

SCHOOL OF NURSING

Acting Director: Denise Neill (denise.neill@shsu.edu) (936) 294-2379

Website: School of Nursing (<http://www.shsu.edu/academics/nursing>)

The School of Nursing (SON) currently has three programs, all leading to the Bachelor of Science in Nursing degree (BSN). The programs are BSN (pre-licensure), RN to BSN (post RN licensure), and LVN to BSN (post LVN licensure).

Vision Statement

The Nursing Program will provide a professional educational program that will stimulate learners to promote, maintain, and restore the health of individuals, diverse communities, and the environment now and in the future through evidence-based practice and the use of technology.

Mission

Our mission is to provide a quality education to a diverse body of accountable, competent, critical thinking students who are preparing to function independently and collaboratively as nursing leaders in the changing world. The program provides a nursing foundation which promotes holistic, evidence-based health care in a professional community. The faculty promote the concept of lifelong learning based on scholarly teaching, research, practice, and service in order to maintain competence and achieve new competencies as the profession evolves.

Program Outcomes for Graduates

1. Integrate knowledge from liberal arts studies and nursing science to practice professional nursing in a holistic caring manner.
2. Develop, implement, and evaluate safe quality patient care through collaboration with patients and members of the inter-professional healthcare delivery team in various healthcare settings.
3. Demonstrate ethical accountability and legal responsibilities using cultural parameters and professional nursing standards of practice and care in order to provide care to individuals, families, groups, and populations.
4. Use therapeutic communication in formal and informal interaction with patients, families, groups, colleagues, and other members of the healthcare team in the delivery of nursing care.
5. Demonstrate professional leadership and management skills while implementing safety principles in the delivery of nursing care.
6. Provide safe patient care using evidence-based practice and clinical reasoning.
7. Advocate for clients across the lifespan and for the nursing profession while incorporating dynamic healthcare system practices, health policies, and global healthcare factors.
8. Demonstrate accountability for lifelong learning and professional growth.
9. Demonstrate competency with technology and information management in the delivery of safe care, while maintaining confidentiality and protecting patient rights.
10. Collaborate with other professionals on the healthcare team to provide health promotion and disease, and injury prevention across the lifespan for individuals, families, groups and populations.

Highlights

The School of Nursing offers a Bachelor of Science in Nursing degree. Since beginning in January 2011, the upper division program is fully approved by the Texas Board of Nursing and accredited by the Commission on Collegiate Nursing Education (CCNE). The NCLEX first-time pass rate consistently exceeds that of the state and nation. Graduates are sought for positions regionally and statewide. Many are employed in high acuity areas and enrolled in nurse internships within six months of graduation. The faculty include doctoral prepared and advanced practice nurses, and those engaged in active clinical practice which enhances the educational environment.

Program Specific Requirements

BSN (Pre-licensure program)

Process for Nursing Program Admission

1. Apply to SHSU (<http://shsu.edu/admissions/undergraduate>) through Undergraduate Admissions, for the semester you wish to begin the Nursing program.
2. Submit your application to the Nursing Program (<https://samweb.shsu.edu/heal01wp>) for the semester you wish to begin the School of Nursing.
3. Take the Test of Essential Academic Skills (TEAS) (<https://www.atitesting.com/home.aspx>) and have results sent to the SHSU School of Nursing. (The TEAS is not required for the RN to BSN program.)
4. Review immunization (<http://www.shsu.edu/academics/health-sciences/nursing/documents/SHSU%20SON%20Immunizations%20%20Health%20Screenings.pdf>) status. Minimum two (2) of three (3) Hepatitis B vaccination series completed by application deadline.
DO NOT WAIT UNTIL CONFIRMATION OF ACCEPTANCE TO REVIEW YOUR IMMUNIZATION STATUS. Some vaccine series, such as Hepatitis B, require four (4) to six (6) months to complete. Incomplete immunizations may cause students to delay their start in the nursing program.

Virtual or distance-learning course offerings for the following courses will not be accepted. Hybrid courses, with face-to-face labs will be accepted.

Courses Require Face-to-Face Mode of Delivery

BIOL 2401	Human Anatomy	4
BIOL 2402	Human Physiology	4
BIOL 2420 or BIOL 3470	Intro Applied Microbiology General Microbiology	4
CHEM 1406 or CHEM 1411	Inorganic & Envir Chemistry General Chemistry I	4

Students must complete 46 credit hours with a minimum 3.0 GPA and no grade less than a C, prior to making application to the School of Nursing. The 46 credit hours must include the following courses of the pre-nursing curriculum.

