



**TEXAS TECH**  
**UNIVERSITY**  
**HEALTH SCIENCES CENTER**

**SCHOOL OF NURSING**

*2000-2001 Bulletin*



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Accredited By:

*National League of Nursing Accrediting Commission (NLNAC)*

*Board of Nurse Examiners for the State of Texas (BNE)*

*Southern Association of Colleges and Schools (SACS)*

Preliminary Accreditation Approval By:

*Commission on Collegiate Nursing Education (CCNE)*

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Barbara Johnston, Director of Graduate Programs & Research  
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email: [sonbai@ttuhsc.edu](mailto:sonbai@ttuhsc.edu)

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***Family Nurse Practitioner Program with the:***  
University of Texas at Tyler College of Nursing  
3900 University Blvd.  
Tyler, TX 75799

**Contact:**

Gayle Varnell, APN Coordinator with NP Grant  
(903) 566-7035  
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***Psychiatric Mental Health Nurse with optional Addictions Focus Program with the:***

Univ. of Texas-Houston Health Science Center  
1100 Holcombe Blvd., Suite 6.100  
Houston, TX 77030

**Contact:**

Marianne Marcus, Professor in Addictions Nursing  
Chairperson, Nursing Systems & Technology  
(713) 500-2120  
e-mail: [mmarcus@son1.nur.uth.tmc.edu](mailto:mmarcus@son1.nur.uth.tmc.edu)

***MSN/MBA Program with the:***  
TTU College of Business Graduate School  
Box 41030  
Lubbock, TX 79409-1030

**Contact:**

Admissions Office  
(806) 742-2787  
web site: [www.ttu.edu/gradschool/](http://www.ttu.edu/gradschool/)

***Doctoral Program with the:***  
University of Texas Health Science Center-San Antonio  
7703 Floyd Curl Dr.  
San Antonio, TX 78284-7943

**Contact:**

Beverly Robinson, Assoc. Dean for Graduate Nursing  
(210) 567-5815  
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### ***Continuing Nursing Education Program***

Texas Tech University Health Sciences Center  
School of Nursing  
3601 4<sup>th</sup> Street, Room 2C122  
Lubbock, TX 79430

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Shelley Burson, Director  
(806) 743-2730  
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### ***Web Site Information:***

For more information on Texas Tech University Health Sciences Center School Nursing please visit our World Wide Web site at:

<http://www.nursing.ttuhsc.edu>

## ***BULLETIN***

This bulletin, an official publication of Texas Tech University Health Sciences Center (TTUHSC) School of Nursing contains policies, regulations, procedures, programs, courses, schedules and fees in effect as the publication went to press. **TTUHSC and the School of Nursing reserve the right, without notice in this catalog, to change, amend, add to, or otherwise alter any or all fees, rates, other charges, and degree requirements, to reflect board policies, administrative regulations and procedures, amendments to state law and actions of the TTUHSC Board of Regents or the Texas State Legislature, as the case may be. This publication is not intended to be a contract. It should be used as information only.**

TTUHSC is open to all persons, regardless of race, color, religion, disability, sex, national origin or sexual orientation, who are otherwise eligible for admission as students. TTUHSC is an Equal Opportunity Institution and no applicant or student will be discriminated against because of race, creed, religion, disability, sex, national origin or sexual orientation during the course of education at this institution.

Once admitted, it is the responsibility of students to keep themselves apprised of rules and regulations pertaining to the School of Nursing found in the *Student Handbook* and the Texas Tech University *Student Affairs Handbook and Code of Student Conduct*. This bulletin should be retained for future reference and for verification of course descriptions.

### ***FAMILY EDUCATIONAL RIGHTS & PRIVACY ACT OF 1974 (FERPA)***

FERPA is a federal law designed to protect the privacy of a student's educational records. FERPA gives certain rights to parents until the student reaches age 18 and/or is attending school beyond the secondary education level at which time those rights are transferred to the student. After the transfer of those rights, information pertaining to the student records will only be released upon written authorization of the student. For more information on FERPA, contact the US Department of Education, Family Compliance Office, 600 Independence Avenue SW, Washington, DC 20202-4605

#### ***NOTES:***

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Barbara Johnston, RN, PhD, Director of Graduate Programs & Research & Associate Professor  
Ana M. Valadez, RN, EdD, CNAA, FAAN, Director of Undergraduate Programs & Professor

***TTUHSC Presidents***

Grover Elmer Murray (1966-1976)  
Maurice Cecil Mackey (1976-1979)  
Lauro Fred Cavazos (1980-1988)  
Robert Lawless (1988-1996)  
David Smith (1996-present)





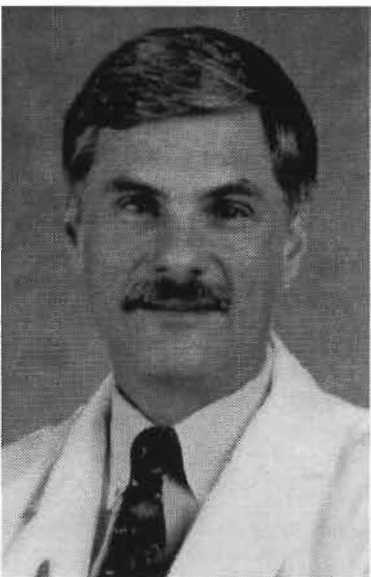
The Texas Tech University Health Sciences Center was created to help alleviate the shortage of health care professionals in West Texas. Since the School of Nursing first opened its doors, dedicated professionals have focused their energies and skills in educating the finest nurses to serve our region.

TTUHSC's School of Nursing has graduated more than 1000 students, and more than eighty percent of those graduates have remained in West Texas to touch thousands of lives.

Our School of Nursing continues its pioneering efforts today, developing new programs and strategies to educate tomorrow's best nurses.

At TTUHSC, we require that each school and department be committed to excellence. I am happy to say the School of Nursing fulfills this mandate each and every day. I invite you to join us as part of the Texas Tech family as we look forward to a great and rewarding future.

**John T. Montford, Chancellor, Texas Tech University & Texas Tech University Health Sciences Center**

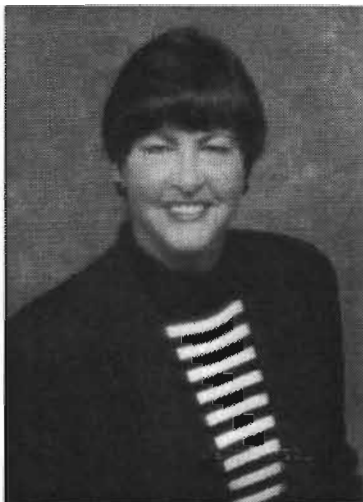


Since its creation, the Texas Tech School of Nursing has become a major influence in the health care provided to the people of West Texas. Our alumni can be found in the small towns of West Texas providing aid and comfort to those in need, and our faculty help train generations to come who will continue that standard of excellence in health care.

Students who enroll in the Texas Tech School of Nursing will be at the forefront of healthcare, seeing the necessity of research and the real demonstration of commitment to quality. Our nursing school has successfully utilized telecommunication to bring a new element to classroom learning, and our school has developed one of the nation's top advanced nurse practitioner programs.

Texas Tech has long been a bright star on the West Texas horizon. The School of Nursing is one reason we will continue shining brightly for a long time to come.

**David R. Smith, MD, President  
Texas Tech University Health Sciences Center**



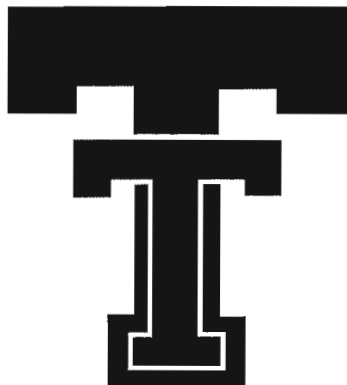
Creating your future as a professional nurse begins here! Whether you have had any previous experience in nursing or not, whether you are seeking a BSN, MSN or a doctoral degree, you will find opportunities to expand your horizons. From our vision of nurses contributing in practice, education, scholarship and service through our rich learning resources to graduation, students interact with experts in all areas of health care.

We welcome you to the Texas Tech University Health Sciences Center School of Nursing and look forward to sharing this enriching experience with you.

**Alexia Green, RN, PhD, Dean and Professor  
Texas Tech University Health Sciences Center School of Nursing**



# TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER



## *Mission<sup>1</sup>*

**TO PROVIDE** the highest standard of excellence in higher education while pursuing continuous quality improvement;

**TO STIMULATE** the greatest degree of meaningful research; and

**TO SUPPORT** faculty and staff in satisfying those whom we serve.

## *Vision*

By the year 2005, Texas Tech **WILL BE** the institution of choice for higher quality students and **BE** recognized as the best public institution of higher education in the state.

## SCHOOL OF NURSING



## *Mission<sup>2</sup>*

The Mission of TTUHSC School of Nursing is to provide excellence in health care for west Texas through programs of education, scholarship, practice and service.

## *Vision*

The faculty of the School of Nursing envisions a future where people's nursing and health care needs are met through the care of highly educated professional nurses who are skilled in practice, research and service. The vision reflects a dynamic realization of the faculty's commitment to the ideal of Reintegration of education, scholarship, practice and service in a rapidly changing global environment into the 21st century.

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<sup>1</sup> TTU/TTUHSC Mission and Vision 2000-2001

<sup>2</sup> SON Mission and Vision 2000-2001

## ***BRIEF HISTORY***

### ***Texas Tech University and Texas Tech University Health Sciences Center:***

Texas Tech University (TTU), which was founded in 1923 and enrolled its first students in the fall of 1925, is a state-supported, coeducational institution comprising the instructional colleges of Agricultural Sciences and Natural Resources, Architecture, Arts and Sciences, Business Administration, Education, Engineering and Human Sciences; the School of Law; the Graduate School and a number of special departments and divisions. Graduate work has been offered at TTU since 1927. The 61st Legislature of the State of Texas authorized the creation of the Texas Tech University School of Medicine as a separate educational institution. The Texas Tech University Health Sciences Center (TTUHSC) was officially designated by the 66th Texas State Legislature. Together with TTU, the Schools of Allied Health, Graduate Biomedical Sciences, Medicine, Nursing, and Pharmacy are classified as a Research II institution.

Lubbock, the home of TTU & TTUHSC, has over 193,000 people residing here. It is situated on the South Plains of West Texas at an altitude of 3,250 feet. Dry, crisp air and sunny days throughout practically the entire year provide a healthy and invigorating climate. The university campus, a contiguous tract of 1,839 acres, lies at the western edge of the business section of the city. University buildings number 245, including the Lubbock campus, Junction campus, Pantex campus, agricultural field laboratories at New Deal, and campuses in Amarillo, El Paso and the Permian Basin. The present plant value is approximately \$230 million.

### ***TTUHSC School of Nursing:***

The School of Nursing was officially approved for funding by the 67th Legislature in 1981. This followed a period of development beginning with its initial approval by the Coordinating Board, Texas College and University System, in 1975, and approval for program development by the Board of Nurse Examiners for the State of Texas that same year. The Continuing Nursing Education (CNE) program was initiated in 1979. The first students were admitted to the undergraduate degree program in the Fall, 1981. This marked the initiation of a curriculum designed to admit students with no previous nursing course work, Licensed Vocational Nurses and Registered Nurses, into a program culminating in the Bachelor of Science in Nursing degree. The Permian Basin program began in Fall 1985. In Fall 1988, a graduate program was initiated to meet the increasing demands for nurses prepared at the graduate level to provide complex, comprehensive care. Students are able to enroll in the required non-nursing courses at TTU.

