

PHILOSOPHY AND CURRICULUM/ **PROGRAM INFORMATION**

PHILOSOPHY AND CURRICULUM

PHILOSOPHY

The Nature of Human Beings and the Society in Which They Live

The nursing faculty believes that people are interactive holistic beings consisting of a physical body, mind and the individual's spirituality; all of which influence, and are affected by the physical and social environments in which they live. Contemporary societies are aggregates of culturally diverse persons who coexist in communities. These communities evidence dynamic interpersonal and institutional relationships such as those expressed through family, communication, religious beliefs and practices, diverse professional and educational backgrounds, technological advancements and governmental practices. Among the factors that influence these relationships are thoughts, values, practices, and codes of living. People learn to nurture, to develop, and to relate to self and others for the purposes of accomplishing personal and social goals. These goals are actualized through interpersonal and group interaction.

The Nature of Health and Health Care

As holistic beings, people strive for homeodynamic balance. We believe that health is an individual perception that includes dimensions within the body, mind, spirit and environment. Health is each person's individual responsibility to the level that the individual is capable. The facilitation of wellness care requires consideration of the individual, the family and the community. The degree of health is based on an individual's perception and on the level of alteration in physical, mental, and/or spiritual status and on the environment. The degree of health is measured by the acuity of any diagnosed disease and the burden of perceived illness, otherwise known as suffering. The greater the suffering the more complex the issues associated with healing the physical body; impacting the physical and social environment; and healing the body, mind, and spirit.

The nature of health care is an evolving system, exacting new competencies and demands on all individuals, families, local and global communities, as well as the providers of health care. Nurses must be prepared to meet these needs and challenges within an open and complex system of caring.

The Nature of Nursing

Nursing as a profession is concerned with human responses to alterations in physical, mental, and spiritual health in order to prevent and alleviate suffering. Nursing practices and behaviors are research and knowledge driven for the purposes of promoting and maintaining health and wellness. Nurses utilize a critical thinking, problem solving approach, called the Nursing Process to identify client needs for support and/or intervention. Nurses establish outcomes with the client and members of the health care team. Nurses also participate in the planning and implementation of nursing strategies, including monitoring, direct care, teaching and collaboration, and outcome evaluation.

Nurses accept responsibility and are accountable for their actions as defined by established standards of nursing practice. Through evidence-based nursing practices, clinical and cultural competencies, and high ethical standards, dignified care is provided to all clients regardless of health problems, personal attributes, or socio-economic status. Nurses administer care via empathetic and compassionate client interactions, by demonstrating professional advocacy and safety consistent with the evolving demands of the health care environment.

The Nature of Nursing Education, Teaching, and Learning

Scholarship, the demonstration of systemized knowledge and expertise in academic teaching, enables faculty to facilitate student learning. Essential concepts and principles derived from natural, behavioral, and technological sciences provide an educational foundation for critical thinking, problem solving, and ethical decision making. These dimensions form the knowledge base required to practice nursing. Students relate and apply these fundamental concepts and principles to nursing theory and practice. The curriculum is supported and enhanced by a learning environment that is complimented by advanced technology.

Learning is a creative process that progresses through levels of complexity. The discovery of new ideas and the application of newly acquired knowledge can assist the learner in understanding such complexities. Learning occurs independently and collaboratively through individual and group interaction. Learners are unique individuals with previously acquired knowledge, experience, beliefs, attitudes, and behaviors who discover their potential for self-actualization through the learning process.

The faculty believes that preparation for nursing practice is a creative, dynamic process that occurs within a system of higher learning. This system provides opportunities to increase knowledge in nursing theory and practice through a variety of teaching and learning modalities such as distance education, classroom activities, simulated laboratories, clinical laboratories, and preceptor-enhanced clinical experiences. Each learning activity is designed to prepare the graduate for the challenges of nursing practice and the evolving demands of the health care environment.