Required Courses

BIOL 2401	Human Anatomy	4
BIOL 2402	Human Physiology	4
BIOL 2420	Intro Applied Microbiology	4
CHEM 1406 or CHEM 1411	Inorganic & Envir Chemistry General Chemistry I	4
MATH 1314	Pre Calculus Algebra	3
MATH 1369	Elementary Statistics	3
Total Hours		22

All natural science courses must be completed within 5 years of application to the School of Nursing.

Admission consideration to the School of Nursing requires an overall GPA of 3.0 for the 59 hours of the pre-nursing curriculum and a 3.00 GPA in the School of Nursing prerequisites. All grades must be a 'C' or better.

Students must score a minimum of 70 on the ATI-TEAS for admission consideration. The TEAS exam may be taken every 30 days **prior** the application period in which you are applying. During the application period, the TEAS exam can only be taken 1 time. Given multiple test scores for a nursing applicant, the highest score will be the one used for the student's application.

If you meet the preliminary requirements for acceptance into the School of Nursing (as indicated in #1 above), you will receive instructions for completing a criminal background check and fingerprint scanning with the agency specified by the Texas Board of Nursing

Students who pass the criminal background check and fingerprint screening will be considered for selection if they have:

- Met the minimum 3.0 overall GPA,
- Submitted an official copy of an acceptable TEAS test score at BSN level,
- Complete the Nursing application by the specified deadline.

Students meeting admission criteria will then be evaluated based on their application and their application and TEAS test.

Students are conditionally accepted pending satisfactory completion of drug screening and criminal background checks and any relevant courses in progress.

Once accepted, the following curriculum applies.

Required Courses

NURS 3340	Older Adult Health Management	3
NURS 3351	Nursing Concepts I	3
NURS 3360	Introduction to Research	3
NURS 3410	Health Assessment	4
NURS 3530	Nursing Fundamentals	5
NURS 3540	Psychiatric/Mental Health Nursing	5
NURS 3620	Adult Health 1	6
NURS 4030	Community Nursing	5
NURS 4060	Leadership and Management	4

NURS 4250	Concepts in Nursing Practice II	2
NURS 4520	Nursing Care of Infants, Children & Adolescents	5
NURS 4540	Women's Hlth and Matern NB Nur	5
NURS 4620	Adult Health II	6
Total Hours		56

Excerpts from Texas Board of Nursing website and Petition for Declaratory Order Form

- Applicants seeking licensure in Texas by Endorsement or Examination are required to submit a complete and legible set of scanned fingerprints on a form prescribed by the board for the purpose of obtaining a criminal history from the Texas Department of Public Safety and the Federal Bureau of Investigations. (Section 301.252 (b) and Section 301.252 (e) of the Texas Occupations Code).
- Applicants with outstanding eligibility issues (a positive criminal background screen) that could prevent them from taking the NCLEX examination upon completion of a nursing program must complete a Declaratory Order application. If you have a positive criminal background screen, you will **NOT** be admitted into SHSU's Nursing program **without a Declaratory Order from the Board of Nursing for the State of Texas stating that you have been granted permission to write the National Council Licensure Examination for Registered Nurses (NCLEX-RN)**. The Declaratory Order process permits the Board to make decisions regarding an applicant's eligibility for licensure prior to entering or completing a nursing program.
- Further information:
http://www.shsu.edu/~nursing/pre_admission.html
https://www.bon.texas.gov/forms_declaratory_order.asp

Health

Students must provide evidence of being in good physical health, free of disease, and of having received all required immunizations. Prior to beginning classes students must pass a criminal background and drug check.

Core Performance Standards for Admission and Progression

**** Please Read Carefully ****

Below are listed the performance standards of the professional nursing program. Applicants to the Sam Houston State University (SHSU) School of Nursing (SON) should read these standards carefully, and be sure that you can comply with them. The SHSU SON expects all applicants for admission to possess and demonstrate the skills, attributes, and qualities set forth below, without unreasonable dependence on technology or intermediaries.