### ***Accreditation:***

In July, 1980, the TTUHSC Continuing Nursing Education Program was first accredited by the Western Regional Accrediting Committee of the American Nurses' Association as a provider for continuing education in nursing. That accreditation, now offered through the American Nurses Credentialing Center, remains in effect.

In November 1982, the undergraduate program received full accreditation from the Board of Nurse Examiners for the State of Texas and in December 1983, the National League for Nursing granted initial accreditation, which was retroactive prior to the first graduation in June 1983. The graduate program received initial accreditation in March, 1992. The school continues its full accreditation by the National League for Nursing Accrediting Commission (NLNAC) and the Board of Nurse Examiners for the State of Texas. The NLNAC can be contacted at 350 Hudson Street, New York, New York 10014 or by telephone at (212) 989-9393. The Board of Nurse Examiners for the State of Texas can be contacted at PO Box 430, Austin, Texas 78767-0430, or by telephone at (512) 305-7400. In March, 1998, the School of Nursing was granted preliminary approval by the Commission on Collegiate Nursing Education (CCNE). The CCNE can be contacted at One Dupont Circle, NW, Suite 530, Washington, DC, 20035-1120, or by telephone at (202) 887-6791. Additionally TTUHSC is accredited by the Southern Association of Colleges and Schools.

# *SCHOOL OF NURSING*

**Philosophy<sup>3</sup>:** The School of Nursing is an integral part of the Texas Tech University Health Sciences Center. It is a major function of the Health Sciences Center to concern itself with the improvement of health care in West Texas. Therefore, the School of Nursing reflects this concern as one of its major commitments; specifically, to improve the quantity and quality of nursing care available in West Texas. Further, as an element of the Health Sciences Center, it is the responsibility of faculty and students of the School to join with members of the other health disciplines in the Center to create an atmosphere in which collaborative efforts in education, patient care, and research are expected. Because the School has the added advantage of connection with Texas Tech University, a general academic institution, faculty and students interact with members of other academic disciplines toward mutual understanding and benefit, as well. Set in this environment, the School of Nursing has a valuable opportunity to accomplish its missions.

Since nursing is an evolving field, as time goes on, its practice may vary by changes in methods and techniques and its practitioners may assume differing or additional functions and roles in various work settings. Although these changes occur, representing adjustments to progress in science and to recognition of individual and societal needs, the unique component of the practice of nursing remains the provision of care. Provision of care, nursing, is the process of assisting individuals, families or other groups to meet basic human needs in order to achieve or maintain a desired state of health and to do so in a fashion which acknowledges the person as an integrated being, rather than as a series of isolated systems or functions, the family as an integrated system, and society as a whole. This emphasis on care is in contrast with the emphasis on cure which is the focus of medicine and some other health disciplines. Nursing is built on an ideal of service; and nursing, as a discipline, is one of the several health-focused groups which can collaborate effectively to improve the health status of members of our society. In order to assure that potential is met, the faculty of the School is committed to demonstrating mutually effective working arrangements with members of other disciplines in practice, education, and research.

As a component of an educational institution, the School of Nursing has a responsibility to provide a positive influence upon nurses, the practice of nursing, and upon the health of individuals. To those ends, the faculty is committed to creating programs and activities designed to prepare students for competent practice in the current health care systems, to prepare nurses to provide leadership for the future of nursing and health care and to provide continuing additions to the knowledge upon which practice is based. This latter is developed both through research, which provides for addition to knowledge for the whole field of nursing, and through continuing education for practicing nurses. In each of these efforts, direct and continuous interchange between the School, the community of active nurses, and the larger general community is necessary to assure relevance and acceptance for the programs of the School.

Nursing, as a dynamic profession, requires a distinctive commitment to all facets of the nursing role. The faculty at Texas Tech University Health Sciences Center School of Nursing believes that this commitment is best exemplified in the concept of reintegration.

Reintegration is a term chosen to reflect our belief about how professional nursing must proceed at this point in its development. Re-, means "again," and implies that at some previous time the situation/act/concept was complete. Integrate means "to bring together parts of a whole". These are the basic elements of the word reintegrate. The action this describes is clearly what we believe professional nursing requires, a bringing back together of what was and should be a whole, nursing. As we view reintegration of nursing, it is the process of creating a whole, professional nursing, by the synthesis of practice, education, scholarship and service. We view these elements as being present in the "whole" of professional nursing in varying amounts.

The faculty, as educators, assume that their role is one of creating an environment for learning while acknowledging that learning is an active, self-initiated process for which students, as adults, are

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<sup>3</sup> From the TTUHSC SON Faculty Handbook



individually responsible. As experts in their field, the faculty members are responsible for identifying or creating learning activities and for interacting with students in ways which will challenge their individual motivation. We believe that learning occurs as a unitary process, involving the whole individual rather than only as cognitive processes. Therefore, as teachers, we implement educational activities which acknowledge the importance of the individual diversity of students.

The role of the nurse faculty also includes a responsibility for continued participation in clinical practice, in order to assure the competence necessary to provide models for students and serve as a major link between education and clinical practice in nursing. A further responsibility of faculty is participation in research relevant to nursing practice and nursing education in one or more of the aspects of inquiry. Finally, as faculty in a professional school, we acknowledge the responsibility for setting and maintaining standards which will assure students of the excellence of this educational program and the public of excellence in the practice of nursing.

***Purposes and Functions<sup>4</sup>:*** The School of Nursing, as an organizational entity within the Texas Tech University Health Sciences Center, implements the purpose and goals of the parent institution in the context of nursing. In translating the institution's purpose to the School of Nursing, the Faculty developed the following purposes:

To provide high-quality nursing educational programs that prepare graduates to practice nursing and contribute to the availability and quality of health care services in West Texas, and

To enhance the quality of nursing practice and services.

The School reflects these purposes by emphasizing the responsibility of faculty and students in the School to join with other health disciplines to create an atmosphere in which collaborative efforts in patient care, education and research are realized. Faculty are employed year-round to teach future and current practitioners, to provide direct health care services and to participate in scholarly activities such as research, writing, and making professional presentations. The role of the nursing faculty also includes a responsibility for continued participation in clinical practice in order to assure the competence necessary to provide models for students and to serve as a major link between education and clinical practice in nursing.

The School is accountable for specific functions in implementing its purposes.

Design, implement, and evaluate high-quality degree programs that prepare graduates to practice in professional nursing.

Develop, implement, and evaluate a continuing nursing education program that provides quality educational opportunities to nurses.

Demonstrate commitment to service in the community.

Develop a research component that facilitates expansion of nursing knowledge and contributes to the quality of available educational and practice opportunities.

Provide clinical expertise in advancing nursing and health care.

The School is committed to serving West Texas and to the concept of non-duplication of educational programs and services. At the undergraduate level, the School offers a baccalaureate program in Lubbock and in the Permian Basin, the latter admitting only registered nurses. At the Master's level, specialized

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<sup>4</sup> From the TTUHSC Faculty Handbook

clinical preparation is offered in Gerontic Nursing, and Community Health Nursing with additional functional preparation in teaching, management and primary health care in Lubbock and in the Permian Basin through interactive technology. The Family Nurse Practitioner Program, including the post-masters option, is implemented in Lubbock and the Permian Basin and, through collaborative arrangements with the University of Texas at Tyler (Tyler). Psychiatric-Mental Health Nursing is available through collaboration with the University of Texas Health Science Center at Houston. A joint degree program (MSN/MBA) is available through Texas Tech University Health Sciences Center and Texas Tech University. The School also participates in a collaborative arrangement with the University of Texas Health Science Center, San Antonio School of Nursing to make doctoral nursing education available in Lubbock. Continuing nursing education is provided throughout the region in areas not regularly served by university level continuing education programs through on-site outreach and by interactive technology.

***Essential Eligibility Requirements for Participation in the School of Nursing<sup>5</sup>:***

The following essential eligibility requirements for participation in the School of Nursing and examples of necessary activities (not all-inclusive) should be used to assist each applicant/student in determining whether accommodations or modifications are necessary.

Essential Functions	Some Examples of Necessary Activities
Critical thinking abilities sufficient for clinical judgment.	Identify cause/effect relationships in clinical situations; develop nursing care plans.
Interpersonal abilities sufficient to interact with individuals, families, and groups from a variety of social, emotional, cultural, and intellectual backgrounds.	Establish rapport with patients/clients and colleagues.
Communication abilities sufficient for interaction with others in verbal and written form.	Explain treatment procedures, initiate health teaching, document and interpret nursing actions and patient/client responses.
Abilities sufficient to move from room to room and to maneuver in small places.	Move around in patients' rooms, work spaces, and treatment areas, and administer cardio-pulmonary procedures.
Abilities sufficient to provide safe and effective nursing care.	Calibrate and use equipment; position patients/clients.
Abilities sufficient to monitor and assess health needs.	Hear monitor alarms, emergency signals, auscultatory sounds, and cries for help.
Abilities sufficient for observation and assessment necessary in nursing care.	Observe patient/client responses.
Abilities sufficient for physical assessment.	Perform palpitation, functions of physical examination and/or those related to therapeutic intervention, e.g. insertion of a catheter.

ADA Guidelines apply to all qualified disabled persons. A qualified disabled person is a person with a disability who, with or without reasonable modifications to rules, policies, or practices, the removal of architectural, communication, or transportation barriers, or the provision of auxiliary aids and services, meets the essential eligibility requirements for the receipt of services, or the participation in programs or activities provided by a public entity **and** who can perform the “essential functions” of the position. Any student who, because of a disabling condition, may require some special arrangements in order to meet course requirements should contact the instructor/program administrator as soon as possible to make necessary accommodations. Students should be prepared to present a disability verification form from their physician

<sup>5</sup> From the TTUHSC SON Curriculum Handbook

## ***School of Nursing Programs***

### ***Undergraduate Program:***

The undergraduate program is designed for the beginning nursing student to take one nursing course each of the first two semesters of enrollment in the School of Nursing. Students must complete the nursing courses in sequential order. Students with college transfer credit should take this into consideration when applying for admission to the nursing program. An RN to BSN track is also offered at the Lubbock and Permian Basin campuses. For more detailed information regarding this program, refer to page 19.

### ***Graduate Program:***

The graduate program is designed to produce a nursing leader who is prepared with specific functional abilities to practice with a specified patient/client population. Students can choose from Community Health or Gerontics clinical tracks with an Education, Administration, or Nurse Practitioner functional track. For more detailed information regarding the graduate program, refer to page 32.

### ***Continuing Nursing Education:***

The TTUHSC School of Nursing Continuing Nursing Education (CNE) program provides many learning opportunities for nurses. The TTUHSC School of Nursing CNE Program is accredited as a provider of continuing education in nursing by the American Nursing Credentialing Center's Commission on Accreditation. General service offerings are held at TTUHSC in Lubbock and Odessa as well as TTU at Junction. *Nursing students are invited to attend the general service offerings for half price.* Calendars listing these offerings may be obtained in the CNE program office, which is located in the Faculty Support Services atrium and in the Permian Basin Campus Dean's Office. Personal Order Service offerings, courses specifically designed and taught on-site, are held with more than ten hospitals and/or agencies in West Texas. This service has been referred to as "CNE on Wheels" and is beneficial to nursing staff who find it difficult to travel across West Texas to seek their continuing education.

The CNE program also co-provides offerings with the Office of Continuing Medical Education, the TTUHSC School of Nursing Faculty Practice Program and other various agencies throughout West Texas, thereby offering nurses additional learning opportunities. Additionally, the CNE program is a distributor of home study courses. For additional information about the CNE program, please call the office at (806) 743-2734 or visit the web page at <http://www.nursing.ttuhs.edu>.

