- incorporate knowledge of health promotion and disease prevention into professional nursing practice;
- demonstrate knowledge of the structure, organization, and financ-

ing of the U.S. health care delivery system, and the role and importance of nursing within that system;

- understand the development and implementation of national and international health care policy from social, economic, political, legislative, and professional perspectives;
- manage and coordinate patient care across health care settings and client populations;
- employ critical thinking in the provision of professional nursing care;
- effectively use current and changing health care and information technologies;
- provide health care that demonstrates professional values and standards of practice, and includes moral, ethical, and legal concepts;
- ensure holistic and culturally sensitive care based on an understanding of the norms and health care beliefs/practices of various racial, ethnic, religious, socioeconomic, gender-specific, and age-related populations;
- utilize communication techniques effectively;
- accept increasing professional responsibility, provide professional leadership, and participate in activities for professional growth and development.

### Facilities and Resources

Located in the eastern part of the University Grounds, near the University of Virginia Medical Center, the school occupies McLeod Hall, a modern five story building with classrooms, clinical learning laboratories, seminar rooms, and a computer laboratory.

The School of Nursing draws upon the resources of the 25 academic departments in the College of Arts and Sciences, Schools of Education and Medicine, and on the clinical facilities and instructional materials of the University of Virginia Health System.

In addition to the academic resources of the University, nursing students receive clinical experience at the University of Virginia Health System, public health agencies, community agencies, private and state hospitals, nursing homes, and industrial settings.

**Claude Moore Health Sciences Library** The library primarily serves the faculty, students, and staff of the University of Virginia Health System, which includes the Schools of Medicine and Nursing and the University Hospital.

The library is a modern facility with small group meeting rooms, audiovisual viewing rooms, typing rooms, microcomputers, and photocopy machines. It maintains well-developed collections of books, journals, reference materials and audiovisuals in medicine, nursing, and related health fields. The Health Sciences Instructional Resources Center, on the first floor of the library, maintains a substantial collection of videocassettes and other media. A variety of players, projectors, recorders, monitors, and a cluster of microcomputers are available for use in the center, and a small collection of equipment is available for use outside the center. The resources in the Health Sciences Library are augmented by materials in the Clemons Library, the Science/Technology Information Center, various departmental libraries (e.g., biology/psychology, physics, chemistry, engineering, law), and the working libraries of the departments and clinics in the School of Medicine.

**University of Virginia Health System** The School of Nursing is a part of the University of Virginia Health System, which serves as the referral center for central and western Virginia and has been consistently ranked among the nation's top 100 health care centers. The nursing program enjoys a special relationship with the University Hospital, a more than 650 bed teaching and research hospital. Clinical affiliations with the Kluge Children's Rehabilitation Center, Martha Jefferson Hospital, and many community agencies and institutions throughout the state, provide opportunities for students to gain valuable experience in a variety of health care settings.

Special units in the University Hospital complex include a children's medical center, a cancer center, a clinical research center, cardiac, medical, and surgical intensive care units, and a burn and wound care center. The Pegasus Air Emergency Rescue Service can transport patients from up to 500 miles.

### Cooperating Institutions and Agencies

The School of Nursing cooperates with other institutions and agencies to provide clinical learning opportunities for students. Utilizing health departments, community hospitals, out-patient facilities, home care agencies, industries, schools, geriatric care facilities, mental health care facilities, and rehabilitation centers, the School of Nursing provides varied clinical experiences for its students.

### Counseling

Informal cooperation and personal attention mark the relations between faculty members and students. Students are urged to avail themselves of the opportunities to discuss their achievements and clinical experiences with the faculty. The Office of Admissions and Student Services provides advice and assistance and serves as a source of information for other support resources. The Department of Student Health and the University Counseling Center are available to assist students through individual and group counseling sessions.

### Student Activities and Honors

Nursing students are eligible for special nursing organizations and honors as well as for the general University activities and societies outlined in chapter 5. The School of Nursing is represented on the major student governmental bodies, the Student Council, the Honor Committee, and the University Judiciary Committee. Student representatives to the University Student Council and the Judiciary Committee report to the Student Council of the School of Nursing. All students are members of the Student Association of the School of Nursing. The Student Council of the School of Nursing is composed of officers of the Student Association, the class presidents, the president of Student Nurses Association of Virginia, and a chair elected by the student body. This council is responsible for all student functions within the School of Nursing.

**Student Nurse Organizations** All University of Virginia nursing students are eligible for membership in the Student Nurses Association of Virginia and the National Student Nurses Association. Through the National Student Nurses Association, SNAV works to develop concerned, knowledgeable professionals.

### Awards and Honors

**Sigma Theta Tau** Students demonstrating superior scholastic achievement (3.0 GPA or above and top 35% of class), professional leadership potential, and desirable personal qualifications are eligible to apply for membership in Sigma Theta Tau, the national honor society of nursing.