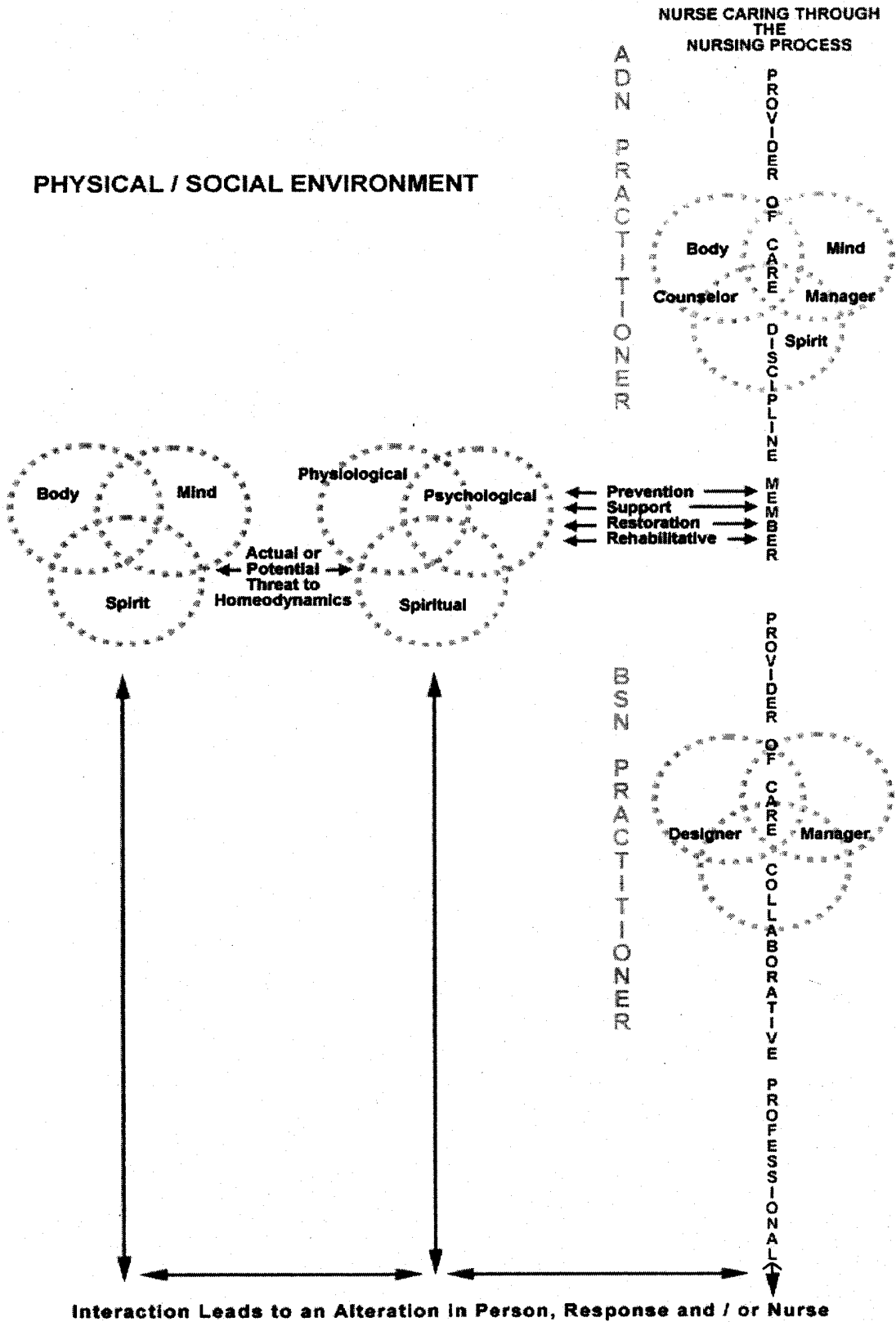
The learning process ensures faculty and learners will establish a collaborative, trusting, caring, and ethical relationship. This relationship is intended to foster growth and accountability, and enable students to meet program objectives as well as individual educational goals. Faculty communicates expected standards of performance, requisite knowledge, skills, and attitudes. Faculty also establishes a reasonable time frame for effecting learning outcomes; demonstrates validity and reliability of instruction; and exhibits fairness in supervision and evaluation. Faculty members serve as role models, instructors, evaluators, mentors, and co-learners in the learning process. By providing opportunities for students to identify and express their own learning needs, faculty members assist students to meet specific objectives within a prescribed time frame. Students are expected to be self-directed and to be responsible and accountable for active participation in their own learning as evidenced through study, practice, professional dialogue with faculty, and self-evaluation. Learning outcomes are evaluated by the student's ability to demonstrate and communicate expected learning outcomes.

At the associate degree level, nursing education is directed toward enabling students to develop a professional attitude and the knowledge, skills, and behaviors necessary for the ethical practice of nursing in settings where policies and procedures are specified and guidance is available. The role of the associate degree nurse includes (1) provider of care, (2) teacher, (3) counselor, (4) manager, and (5) member of the discipline of nursing. As a member of the multidisciplinary health team, the graduate is involved in providing and managing care for a select number of clients. Teaching and counseling efforts are viewed as integral components of the outcome-directed, collaborative nurse-client relationship. As a member of the discipline of nursing, the associate degree nurse actively participates with others in promoting and maintaining health and wellness.

The baccalaureate degree graduate is prepared to function as a (1) provider of care, (2) designer, manager, and coordinator of care, and (3) member of the profession of nursing. The understanding of research outcomes and the implementation of research-based practice are an integral part of the baccalaureate nurse's professional practice. The BSN graduate also promotes the health of the family and the community and understands both the family and the community as a client.