### ***Practice Program:***

The School of Nursing maintains an active Practice Program. Faculty participate in the delivery of care to residents of West Texas in many institutions and health care facilities. The School of Nursing operates sites for direct access to services by community clients at the Wellness Center (Lubbock) and the Nursing Center (Permian Basin).

### ***Research Program:***

This program is designed to provide assistance and support for faculty to promote their research interests and to develop proposals for their funding and implementation of research projects. Current research initiatives focus on improvement of the health of diverse populations through collaborating efforts and providing opportunities for all nursing students to be actively involved in faculty research projects.



# ***STUDENT LIFE***

***Activities, Athletics, Entertainment, and Recreation:*** The Texas Tech Double-T is a familiar sight at regional tournaments and is gaining recognition nationally. As a member of the National Collegiate Athletic Association and the Big 12 Conference, Texas Tech provides intercollegiate programs for men and women. TTU participates in football, volleyball, basketball, baseball/softball, soccer, track and field, golf and tennis with other members of the conference. The other universities of the Big 12 Conference are Baylor, Texas, Texas A&M, Colorado, Oklahoma, Oklahoma State, Kansas, Kansas State, Iowa State, Nebraska and Missouri.

In Lubbock, the TTUHSC campus is contiguous with the TTU campus, affording students easy access to both campus' recreational and entertainment facilities at student rates. The Recreational and University Centers (Lubbock) are two of the most popular buildings on campus for out-of-class student activities. The various cultural, social, educational and recreational programs include:

- |              |                                      |                             |
|--------------|--------------------------------------|-----------------------------|
| ☞ ballrooms  | ☞ meeting rooms                      | ☞ gymnasium facilities      |
| ☞ theaters   | ☞ lounge & TV areas                  | ☞ weight rooms & saunas     |
| ☞ snack bars | ☞ intramural sports                  | ☞ indoor archery range      |
| ☞ cafeteria  | ☞ indoor-outdoor swimming pool       | ☞ multipurpose arenas       |
| ☞ games area | ☞ lighted tennis and handball courts | ☞ music & drama productions |

For more information about student organizations, fraternities or sororities you may contact the Student Organizations Services Office at 742-3621.

***Awards:*** The School of Nursing participates in and offers numerous awards including:

- |   |  |
|---|--|
| ❖ Charles W. Sargent Award              | ❖ Human Potential Award                              |
| ❖ National Dean's List Directory        | ❖ Outstanding Service to the School of Nursing       |
| ❖ Excellence in Research                | ❖ Excellence in Reintegrated Nursing.                |
| ❖ US Army Nurse Corps Spirit of Nursing | ❖ Excellence in Professional Nursing Practice        |
| ❖ Excellence in Writing                 | ❖ Excellence in the Practice of Community Health     |
| ❖ Excellence in Clinical Performance    | ❖ Who's Who Among American Univ. & Colleges Students |

***Clinical Simulation Center:*** The Clinical Simulation Center (CSC) is an invaluable part of the learning experience at TTUHSC School of Nursing. It is recognized as one of the leaders in technological applications in nursing. The CSC provides a hands-on training field for students to rehearse the health assessment and applications learned, in a non-stress environment. This unique facility, located within the School of Nursing, is designed to prepare students for patient care in a health care facility, home health setting or to handle life-or-death emergency room situations. With the help of mannequins that simulate many bodily functions, including heart and lung sounds, students learn firsthand about symptoms of illnesses and how to make important decisions about patient care. Through this multidisciplinary center, students, assisted by faculty, experience procedures prior to performing them during clinical rotations.

***Clinical Simulation Center-West (Computer Center & Testing Lab):*** The Clinical Simulation Center-West (CSC-W) is the newest addition to the SON. This innovative facility is design to enhance students' learning and testing experiences in a proctored, confidential and relaxed environment. Students have 24-hour-a-day secure access to the 43 computers (20 designated for testing and 23 for self-paced study) and to the state-of-the-art computer simulations. These simulations are designed to assist students with classroom assignments; enhance communication, managerial, leadership and technical skills and to provide instant feedback while completing patient care scenarios.

***Computer Requirements:*** A considerable amount of time will be spent utilizing the resources available via the internet in all School of Nursing programs, including email. Owning a personal computer is required to enhance success in the program. Daily computer access is expected for all students. Internet

access from home computers can be purchased by TTUHSC students, through the computer department, allowing access to Internet resources/subscribers worldwide and email accounts. Contact the Office of Web Development and Online Design at (806) 743-4248 for recommended computer specifications & software or at our web site at: [http://www.nursing.ttuhs.edu/chat/pc\\_req.htm](http://www.nursing.ttuhs.edu/chat/pc_req.htm).

**Employment:** The decision to work while enrolled as a student in the School of Nursing rests with the individual student; the school assumes no responsibility for student employment. A student employed in a healthcare agency has responsibility, personally and professionally, to accept and engage in only those activities which fall within the position description for which he/she is qualified and which are not in conflict with legal and accreditation expectations.

**Health Services:** Students enrolled at TTUHSC Lubbock campus can access Student Health Services through the Family Practice Clinic located on the first floor. All students enrolled in TTUHSC are expected to carry personal health insurance.

**Housing:** Although students of the School of Nursing have access to TTU on-campus housing, it is not mandatory. For more information on housing, contact the TTU Housing Office at (806) 742-2661.

**Preston Smith Library of the Health Sciences:** The TTUHSC Libraries of the Health Sciences in Lubbock, Amarillo, El Paso, and Odessa presently contain more than 307,693 bound volumes, of which 150,089 are located in Lubbock and 23,284 in Odessa. The system has over 2,000 subscriptions and 1,316 journal titles; of these, over 1,000 are located in Lubbock facility while Odessa holds some 375. Over 13,473 audiovisuals are also available. The libraries feature study carrels, photocopy services, reference services, Internet access and connectivity. The Preston Smith Library of the Health Sciences, a new 50,000 square foot facility, opened during the Summer of 1998 on the Lubbock campus, featuring 27 group study rooms and a 64 station Learning Resources Centers (LRC). Online databases available for use include MEDLINE, CINAHL, INTERNATIONAL PHARMACY ABSTRACTS, and MICROMEDEX, as well as web links to a variety of external databases, including GRATEFUL MED, GRATEFUL MED, MEDLINE PLUS, PUBMED, PERIODICALS INDEX, ERIC, OVID full-text Nursing Collections, MDConsult full-text, and Academic Press full-text electronic journals. The four libraries of the TTUHSC system have a common online catalog for access to holdings at all TTUHSC libraries. Nursing students also enjoy access to the TTU Library, with more than 1.5 million items, including U.S. Government documents and science holdings.

### **Organizations:**

- ◆ **Ambassadors:** This group of nursing students serves the school and TTUHSC as diplomats at public events. Selection is competitive and participants are honored during graduation ceremonies.
- ◆ **Graduate Student Network:** The Graduate Student Network is available for graduate students enrolled in the School of Nursing. The organization seeks to coordinate extra-curricular activities, provide a source of communication between graduate students and the school, and collaborate with other student groups.
- ◆ **Professional Societies:** Membership in the Iota Mu chapter of Sigma Theta Tau, the International Nursing honor society, is by invitation and is based on outstanding scholarly activities. Phi Kappa Phi, an international interdisciplinary society and Golden Key are available through TTU to TTUHSC School of Nursing students.
- ◆ **Student Senate:** The School of Nursing is represented on the TTUHSC Student Senate. The positions on the TTUHSC Student Senate are elected from the undergraduate and graduate programs. For more information regarding the senate contact the Student Services Office at (806) 743-2300.
- ◆ **Texas Nursing Students' Association:** Voluntary membership in the Texas Nursing Students' Association, a pre-professional society, is available. This award winning group is highly active at school, state and national levels.

**University Counseling Center:** The University Counseling Center (Lubbock) offers a number of services to TTU and TTUHSC students including:

- career, vocational, and academic counseling;
- personal problems, crisis intervention and adjustment counseling;
- marital and premarital counseling;
- study techniques program;
- group experiences such as interpersonal skills and personal growth groups;
- assertiveness and relaxation training; and
- occupational information reading room.

All of the above services are offered free of cost by calling (806) 742-3674.

### ***International (Non-Citizen) Application Policy<sup>6</sup>:***

In addition to the stated admission requirements, International (non-citizen) applicants must all meet the following:

Graduates of foreign secondary schools who have completed the equivalent of at least an American high school diploma may apply for admission to TTUHSC School of Nursing. International students who are not living in the United States (US) at the time of application should apply one year in advance. In addition to the official application form, international applicants must furnish:

- ***Fee:*** A \$50 non-refundable international (non-citizen) fee is required for all applicants on Education or Work Visas, Work Permits, etc., who are not permanent residents or naturalized citizens of the US **at the time of application**. This non-refundable international fee is in addition to the application fee.
- ***Transcripts:*** Official certified translations of all transcripts not in written in English must be provided.
- ***Citizenship:*** Documentation of citizenship status (copy of visa, resident alien card or affidavit of certificate of naturalization) must be submitted with the application.
- ***Finances:*** Statement of financial support must be submitted with the application. A minimum of \$27,000 for the academic year in addition to travel money is necessary. This is subject to change if tuition, fees, or room and board charges are modified.
- ***Test of English as a Foreign Language (TOEFL):*** Students whose native tongue is not English must also present a score of at least 550 on the TOEFL, unless they have graduated from a US high school with a minimum of two years attendance. (This includes permanent residents of the US.) Applicants holding degrees from US colleges and/or universities are not required to submit TOEFL scores. Information concerning the TOEFL may be obtained from Educational Testing Service, P.O. Box 899, Princeton, New Jersey 08540, US. Further testing may be given once the student arrives on campus to verify competency. Students lacking adequate English proficiency will be required to enroll in basic English courses.
- ***Commission on Graduates of Foreign Nursing Schools (CGFNS):*** Applicants who are graduates from nursing schools located outside of the US must also provide test scores from CGFNS. For testing dates and information contact CGFNS, 3600 Market Street, Suite 400, Philadelphia, PA 19104-2651, US, or call (215) 222-8454. The English section of this test can not be used as substitute for the TOEFL scores.

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<sup>6</sup> From the TTUHSC Curriculum Handbook



## ***FINANCIAL INFORMATION***

Immediately upon acceptance of an offer of admission the student pays a non-refundable \$100 placement fee. Failure to pay the fee will result in forfeiture of the offer of acceptance.

To enable the student to approximate expenses an estimated average cost for a 12 month period is provided from the Financial Aid Office. These estimates are based on the 1999-2000 school year.

	<b>Undergraduate Program</b>		<b>Graduate Program</b>	
	Resident	Non-Resident	Resident	Non-Resident
Tuition	\$1,464	\$10,593	\$1,350	\$6,516
Fees	2,415	2,415	2,210	2,120
Books/Supplies	1,094	1,094	1,216	1,216
Sub-Total	\$4,973	\$14,102	\$4,686	\$9,852
Housing/Food	6,937	6,937	6,938	6,938
Transportation	2,165	2,165	3,081	3,081
Personal/Misc.	2,296	2,296	2,889	2,889
Loan Fees	655	1,020	704	910
Total	\$17,026	\$26,520	\$18,298	\$23,670

The minimum tuition for both TTU and TTUHSC is \$120 for a long term and \$60 for a summer term. For students taking courses at both TTU and TTUHSC, the minimum is paid to TTUHSC since it is the primary academic institution for nursing students. Distant Education fees are attached to courses broadcast to areas outside of the Lubbock campus. The tuition and fees requirements are posted on an annual basis to the NLNAC, which serves as a national information resource regarding tuition, fees and program lengths for Schools of Nursing.