**Outstanding Fourth Year Student Awards** Annual awards have been established in recognition of excellence in academic and clinical achievement and outstanding service to the University and the School of Nursing. The names of the students so honored are engraved on a plaque displayed in the school. Students are chosen by faculty and student vote. The awards are presented at the pinning ceremony on graduation weekend.

**Dean's List** Full-time students who demonstrate academic excellence while taking a minimum of 12 credits of graded course work are eligible for the Dean's List of Distinguished Students at the end of each semester. Courses taken on a CR/NC basis may not be counted toward the 12-credit minimum. A minimum current grade point average of 3.4 is necessary to be eligible for the dean's list. Any student receiving an F, NC, or NG during the semester is not eligible to be on the dean's list.

**Intermediate Honors** Students who enter the University directly from high school or preparatory school and who, after four regular semesters, have completed at least 60 credits of course work and are in the top 20% of their class are awarded a Certificate of Intermediate Honors. The notation "intermediate honors" is also placed on each student's official academic record. The computation is based upon the cumulative grade point average at the end of the fourth semester. No more than twelve of the 60 required credits may be earned on a CR/NC basis. Further, students need to have remained in good stand-

ing. Advanced placement and transfer credits do not count toward the required credits.

**Diploma with Distinction** Diplomas inscribed “with distinction” are awarded to graduates who have earned a cumulative UVA grade point average of 3.4 and successfully completed the distinguished majors program, OR, to students with a cumulative UVA GPA of 3.75 who have not completed the distinguished majors program.

**Diploma with Highest Distinction** Diplomas inscribed “with highest distinction” are awarded to graduates who have earned a cumulative UVA GPA of 3.75 and have successfully completed the distinguished majors program.

**Shannon Scholar Award** The Shannon Scholar Award is presented annually to a graduate in recognition of outstanding academic achievement. Excellence in clinical achievement is also recognized at the spring pinning ceremony.

### Additional Expenses

**Uniforms** Prospective students receive information about uniforms with their welcome letters and registration materials.

**School of Nursing Pin** (purchased prior to graduation) Pins cost approximately \$150 (10K gold), \$60 (gold-filled), and \$50 (sterling).

**Hospital Insurance** The Student Health Service does not provide for the expense of hospital care. The University requires that all students carry hospitalization insurance for year-round coverage. A preferred-risk group insurance program sponsored by the University is available. For an additional premium, the dependents of married students are included. Students or parents may substitute a plan comparable to that offered by the University.

**CPR Certification** Students are required to obtain certification in cardiopulmonary resuscitation for adults children, and infants prior to entering clinical courses. Certification must be maintained throughout the program, and validation must be presented each year. Students must complete the American Heart Association Basic Life Support for Health Care Providers course.

**Immunization Titer Requirements:** The School of Nursing requires documentation of a positive antibody titer for Hepatitis B, rubella, and varicella for all students who practice in a clinical setting. No student will be permitted to enroll in clinical courses without providing this documentation. Information regarding the vaccine and antibody titers can be obtained from the student’s local health care provider, district health department, or from Student Health.

**MMR, TD, and PPD** Documentation of current measles, mumps and rubella (MMR) immunization and tetanus booster (TD) is required for all students in clinical courses. Tuberculosis testing (PPD) is required on an annual basis for all students enrolled in clinical courses.

**Diagnostic Readiness Test** Students are required to complete a standardized diagnostic test that evaluates their readiness to take the licensure examination. The test is administered in the spring of the fourth year and costs each student approximately \$40.

**Community Learning Experiences** Students are responsible for transportation to and from clinical learning sites. Agencies in Charlottesville and neighboring counties are used for clinical experiences, and students must have a car available for individual use while studying in those agencies. Community learning experiences begin in the second year of the program.

### Part-time Employment

Opportunities for part-time employment are often available in the University of Virginia Hospital, particularly during the third and fourth years of the program.

## Academic Standing

### Students in the Program’s Pre-professional Component

**(First Year)** First-year students in the pre-professional component of the program are considered to be in good academic standing if they have a semester average of at least 1.80 and no more than one grade below C-. Students who fail to remain in good academic standing will be placed on academic probation. A student is subject to suspension after two semesters on academic probation. A grade of D is included in the student’s GPA and counts toward credits earned. An F grade is included in the student’s GPA but does not count toward credits earned.