NURSE - CLIENT INTERACTION MODEL

PHYSICAL / SOCIAL ENVIRONMENT



APPLICATION OF A PRACTICE MODEL TO THE PERSON/CLIENT STATE OF WELLNESS

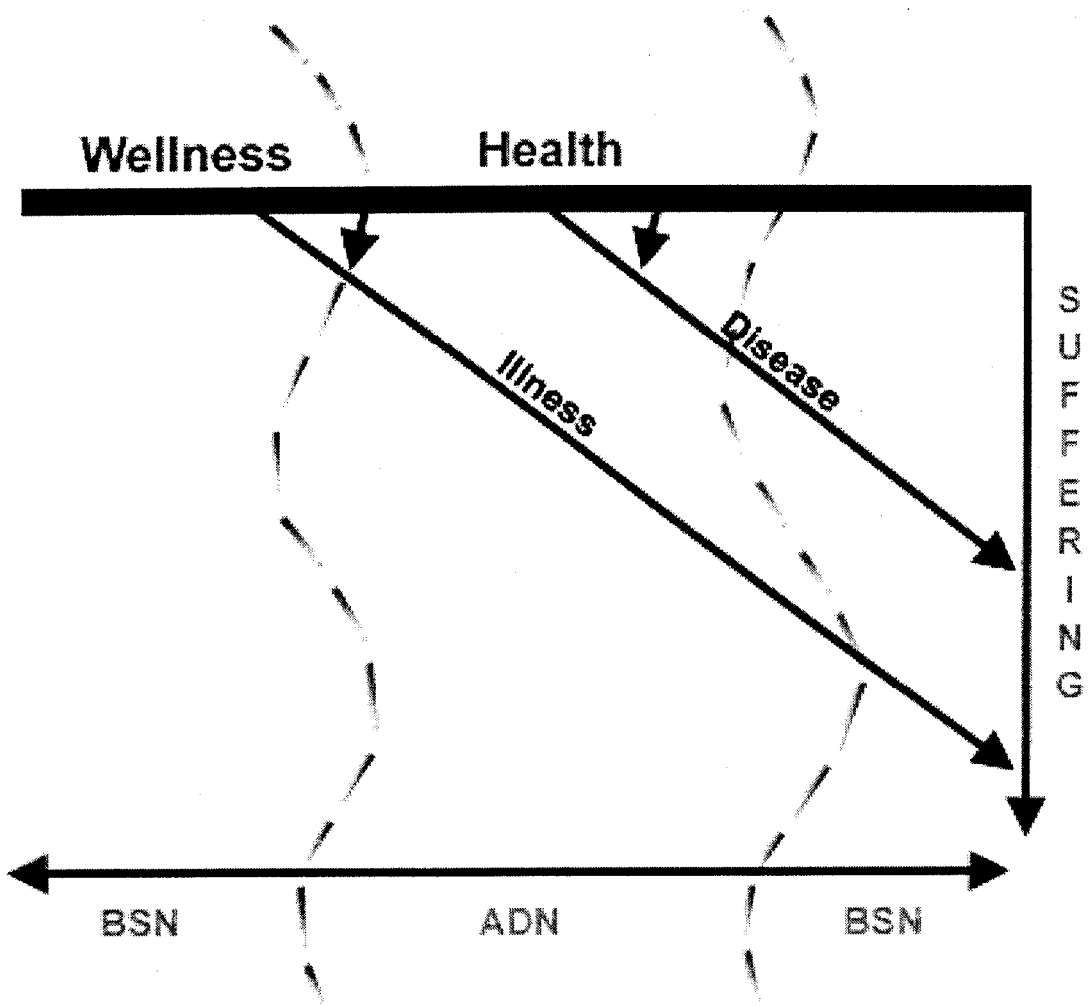
The philosophy of St. Petersburg College, College of Nursing states that people strive for homeodynamic balance and that health and the perception of wellness are valued in our society. This model illustrates these beliefs. First is a solid baseline that represents the wellness/health level that individuals seek to maintain. Health is the objective measurement of the absence of disease, and wellness is one's subjective personal perception of a vital state.

Disease is the objective measurement of the lack of health. The greater the measurement or amount of disease, the further the disease line pivots from the baseline of wellness/health. Likewise for illness, which is one's subjective perception that something is wrong (lack of wellness). The greater the perception of illness, the further the line pivots from the wellness/health base. The total distance that the disease and illness lines together deviate from the wellness/health base indicates the amount of suffering experienced by the client. Thus, the greater the sum of the acuity of the diagnosed disease plus the burden of perceived illness, the greater the suffering. It is possible for a client to have a high acuity level for a diagnosed disease and little illness. Likewise it is possible for a client to have little or no diagnosed disease and a great amount of perceived illness. An example would be a client who is often labeled as a hypochondriac. Each of these two clients may have the same amount of suffering.