### ***Financial Aid:***

Grants and loans are available through the TTUHSC Financial Aid Office. All students interested in receiving grants, loans and scholarships are required to complete a Free Application for Federal Student Aid (FAFSA) to be sent to TTUHSC. **Financial aid award letters to other colleges and universities including TTU are not transferable to TTUHSC. Separate financial aid applications are required for TTU and TTUHSC. Contact the TTUHSC Financial Aid Office during the School of Nursing application process.**

***Scholarships:*** The School of Nursing has the following dedicated scholarships:

§ Chancellor's Council	§ Heath	§ Overbey
§ Franklin	§ I. Holland	§ President's Council
§ General Scholarship	§ Ketner	§ Roberts
§ Graduate Potential for Excellence	§ Larabee	§ Tinney
§ Hearst	§ Meritt	§ V. Holland

In addition, there are general scholarships and loans administered by the Financial Aid Director for which School of Nursing students are eligible. Some organizations, such as the United Methodist Women, the Texas Tech Ex-Student Association, the Lubbock-Crosby-Garza Medical Auxiliary, the Texas Higher Education Coordinating Board, a private Permian Basin area foundation, and the Lubbock Foundation provide scholarships on a consistent basis for nursing students. Some traineeships are available for graduate students. The application deadline is April 1 for the following academic year.

For further information regarding grants, loans, and scholarships policies, please contact: TTUHSC Financial Aid Department, 3601 4<sup>th</sup> Street, Room 3B310, Lubbock, Texas, 79430, or call (806) 743-3025

## ***Other Programs at Texas Tech University Health Sciences Center***

***Graduate School of Biomedical Sciences:*** Graduate programs leading to MS and PhD degrees are offered in the Basic Science Departments of Cell Biology and Biochemistry (both Anatomy and Medical Biochemistry graduate programs are offered in this department), Microbiology and Immunology, Pharmacology, and Physiology. Programs are structured to provide a wide variety of opportunities for the development of special research and teaching interests. Consulting with a faculty advisory committee, each student participates in the design of his or her own course of study.

***School of Allied Health:*** The School of Allied Health's mission within higher education in Texas is to provide masters and baccalaureate studies in several disciplines: clinical laboratory science, communication disorders, occupational therapy, physical therapy and physician assistant. In addition to these programs, the School of Allied Health also offers certificate & degrees in emergency medical services. The School offers baccalaureate degrees in communication disorders, clinical laboratory science, occupational therapy and physician assistant. Master's degrees are offered in communication disorders and physical therapy.

***School of Medicine:*** The primary mission of the School of Medicine is to attract and to educate physicians for West Texas. The emphasis is directed toward primary care fields, but there is a balance between the seven responsibilities of any school of medicine; undergraduate medical education, residency training, continuing medical education, biomedical graduate education, research, patient care, and community service. The decision to develop specialty care areas consonant with the fundamental primary care mission has been made with due deliberation and with concern for breadth of an academic program which provides for the general education of the physician and also for the advancement of health care and medical science in West Texas. In training physicians, the School of Medicine concomitantly provides quality health care to the entire West Texas area comprising 108 counties and 131,000 square miles from the Mexican border through the Panhandle to Oklahoma.

***School of Pharmacy:*** The School of Pharmacy offers the Doctor of Pharmacy (PharmD) as its single professional degree. The PharmD is a 4-year professional program, requiring at least two years of pre-professional studies that may be completed at any accredited college or university. When fully operational the School of Pharmacy is expected to have more than 350 students enrolled in professional and post-graduate programs. The school also provides continuing education courses for pharmacists practicing in the Panhandle.

***NOTES:***

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## **ATTENTION APPLICANTS**

### **\*\* EFFECTIVE FOR SUMMER 2001** **APPLICANTS AND THEREAFTER:**

To be considered for admission to Level A Option 1 (A1), Level A Option 2 (A2), or Level B, applicants are required to have a minimum cumulative grade point average of 2.25

# **UNDERGRADUATE PROGRAM**

## ***Purpose and Objectives<sup>7</sup>:***

The purpose of the Undergraduate Degree Program is to provide educational and experiential learning opportunities in liberal arts, natural and behavioral sciences, humanities, and nursing arts and sciences, for students desiring to enter professional nursing practice - a practice that not only considers the client as a whole but also considers professional nursing practice as a reintegrated whole. The undergraduate program is designed to produce a graduate who is prepared to enter practice as a professional nurse. This graduate is one who:

1. Synthesizes elements of the programmatic conceptual framework to provide nursing care to individuals, families, and groups in accordance with accepted standards of care. In providing this care, the graduate:
  - a) bases nursing care decisions and actions on theories and concepts from a variety of basic and applied sciences;
  - b) uses a systematic process to unite the collection of relevant information and the activities of critical thinking and evaluation with the various techniques of nursing intervention, producing comprehensive professional nursing care; and
  - c) acknowledges individual human differences resulting from biological, psychological, factors as elements affecting both providers and recipients of care;
2. Functions as a competent reintegrated nurse generalist in a variety of entry level professional nursing positions;
3. Manages the provision of elements of nursing care in health care organizations by other nursing personnel;
4. Accepts personal accountability for practice based upon an understanding of:
  - a) legal and ethical factors affecting nursing practice;
  - b) recognition of continued learning as a basic requirement for professional competence;
5. Collaborates with other health care professionals and professional nurses in providing comprehensive health care;
6. Analyzes scholarly work in nursing critically to gain further knowledge and to determine the relevance of that work for incorporation into nursing practice;
7. Participates in activities directed toward the improvement of nursing practice and the development of the nursing profession..

## ***Application and Admissions Information:***

All applicants are selected on the basis of past academic achievement and references. Although the materials required for admission consideration vary from one program to another, the general qualities which are considered are:

- Academic performance and aptitude
- Ability to perform capably in positions of responsibility for self and others

All qualified applicants are carefully evaluated by the appropriate committee with regard to their potential for successfully completing a professional curriculum. Admission to the nursing program is highly competitive and only the most competitive applicants are selected.

Applicants to the Undergraduate Program can seek admission to the School of Nursing through one of the four entry points in the school's curriculum. Those applicant levels are as follows:

**LEVEL A Option 1 (A1): Applicants with proof of graduation from an accredited high school who have less than 24 semester credit hours of college course work completed prior to enrollment:** To be considered for admission the following are required:

- a minimum cumulative grade point average of 2.0;

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<sup>7</sup> From the TTUHSC SON Curriculum Handbook

- proof of graduation from an accredited high school; and
- a minimum score of 1000 on the SAT or 21 on the ACT.

Generally, credits earned at an accredited college or university are accepted for transfer provided the course content is equivalent to those required. A grade below "C" is not acceptable for transfer credit.

**LEVEL A Option 2 (A2): Applicants with 24 or more semester credit hours of college work, but do not have all of the specified courses for admission to Level B:** To be considered for admission a minimum cumulative grade point average of 2.0 is required. Generally, credits earned at an accredited college or university are accepted for transfer provided the course content is equivalent to those required. A grade below "C" is not acceptable for transfer credit.

**LEVEL B: Applicants with 34 or more semester credit hours of specified college course work:** A minimum cumulative grade point average of 2.0 is required to be considered for admission. Generally, credits earned at an accredited college or university are accepted for transfer provided the course content is equivalent to those required. A grade below "C" is not acceptable for transfer credit. The following non-nursing course work is required prior to admittance into this level (see *Bachelors Degree Requirements* for specific course numbers):

Required prior to Admission:	CREDIT	
Human Growth & Development	3	
Psychology	3	
Sociology OR Anthropology	3	
Chemistry with Lab	4	
Anatomy & Physiology with Labs	8	
Food & Nutrition	3	
		24
<b>An additional 10 credits from the following list must also be completed prior to admission.</b>		
• English	6	
• History	6	
• Political Science	6	
• Second Science Course	3-4	
• Microbiology	4	
• Statistics	3-4	
• Humanities	3	
		10
<b>Total credits required for admission to this level</b>		34

**NOTE:** If the applicant has more than 34 semester credit hours of college work, but does not have all of the above specified courses required for admission to Level B, the applicant may be considered for Level A2. Additionally, applicants that currently hold licensure as a Licensed Vocational or Practical Nurse may seek admission to Level A2 or B.

**LEVEL C Applicants with a valid/current Texas RN License:** Licensure and graduation from a nationally discipline accredited program with a 2.0 or higher GPA are required for consideration to this level. At the time of enrollment in the first nursing course **all lab science courses must be completed.** Generally, credits earned at an accredited college or university are accepted for transfer provided the course content is equivalent to the required. A grade below "C" is not acceptable for transfer credit. In addition the following is also required based on full time or part time enrollment:

- RNs who plan to be a **full-time student** can only have **six** hours of other **non-science, non-nursing** courses remaining to be completed at the time of enrollment.
- RNs who plan to be a **part-time student** can have **nine** hours of other **non-science, non-nursing** courses remaining to be completed at the time of enrollment.

In addition, some non-nursing courses must be completed earlier based on pre- and co-requisite requirements. All non-nursing courses must be completed **before enrollment** in the final nursing course: **NURS4305** – The Reintegrated Professional Nurse.

**Undergraduate Application Deadlines:** Only complete application files as of, or before, the File Completion Deadline as listed below are forwarded to the admissions committee for consideration. Each applicant considered for admission is notified in writing of the admission committee's decision.

Semester Applying for:	Fall	Spring	Summer
Programs available to apply to:	Levels A1 & A2, C	Levels A1 & A2	Levels B & C
File Completion Deadline	March 1	August 1	December 1

**Additional Requirements for all Undergraduate Applicants:**

**Texas Assessment of Skills Program (TASP):** The Texas State Education Code requires that all students "...who enter public institutions of higher education in the fall of 1998 and thereafter must be tested for reading, writing and mathematical skills." Proof of testing is required prior to enrollment for all undergraduate students. A passing test score must be presented before a student is allowed to enroll in upper division courses. This includes all full-time and part-time undergraduate students enrolled in any Texas college or university. For testing information, please contact TTU Testing Center, Box 45002, Lubbock, Texas 79406, or call (806) 742-3671.

**Nurse Entrance Test:** Students admitted to Levels A1, A2 & B are required to take the Nurse Entrance Test (NET) during new student orientation.

**Eligibility to Take NCLEX-RN Examination<sup>8</sup>:** The Board of Nurse Examiners has identified certain circumstances that may render a potential candidate ineligible for licensure as a registered nurse in the State of Texas. The Board provides individuals with the opportunity to petition the Board for a Declaratory Order as to their eligibility in accordance with Article 301.257 of the Nursing Practice Act.

If you are required to answer "YES" to any of the following questions, please request a *Declaratory Order Petition* in writing by contacting the Education/Examination Department, Board of Nurse Examiners for the State of Texas, P.O. Box 430, Austin, Texas 78767-0430. Processing your Petition may take 6 to 12 months, or longer, after you provide all required documentation and depending on your circumstance. Once all requested documents have been received, you will be notified that the Petition has been transferred to the Enforcement Department for review.