**Students in Program’s Professional Component** Students in the professional component of the program are considered to be in good academic standing if they have a semester average of at least 2.0 and no grades below a C- in required nursing courses. Grades of D, F, and NC are failing grades for all required nursing courses in the professional component of the program. Students receiving a grade of D, F, or NC in a required course in the professional component will be placed on academic probation and must successfully repeat the course with a grade of C- or above for graded courses, or CR for CR/NC courses. This may alter the planned sequence of courses and may lengthen the time for completion of the program. Students will be placed on academic probation if their semester’s average falls below 2.0. A student in the professional component of the program is subject to suspension if (1) the student receives a total of two Ds or one F in the professional component; or (2) the student’s GPA is below 2.0 for two semesters.

### Readmission after Suspension or Voluntary Withdrawal

Readmission to the School of Nursing is not automatic. A former student must apply for admission to the associate dean of the School of Nursing by December 1 for spring semester or by March 1 for fall semester. The letter requesting readmission to the School of Nursing should include a description of the situation surrounding the suspension or withdrawal; an explanation of the steps that the student has taken, or will take, to change the situation; and the reasons why readmission to the program is justified. Students will be re-admitted on a space available basis.

A student who has been readmitted following suspension will be permanently dropped from the school if she or he becomes subject to suspension a second time.

### Leave of Absence

A student in good standing may request a leave of absence from the School of Nursing for up to two semesters. Requests for leaves of absence must be submitted in writing to the associate dean of the School of Nursing. Readmission following a leave of absence will be granted only if space is available. A leave of absence fee must be paid if the student wishes to keep his or her file active and take part in course enrollment for the semester in which he or she plans to return.

### Course Load

Special permission from the associate dean is required to register for fewer than 12 credits or more than 18 credits each semester.

**Substitution/Transfer of Courses** The University of Virginia School of Nursing accepts a maximum of 60 credits of transfer credit from institutions other than the University of Virginia toward the baccalaureate degree.

If a second degree student requests an exemption from a required nursing course because of having had similar content in prior course work, the prior course work will be assessed for relevancy and similarity. Upon approval, the student will receive advanced standing in the required nursing course. Second Degree students are required to complete 60 hours of coursework in residence at the University of Virginia. Students who receive advanced standing for a required course transferred into the University of Virginia from another institution will be responsible for replacing the credits not earned in that course with another course at the University.

**Changes in Class Schedules** Students change their class schedules via ISIS ([www.virginia.edu/isis](http://www.virginia.edu/isis)). If instructor permission is necessary for admission to a course, a form signed by that instructor is submitted to the dean's office. Students may add and drop full-semester courses through the deadlines stated in the *Course Offering Directory*.

### Credit/No Credit Grades

Students have the option of receiving the grades CR (credit) or NC (no credit) in place of the regular grades, A through F, for a given course except for courses in the major or those that fulfill basic area requirements. The synthesis Practicum is the only required nursing course that is offered on a CR/NC basis. School of Nursing students may take a maximum of twelve credits of CR/NC courses, including the synthesis practicum, nursing electives, and general education electives.

This option is selected when students register for courses. The last day to change the CR/NC option is the same as the last day to add a course. Instructors may deny students permission to take courses on a CR/NC basis. If this occurs, students may either change back to the regular grading option or drop the course entirely. Students may not use a CR/NC course to repeat a course in which a grade has already been given.

### Professional Status upon Graduation

Prior to graduation, the student is expected to apply to the State Board of Nursing to sit for the state licensure examination in order to become licensed. Graduates of the School of Nursing are eligible for membership in the University of Virginia Alumni Association and the University of Virginia School of Nursing Alumni Association. Graduates are eligible for membership in the Virginia Nurses Association, the American Nurses Association, the Virginia League for Nursing, and the National League for Nursing.

### B.S. in Nursing

The University of Virginia offers a program leading to the degree of Bachelor of Science in Nursing. The degree is awarded after satisfactory completion of a prescribed program of study. All students at the School of Nursing take courses in anatomy and physiology, growth and development, pharmacology, pathophysiology, administration, and nursing practice. Graduates of the program are eligible to apply to take the National Council Licensure Examination.

**Traditional Program** Students are admitted to the School of Nursing as first-year students or as second-year transfer students after completing prerequisite general education courses at other institutions or in the College of Arts and Sciences.

**Second Degree Option** The traditional baccalaureate curriculum has been modified to provide a two year track leading to the bachelor's degree in nursing for non-nurses with a bachelor's degree in another field. With the exception of a course in anatomy and physiology, specific general education courses are not required for admission; admission requirements are based on prior satisfactory completion of a bachelor's or higher degree from an accredited institution. At the end of the second year, students are awarded the Bachelor of Science and are eligible to apply to take the National Council Licensure Examination.