Practitioners must be prepared to meet the needs of all of these types of clients. It is believed that those clients who are at a higher level of wellness are in need of more primary and possibly secondary preventions. It is also believed that those clients at the other end of the wellness/health base, those with greater suffering, are in need of more complex care. Therefore, it is believed that clients appearing toward the ends of the wellness/health base are best cared for by the BSN practitioner. Those clients in the middle have more common, recurring needs that are less complicated. Therefore, their needs can be suitably addressed by the ADN practitioner. However, it is recognized that these distinctions fluctuate based not only on client individuality, but also on the individual capabilities of the practitioner. Therefore, the model shows wavy, porous lines to indicate the possible variability in which type of practitioner may care for which type of client.

This model as depicted addresses the holistic health/wellness perspective of the client. However, the same model can also portray each of the separate aspects of health/wellness, e.g. body, mind, and/or spirit.

APPLICATIONS OF A PRACTICE MODEL
TO THE PERSON/CLIENT STATE OF WELLNESS



MISSION OF THE COLLEGE OF NURSING

The mission of the St. Petersburg College nursing program is to provide a diverse population of students with creative, innovative educational experiences designed to meet the health care needs of the community.

RN-BSN PROGRAM GOALS

1. To broaden the perspective of the student by incorporating professional values within a liberal arts context.
2. To prepare the student with a knowledge base and skills appropriate for further education at the graduate level.
3. To facilitate the student's appreciation for a continued commitment to lifelong learning for the promotion of personal and professional growth.

RN-BSN PROGRAM OUTCOMES

1. At least 70% of students will have graduated with a baccalaureate degree in nursing in five years.
2. At least 85% of all graduates will be employed in the practice of nursing in roles reflective of the BSN degree, enrolled in further nursing education, or serving in the military as a commissioned officer within six to nine months after graduation.
3. Within one year of graduation, a minimum of 85% of the respondents will report satisfaction with the RN to BSN education preparation for their role as professional nurses.
4. Seventy-five percent of service area employer respondents will report satisfaction with the knowledge, leadership skills, and practice displayed by the majority of RN to BSN Program graduates at 12 months following graduation.
5. Within one year of graduation, 70% of graduate respondents will report participation in an activity demonstrating professional commitment to nursing such as membership in a professional nursing organization, serving on a health agency board or committee, or providing volunteer community service in a nursing related capacity.

STUDENT LEARNING OUTCOMES

At the completion of the program the student will:

1. Demonstrate critical thinking skills.
2. Describe the impact of health policy on nursing practice.
3. Describe how professional values are integrated into nursing practice, including a commitment to the profession.
4. Apply a culturally sensitive approach to health care.
5. Identify the effect of globalization on health care locally, nationally, and internationally.
6. Apply an ethical framework when making decisions in a variety of situations.
7. Assess holistic health care needs of individuals, groups, and communities.
8. Critically evaluate published research.
9. Demonstrate the teaching-learning process.
10. Advocate for clients in a changing health care system.
11. Apply leadership and management skills.
12. Integrate theory and research into practice.
13. Expand the use and implementation of the nursing process.
14. Demonstrate effective verbal and written communication.

GRADUATION REQUIREMENTS

1. Students must complete the last year of nursing coursework within the major in residence at St. Petersburg College to graduate from the SPC Nursing Program.
2. To qualify for graduation, you must complete all general requirements outlined in the college catalogue as well as the prescribed curriculum leading to the Bachelor of Science in Nursing. It is your responsibility to see that all requirements are met. ***Keep in mind that catalog/program requirements are subject to change if you do not complete your degree within five years (15 semesters) of admission to the program.***
3. Special graduation requirements:
 - a. A grade of “C” or better in each of the nursing courses in this program.
 - b. A grade of “C” or better in each general education/college prerequisite courses.
4. Students are responsible for reviewing their degree progress report in MySPC. Only the degree progress report will serve as your degree audit when Central Records reviews your graduation application at the end of your program.
5. Deadline dates for graduation applications and other important events are listed for each semester of an academic year in the SPC Academic Calendar. State laws have recently eliminated the CLAST exam. In order to graduate with an AA or bachelor's degree, students must satisfy the CLAS (College Level Academic Skills) exemption requirements via one of the following options:
 - a) Complete a minimum of six (6) credit hours of college-level courses in English (ENC 1101 and ENC 1102 or other approved composition course) and a minimum of six (6) credit hours of college-level mathematics courses (STA 2023 and MAC, MAP, MAS, MGF or MTG prefix math course) with a 2.5 GPA in each area. **OR**
 - b) Achieve a score of 500 on the verbal and/or math portions of the SAT I, or a 21 on the Enhanced ACT in mathematics, a 21 on the English and/or a 22 on the reading.