Critical Thinking: Critical thinking ability sufficient for clinical judgment, sufficient powers of intellect to acquire, assimilate, apply, and evaluate information and solve problems. For example, identify cause-effect relationships in clinical situations; develop and implement nursing care plans according to the nursing process; respond without delay to emergency situations

Interpersonal: Interpersonal abilities sufficient enough for interaction with individuals, families, and groups from a variety of social, emotional, cultural, economic, and intellectual backgrounds. For example, Establish rapport with patients/clients, colleagues, and other health care professionals. Respect cultural diversity and the rights of others.

Communication: Communication abilities sufficient for interaction with others in verbal and written form. Utilizes effective communication skills to interact with patient/client, peers, and other health care personnel of various ages, cultural, economic, and intellectual backgrounds in a variety of settings. For example, Read, write and speak English effectively so as to be understood. Explain treatment and procedures; provide health teaching to individual clients and groups of clients based on assessed needs, available resources, age, lifestyle and cultural considerations; documents and interprets nursing actions and patient/client responses. Communicate information accurately and effectively with other Schools, colleagues, clients, and client families. Evaluate written orders, care plans, and treatment requests.

Mobility: Gross and fine motor abilities sufficient to provide safe and effective nursing care. Physical abilities sufficient to move from room to room, lift and position, maneuver in small places, and physical health and stamina needed to carry out nursing procedures. Ability to get self to clinical. For example, calibrate and use equipment (i.e. syringes, vials, ampules, donning of gloves, etc.). Able to grasp small objects (i.e., manipulate a syringe, eye dropper, etc.). Perform electronic keyboarding/documentation. Move around in patients/clients' rooms, workspaces, treatment areas, and administer cardiopulmonary procedures. Lift, move, position, and transport patients without causing harm, undue pain, and discomfort to the patient or ones' self. Transport mobile equipment in a timely and cautious manner.

Sensory: Sufficient use of the senses of vision, hearing, touch, and smell to observe, assess, and evaluate effectively (both close and at a distance) in the classroom, laboratory, and clinical settings. For example, Hear monitor alarms, emergency signals, auscultation sounds and cries for help. Observe patient/client responses. Perform tactile/palpation functions of physical examination or those functions related to therapeutic intervention, e.g., insertion of catheters and IVs for therapy.

Behavioral: Sufficient motivation, responsibility, and flexibility to function in new, ever-changing, and stressful environments. Adapts appropriately to ever-changing needs of clients and client families. Adapts to assignment change of patient, clinical, or laboratory area in a manner that allows the student to meet objectives while providing safe, adequate patient care. Accountable for clinical preparation and independent study. Performs nursing

functions in a safe, responsible manner. Ability to recognize the need for further research and respond accordingly based on changes in patient/client status since assignment was made.

- Bachelor of Science, Major in Nursing (BSN) (catalog.shsu.edu/archives/2017-2018/undergraduate/colleges-academic-departments/health-sciences/nursing/bsn-nursing)
- RN to BSN (catalog.shsu.edu/archives/2017-2018/undergraduate/colleges-academic-departments/health-sciences/nursing/rn-bsn)
- LVN to BSN (catalog.shsu.edu/archives/2017-2018/undergraduate/colleges-academic-departments/health-sciences/nursing/lvn-bsn)

Student Organizations

Student Nursing Association

Students enrolled in the Nursing School and in pre-nursing courses are eligible to participate as members of the SHSU chapter of the Texas Nursing Students' Association (TNSA). The TNSA is the student component of the American Nurses' Association, a national professional nursing organization with state and local constituencies, and a subsidiary of the National Student Nurses' Association (NSNA). Participation locally affords membership in the largest independent health organization in the nation and the only one for nursing students. TNSA offers numerous benefits to those students members. More information on meetings and activities can be obtained from the School of Nursing website.

Scholarships

SHSU offers scholarships to students in the School of Nursing. A complete list of scholarship opportunities can be found on the Scholarships for Kats (<http://www.shsu.edu/dept/financial-aid/scholarships>) webpage. Search for nursing to identify competitive scholarships based on student performance in nursing and pre-requisite coursework. Assistance is also available through Financial Aid, including scholarships, loans, and grants outside of SHSU. Priority deadline for scholarships is November 1. You must complete the current year FAFSA to be considered for nursing scholarships.