1. Have you ever been denied licensure by any licensing/certifying authority in and country, state or province?
2. Have you ever had disciplinary action taken against you by any licensing/certifying authority in any country, state or province?
3. Have you ever been convicted of a crime other than a minor traffic violation?
4. Have you been diagnosed with or treated or hospitalized in the past five (5) years for schizophrenia or other psychotic disorder, bipolar disorder, paranoid personality disorder, antisocial personality disorder, or borderline personality disorder. (You may answer "no" if you have completed and/or are in compliance with TPAPN for mental illness.)
5. Have you been addicted or treated for the use of alcohol or any other drug within the past five (5) years? (You may answer "no" if you have completed and/or are in compliance with TPAPN for substance abuse.)
6. Have you ever been issued any order concerning your eligibility for examination or licensure by this Board or have you ever received a proposal of ineligibility?

<sup>8</sup> From the State of Texas Board of Nurse Examiners Declaratory Order Request Form



## ***Recognition of Previous Learning:***

The basic premise of TTUHSC's degree program in nursing includes an emphasis on acknowledging previous learning in order to provide for career mobility unhampered by unnecessary delays. Three different methods are used, depending on the student's background, to acknowledge previous learning. They are A) transfer of credit B) advanced placement and C) credit by examination. Those methods are briefly described below. For specific policies, contact the TTUHSC School of Nursing Student Affairs Office.

### ***A. Transfer of Credit***

- **Official** transcripts of the entire academic record from **all** institutions that have been attended or are enrolled in must be submitted at the time of application.
- A transfer student must be eligible to return to the institution from which he or she is transferring.
- All courses, including courses taken for grade replacement, for which a student has enrolled are used in computing the grade point average for admissions purposes.
- In general, all credit hours with a grade of C or higher earned at another accredited educational institution will be accepted for transfer.
- A former TTUHSC School of Nursing student who has attended another institution afterward, will be considered a transfer student when applying for readmission and will be required to meet the standards for transfer.
- The number of credit hours acceptable for transfer from a community college should not exceed one-half of the total number of hours required for the degree program.
- Undergraduate applicants may choose to request that the grades for all non-nursing courses greater than 10 years old not be considered in the GPA calculation for admission or eligible to be considered as transfer credits. The applicant must have at least 34 semester credit hours within the past 10 years to use this option. RNs are not eligible for this option.
- Courses taken at TTU prior to enrollment in the School of Nursing are posted as transfer credit; grades from courses enrolled in after admission to the School of Nursing appear as concurrent grades and are used in calculating the gpa.

**45 Hour Rule:** "An institution of higher education may charge a resident undergraduate student tuition at a higher rate than the rate charged to other resident undergraduate students (not to exceed the rate charged to nonresident undergraduate students) **IF:** before the semester begins the student has previously **attempted** coursework at any institution that exceeds by at least 45 hours the number of semester credit hours required for completion of the degree program enrolled in."

For the complete text of the Enrolled Version including exemptions Senate Bill 345 enacted by the Texas Legislature access the following web site:  
<http://www.capitol.state.tx.us/>

***B. Advanced Placement:*** Students who are graduates of diploma or associate degree programs in nursing are eligible to receive advanced placement in the nursing program.

***C. Credit by Examination (CBE):*** It is the general policy of TTU and TTUHSC to recognize academic achievement of students gained by means other than through performance in organized classes. Students will be given the opportunity to receive CBE in all courses where proficiency may be practicably determined by examination. CBE may be used to satisfy 15 of the 30 hours minimum residence credit requirement for undergraduate graduation. The School of Nursing offers CBE for all but two of its required nursing courses in the undergraduate program only. CBEs are offered two weeks prior to the beginning of each semester. A student must petition the course director and the undergraduate program administrator in order to register for a CBE. The petition must be approved two months prior to the CBE

test date. Courses available by CBE are noted as such in the Course Description section of this bulletin. For more information regarding CBE, contact the School of Nursing Student Affairs Office.

### ***Offer of Admission:***

Offers of admission will be made approximately three to four weeks following the application deadline. Due to the limited number of positions available each semester applicants should respond to the offer of admission within two weeks by returning a \$100 non-refundable placement fee well as a signed statement accepting the offer. Failure to respond within the two weeks results in withdrawal of the offer of admission.

## ***DEGREE REQUIREMENTS***

***Graduation Under a Particular Bulletin:*** A student is expected to complete the degree requirements set forth in the School of Nursing *Bulletin* in effect at the time the student enters the program, including passing all required comprehensive tests as outlined in the Student Handbook (also see Comprehensive Examination Section of this bulletin). Only with the specified approval of the programmatic administrator may a different bulletin be selected. In no case may a student complete the requirements set forth in a bulletin more than seven years old. The *Bulletin* is published at least biennially and its provisions are applicable during the stated school year. A student who registers for the first time at TTUHSC during a summer semester is subject to the degree requirements set forth in the bulletin effective for the fall semester immediately following that summer semester. Other conditions of graduation and the curriculum program are in detail in the School of Nursing Handbook.

***Minimum Academic Requirements:*** A student must earn a 2.0 in each course in the required curriculum and maintain an overall semester and cumulative gpa of 2.0 or greater. The Pass/Fail option may be used only in courses that exceed the minimum degree requirements. The Student Handbook provides further details regarding academic and graduation expectations.

***Comprehensive Examinations:*** Students admitted at Level A(1), A(2) or B must have a passing score on the comprehensive examinations given at two points in the curriculum, typically: at the completion of NURS 2601 and at the end of the first semester of the senior year.

If a student is not successful on either examination, he/she will not be eligible to enroll in any nursing courses or in the final semester be considered for graduation, until the prescribed remediation program and successful completion of a repeated examination have been documented. Failure of the repeated examination is grounds for dismissal from the School of Nursing.

***Residence Credit:*** The minimum actual residence credit required of each undergraduate student is 30 hours at TTU/TTUHSC, including the final 15 hours in nursing courses taken for a grade. The remaining hours may include transfer credit, correspondence course work and credit by examination. Residence credit as used here means credit for work done while enrolled in and attending classes at TTU/TTUHSC as should not be confused with “residence” in the State of Texas.

***Second Bachelor's Degree/Minor:*** No second bachelor's degree is conferred until the candidate has completed at least 24 semester hours in addition to the courses counted toward the first bachelor's degree. Because most second-degree opportunities exist at TTU, early consultation with the programmatic administrator is required. Students with interests in other fields may pursue a minor in addition to the BSN. Approval for a minor is obtained by consultations with both the major and minor advisors. A minor is not noted on the transcript or the diploma.

***Semester Credit Hours and Course Loads:*** The semester credit hour is the unit of measure for credit purposes. Didactic (lecture) hours are measured on a one-to-one basis; clinical hours are measured on a one-to-three basis. Approximately two hours in preparation for each hour of lecture or recitation and an appropriate amount of time for preparation for clinical activity is required. The number of semester credit



hours a student may carry (course load) is regulated by the programmatic administrator. In determining this load, the programmatic administrator takes into account the quality of prior scholastic work performed and the types of courses involved. Permission is needed to enroll in more than 20 semester credit hours.

**Semester Credit hours required for undergraduate program completion (includes transfer credits):** A total of 125-127 semester credit hours is required for all levels. Levels A1, A2 & B are required to complete 55-57 hours of non-nursing courses and 70 hours of nursing courses. Level C students (RN) are required to complete 55-57 hours of non-nursing courses, and 34 hours of nursing courses with 36 hours of advanced placement.

**Degree Plans:** Degree plans are generally completed by the SON Academic Advisor during the initial advising session with the student. The degree plan may be revised based on a student's ability to successfully progress through the curriculum. Course enrollment may be limited based on available resources, including but not limited to availability of clinical sites within the community. When necessary methods for limiting enrollment will be determined by the Director of the Undergraduate Program.

**SAMPLE DEGREE PLANS:**

**Level A1 and A2:**

The following degree plan is designed for applicants who enter level A1 or A2, and begin nursing courses in the Fall or Spring Semesters. **It is only provided here as an overview of a basic course schedule of a full time student and it will vary depending on each student's ability to progress through the program, potentially lengthening the time to complete the degree.**

<p>FIRST FALL SEMESTER</p> <p>NURS 1200 Basic Assessment            ZOOL 2403 Human Anatomy &amp; Physiology I            CHEM Chemistry and Lab            ENGL 1301 Essential of College Rhetoric            SOC 1301 Intro. to Sociology            TOTAL: 16 Credits</p>	<p>FIRST SPRING SEMESTER</p> <p>NURS 1201 Basic Physical Assessment            ZOOL 2404 Human Anatomy &amp; Physiology II            ENGL 1302 Advanced College Rhetoric            PSY 1300 General Psychology            2<sup>nd</sup> Science Second Science Course            TOTAL: 15-16 Credits</p>
<p>SECOND FALL SEMESTER</p> <p>NURS 2201 Nsg. Mgt. of Pharmacology Therapy            NURS 2600 Nsg. In Wellness &amp; Illness I            HD 2303 Human Growth &amp; Development            F&amp;N Food and Nutrition            HIST 2300 History of US to 1877            TOTAL: 17-18 Credits</p>	<p>SECOND SPRING SEMESTER</p> <p>NURS 2601 Nsg. In Wellness &amp; Illness II            MBIO 3400 Microbiology            HIST 2301 History of US after 1877            POLS 1301 American Government Organ.            TOTAL: 16 Credits</p>
<p>THIRD FALL SEMESTER</p> <p>NURS 3400 Statistics            NURS 3201 Childbearing &amp; Child Rearing Family Nsg.            Family &amp; Group Development &amp; Interaction            NURS 3401 Mental Health Nursing            NURS 3101 Theoretical Basis of Nursing Practice            NURS 3304 Issues &amp; Trends in Multicultural Environments            TOTAL: 17-18 Credits</p>	<p>THIRD SPRING SEMESTER</p> <p>NURS 3601 The Role of the Nurse in Complex Health Situations            NURS 3402 Complex Health Problems            NURS 3202 Nursing Mgt. of Complex Pharmacology Therapy II            POLS 2302 American Public Policy            TOTAL: 15 Credits</p>
<p>FOURTH FALL SEMESTER</p> <p>NURS 4400 The Role of the Nurse as a Manager            NURS 4302 Conceptual Basis for Community Health Nursing            NURS 4300 Research            NURS 4301 Roles of the Nurse &amp; Patient as Collaborators in Health Care            HUM Humanities            TOTAL: 16 Credits</p>	<p>FOURTH SPRING SEMESTER</p> <p>NURS 4303 The Role of Nurse in Community Health            NURS 4402 The Role of Nurse as Leader            NURS 4305 The Reintegrated Professional Nurse            NURS Nursing Elective            TOTAL: 13 Credits</p>

**Level B:**

The following degree plan is designed for applicants who meet the criteria for entrance into level B and who begin nursing courses in the Summer Semester. It is only provided here as an overview of a basic course schedule of a full time student and it will vary depending on each student's ability to progress through the program. **All non-nursing courses not already complete with a "C" or better must be added to this degree plan, potentially lengthening the time to complete the degree.**

		FIRST SUMMER SEMESTER	
		NURS 1200	Basic Assessment
		NURS 1201	Basic Physical Assessment
		FIRST SPRING SEMESTER	
NURS 2201	FIRST FALL SEMESTER Nursing Management of Pharmacological Therapy	NURS 2601	Nursing in Wellness and Illness II
NURS 2600	Nursing in Wellness & Illness I	NURS	Nursing Elective
NURS 3101	Theoretical Basis of Nursing Practice I		
NURS 3304	Issues and Trends in Multicultural Environment		
		SECOND SUMMER SEMESTER	
		NURS 3400	Childbearing & Child Rearing Family Nursing
		NURS 3401	Mental Health Nursing
		NURS 3201	Family & Group Development & Interaction
		SECOND SPRING SEMESTER	
NURS 3601	SECOND FALL SEMESTER The Role of the Nurse in Complex Health Situations	NURS 4400	The Role of the Nurse as a Manager
NURS 3402	Complex Health Problems	NURS 4302	Conceptual Basis for Community Health Nursing
NURS 3202	Nursing Management of Complex Pharmacology Therapy	NURS 4300	Research
		NURS 4301	Roles of the Nurse and Patient as Collaborators in Health Care
		THIRD SUMMER SEMESTER	
		NURS 4402	The Role of the Nurse as a Leader
		NURS 4303	The Role of the Nurse in Community Health
		NURS 4305	The Reintegrated Professional Nurse

**Level C:**

The following degree plan is designed for applicants who meet the criteria for entrance into level C (RNs only). It is only provided here as an overview of a basic course schedule of a full time student and it will vary depending on each student's ability to progress through the program. **All non-nursing courses not already complete with a "C" or better must be added to this degree plan, potentially lengthening the time to complete the degree.** It is not advisable to work full time and go to school full time.