**R.N. to B.S.N. Option** The baccalaureate program includes a uniquely tailored curriculum for students who are graduates of community college and hospital schools and are licensed registered nurses (RN). The program consists of a one year full-time option that can also be completed in a two or three-year pattern. Students enroll in 30 credits at the University of Virginia, and upon completion of selected courses, receive 38 credits for prior learning as an RN. Courses in the program include both theory and clinical courses designed specifically for RN students. Students must meet prerequisite general education requirements prior to admission as outlined in chapter 2 and thus complete a grand total of 120 semester hours for the baccalaureate degree. Once admitted, students work with a faculty advisor to create a plan of study to best meet their academic and professional goals. Classes are offered in flexible formats (e.g. once a week, partially on-

line, some weekends) to allow students to maintain employment while completing the BSN. The program provides a foundation for professional practice and for further education such as graduate study for advanced practice or preparation as a clinical leader or teacher.

### Degree Requirements

The Bachelor of Science in Nursing degree is conferred by the general faculty upon candidates recommended by the School of Nursing faculty as having completed a prescribed course of study of no less than 120 credits with a cumulative grade point average of 2.0 (C). In addition to the previously earned bachelor's degree, students in the Second Degree Track complete 61 credits in the School of Nursing for the bachelor's degree in nursing.

**The Residence Requirement** for a degree in nursing is two academic years. Students transferring from other schools of nursing and students with advanced standing credit may with permission of the associate dean meet residence requirements in one academic year.

**Distinguished Majors Program in Nursing** Students who demonstrate superior academic performance are encouraged to apply for the School's Distinguished Majors Program (DMP) in which they pursue a substantive project of their own devising that they would not have the opportunity to develop as part of the regular program of study. Participating students are expected to submit a thesis of approximately 30-50 pages that demonstrates independent work of high quality.

Acceptance into the program requires a cumulative GPA of 3.4, the submission of a thesis proposal outlining the project to be undertaken, and the approval of a faculty member willing to direct the project. Application to the DMP is made during the spring semester of the third year of the program. Students accepted into the program register for 3 credits of NURS 495 in the first semester of the 4<sup>th</sup> year and 2 credits of NURS 496 during the second semester. The final project will be reviewed by at least two faculty members and presented to faculty and students. Students who successfully complete the program and maintain a GPA of at least 3.4 will be awarded a diploma with distinction. Students who successfully complete the program and have a GPA of 3.75 will be awarded a diploma with highest distinction.

For more information contact the Baccalaureate Program Director, School of Nursing, PO Box 800782 McLeod Hall, Charlottesville, VA 22903; (434) 924-0096.

**Curriculum: Traditional****71 nursing credits****49 general education credits****First Year**

	<b>Credits</b>
NUCO 103 Introduction to the World of Nursing .....	3

**Second Year**

NUCO 301 Clinical and Interactive Skills I.....	3
NUCO 302 Clinical and Interactive Skills II .....	2
NUCO 303 Introduction to Nursing and Health Care Services.....	3
NUIP 316 Principles of Nutrition.....	3
NUCO 323 Client Assessment .....	3
NUIP 340 Life Span Development .....	3

**Third Year**

NUIP 310 Pathology and Clinical Management I.....	3
NUIP 311 Pathology and Clinical Management II .....	4
NUCO 331 Nursing Care of the Chronically Ill Adult.....	5
NUCO 332 Nursing Care of Children and Families.....	4
NUCO 333 Nursing Care of Women and Childbearing Families.....	4
NUIP 343 Principles of Pharmacology .....	3
NUIP 414 Foundations of Nursing Research.....	3

**Fourth Year**

NUIP 415 Leadership and Management in Health Care Systems.....	3
NUCO 430 Current Issues in Nursing.....	2
NUCO 471 Nursing Management of Common Health Problems ..	5
NUCO 472 Nursing Management of Complex Health Problems...2	
NUCO 473 Psychiatric-Mental Health Nursing.....	5
NUCO 474 Community Health Nursing	5
NUCO 475 Synthesis Practicum .....	3

**Curriculum: R.N. to B.S.N. Option****First Year**

	<b>Credits</b>
NUCO 434 Transition and Validation Seminar I.....	2
NUCO 435 Transition and Validation Seminar II .....	2
NUIP 415 Leadership and Management in Health Care Systems.....	3
NUIP 418 Pathophysiology.....	4
Elective .....	3

**Second Year**

NUIP 416 Basic Research Concepts in the Health Disciplines .....	3
NUCO 433 Contemporary Trends in Clinical Nursing Mgmt. ....	5
NUIP 417 Issues in Contemporary Nursing Practice .....	3
NUCO 432 Perspectives in Community Nursing.....	5

**Curriculum: Second Degree Option****First Year**

	<b>Credits</b>
NUCO 304 Foundations of Clinical Nursing .....	3

NUIP 310 Pathology and Clinical Management I.....	3
NUIP 311 Pathology and Clinical Management II .....	4
NUCO 323 Client Assessment .....	3
NUCO 331 Nursing Care of the Chronically Ill Adult.....	5
NUCO 332 Nursing Care of Children and Families.....	4
NUIP 340 Life Span Development .....	3
NUIP 343 Principles of Pharmacology .....	3
NUCO 356 Introduction to Nursing & the Childbearing Family .....	5