NURS 3040. Older Adult Health Management. 4 Hours.

This course focuses on nursing interventions used to promote, maintain, and restore health in older adult clients. It provides students with opportunities to expand knowledge of the normal aging process; to identify variables that contribute to deviations in health; to discuss how formal and informal resources including evidence-based data contribute to older adults' health status; and to examine the implications of working collaboratively with individuals, families and communities to meet the health care needs of older adults. This course is writing enhanced. (Class: 2 hours weekly Clinical/Lab: 6 hours weekly) Corequisites: NURS 3540 and NURS 3620.

Prerequisite: NURS 3410, NURS 3420, and NURS 3430.

NURS 3250. Envisioning Nursing Practice. 2 Hours.

A variety of formal and informal resources including evidence-based data will be used to orient students to the roles that nurses assume and the settings in which nursing practice meets the diverse health needs of clients. Standards of professional nursing practice and nursing theorists are introduced along with the philosophy of the school of nursing. To facilitate students' acquisition of knowledge of nursing and other disciplines, a bibliographic unit is included in the course. Pre-requisite: Acceptance into the nursing program.

NURS 3251. Cultural Perspectives in Nursg. 2 Hours.

This course provides nursing students an opportunity to explore healthcare practices of cultures that are different from the student's native culture. With readings, didactic learning, and experiential learning, the student will assess a community's culture, identify a healthcare need, conduct a small project, and evaluate the results of the project. Through self-reflection, the student will gain an awareness and appreciation of self and others within the context of healthcare in different cultures.

NURS 3320. Pathophysiology for Nursing. 3 Hours.

Students are introduced to pathophysiological alterations in major regulatory mechanisms of the body. Special consideration is given to the clinical application of pathophysiologic concepts and principles in professional nursing practice. A foundation is provided for understanding general nursing practice, various diagnostic procedures, and selected therapeutic regimens. Critical thinking, correct use of related terminology and effective decision-making are incorporated to provide safe care. Co-requisite: NURS 3410, NURS 3530, and NURS 3321.

Prerequisite: Admission to the School of Nursing.

NURS 3321. Pharmacology for Nursing. 3 Hours.

Students are introduced to pharmacological implications and related alterations in major regulatory mechanisms of the body. Special consideration is given to the clinical application of pharmacological concepts and principles in professional nursing practice. A foundation is provided for understanding nursing implications, basic drug classifications, and selected pharmacological therapies. Critical thinking and effective decision-making are incorporated to provide safe care. Co-requisite: NURS 3410, NURS 3530, and NURS 3320.

Prerequisite: Admission to the School of Nursing.

NURS 3340. Older Adult Health Management. 3 Hours.

This course focuses on nursing interventions used to promote, maintain, and restore health in older adult clients. It provides students with opportunities to expand knowledge of the normal aging process; to identify variables that contribute to deviations in health; to discuss how formal and informal resources including evidence-based data contribute to older adults' health status; and to examine the implications of working collaboratively with individuals, families and communities to meet the health care needs of older adults. (Class: 2 hours weekly Clinical/Lab: 6 hours weekly)

Prerequisite: NURS 3410, NURS 3420, and NURS 3430.

NURS 3350. Pharmacology in Nursing. 3 Hours.

This course introduces the major classifications of medications along with their safe administration. The nursing process is used as a basis to promote, maintain, and restore health or alleviate symptoms in clients of all ages with a variety of healthcare needs. Pharmacology assists students to develop psychomotor and critical thinking skills and to refine assessment, decision-making and communication skills. Pre-requisite: Acceptance into the nursing program.

NURS 3351. Nursing Concepts I. 3 Hours.

A variety of formal and informal resources including evidence-based data will be used to orient students to the roles that nurses assume and the settings in which nursing practice meets the diverse health needs of clients. Standards of professional nursing practice and nursing theorists are introduced along with the philosophy of the School of Nursing.

Prerequisite: NURS 3410, NURS 3320, NURS 3321 and NURS 3530.

NURS 3360. Introduction to Research. 3 Hours.

This course focuses on fundamental concepts and processes of nursing research and emphasizes nursing research as a basis for evidence-based practice. Students will examine major steps in the research process, formulate research questions relevant to clinical nursing practice, and critique nursing research reports. Admission to the BSN or RN-BSN program.