		FIRST SEMESTER	
		NURS 4801	Professional Nursing Practice
		THIRD SEMESTER	
NURS 4400	SECOND SEMESTER The Role of Nurse as Manager	NURS 4402	The Role of the Nurse as Leader
NURS 4302	Conceptual Basis for Community Health Nursing	NURS 4303	The Role of the Nurse in Community Health
NURS 4301	Roles of the Nurse & Patient as Collaborators in Health Care	NURS 4305	The Reintegrated Professional Nurse
NURS 4300	Research	NURS	Nursing Elective

## **BACHELORS DEGREE REQUIREMENTS**

### **Required Non-Nursing Courses (Pass/Fail courses are not acceptable)**

Course numbers listed are from Texas Tech University. These courses provided from other institutions with equivalent course content are acceptable for transfer credit if a "C" or better was received.

HD 2303	Human Growth & Development (3:3:0)
English 1301	Essentials of College Rhetoric (3:3:0)
English 1302	Advanced College Rhetoric (3:3:0)
Psychology 1300	General Psychology (3:3:0)
Sociology 1301 <b>OR</b>	Introduction to Sociology (3:3:0)
Anthropology 2302	Cultural Anthropology (3:3:0)
Chemistry 1305 &	Chemistry & Society I (3:3:0)
Laboratory 1105 <b>OR</b>	Chemistry & Society I Lab (1:0:3)
Chemistry 1307 &	Principles of Chemistry I (3:3:0)
Laboratory 1107	Principles of Chemistry I Lab (1:0:3)
Zoology 2403	Human Anatomy & Physiology I (4:3:3)
Zoology 2404	Human Anatomy & Physiology II (4:3:3)
Food & Nutrition	3 credits; Preferably F&N 3320
Microbiology 3400	Microbiology (4:3:4)
Another Science Course*	3-4 Credits
History **	6 credits; HIST 2300 & 2301
Political Science 1301***	6 credits; POLS 1301 & 2302
Mathematics 2300 <b>OR</b>	Statistical Methods (3:3:0)
Psychology 3400 <b>OR</b>	Statistical Methods (4:3:2)
Sociology 3391	Introduction to Social Research I (3:3:0)
Humanities	3 Credits

### **Required Nursing Courses**

NURS 1200 (CL)	Basic Assessment (2:1:3)
NURS 1201 (CL)	Basic Physical Assessment (2:1:3)
NURS 2201 (CL)	Nursing Management of Pharmacological Therapy (2:1:3)
NURS 2600 (CL)	Nursing in Wellness & Illness I (6:3:9)
NURS 2601 (CL)	Nursing in Wellness & Illness II (6:3:9)
NURS 3202	Nursing Management of Complex Pharmacological Therapy (2:2:0)
NURS 3402	Complex Health Problems (4:4:0)
NURS 3601 (CL)	The Role of the Nurse in Complex Health Situations (6:0:18)
NURS 3101	Theoretical Basis of Nursing Practice (1:1:0)
NURS 3201	Family & Group Development & Interaction (2:2:0)
NURS 3304	Issues & Trends in Multicultural Environments (3:3:0)
NURS 3400 (CL)	Childbearing & Child Rearing Family Nursing (4:2:6)
NURS 3401 (CL)	Mental Health Nursing (4:2:6)
NURS 4801 (CL)	Professional Nursing Practice (8:6:6) <i>(For level C students ONLY)</i>
NURS 4300	Research (3:2.5:1.5)
NURS 4301	Roles of the Nurse & Patient as Collaborators in Health Care (3:2.5:1.5)
NURS 4400 (CL)	The Role of the Nurse as Manager (4:2:6)
NURS 4302	Conceptual Basis for Community Health Nursing (3:2.5:1.5)
NURS 4303 (CL)	The Role of the Nurse in Community Health (3:0.5:7.5)
NURS 4402 (CL)	The Role of the Nurse as Leader (4:2:6)
NURS 4305 (CL)	The Reintegrated Professional Nurse (3:1:6)
NURS Electives	3 Credits

\* An additional chemistry as a second (lab) science or another science course such as biology, botany, zoology, (other than Zoology 2403 or 2404) or computer science.

\*\*3 credit hours of History of Texas may be substituted for 3 credit hours of American History, 3 of the 6 credit hours must be taken in a classroom setting, as required by the State of Texas.

\*\*\*3 credit hours in upper division POLS may be substituted for POLS 2302 if an A or B was earned in POLS1301, 3 of the 6 credit hours must be taken in a classroom setting, as required by the State of Texas.

# ***COURSE DESCRIPTIONS***

**KEY:**

Courses are listed in numerical order.

- (CL) Concurrent enrollment in a Clinical Section is required.
- (#:#:#) First # represents the number of credit hours, Second # represents the number of lecture hours per week, Third # represents the number of clinical hours.
- \* Elective Courses are offered at select times as faculty and interest are present.
- (CBE) Credit by Exam option is available

## ***UNDERGRADUATE PROGRAM COURSE DESCRIPTIONS:***

Respective campuses should be consulted regarding frequency of course offerings. All required courses are offered at least annually. All pre- or co-requisites and any designated conditions/criteria for previous courses apply throughout the curriculum. Prerequisites must be successfully completed.

<p><b>NURS 1200</b> (CL) (2:1:3) (CBE)</p>	<p><b>Basic Assessment</b> An introduction to nursing as a systematic process with emphasis on gaining skill in techniques of assessment and communication across the life span. Includes introductory concepts of data collection, health history, therapeutic communication and nursing process. Includes introduction to documentation. (Prerequisite: Admission to nursing major; or approval of programmatic administrator. Pre- or co-requisite: ZOOL2403, CHEM1305/1105 or 1307/1107.)</p>
<p><b>NURS 1201</b> (CL) (2:1:3) (CBE)</p>	<p><b>Basic Physical Assessment</b> Further development of nursing as a systematic process with emphasis on gaining skill in techniques of assessment in multiple care settings and across the life span. Includes content about data collection, health/history, physical examination, and nursing process. Includes documentation of assessment. (Pre- or co-requisite: NURS1200, ZOOL2404, PSY1300; or approval of programmatic administrator.)</p>
<p><b>NURS 2201</b> (CL) (2:1:3) (CBE)</p>	<p><b>Nursing Management of Pharmacological Therapy</b> Introduces the concepts of pharmacotherapeutics and pharmacological treatment of humans experiencing altered states from adaptation through dysfunction to pathological processes. Includes calculation of dosages and therapeutic ranges. Includes techniques of medication administration by all routes commonly used by nurses with practice in simulation. Includes legal/ethical concepts related to pharmacological therapy. (Pre- or co-requisite: NURS2600.)</p>
<p><b>NURS 2600</b> (CL) (6:3:9) (CBE)</p>	<p><b>Nursing in Wellness and Illness I</b> Concepts of human adaptation, normal and altered states. Includes application of the five steps of the nursing process. Includes the concepts: nutrition, elimination, activity, comfort, and safety. (Prerequisite: NURS1200/1201. Pre- or co-requisite: F&amp;N, HD2303, SOC1301. Co-requisite: NURS2201.)</p>
<p><b>NURS 2601</b> (CL) (6:3:9) (CBE)</p>	<p><b>Nursing In Wellness and Illness II</b> Nursing process with persons experiencing altered states from adaptation through dysfunction to pathological processes. Concepts included are immune response, oxygenation, metabolic, sexuality/reproduction, sensory stimulation &amp; perception and pathology interrupting internal environments such as gas exchange and fluid and electrolyte balance and pharmacologic therapy for each. (Pre- or co-requisite: NURS2600, MBIO3400/GMIB3401.)</p>
<p><b>*NURS 3030</b></p>	<p><b>Independent Study in Nursing</b> Topic and objectives of study are mutually agreed upon by the student and selected faculty member. Independent study agreement formalizes the plan for study and guides evaluation. Semester hours and course may be repeated as topic and/or objective of study change. (Prerequisite: Consent of instructor and programmatic administrator.)</p>
<p><b>*NURS 3040</b></p>	<p><b>Special Topics in Nursing</b> Designed to focus on subjects of special interest to groups of students. May be repeated for credit as topics vary. (Prerequisite: Consent of instructor and programmatic administrator.)</p>
<p><b>*NURS 3050</b></p>	<p><b>Client Populations and Their Nursing Needs</b> The courses in this series focus on the characteristics of particular populations and the implications of these characteristics for nursing and health care. (Prerequisite: Consent of instructor and programmatic administrator.)</p>



*NURS 3054	<p><b>Foundations for Maternal/Infant/Gynecological Nursing</b> Includes changes in maternal/infant/gynecological nursing practice roles and the evolution of holistic nursing practice from the perspective of women, infants and mothers as depicted historically through art, literature and music. Includes the contributions of women, infants and mothers involved in parenting, nurturing, creative, leadership, social, and cultural roles as depicted historically in music, literature, and art. An aesthetic study of women, infants and mothers in various roles allows students to develop individual objectives for focus, course grade, and course value. Variable credit from 1-6 hours. (Prerequisite: Consent of instructor and programmatic administrator.)</p>
*NURS 3060	<p><b>Selected Roles in Nursing</b> The selected courses in this series offer the opportunity for in-depth exploration of some identified roles in nursing practice. (Prerequisite: Consent of instructor and programmatic administrator.)</p>
NURS 3101 (1:1:0) (CBE)	<p><b>Theoretical Basis of Nursing Practice</b> Study of the historical trends in nursing as they affect modern nursing and health care practice. An overview of several philosophical/theoretical views of nursing and the relationship of these to the individual nurse's developing conceptual frameworks for practice. (Prerequisite: successful completion of all NURS2000 level courses or approval of programmatic administrator.)</p>
NURS 3201 (2:2:0) (CBE)	<p><b>Family and Group Development and Interaction</b> Development and interaction in human groups with the family as one special function group. Systems theory, symbolic interaction theory, social exchange theory, role theories, and communication theories, among others, as perspectives for analyzing and understanding behavior in these units. Cultural variations and cultural influences on groups are considered. (Prerequisite: Successful completion of all NURS2000 level courses or approval of programmatic administrator.)</p>
NURS 3202 (2:2:0) (CBE)	<p><b>Nursing Management of Complex Pharmacological Therapy</b> Focuses on medication therapy in complex health care situations. Includes an understanding of medication therapy for common health disorders and builds on previous pharmacological knowledge. (Prerequisite: successful completion of all NURS2000 level courses, or approval of programmatic administrator.)</p>
NURS 3304 (3:3:0) (CBE) (Honors Course)	<p><b>Issues and Trends in Multicultural Environments</b> Analyze issues of professionalism and legal/ethical issues in relation to current nursing and healthcare practice, cultural diversity in health beliefs and behaviors, and potential/actual interprofessional collaborative issues. (Prerequisite: successful completion of all NURS2000 level courses or approval of programmatic administrator.)</p>
*NURS 3341 (CL) (3:1.4:1.6)	<p><b>Nursing Care of the Patient Experiencing Cardiac Dysrhythmias</b> This course includes assessment and nursing diagnosis of adult clients experiencing cardiac dysrhythmias. Pathophysiology, therapeutic modalities, patient/family response and nursing implications are emphasized throughout the course. The importance of interdisciplinary collaboration in the care of the patient experiencing cardiac dysrhythmias is stressed. The course incorporates a variety of teaching modalities including interactive computer technology, computer assisted instruction, video, seminars, and clinical observation. (Prerequisite: Consent of instructor and programmatic administrator.)</p>
*NURS 3351/3651 (CL) (3:1:6 or 6:2:12)	<p><b>Nursing and Health Care in Rural Communities</b> NURS3351/3651 is designed to consider the unique features of rural communities as they affect health care of residents. Clinical activities include community assessment and practice in one or more rural health care facilities. (Prerequisite: Consent of the instructor and programmatic administrator.)</p>
*NURS 3355 (CL) (3:2:1)	<p><b>Writing for Publication</b> Develops expertise in writing/preparing manuscripts for publication. Special emphasis on choosing journals of manuscripts topics, preparing a manuscript according to journal guidelines, and learning to navigate the publication process from inquiry letter to submission of manuscript to peer review and final submission.</p>
*NURS 3356 (CL) (3:1:6)	<p><b>Care of the Patient During the Perioperative Period</b> This course focuses on the care of the patient during the perioperative period and the nursing responsibilities inherent in this case. Clinical practice includes activities in each of the preoperative, intraoperative and postoperative stages. (Prerequisite: Completion of NURS2600 and NURS2601 or consent of instructor.)</p>