**Second Year**

NUCO 430 Current Issues in Nursing.....	2
NUCO 471 Nursing Management of Common Health Problems ..	5
NUCO 472 Nursing Management of Complex Health Problems...2	
NUCO 473 Psychiatric-Mental Health Nursing.....	5
NUCO 474 Community Health Nursing	5
NUCO 475 Synthesis Practicum .....	3
NUIP 414(1) Foundations of Nursing Research.....	2
NUIP 415 Leadership and Management in Health Care Systems.....	3

(1) Students who have already taken an undergraduate level research course may instead enroll in GNUR 586 Research and Biostatistical Processes in Health Care with the permission of the instructor.

**Course Descriptions****NUCO 103 - (3) (S)**

**Introduction to the World of Nursing**  
An overview of the nursing profession's historical development, evolution of the health care system, and the legal and ethical principles that direct professional nursing practice. For first-year and transfer students.

**NUCO 301 - (3) (Y)**

**Clinical and Interactive Skills I**  
Combines nursing skill acquisition with communication concepts and group process. Introduces selected technical skills and communication techniques basic to clinical practice.

**NUCO 302 - (2) (Y)**

**Clinical and Interactive Skills II**  
*Prerequisite:* NUCO 301.  
A continuation of NUCO 301, this course expands skill acquisition and synthesis of learned concepts through simulations of realistic patient care situations.

**NUCO 303 - (3) (Y)**

**Introduction to Nursing and Health Care Services**  
*Prerequisite/corequisite:* NUCO 301, 302.  
Studies the historical development of nursing and the professional nurse in today's health care system. Introduces nursing theories and concepts, including the nursing process, and explores nursing interventions. Includes clinical practice sessions in various settings.

**NUCO 304 - (3) (Y)**

**Foundations of Clinical Nursing**  
*Prerequisite:* Admission to the Second

Degree Program.

Introduces selected concepts and aids students in acquiring basic psychomotor and interpersonal skills used in providing patient care.

**NUIP 310 - (3) (Y)****Pathology and Clinical Management I**

*Prerequisite:* Anatomy and Physiology.  
Focuses on the mechanisms of disease and the body's ability to respond to such challenges throughout the life span. Required of all undergraduate and second degree nursing students.

**NUIP 311 - (4) (Y)****Pathology and Clinical Management II**

*Prerequisite:* Anatomy and Physiology.  
Focuses on psychopathological and pathophysiological conditions throughout the life span. Required of all undergraduate and second degree nursing students.

**NUIP 315 - (3) (Y)****HIV/AIDS: A Personal and Social Perspective**

An overview of the medical, psychosocial, legal, and ethical issues generated by the HIV/AIDS epidemic. Introduces topics encountered throughout the spectrum of HIV infection. Explores physiological and psychological responses of, and societal responses to, HIV infected or affected persons.

**NUIP 316 - (3) (Y)****Principles of Nutrition**

*Prerequisite/corequisite:* Anatomy and Physiology.  
Covers basic nutrition, nutrition for clients of various age groups and therapeutic diets, and nutrition of the critically ill, hospitalized patient. Required of all undergraduate nursing students in the traditional program.

**NUCO 323 - (3) (S)****Client Assessment**

Focuses on gathering and analyzing information about the health status of clients across the lifespan. Develops data collection skills using a holistic approach to health care. Required of all nursing students.

**NUCO 331 - (5) (Y)****Nursing Care of the Chronically Ill Adult**

*Prerequisite:* NUCO 301/304, 302, 303/356 NUIP 340.  
Explores the nature and challenge of chronic illness. Focuses on concepts underlying the care of chronically ill adults and the use of the nursing process to assist patients and families in managing common chronic illnesses. Clinical placement occurs in a variety of settings.

**NUCO 332 - (4) (S)****Nursing Care of Children and Families**

*Prerequisite:* NUCO 301/304, 302, 303/356, NUIP 340.  
Utilizes the concept of family-centered nursing care to teach basic nursing strategies that enable children and their families to prevent illness and disability and to promote, protect, and restore health. Addresses the unique

biopsychosocial and health educational needs of the growing child from infancy to adolescence. Also studies the family in community, ambulatory care, and hospital settings. Clinical placement occurs in a variety of settings.

### **NUCO 333 - (4) (Y)**

#### **Nursing Care of Women and Childbearing Families**

*Prerequisite:* NUCO 301, 302, 303, NUIP 340. Explores issues of health and wellness for women and the childbearing family, major health challenges affecting women, and the recognition and management of complications and risk factors occurring during the reproductive period. Clinical placement includes hospital and community settings.