Prerequisite: NURS 3410, NURS 3420, NURS 3430.

NURS 3370. RN-to-BSN Role Transition. 3 Hours.

This course is designed to meet the needs of a registered nurse (RN) with a 2-year associate's degree or diploma who desires to earn a bachelor of science in nursing (BSN) degree. In this course, students will explore the role of the professional nurse as a provider of holistic, culturally sensitive, client-centered care. Other concepts to be explored include advocacy, evidence-based practice, care quality and safety, interdisciplinary communication and collaboration, genetics and genomics, and informatics. The significance of nursing theory as a basis for professional nursing practice and competency in applying nursing diagnoses will also be explored.

Prerequisite: Admission to the RN-to-BSN Program.

NURS 3410. Health Assessment. 4 Hours.

Concepts and principles underlying assessment of the health status of individuals are presented. Emphasis is placed on interviewing skills, health histories, and the physical and psychosocial findings in the well person, plus the development of communication in the nurse-client relationship and assessment skills. Students implement the nursing process by obtaining health histories, performing physical and psychosocial assessments, establishing a baseline database, and formulating initial nursing plans. This course is writing enhanced. (Class 3 hours weekly, Clinical/Lab 3 hours weekly.) Corequisites: NURS 3530, NURS 3320, NURS 3321.

Prerequisite: Admission to SHSU nursing program.

NURS 3420. Pathophysiology and Pharmacology for Nursing. 4 Hours.

An introduction to pathophysiological and fundamental principles of pharmacological alterations in major regulatory mechanisms of the body. Special consideration of the nursing role in developing a comprehensive approach to the clinical application of pharmacologic concepts and principles to professional nursing practice. Provides a foundation for understanding general nursing practice, various diagnostic procedures, basic drug classifications, nursing implications relative to the utilization of drug therapy and selected therapeutic regimens. This course is designed to enhance critical thinking and promote effective decision-making for safe and effective care. 4 credit hours.

Prerequisite: Admission to SHSU nursing program.

NURS 3530. Nursing Fundamentals. 5 Hours.

An introduction to the scope of human needs, utilization of the nursing process as a systematic approach to meeting those needs, and the role of the professional nurse in assisting individuals toward optimal health. Clinical settings are utilized in the application of fundamental concepts, principles of nursing, and communication skills that are employed in providing basic client care. (Semester totals: Class: 3 hours weekly and Clinical/Lab 6 hours weekly) 5 credit hours. Corequisite: NURS 3410, 3320, and NURS 3321.

Prerequisite: Admission to SHSU nursing program.

NURS 3540. Psychiatric/Mental Health Nursing. 5 Hours.

This course demonstrates the relevance of psychosocial nursing concepts to all areas of professional practice. It provides a conceptual integration of the nursing process, theories, and research from psychosocial sciences and humanities as these relate to the care of persons with mental disorders. Clinical experience provides an opportunity for application of psychosocial concepts and methods in using the nursing process to promote optimal levels of wellness for individuals, families, and target groups. It also provides students with the opportunity to develop clinical decision-making abilities when providing appropriate and culturally relevant psychiatric/mental health nursing care. (Class: 2 hours weekly Clinical/Lab: 9 hours weekly) 5 Credit Hours. Corequisites: NURS 3620.

Prerequisite: NURS 3530 or 3560, NURS 3410, NURS 3320 and NURS 3321.

NURS 3560. LVN-to-BSN Role Transition. 5 Hours.

This course is designed to meet the needs of a licensed vocational nurse (LVN) desiring to earn a bachelor's degree in nursing (BSN) and become a registered nurse (RN). This course will explore the role of the professional nurse as a provider of holistic, culturally sensitive, client-centered care. Other concepts to be explored include client advocacy, interdisciplinary collaboration, and professional nursing. This course will prepare the student to apply critical thinking and the nursing process to clients experiencing non-complex common health problems. Credit 5 (Class 4 credits, Lab 1 credit [3 hrs weekly]). Corequisite: NURS 3410, NURS 3320, and NURS 3321.

Prerequisite: Admission to the LVN to BSN Program.

NURS 3620. Adult Health 1. 6 Hours.