*NURS 3357 (3:3:0)	<p><b>Holistic Health Practices in Stress Management</b></p> <p>This course is an introduction to holistic health in stress management. Includes the role of the mind, body and universe in attaining high level wellness; stress and its relationship to health; and the interaction of holistic health practices in the management of stress. (Prerequisite: Consent of the instructor and programmatic administrator.)</p> <p>The course is also open to a limited number of Texas Tech University students outside the School of Nursing with permission of the instructor and the programmatic administrator.</p>
*NURS 3371 (3:3:0)	<p><b>Legal and Ethical Issues in Health Care</b></p> <p>An interdisciplinary course surveying major legal and ethical issues in the delivery of health care. (Prerequisite: Consent of the instructor and programmatic administrator.)</p>
*NURS 3374 (3:3:0)	<p><b>Philosophical Issues and Problems in Human Caring</b></p> <p>Exploration of different avenues of approaching philosophical dilemmas in providing care to clients whose behaviors and value systems are difficult to accept. Examines select issues from the standpoints of philosophy and nursing. (Prerequisite: Consent of instructor and programmatic administrator.)</p>
*NURS 3375 (3:3:0)	<p><b>Nurses and Technology</b></p> <p>Explores the topic of nurses and technology from various perspectives. Content relates to the impact of medical technology on nurses and nursing practice (including a historical perspective), resulting ethical, legal, and social issues, and the integration of medical technology and nursing care. The process of technology assessment is emphasized as a means of evaluating the medical technology that nurses use and thus as a means of managing patient care technology at all levels of health care. (Prerequisite: Consent of instructor and programmatic administrator.)</p>
*NURS 3376 (CL) (3:1:6)	<p><b>Advanced Cardiac Life Support</b></p> <p>This course will expand the student's cognitive knowledge and psychomotor skills necessary to provide nursing care to individuals experiencing acute life-threatening physiological dysfunctions. The course is designed to prepare the student for participation in an Advanced Cardiac Life Support providers class according to the standards set by the American Heart Association. Concepts included are advanced pathological processes, critical care skills, legal/ethical issues, collaboration, and professional role development. (Prerequisite: Consent of instructor and programmatic administrator.)</p>
NURS 3400 (CL) (4:2:6) (CBE)	<p><b>Nursing Care of the Childbearing Family</b></p> <p>Nursing processes with individuals in the childbearing process. Focuses on developing skills during the phases of nursing process in working with all members of the childbearing family unit. Special emphasis on assessment of family unit, cultural differences in the approach to the childbirth experience, traditional and alternative arrangements for the birth experience, techniques of nursing intervention, and evaluation. (Pre- or co-requisite: NURS3201.)</p>
NURS 3401 (CL) (4:2:6) (CBE)	<p><b>Mental Health Nursing</b></p> <p>Concepts of human mental health in altered states from adaptation through dysfunction to pathological processes. Focus on utilization of nursing process in the care of clients, groups, and families with mental illness. (Pre- or co-requisite: NURS3201.)</p>
NURS 3402 (4:4:0) (CBE)	<p><b>Complex Health Problems</b></p> <p>Combines an emphasis on the critical-thinking process as a major role in professional nursing practice with detailed study of the problems of care which are predominant in acute and critical care settings. (Prerequisite: NURS3400 and 3401; all general education requirements except for political science, history, humanities, statistics. Pre- co-requisites: NURS3202.)</p>
NURS 3601 (CL) (6:0:18) (CBE)	<p><b>The Role of the Nurse in Complex Health Situations</b></p> <p>Combines an emphasis on critical thinking as a major role in professional nursing practice with application of nursing process in acute and critical care settings. (Prerequisite: Same as NURS3402. Pre- or co-requisite: NURS3402.)</p>
NURS 4300 (CL) (3:2.5:1.5) Honors Course (CBE)	<p><b>Research</b></p> <p>Addresses basic research concepts and explores the relationship of research to theory and practice. Prepares the student as a consumer of research in order that relevant findings may be applied to clinical practice. Allows the student to participate in ongoing nursing research. (Prerequisite: successful completion of all NURS3000 level courses; 3 hrs. of statistics; or approval of programmatic administrator.)</p>

<p><b>NURS 4301</b> <b>(CL) (3:2.5:1.5)</b> <b>(CBE)</b></p>	<p><b>The Roles of the Nurse and Patient as Collaborators in Health Care</b> Focuses on collaboration between the nurse and patient with teaching as a major technique and process of nursing intervention. Includes assessment of learning needs, implementing planned learning experiences, and evaluation of process and product of teaching. Relates teaching-learning theories/principles as basis for education intervention. Incorporates knowledge gained from the nursing process and related general education courses in a holistic manner. Practice in the use of teaching strategies in simulated and real health care situations. (Prerequisite: NURS3201. Pre- or co-requisite: All NURS3000 level courses must be successfully completed or in progress; RNs only - NURS4801; or approval of programmatic administrator.)</p>
<p><b>NURS 4302</b> <b>(CL) (3:2.5:1.5)</b> <b>(CBE)</b></p>	<p><b>Conceptual Basis for Community Health Nursing</b> Detailed study of nursing in community and public health. Incorporates previously learned nursing and sociological theories in a holistic manner. Includes collaboration with other members of the health care team. (Prerequisite: successful completion of all NURS3000 level courses. Pre- or co-requisite: RNs only - NURS4801.)</p>
<p><b>NURS 4303</b> <b>(CL) (3:0.5:7.5)</b> <b>(CBE)</b></p>	<p><b>The Role of the Nurse in Community Health</b> Combines an emphasis on collaboration as a professional behavior with detailed study of nursing in community and public health with clinical experience in primary care, tertiary care and home care settings. Incorporates previously learned nursing and sociological theories in a holistic manner. Includes practice in collaboration activities. (Prerequisite: NURS4302.)</p>
<p><b>NURS 4305</b> <b>(CL) (3:1:6)</b></p>	<p><b>The Reintegrated Professional Nurse</b> Focuses on anticipatory socialization to a reintegrated nursing role. Requires synthesis of the elements of the conceptual framework of the undergraduate curriculum as the student chooses a specific focus. (Prerequisite: All required non-nursing courses. Pre- or co-requisite: all required nursing courses must be completed or in progress.)</p>
<p><b>*NURS 4354 (3:3:0)</b></p>	<p><b>Caring for Aged Populations</b> Interdisciplinary course provides basic content on gerontics plus strategies for caring for elders - especially the frail elderly. Emphasis on knowledge and strategies, caring qualities needed by caregivers, and on psychosocial caring for elders who are experiencing motivational, nutritional, pharmacological, and/or psychological health problems (Prerequisite: Consent of instructor and programmatic administrator.)</p>
<p><b>NURS 4400</b> <b>(CL) (4:2:6)</b> <b>(CBE)</b></p>	<p><b>The Role of the Nurse as Manager</b> Emphasizes the role of the nurse as a change agent/change participant for improving health care. Examines the use of a selected conceptual or theoretical approach to nursing when functioning in a managerial role. (Prerequisite: successful completion of all NURS3000 level courses. Pre- or co-requisite: RNs only - NURS4801.)</p>
<p><b>NURS 4402</b> <b>(CL) (4:2:6)</b> <b>(CBE)</b></p>	<p><b>The Role of the Nurse as Leader</b> Evaluate leadership as a critical element of a competent reintegrated nurse in various healthcare settings. Includes implementation of the role of the nurse as a leader for improving healthcare. Requires synthesis of the elements of the conceptual framework for the undergraduate curriculum in clinical application. Includes practice in leadership roles related to clinical nursing. (Prerequisite: successful completion of all NURS3000 level courses. Pre- or co-requisite: RNs only - NURS4801.)</p>
<p><b>NURS 4801</b> <b>(CL) (8:6:6)</b></p>	<p><b>Professional Nursing Practice</b> Introduces nursing theories relevant to nursing practice and integrates the concepts of pathophysiology, pharmacology, informatics, nursing process, physical assessment, interdisciplinary holistic care, and critical thinking into professional nursing practice. Includes the influence of multicultural environments. (Prerequisite: RN licensure, admission to the program; all general education courses; or approval of programmatic administrator.)</p>

# Graduate Program

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## **GRADUATE PROGRAM**

### ***Purpose and Objectives<sup>9</sup>:***

The purpose of the graduate program is to produce a nursing leader who is prepared with specific functional abilities to practice with a specified patient/client population. In synthesizing this clinical and functional focus, the graduate assumes a perspective of a reintegrated nursing role. In assuming a leadership role, the graduate:

1. Exhibits scientific analysis of nursing theories and therapies in providing high quality care to a defined patient/client population;
2. Evaluates issues of legal and ethical accountability and demonstrates, as well as promotes, accountability in a defined clinical area;
3. Creates a role that incorporates specific functional abilities with the general expectations of collaborator and facilitator of scholarly works; and
4. Contributes to the advancement of the nursing profession through performance in a reintegrated role.

These objectives are met by all components of the graduate program, including the collaborative program with The University of Texas at Tyler allowing the Masters of Science in Nursing students to obtain the Family Nurse Practitioner Certificate from TTUHSC. This is accomplished through the use of HealthNet, a two-way interactive video system, linking the campuses together.

### ***Application and Admissions Information:***

All applicants are selected on the basis of past academic achievement and references. Although the materials required for admission consideration vary from one program to another, the general qualities, which are considered, are:

- Academic performance and aptitude
- Ability to perform capably in positions of responsibility for self and others

The appropriate committee, with regard to the applicants potential for successfully completing a professional curriculum, carefully evaluates all qualified applicants.