### **NUIP 340 - (3) (Y)**

#### **Life Span Development**

Focuses on the process of development as a lifelong activity balanced between dynamic and stable demands of physical and social environments and the changing capabilities of the person. Explores contemporary life styles and selected cultural aspects of individual and family life. Required of all undergraduate and second degree students.

### **NUIP 343 - (3) (S)**

#### **Principles of Pharmacology**

*Prerequisite:* Anatomy and Physiology. Provides a theoretical foundation in pharmacology and its place in nursing practice. Includes general principles of pharmacology, the therapeutic implications of major drug categories, mechanisms of drug action, side effects of drugs, and the implications for nursing management.

### **NUCO 356 - (5) (Y)**

#### **Introduction to Nursing and the Childbearing Family**

*Prerequisite:* Admission to the Second Degree Program.

An overview of the historical development of nursing, emphasizing the evolution of obstetrical nursing and the roles available to contemporary professional nurses. Introduces the use of the nursing process and presents the nursing management of normal and high-risk pregnancy. Explores social, economic, and legal/ethical issues related to the reproductive period. Clinical placement occurs in both hospital and community settings. Required of all students in the Second Degree Program.

### **NUIP 414 - (3) (Y)**

#### **Foundations of Nursing Research**

Surveys the research designs commonly used in health settings, as well as their practical applications. Students gain basic research skills, a beginning familiarity with common statistical methods, and a fundamental ability to read and analyze health-related research articles. Emphasizes basic human rights and ethical issues in the conduct of research. Required of students in the traditional and second degree undergraduate nursing programs.

### **NUIP 415 - (3) (Y)**

#### **Leadership and Management in Health Care Systems**

An overview of basic management and leadership concepts. Emphasizes the application of appropriate administrative strategies to actual and/or simulated health care systems. Required of nursing students.

### **NUIP 416 - (3) (Y)**

#### **Basic Research Concepts in the Health Disciplines**

Explores the research process and critiques health care research. Analyzes the role of the professional in utilizing and applying research. Required of students in the R.N. to B.S.N. program.

### **NUIP 417 - (3) (Y)**

#### **Issues in Contemporary Nursing Practice**

*Prerequisite:* Admission to the R.N.-B.S.N. program. Examines the issues and trends of greatest concern to nursing today. Explores the historical and societal influences on the evolution of nursing, its current status, and its future direction. Discusses the economic, social, cultural, and legal/ethical influences on nursing practice in today's rapidly changing health care environment. Required of all students in the R.N. to B.S.N. program.

### **NUIP 418 - (4) (Y)**

#### **Pathophysiology**

*Prerequisite:* Admission to the R.N.-B.S.N. program. Builds on a foundation of knowledge about common pathophysiologic conditions affecting adults and children, and expands knowledge of current clinical assessment and management techniques. Required of all students in the R.N. to B.S.N. program.

### **NUCO 430 - (2) (Y)**

#### **Current Issues in Nursing**

*Prerequisite:* All third-year courses in the traditional program, or all first-year courses in Second Degree Program.

Focuses on the socialization of the nurse into the profession, emphasizing nursing's body of knowledge, the legal and ethical responsibilities of nurses, and issues they face. Prepares beginning practitioners of nursing to intelligently interpret the literature on professional responsibilities. Equips new graduates with basic strategies for utilizing specialized nursing knowledge and provides a basis for responsible decision-making related to ethical and legal issues.

### **NUCO 432 - (5) (Y)**

#### **Perspectives in Community Nursing**

*Prerequisite:* Admission to the R.N.-B.S.N. program. Examines the practice of nursing in a changing health care system. Introduces concepts and strategies from public health, epidemiology, and group and family theories. Explores the relationship between political, socioeconomic, and environmental factors and health populations. Clinical experiences take place in a variety of community settings.

### **NUCO 433 - (5) (Y)**

#### **Contemporary Trends in Clinical Nursing Management**

*Prerequisite:* Admission to the R.N.-B.S.N. program. Explores current trends in managing acute and chronic health states across the life span. Addresses the nursing process and associated research findings in working with individuals, families, and groups. Considers the legal, ethical and political implications of care. Clinical experiences take place in a variety of settings.

### **NUCO 434 - (2) (Y)**

#### **Transition and Validation Seminar I**

*Prerequisite:* Admission to the R.N.-B.S.N. program. Examines issues related to professionalism in nursing, including education preparation, credentialing, levels of practice, ethics, and the place of theory. Also focuses on skill development in informatics and writing. Assists the student in preparing the validating portfolio used to document prior learning for the awarding of advanced standing credit.