The status of this CLAS exemption/graduation requirement has been automated and student academic records are updated at the end of each academic term.

*****FOR THE LATEST INFORMATION WITH REGARD TO CLAS REQUIREMENTS, PLEASE VISIT THE FOLLOWING LINK: <http://www.spcollege.edu/webcentral/CLAST.htm>**

BACHELOR OF SCIENCE IN NURSING

Dr. Jean Wortock, Dean
Telephone (727) 341-3640

Four-Year Course Description

General Education and Support Courses (42 credits)

Global World View	Global World View Approved Course	3
ENC 1101	Composition I	3
Communication	Communication Approved Course	3
SPC	Speech	3
HUM	Western Humanities	3
HUM/FA	Humanities/Fine Arts Approved Courses	3
Mathematics	Mathematics Approved Courses	3
STA 2023	Elementary Statistics (MAT 1033 is a prerequisite)	3
POS 2041	American National Government	3
PSY 1012	General Psychology	3
Ethics	Ethics Approved Course(s)	3
BSC 1085/1085L	Human Anatomy and Physiology I/Lab	3, 1
BSC 1086/1086L	Human Anatomy and Physiology II/Lab	3, 1
MCB 2010/2010L	Microbiology and Lab	3, 1
	Computer Competency (Admission Requirement)	
	CLAS (College Level Academic Skills)	
	Foreign Language	

Lower Division Nursing (by transfer).....39

Major Courses (40 credits)

NUR 3805	Professional Roles and Dimensions of Nursing Practice	3
NUR 3125	Pathophysiology	3
NUR 3145	Pharmacology in Nursing Practice	2
NUR 3066C	Health Assessment and Physical Appraisal	4
NUR 3826	Legal and Ethical Aspects of Nursing	3
NUR 3655	Nursing in a Multicultural Society	3
NUR 4606	Nursing of the Family Theory	3
NUR 4165	Introduction to Nursing Research	3
NUR 4636	Community Health Nursing Theory	3
NUR 4636L	Community Health Nursing Practicum	4
NUR 4835	Leadership Theory	3
NUR 4835L	Leadership Practicum	4
NUR 3XXX	Nursing Elective	2

Total Program.....121

NOTE: Additional graduation requirements include the following — Computer/Information Literacy Competency; the College Level Academic Skills requirement, unless exempted; and foreign language. If you have not completed two years of the same foreign language in high school, you will need to complete 8 credits of one foreign language before completing the baccalaureate program. Please see the current College Catalog for a list of approved courses to meet the General Education Requirements for Associate (AA) Degree Programs at: <http://www.spcollege.edu/program/GENR-AA> Foreign language and AA degree requirements must be completed prior to graduation, not admission.

Visit the [HEC Nursing website](#) for more information.

NOTE: Students may transfer only 10 upper division credits into the program.

**BACHELOR OF SCIENCE IN NURSING (NURS-BS)
COURSE DESCRIPTIONS**

NUR 3805 Professional Roles and Dimensions of Nursing Practice 3 Credits

Prerequisite: Admission to the program.

This course encompasses an introduction to the history, trends, issues and evolution of the nursing profession. The course includes an overview of selected nursing theorists and professional nursing practice in the changing health care delivery system. Opportunities will be presented that provide for the development of further socialization into the professional role of nursing. 45 contact hours.

NUR 3125 Pathophysiology 3 Credits

Pre or Corequisite: NUR 3805

The course focuses on cellular alterations in organ systems as they relate to selected disease states. Special emphasis is on critical thinking and decision making related to these alterations, their presentation, and implications for nursing practice. 45 contact hours.

NUR 3145 Pharmacology in Nursing Practice 2 Credits

Pre or Corequisite: NUR 3805

The course builds on essential concepts and principles of pharmacology as applied in the nursing management of client care. Major concerns in health care include medication errors and medication reconciliation. Improvement in delivery processes to improve safety and quality of care thereby improving client outcomes is the focus of many regulatory agencies. This course will highlight issues in pharmacology and provide the student with basic knowledge for client care and education. This course will specifically address aspects of pharmacology related to the assessment and management of symptoms across the lifespan by providing the student with the in depth knowledge regarding the administration of pharmacologic therapies, the management of physical and psychological symptoms related to disease and treatment, and education related to safe and effective use of pharmacologic agents. 30 contract hours.