This course introduces the student to the use of the nursing process in the care of adults with chronic or non-complex illness. The course uses a systems approach to discuss the effects of illness on the individual and family and to examine the disruption of growth and development patterns across the lifespan from young adult to senior years, emphasizing the nursing process to assist adults in reaching their optimal level of wellness. The course includes a clinical laboratory to allow the student the opportunity to apply theoretical concepts to clinical practice in diverse adult populations. (Class: 3 hours weekly Clinical/Lab: 9 hours weekly) 6 Credit Hours.

Prerequisite: NURS 3320, NURS 3321, and NURS 3530 or NURS 3560.

NURS 4030. Community Nursing. 6 Hours.

This course focuses on the synthesis of public health concepts within a preventive framework to promote and maintain the health of communities and includes an examination of the historical development, philosophy, health care systems, epidemiology, and nursing care of specific populations and groups in the community. Primary, secondary, and tertiary levels of prevention are emphasized as they relate to the natural history of disease in individuals, families, and groups. A community health assessment is completed using census data, morbidity and mortality rates, epidemiologic and statistical methods, and community-based research. Progressively more independent behaviors are expected of students in community health practice. (Class: 3 hours weekly Clinical/Lab: 9 hours weekly.) Variable Credit (1-6). For non-RN students - NURS 4030, NURS 4520, and NURS 4540.

Prerequisite: For RN-BSN - Admission to the RN-BSN program.

NURS 4060. Leadership and Management. 6 Hours.

This course focuses on the knowledge and skills related to the delivery of health services from a nursing management knowledge-base. It presents theories, concepts, and models of health care delivery. Students explore creative roles for managing and leading in nursing. They will gain theoretical knowledge and skills to understand organizations, understand leadership theories, and utilize critical thinking in making nursing management decisions. (Class: 2 hours weekly Clinical/Lab: 12 hours weekly.) Variable Credit (1-6). For Non-RN students - NURS 4030, NURS 4520, and NURS 4540.

Prerequisite: For RN-BSN program - Admission to the RN-BSN program.

NURS 4250. Concepts in Nursing Practice II. 2 Hours.

This course provides the opportunity for students to synthesize issues such as career development, health policy, and workplace advocacy, into their working method. Other issues including information technology, ethics, and cultural awareness (which have been previously introduced) are explored more thoroughly to assist the graduate's entry into practice. 2 Credit Hours. Co-requisites: NURS 4620 and NURS 4060.

Prerequisite: NURS 4520, 4540, and 4030.

NURS 4372. RN-to-BSN Capstone. 3 Hours.

This course will integrate the knowledge, theories, and concepts RN-to-BSN students have learned throughout the program. Students will assimilate knowledge from nursing and related disciplines for analysis of a current health issue and the professional nurse's role in impacting change.

Prerequisite: NURS 3360 and NURS 4060.

NURS 4381. Legal & Ethical Issues in Nurs. 3 Hours.

This course explores current ethical and legal issues that affect the nursing profession. The course also looks at past and present legal issues that affect nursing. Students learn about various theories and tools that can be used to assist them in resolving ethical dilemmas.

Prerequisite: Admission to the RN-BSN Program.

NURS 4382. Informatics. 3 Hours.

Students in this course will learn to integrate nursing science and computer technology in order to identify, collect, process, and manage information. Course emphasis is placed on health applications that support clinical, administrative, research, and educational decision making, as well as enhance the efficacy of nursing processes.

Prerequisite: Admission to the RN-BSN Program.

NURS 4383. Rural Health Nursing. 3 Hours.

This course explores the various unique healthcare needs, trends, and issues faced by rural settings. Students will have an opportunity to explore possible solutions to healthcare problems as they examine evidence-based data in the literature. Rural nursing theories will be applied to standards of professional nursing practice.

Prerequisite: Admission to the RN-BSN Program.

NURS 4384. Nursing Genetics and Genomics. 3 Hours.

This course will emphasize health promotion and maintenance for individuals and families within the context of human diversity and the implications for best practices associated with genomic information, including ethics and genetic counseling. Students will learn about the genomic determinants of health.

Prerequisite: Admission to RN-BSN program.

NURS 4392. Independent Study Nursing. 3 Hours.

NURS 4395. Special Topics in Nursing. 3 Hours.

NURS 4520. Nursing Care of Infants, Children & Adolescents. 5 Hours.