### **NUCO 435 - (2) (Y)**

#### **Transition and Validation Seminar II**

*Prerequisite:* NUCO 434. Continues to examine issues related to professional practice in nursing and expands knowledge of ethics and the process of skill development in informatics and professional writing. Students complete the portfolio begun in NUCO 434. Required of all students in the R.N. to B.S.N. program.

### **NUIP 441 - (3) (Y)**

#### **Clinical Applications of Pathophysiology**

*Prerequisite:* Anatomy and Physiology, NUIP 310 and 311.

Focuses on expanding the knowledge base acquired in Pathology and Clinical Management I and II. Provides a more in-depth understanding of the mechanisms of disease and the body's ability to respond to such challenges throughout the life span.

### **NUIP 443 - (3) (IR)**

#### **Evaluating and Using Information Technology in Health Care**

*Prerequisite:* A basic knowledge of personal computers and Microsoft Windows. Introduces health related information for newcomers to the Internet, and enhances students' use of information technology for developing, evaluating, and disseminating health care information. Introduces the history, current issues, future trends, and significance of information technology for health care. Involves students in an ongoing academic discussion of the implications of technology as an information source for research, practice, and patient education in the area of health care.

### **NUIP 445 - (3) (IR)**

#### **Nursing and Spirituality**

This course is designed to introduce students to the importance of spirituality in the lives of individuals and families. It will enable students to design models of care, which pro-

mote and restore the body, mind and spirit. The course will complement other courses in the curriculum by promoting a deeper understanding of the connections between religion/spirituality and health.

#### **NUIP 446 - (2) (IR)**

##### **Exploring Culture and Healthcare Access Issues through Remote Area Medicine**

Provides undergraduate nursing students the opportunity to explore issues related to culture and barriers to healthcare access. The culminating experience is a hands-on clinical outreach experience in southwest Virginia July 23-27, 2003. Course enrollment is limited. Students must be second or third year nursing students. Participants are selected based upon a two-page essay defining health and culture, and an interview. Deadline for submissions is December 2, 2003. Please see course faculty for details.

#### **NUCO 471 - (5) (Y)**

##### **Nursing Management of Common Health Problems**

*Prerequisite:* All third-year courses in the Traditional Program or all first-year courses in the Second Degree Program.

Focuses on the use of the nursing process in managing commonly-occurring acute and chronic health problems affecting adults. Emphasizes the collaborative and independent functions of the nurse, and includes clinical practice in a variety of settings.

#### **NUCO 472 - (2) (Y)**

##### **Nursing Management of Complex Health Problems**

*Prerequisite:* NUCO 471.

Focuses on the use of the nursing process in managing complex acute and chronic health problems affecting clients of all ages. Emphasizes the collaborative and independent functions of the nurse.

#### **NUCO 473 - (5) (S)**

##### **Psychiatric-Mental Health Nursing**

*Prerequisite:* All third-year courses in the Traditional Program or all first-year courses in the Second Degree Program.

Provides the opportunity to learn and utilize biopsychosocial concepts in the care of mentally ill and substance abusing individuals. Focuses on assessment strategies, nursing interventions, plans of care, and the rehabilitative processes for a variety of acute and chronic problems. Includes clinical practice in a variety of hospital and community settings.

#### **NUCO 474 - (5) (S)**

##### **Community Health Nursing**

*Prerequisite:* All third-year courses in the Traditional Program or all first-year courses in the Second Degree Program.

Provides a foundation for nursing practice in community health by emphasizing the application of concepts and theories. Through a focus on family- and community-oriented nursing practice, students expand their roles from caring for an individual within a family to assessing and intervening to solve family and

community health problems. Examines the influence of political, socioeconomic, and ecological issues on the health of populations. Includes clinical practice in selected community agencies.

#### **NUCO 475 - (3) (Y)**

##### **Synthesis Practicum**

*Prerequisite:* Completion of all other required nursing courses.

This final clinical course provides an opportunity to integrate the knowledge and skills acquired from previous courses during an intensive 168-hour precepted practicum. Students work directly with clinical preceptors under the direction of faculty members to refine their skills in group patient care delivery, priority setting, and decision making. Clinical placements include a wide range of inpatient and outpatient settings.

#### **NURS 495 - (3) (Y)**

##### **Distinguished Majors Seminar I**

*Prerequisite:* Acceptance into the School of Nursing Distinguished Majors Program.

Designed to provide information and guidance about the process of initiating a research project, to explore issues related to the research process, and encourage communication among Distinguished Majors Program participants.

#### **NUCO 496 - (2) (Y)**

##### **Distinguished Majors Seminar II**

*Prerequisite:* Successful completion of NURS 495.

Designed to assist students in the process of preparing their thesis to present to their peers and the faculty. Will also assist to prepare thesis for publication.