NUR 3066C Health Assessment and Physical Appraisal 4 Credits

Prerequisites: NUR 3125, NUR 3805

This course focuses on client assessment, health risks, and formation of nursing diagnosis and health teaching. Emphasis is on the process of client interaction and use of appraisal skills in the collection of biopsychosocial data across the life span. Application of pathophysiological concepts is required. A minimum of 30 laboratory hours is required. 75 contact hours.

NUR 3826 Legal and Ethical Aspects of Nursing 3 Credits

Prerequisite: NUR 3805

This course is an assessment of ethical and legal issues confronting nurses and other health care providers in a variety of settings. The course focuses on identification and analysis of legal and ethical concepts and principles underlying the critical thinking process in nursing and health care. 45 contact hours.

NUR 3655 Nursing in Multicultural Society..... 3 Credits

Prerequisite: NUR 3805

This course provides an examination of personal values, cultural beliefs, and practices of selected cultural groups. The focus is on communication and cultural responses to health and illness as they influence individuals and families. Nursing interventions that integrate varying cultural health practices are acquired. 45 contact hours.

NUR 4606 Nursing of the Family Theory..... 3 Credits

Prerequisite: NUR 3805

The course focus is on the nurse's role in managing the health care of individuals and families with biopsychosocial disruptions. Emphasis is on the nursing process and principles from nursing, physical and behavioral sciences to enhance knowledge development necessary for the promotion of client/family well being throughout the life span. 45 contact hours.

NUR 4165 Introduction to Nursing Research 3 Credits

Prerequisites: NUR 3805 and STA 2023 or equivalent (MAT 1033 is a prerequisite to statistics)

This course is an overview of the skills needed to read, understand, evaluate, and use nursing research. This course focuses on research methods and the identification of researchable nursing problems. 45 contact hours.

NUR 4636 Community Health Nursing Theory 3 Credits

Prerequisite: NUR 3805
Corequisite: NUR 4606L

Emphasis is on concepts and theories related to community health nursing. Special attention is given to the community as client with emphasis on health promotion/disease prevention and teaching of groups in community settings. 45 contact hours.

NUR 4636L Community Health Nursing Practicum..... 4 Credits

Prerequisites: NUR 3805, NUR 3066C
Corequisite: NUR 4636

This course offers opportunities to practice the principles and theory of community health nursing at a beginning level in a variety of health care settings. Included are the identification of health care needs, the nurse's role as a facilitator and teacher in promoting and maintaining health. 60 contact hours.

NUR 4835 Leadership Theory 3 Credits

Prerequisite: NUR 3805

This course includes a focus on theories, concepts, and principles of leading and managing as well as pertinent legal issues faced by nursing leaders and managers. Emphasis will be on the methods to become an effective leader/manager including interpersonal skills needed for effective leadership and management, the different types of organizations delivery health care, outcomes management and analysis of current research findings. 45 contact hours.

NUR 4835L Leadership Practicum 4 Credits

Prerequisites: NUR 3145, NUR 3655, NUR 3826, NUR 4165, NUR 4606, NUR 4636, NUR 4636L
Corequisite: NUR 4835

This course focuses on the application of the theories, concepts, and principles of leading and managing. Emphasis in the course will be on the development of skills needed for effective leadership and management. Opportunities will be provided to demonstrate appropriate leadership and management ability. 60 contact hours.

ELECTIVE COURSES

NUR 3178 Complementary/Integrative Health and Therapies..... 2 Credits

Prerequisite: Admission to the RN-BSN program or permission of the Dean.

This elective course consists of an overview of the field of Complementary/Integrative Health that explores health and healing as related to the physical, mental, emotional and spiritual levels of consciousness and reviews current therapies in the field. The focus is to expand one's awareness of alternative ideas and approaches for healing and to explore evidence for their effectiveness. Topics vary according to instructor and student interest. 30 contact hours.

NUR 3288 Special Topics in Gerontological Nursing 2 Credits

Prerequisite: Admission to the RN-BSN program or permission of the Dean.

This elective course provides opportunities to explore special topics related to the aging process and care of the aging population in acute care and community settings. 32 contact hours.

NUR 3290 Emergency Department Nursing..... 2 Credits

Prerequisite: Registered Nurse status or admission to the BSN program or permission of the Dean.

The focus of this course is on the development of knowledge, techniques, and skills needed for the delivery of complex nursing care to clients experiencing health problems requiring immediate medical intervention. 32 contact hours.

NUR 3295 Critical Care Nursing..... 3 Credits

Prerequisite: Registered Nurse status and documented competencies of NUR 3299 or admission to the BSN program or permission of the Dean.

The focus of this course is the development of knowledge, techniques, and skills needed for the delivery of complex nursing care to clients experiencing health problems requiring critical care interventions. 47 contact hours.

NUR 3298 ECG Interpretation for Health Care Professionals 2 Credits

Prerequisite: R.N. status or admission to the BSN program or permission of the Dean.