This course uses the nursing process to promote, protect and maintain the health of infants, children and adolescents and it provides students with the knowledge and skills needed to develop the cognitive, psychomotor and affective skills necessary for therapeutic interventions of these populations. Students will examine the biological and psychosocial parameters, legal and ethical dimensions, resources, and cultural influences affecting nursing care strategies for infants, children and adolescents. (Class: 3 hours weekly Clinical/Lab: 6 hours weekly) 5 Credit Hours.

Corequisites: NURS 4540, NURS 4030. .

Prerequisite: NURS 3620 and NURS 3540.

NURS 4540. Women's Hlth and Matern NB Nur. 5 Hours.

This course examines childbearing families and women's health in normal and high-risk situations and the role of the nurse in meeting health needs of women, families and their newborns. Supervised clinical experiences and/or simulation experiences in the application of the nursing process in meeting these health needs are offered and promotes the acquisition of skills in caring for women, families and newborns during uncomplicated and/or complicated health experiences in a variety of settings. (Class: 2 hours weekly Clinical/Lab: 6 hours weekly) 4 Credit Hours. Corequisites: NURS 4520, NURS 4030.

Prerequisite: NURS 3620, NURS 3540.

NURS 4610. Adlt Hlth II/Psy Ment Hlth Lab. 6 Hours.

(Prior SH course id: NUR 461); This course focuses on the acquisition of knowledge necessary to meet clients' mental health needs across the lifespan. It also provides students with the opportunity to develop a foundation for clinical decision making which encompasses significant nursing interventions in providing appropriate and culturally relevant psychiatric/mental health nursing care. Pre-requisite: Acceptance into the nursing program.

NURS 4620. Adult Health II. 6 Hours.

This course presents to the senior students critical thinking and problem-solving strategies for care of adults with acute or complex illness and injuries. The effects of acute illness are examined in relation to the injury, as well as in relation to the individual's developmental stage, culture, and gender. Building on the Nursing Care of Adults Health I, a systems approach is used to analyze and intervene in alterations to the health of the individual and family, and to help them reach their optimal level of wellness. The course includes clinical laboratory to allow the student the opportunity to integrate theoretical concepts into clinical practice in diverse populations. (Class: 3 hours weekly Clinical/Lab: 9 hours weekly) 6 Credit Hours.

Prerequisite: NURS 4030, NURS 4520 and NURS 4540.

Chair: **Cheryl Denise Neill**

Lilibeth Claudio Al-Kofahy, PHD (lxa019@shsu.edu), *Associate Professor of Nursing, School of Nursing*, PHD, University of Queensland (The); MN, Victoria University; MAN, Far Eastern University; BSN, MV Gallego Foundation Colleges

Susan P McCormick, PHD (spm023@shsu.edu), *Assistant Professor of Nursing, School of Nursing*, PHD, Oxford Graduate School; MSN, Univ of Texas Medical Branch; BS, Mercy College-Detroit; BSN, Lamar University

Marianne Frances Moore, MSN (mfm006@shsu.edu), *Assistant Professor of Nursing, School of Nursing*, MSN, Univ of San Diego; BS, Rutgers University

Cheryl Denise Neill, PHD (denise.neill@shsu.edu), *Associate Professor and Chair of Nursing, School of Nursing*, PHD, Texas Woman's University; MSN, Univ of Central Arkansas; BS, Univ of Central Arkansas

Eloria Simon-Campbell, PHD (exs063@shsu.edu), *Assistant Professor of Nursing, School of Nursing*, PHD, Univ of Texas At Tyler; MSN, Univ of Texas At Tyler; BSN, Prairie View AM University

Anne Scott Stiles, PHD (axs072@shsu.edu), *Professor of Nursing, School of Nursing*, PHD, Texas Woman's University; MSN, Oral Roberts University; BSN, Ohio State Univ

Kelly Kristine Zinn, PHD (kkzinn@shsu.edu), *Associate Professor of Nursing, School of Nursing*, PHD, Loyola Univ-Chicago; MS, Univ of Nebraska Med Center; BSN, Clarkson College

Clinical Faculty

Chelsea LeBlanc Arrington, MSN (cla054@shsu.edu), *Lecturer of Nursing, School of Nursing*, MSN, Univ of Texas-Arlington; BSN, Mississippi Univ For Women