## **Faculty**

### **Professors**

Mikel Gray, Ph.D., C.U.N.P., C.C.C.N., F.A.A.N.  
 Patricia Hollen, R.N., Ph.D.  
 Ada Jacox, R.N., Ph.D.  
 Courtney Lyder, N.D., G.N.P., C.W.S., F.A.A.N.  
 Barbara Parker, R.N., Ph.D., F.A.A.N.  
 Ann Gill Taylor, R.N., Ed.D., F.A.A.N.

### **Associate Professors**

Valentina Brashers, M.D.  
 Suzanne Burns, R.N., M.S.N., A.C.N.P., C.S., F.A.A.N.  
 Doris Glick, R.N., Ph.D.  
 Ann B. Hamric, R.N., Ph.D., F.A.A.N.  
 Emily Hauenstein, R.N., Ph.D.  
 Shelley Huffstutler, R.N., D.S.N., C.F.N.P.  
 Catherine Kane, R.N., Ph.D., F.A.A.N.  
 Arlene Keeling, R.N., Ph.D.  
 Pamela Kulbok, R.N., D.N.Sc.  
 Elizabeth Merwin, R.N., Ph.D., F.A.A.N.  
 Kathryn Reid, R.N., M.S.N., C.C.R.N., C.F.N.P.  
 Juanita Reigle, R.N., M.S.N., A.C.N.P., C.S.  
 Mary Ropka, R.N., Ph.D., F.A.A.N.  
 Judith Sands, R.N., Ed.D.  
 Richard Steeves, R.N., Ph.D., F.N.P., F.A.A.N.  
 Sharon Utz, R.N., Ph.D.

### **Assistant Professors**

Cheryl Bourguignon, R.N., Ph.D.  
 Reba Moyer Childress, R.N., M.S.N., F.N.P., C.S.  
 Deborah Conway, R.N., M.S.  
 Emily Drake, R.N., M.S.N.  
 Sarah Farrell, R.N., Ph.D., C.S.  
 Sherry Fox, R.N., Ph.D., C.N.R.N.  
 Kathy Haugh, R.N., M.S.N.  
 Bonnie Jerome-D'Emilia, R.N., Ph.D.  
 Susan Kennel, R.N., M.S.N., P.N.P.  
 John Kirchgessner, R.N., M.S.N., P.N.P.  
 Courtney Lyder, N.D., G.N.P., C.W.S., F.A.A.N.  
 Debra Lyon, R.N., Ph.D., F.N.P.  
 Carol Manning, Ph.D.  
 Lynn Noland, R.N., Ph.D., C.P.N.P.  
 Kathryn Reid, R.N., M.S.N., C.C.R.N., C.F.N.P.  
 Hyekyn Rhee, R.N., Ph.D., P.N.P.  
 Dawn Rigney, R.N., Ph.D.  
 Audrey Snyder, R.N., M.S.N., A.C.N.P., C.S.

### **Instructors**

Sarah Delgado, R.N.  
 Rebecca Harmon, R.N., M.N., C.S.  
 Carol Lynn Maxwell-Thompson, R.N., M.S.N., C.F.N.P.  
 Vickie Southall, R.N., M.S.N.  
 Anita Thompson-Heisterman, R.N., M.S.N., C.S.  
 Margaret Willis, R.N., M.S.N., C.S.

### **Retired Faculty**

Sarah Arneson, R.N., Ph.D., Associate Professor Emeritus of Nursing  
 Judith Bancroft, R.N., Ph.D., Associate Professor Emeritus of Nursing  
 Barbara Brodie, R.N., Ph.D., F.A.A.N., Madge M. Jones Professor Emeritus of Nursing  
 Rose Marie Chioni, R.N., Ph.D., F.A.A.N., Professor Emeritus of Nursing  
 Linda Davies, R.N., M.S.N.  
 Jeanne Fox, R.N., Ph.D., F.A.A.N., Professor Emeritus of Nursing  
 Carol Gleit, R.N., Ed.D., Associate Professor Emeritus of Nursing  
 Barbara Graham, R.N., Ed.D., Associate Professor Emeritus of Nursing  
 June Triplett, R.N., Ed.D., Clinical Visiting Professor Emeritus of Nursing

## **Faculty**

### **Office of the Dean of the School of Nursing**

Jeanette Lancaster, R.N., Ph.D., F.A.A.N., Dean  
 Doris Greiner, R.N., Ph.D., Associate Dean  
 Marquita Lovchuk, M.B.A., Assistant Dean for Administration  
 Theresa Carroll, Ph.D., Assistant Dean for Undergraduate Student Services  
 Clay Hysell, M.A., Assistant Dean for Graduate Student Services  
 Ivora Hinton, Ph.D., Coordinator of Data Analysis and Interpretation