This course focuses on the essential information necessary for the accurate interpretation of basic cardiac rhythms and 12-lead electrocardiograms. A systematic approach is utilized for the interpretation of cardiac rhythms, their underlying hemodynamic significance, and current treatment modalities. 32 contact hours.

NUR 3299 Progressive Care Nursing 4 Credits

Prerequisite: R.N. status and documented competencies of NUR 3298 or admission to the BSN program or permission of the Dean.

The focus of this course is the development of knowledge, techniques, and skills needed for the delivery of complex nursing care to clients experiencing health problems requiring progressive care interventions. 62 contact hours.

NUR 3758 End-of-Life Care 2 Credits

Prerequisite: Admission to the RN-BSN program or permission from the Dean.

This course will provide an overview of the issues related to providing end-of-life care. Although end-of-life care emphasizes a team approach, this course will focus on nursing interventions commonly used. Topics to be covered include symptom management including pain control, psycho-social needs of the patient and family, spiritual care, advanced directives, and meeting the needs of the caregiver. 30 contact hours.

NUR 3784 Infectious Disease and Sepsis 3 Credits

Prerequisite: RN status or admission to the BSN program or permission of the Dean.

This course focuses on infectious disease in individuals across the lifespan. Infectious disease processes and the body's responses are included. Principles of prevention, treatment and control of infectious diseases for nurses are provided. 47 contact hours.

NUR 3785 Infection Control for Healthcare Settings 3 Credits

Prerequisite: RN status or admission to the BSN program or permission of the Dean.

This course examines infection control in healthcare settings with a focus on acute care facilities. Trends and issues regarding infectious disease in hospitals are included. Infection control strategies as well as the roles and responsibilities of infection control professionals are provided. 47 contact hours.

NUR 3786 Communicable Disease Prevention and Control 3 Credits

Prerequisite: RN status or admission to the BSN program or permission of the Dean.

This course focuses on communicable diseases with public health impact at the local, national and international levels. The epidemiology of infectious disease and the role of infection control professionals are included. Principles, practices and ethics of communicable disease prevention and control are discussed. 47 contact hours.

NUR 3833 Fundamentals of Quality Management 2 Credits

Prerequisite: Admission to the RN-BSN program or permission from the Dean.

This course provides an overview of Quality Management Principles useful in the healthcare setting and other related settings. The focus is on understanding the origins and history of quality principles, the development of models and their application to consumer and organizational concerns. Skills utilizing quality application in process improvement and problem solving are acquired. 30 contact hours.

NUR 3834 Introduction to Risk Management..... 2 Credits

Prerequisite: Admission to the RN-BSN program or permission from the Dean.

This course provides an overview of risk management and is designed to offer those who wish to move into a risk management position a basic understanding of the management of risk and its integration into strategic and operational planning. The focus is on gaining a fundamental understanding of the categories of risk; the techniques used to minimize risk, and the components of a risk management program. Topics to be covered include liability, property loss exposures, safety and accident prevention. 30 contact hours.

NUR 3905 Independent Study in Nursing 1-3 Credits

Pre or Corequisite: Permission from instructor.

This course may be taken to satisfy nursing elective credits required for graduation. It provides an opportunity for an individual or small group of students to systematically investigate, under faculty guidance, selected topics relevant to the health needs of individuals or groups. It may involve a case study or other project that provides an opportunity for increasing breadth or depth of knowledge or skill. (15-45 contact hours) (See Appendix for contract)

NUR 3906 Independent Study in Clinical Nursing 1-3 Credits

Pre or Corequisite: Permission from instructor.

This course may be taken to satisfy nursing elective credits required for graduation. It provides an opportunity for an individual student to systematically investigate, under faculty guidance, nursing roles in selected clinical settings. (15-45 contact hours) (See Appendix for contract.)

BSN SAMPLE COURSE SCHEDULES

BSN COURSE SCHEDULE FOR STUDENTS ADMITTED FALL (AUGUST)

First Term - Fall. August-December

(First 5.5 wks of the semester)	NUR 3805	Professional Roles & Dimensions	3 credits
(Second 5.5 wks of the semester)	NUR 3125	Pathophysiology	3 credits
(Third 4 wks of the semester)	NUR 3145	Pharmacology in Nursing Practice	2 credits

Second Term - Spring. Jan-April

(First 9 wks of the semester)	NUR 3066C	Health Assessment & Physical Appraisal	4 credits
(Last 5.5 wks of the semester)	NUR 4165	Introduction to Nursing Research	3 credits

Third Term - Summer. May-July

(10 wk semester)	NUR 3655	Nursing in a Multicultural Society	3 credits
	NUR 4606	Nursing of the Family	3 credits