Lindsey Brooke Beatty, MSN (lbp001@shsu.edu), *Clinical Assistant Professor of Nursing, School of Nursing*, MSN, Loyola Univ-New Orleans; BS, Sam Houston State University; BS, Sam Houston State University

Tonia Denise Cobbs, MS (tdc038@shsu.edu), *Clinical Assistant Professor of Nursing, School of Nursing*, MS, Western Governors University; BS, Western Governors University

Mona C Cockerham, PHD (mcc053@shsu.edu), *Clinical Assistant Professor of Nursing, School of Nursing*, PHD, Univ of Texas HSC-Houston; MSN, Univ of Texas HSC-Houston; BS, Louisiana College

Joy Marie Corcione, PHD (jmc145@shsu.edu), *Clinical Assistant Professor of Nursing, School of Nursing*, PHD, Univ of Texas HSC-Houston; MBA, Univ of Toledo; BS, Univ of Texas HSC-Houston; BS, Bryant College

Angelique Lynn Cunningham, MS (alc092@shsu.edu), *Clinical Assistant Professor of Nursing, School of Nursing*, MS, Western Governors University; BS, Western Governors University

Deborah Lovett Duncan, MSN (dld034@shsu.edu), *Clinical Assistant Professor of Nursing, School of Nursing*, MSN, University of Phoenix; MAED, Univ of Alabama-Birmingham; BSN, Univ of Alabama-Birmingham

Jennifer Ifeyiwa Edeogu, MSN (jxe035@shsu.edu), *Clinical Assistant Professor of Nursing, School of Nursing*, MSN, Univ. of Texas-Med-Galveston; BS, Lamar University

Robert G Harmon, MSN (rgh012@shsu.edu), *Clinical Assistant Professor of Nursing, School of Nursing*, MSN, Univ of Texas HSC-Houston; BSN, Austin Peay State University

Judie Lynn Haubrich-Theriot, MSN (jxh086@shsu.edu), *Lecturer of Nursing, School of Nursing*, MSN, Univ of Houston-Victoria; BSN, Univ of Texas HSC-Houston

Linda Sue James, MS (lsj007@shsu.edu), *Clinical Assistant Professor of Nursing, School of Nursing*, MS, University of Toronto; BSN, University of Western Ontario

Desha Johnson Makiya, PHD (dxj016@shsu.edu), *Visiting Assistant Professor of Nursing, School of Nursing*, PHD, Univ of Texas At Tyler; MBA, University of Phoenix; BS, Alcorn State University

Jaimee Brooke Kastler, PHD (jkastler@shsu.edu), *Clinical Assistant Professor of Nursing, School of Nursing*, PHD, Walden University; MSN, Walden University; AS, Excelsior College

Diane Langton, DNP (dxl034@shsu.edu), *Clinical Assistant Professor of Nursing, School of Nursing*, DNP, Univ of Tx Health Science Cntr; MS, Syracuse University; BA, Suny At Binghamton

Brett R. Merkley, MSN (brm041@shsu.edu), *Clinical Assistant Professor of Nursing, School of Nursing*, MSN, University of Phoenix; BSN, Idaho State University

Laura Kemp Montgomery, MSN (lkm002@shsu.edu), *Clinical Assistant Professor of Nursing, School of Nursing*, MSN, Univ of Tx Health Science Cntr; MA, Sam Houston State University; BSN, Univ of Tx Health Science Cntr; BS, Kent State University

Pamela Forester Slagle, MSN (pfs004@shsu.edu), *Clinical Assistant Professor of Nursing, School of Nursing*, MSN, University of Phoenix; BS, Univ of Mary Hardin Baylor

Judy Carol Upshaw, MSN (jcu002@shsu.edu), *Clinical Assistant Professor of Nursing, School of Nursing*, MSN, Univ of Texas-Arlington; BSN, Univ of Texas-Arlington

Melissa Marie Vander Stucken, MSN (mmv008@shsu.edu), *Clinical Assistant Professor of Nursing, School of Nursing*, MSN, Walden University; BSN, Texas Tech University

Caterina LoGalbo Voges, MS (cxl027@shsu.edu), *Lecturer of Nursing, School of Nursing*, MS, Indiana University of Pennsylv; BSN, Carlow College

Susan Keaton Weimer, MS (skw019@shsu.edu), *Lecturer of Nursing, School of Nursing*, MS, Western Governors University; BS, Western Governors University