Fourth Term - Fall. August -December

(First 4 wks of the semester)	NUR 3XXX	Nursing Elective	2 credits
(Second 5.5 wks of the semester)	NUR 4636	Community Health Nursing Theory	3 credits
(Third 7.5 wks of the semester)	NUR 4636L	Community Health Nursing Practicum	4 credits

Fifth Term - Spring. Jan-April

(First 5.5 wks of the semester)	NUR 3826	Legal & Ethical Aspects of Nursing	3 credits
(Second 5.5 wks of the semester)	NUR 4835	Leadership Theory	3 credits
(Third 7.5 wks of the semester)	NUR 4835L	Leadership Practicum	4 credits

BSN COURSE SCHEDULE FOR STUDENTS ADMITTED SPRING (JANUARY)

First Term - Spring. Jan-April

(First 5.5 wks of the semester)	NUR 3805	Professional Roles & Dimensions	3 credits
(Second 5.5 wks of the semester)	NUR 3125	Pathophysiology	3 credits
(Third 4 wks of the semester)	NUR 3145	Pharmacology in Nursing Practice	2 credits

Second Term - Summer. May-July

(9 wk semester)	NUR 3066C	Health Assessment & Physical Appraisal	4 credits
	NUR 3XXX	(Optional) Elective (4 weeks) online	2 credits

Third Term - Fall. August -December

(First 5.5 wks of the semester)	NUR 4165	Introduction to Nursing Research	3 credits
(Second 10 wks of the semester)	NUR 3655	Nursing in a Multicultural Society	3 credits
(Third 5.5 wks of the semester)	NUR 4606	Nursing of the Family Theory	3 credits

Fourth Term - Spring. Jan-April

(First 5.5 wks of the semester)	NUR 3826	Legal and Ethical Aspects of Nursing	3 credits
(Second 5.5 wks of the semester)	NUR 4636	Community Health Nursing Theory	3 credits
(Third 7.5 wks of the semester)	NUR 4636L	Community Health Nursing Practicum	4 credits

Fifth Term - Summer. May-July

(10 week semester)	NUR 4835	Leadership Theory	3 credits
	NUR 4835L	Leadership Practicum	4 credits

Sixth Term - Fall. August-December

(First 4 wks of the semester)	NUR 3XXX	Nursing Elective	2 credits
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(Schedules subject to change)

GENERAL BSN PROGRAM REQUIREMENTS

Students enrolled in St. Petersburg College RN-BSN Nursing Program must have and maintain a valid, unencumbered, and unrestricted registered nurse license. A copy of the student's current RN license must be kept in the student's file at all times. Failure to maintain such licensure throughout the program will be grounds for suspension from the program. Students have the responsibility to report licensure restrictions to the Dean of the Nursing Program if any problem with licensure occurs while enrolled in the program. Nursing students employed at federal agencies will need to obtain a license in the state in which the clinical practicum is completed unless practica are completed at the federal agency where they are employed. Students will be required to meet the same health requirements as employees in the agency where they complete their clinical hours. Students may need to provide this information to the agency as requested. Students must adhere to OSHA regulations and guidelines, which include use of standard precautions and prevention of transmission of blood-borne pathogen diseases. In addition, students will abide by the HIPAA Guidelines.

ROLE EXPECTATIONS OF STUDENTS

Students can be dismissed from the BSN program based on unsatisfactory clinical competence and violation of standards of practice. Students enrolled in the St. Petersburg College BSN program are expected to follow the St. Petersburg College BSN program and American Nurses Association standards of practice in their clinical practicums. The professional responsibilities of students enrolled in the St. Petersburg College BSN program include the following:

1. Assume accountability and responsibility for one's professional growth and development, maintain safe nursing practice including specific interventions with clients and establish effective relationships with health team members, health care systems, peers, faculty, and College staff.
2. Demonstrate ability to assess and evaluate self, incorporating feedback from others. Accept constructive feedback in a positive manner.
3. Demonstrate an awareness of, and sensitivity to the values, attitudes, beliefs, and feelings of self and others.
4. Clarify personal and professional values and recognize the significance of formulating a philosophy of professional nursing practice.
5. Demonstrate self-directed behavior in setting learning goals and evaluating own performance.
6. Demonstrate the ability to be self-directive when applying the nursing process in the clinical setting and maintaining safe nursing practice.
7. Treat clients with respect regardless of age, gender, race, national origin, religious beliefs, or diagnosis.
8. Maintain a professional, caring manner at all times when interacting with clients from varied backgrounds, lifestyles, beliefs, and values.
9. Assume responsibility for continued learning and growth as an individual, professional nurse, and contributing citizen.
10. Utilize effective communication, negotiation, and problem-solving skills in professional interactions with clients and with health care agencies.
11. Demonstrate leadership behavior and some understanding of the change process.