### ***Full Admission Requirements:***

Applicants must meet the following criteria before applying for full admission:

- Have a valid RN License in the State of Texas;
- Have a baccalaureate nursing degree from a nationally discipline accredited college or university;
- Have successfully completed an undergraduate statistics course;
- Have a minimum 3.0 GPA or better (on a 4.0 scale) in upper division work and all graduate level work; and
- Meet one of the following test score minimums (this requirement is for masters applicants only):
  - > GRE score of 1400 on all three sections combined (verbal, quantitative, analytical) or
  - > MAT score of 50.
- In addition to the above, applicants to the Post Masters program must have a Master of Science in nursing degree from a nationally discipline accredited college or university and must provide documentation of all certifications.

Applicants to the collaborative programs with Texas Tech University College of Business, The University of Texas Health Sciences Center at Houston, The University of Texas at Tyler and The University of Texas Health Science Center at San Antonio are required to contact those schools regarding further admissions criteria. For consideration, applicants to these programs will be required to meet the minimum requirements set by both institutions.

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<sup>9</sup> From the TTUHSC SON Curriculum Handbook

### ***Provisional Admission Requirements:***

If the requirements for full admission are not met, provisional admission may be available. For more information on Provisional Admission contact the Student Affairs Office at (806) 743-2737.

***Graduate Application Deadlines:*** Only complete application files as of, or before, the File Completion Deadline as listed below are forwarded to the Admissions Committee for consideration. Each applicant considered for admission is notified in writing of the Admission Committee's decision.

	Fall	Spring	Summer
File Completion Deadline	July 15	Nov. 15	April 15

### ***Offer of Admission:***

Offers of admission will be made approximately three to four weeks following the application deadline. Due to the limited number of positions available each semester applicants should respond to the offer of admission within two weeks by returning a \$100 non-refundable placement fee well as a signed statement accepting the offer. Failure to respond within the two weeks results in withdrawal of the offer of admission.

### ***Special Student Enrollment:***

Under certain circumstances, it may be appropriate for an individual to seek admission as a special non-degree seeking student. This admission is for the purpose of taking a limited number of courses for one semester only. It is not an avenue for seeking a degree. The individual must be eligible for admission under generally acceptable criteria as follows, depending on space available basis:

1. is currently enrolled at a college or university, and is in good academic standing; or
2. is a registered nurse not enrolled in an educational institution; or
3. has a waiver to the above requirement from the programmatic administrator.

A special student must apply to the graduate program and be admitted in as degree seeking student in order to continue enrollment.

### ***Recognition of Previous Learning:***

The basic premise of TTUHSC's degree program in nursing includes an emphasis on acknowledging previous learning in order to provide for career mobility unhampered by unnecessary delays. For specific policies, contact the TTUHSC School of Nursing Student Affairs Office.

#### ***A. Transfer of Credit***

- **Official** transcripts of the entire academic record from **all** institutions that have been attended or are enrolled in must be submitted at the time of application.
- A transfer student must be eligible to return to the institution from which he or she is transferring.
- All courses, including courses taken for grade replacement, for which a student has enrolled are used in computing the grade point average for admissions purposes.
- In general, all credit hours with a grade of "B" for graduate students or higher earned at another accredited educational institution will be accepted for transfer.
- A former TTUHSC School of Nursing student who has attended another institution afterward will be considered a transfer student when applying for readmission and will be required to meet the standards for transfer.

# DEGREE REQUIREMENTS

## **MASTER OF SCIENCE IN NURSING:**

*(Semester Credit Hours Required for Completion-36)*

### **Required Non-Nursing Courses**

Physiology (3)  
Statistics (3)  
Computer Science (3)

### **Required Core Courses**

NURS 5330 Theories and Therapies (3:3:0)  
NURS 5390 Foundations of Nursing Research (3:3:0)  
NURS 5370 Issues in Nursing (3:3:0)

### **Clinical Tracks:**

**A minimum of 6 credits is required from a sequential combination of any of the following courses**

NURS 5300 Community Health I: Foundations of Community Health Nursing (3:1:6)  
NURS 5301 Community Health II: Role Design and Implementation (3:1:6)  
NURS 5310 Gerontics I: Foundations of Gerontic Nursing (3:1:6)  
NURS 5311 Gerontics II: Role Design and Implementation (3:1:6)

### **Functional Tracks:**

**A minimum of 6 credits is required from a sequential combination of any of the following courses.**

NURS 5410 Facilitating Learning (4:3:3)  
NURS 5210 Developing Nursing Education Programs (2:2:0)  
NURS 5230 The Middle Manager in Nursing (2:2:0)  
NURS 5240 Managerial Role Development (2:0:6)  
NURS 6220 The Nurse Manager as Leader (2:2:0)  
NURS 6000 Thesis (6 hours minimum)

## **MASTER OF SCIENCE IN NURSING-FAMILY NURSE PRACTITIONER:**

*(Semester Credit Hours Required for Completion-48)*

### **Required Non-Nursing Courses**

Statistics (3) & Computer Science (3) can be transferred from any graduate institution.

### **Required Core Courses**

NURS 5330 Theories and Therapies (3:3:0)  
NURS 5390 Foundations of Nursing Research (3:3:0)  
NURS 5370 Issues in Nursing (3:3:0)  
NURS 5300 Community Health I: Foundations of Community Health Nursing (3:1:6)  
NURS 5301 Community Health II: Role Design and Implementation (3:1:6)  
NURS 5340\* Primary Health Care I: Advanced Assessment, Pathology, and Management (3:1:6)  
NURS 5341 Primary Health Care II: Advanced Role Application (3:1:6)  
NURS 5342 Advanced Health Assessment (3:1:6)  
NURS 5343 Pharmacotherapeutics for Nurses in Advanced Practice (3:3:0)  
NURS 5345 Advanced Practice Nursing: Application of Pathophysiology (3:3:0)  
NURS 6000 Thesis (6 hours minimum)  
NURS 6060 Nursing Practicum-A majority of clinical must be completed in medically underserved settings. (3:0:18 or 6:0:36)

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\* All Nurse Practitioner students are required to hold Advanced Life Support Certification appropriate to their clinical specialty as a pre- or co-requisite to NURS 5340. NURS 5344 is offered for those who wish to become certified through the School of Nursing.

## **MSN/MBA PROGRAM:**

*(Semester Credit Hours Required for Completion-65)*

### **Required Nursing Courses**

	Physiology (3)
NURS 5330	Theories and Therapies (3:3:0)
NURS 5390	Foundations of Nursing Research (3:3:0)
NURS 5370	Issues in Nursing (3:3:0)
NURS 5300	Community Health I: Foundations of Community Health Nursing (3:1:6)
NURS 5301	Community Health II: Role Design and Implementation (3:1:6)
NURS 5230	The Middle Manager in Nursing (2:2:0)
NURS 5240	Managerial Role Development (2:0:6)
NURS 6220	The Nurse Manager as Leader (2:2:0)
NURS 6000	Thesis (6 hours minimum)

### **Required Business Courses\***

ACCT 5401	Financial & Managerial Acct. (4)
ECO 5337	Health Care Economics (3)
FIN 5421	Financial Management Concepts (4)
MKT 5360	Marketing Concepts and Strategies (3)
MGT 5371	Managing Organization of Behavior & Organization Design (3)
ISQS 5242	Design Theory and Management Science (2)
MGT 5307	HOM II: Management Care Organizations (3)
MGT 5308 OR	HOM III: Medical Groups and Ambulatory Care (3) OR
MGT 5309	HOM IV: Hospitals and Integrated Delivery Systems (3)
MGT 5491	Strategic & Global Management (4)

### **Joint Requirements**

ISQS 5237	Computer Skills for Business & Management (2)
ISQS 5137	Information Technology for Managers (1)
ISQS 5345	Statistical Concepts for Business Management (3)

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\* It is the student's responsibility to verify specific requirements for the MBA with the TTU College of Business.

## **UNIVERSITY OF TEXAS-TYLER FAMILY NURSE PRACTITIONER:**

*(Semester Credit Hours Required for Completion-48)*

### **Required Non-Nursing Courses**

Statistics (3) & Computer Science (3) can be transferred from any graduate institution.

### **Required transfer courses from University of Texas-Tyler**

NURS 5350	Advanced Pathophysiology (3)
NURS 5317	Biometric Methods (3)
NURS 5310	Research Methods in Nursing (3)
NURS 5312	Nursing Theory (3)
NURS 5324	Application of Computer Technology (3)
NURS 5316	Nursing Ethics (3)
NURS 5352	Advanced Health Assessment (3)
NURS 5354	Advanced Nursing Pharmacotherapeutics (3)

### **Required Courses from TTUHSC**

NURS 5300	Community Health I: Foundations of Community Health Nursing (3:1:6)
NURS 5301	Community Health II: Role Design and Implementation (3:1:6)
NURS 5340*	Primary Health Care I: Advanced Assessment, Pathology, and Management (3:1:6)
NURS 5341	Primary Health Care II: Advanced Role Application (3:1:6)
NURS 6000	Thesis (6 hours minimum)
NURS 6060	Nursing Practicum-A majority of clinical must be completed in medically underserved settings. (3:0:18 or 6:0:36)

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\* All Nurse Practitioner students are required to hold Advanced Life Support Certification appropriate to their clinical specialty as a pre- or co-requisite to NURS 5340. NURS 5344 is offered for those who wish to become certified through the School of Nursing.



## **POST MASTER-FAMILY NURSE PRACTITIONER CERTIFICATE:**

**(Semester Credit Hours Required for Completion-18)**

This program is also available through the collaborative program at The University of Texas at Tyler.

### **Pre- or co-requisite of the required Core Courses:**

The Graduate Programmatic Administrator will review the applicant's academic preparation and/or competency in epidemiology, pathophysiology and community health in order to award transfer credit. Any deficiencies are remedied with additional coursework as listed below.

NURS 5140	Laboratory Methods for Primary Health Care (1:0.5:1.5)
NURS 5345	Advanced Practice Nursing: Application of Pathophysiology (3:3:0)
NURS 5300	Community Health I: Foundations of Community Health Nursing (3:1:6)
NURS 5301	Community Health II: Role Design and Implementation (3:1:6)

### **Required Courses:**

NURS 5340*	Primary Health Care I: Advanced Assessment, Pathology, and Management (3:1:6)
NURS 5341	Primary Health Care II: Advanced Role Application (3:1:6)
NURS 5342	Advanced Health Assessment (3:1:6)
NURS 5343	Pharmacotherapeutics for Nurses in Advanced Practice (3:3:0)
NURS 6060	Nursing Practicum-A majority of clinical must be completed in medically underserved settings. (3:0:18 or 6:0:36)

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\* All Nurse Practitioner students are required to hold Advanced Life Support Certification appropriate to their clinical specialty as a pre- or co-requisite to NURS 5340. NURS 5344 is offered for those who wish to become certified through the School of Nursing.

**Graduation Under a Particular Bulletin:** A student is expected to complete the degree requirements set forth in the School of Nursing *Bulletin* in effect at the time the student enters the program. Only with the specified approval of the programmatic administrator may a different bulletin be selected. In no case may a student complete the requirements set forth in a bulletin more than seven years old. The *Bulletin* is published at least biennially and its provisions are applicable during the stated school year. A student who registers for the first time at TTUHSC during a summer semester is subject to the degree requirements set forth in the bulletin effective for the fall semester immediately following that summer semester.

**Minimum Academic Requirements:** The minimum GPA for continuance in the graduate program is 3.0 overall, per semester. Additionally a minimum grade of "B" is required in each course (nursing and non-nursing) required for degree completion. The Student Handbook provides further details regarding academic and graduation expectations.

**Residence Credit:** Ordinarily, the minimum residence for the graduate program is a full academic year or its equivalent of graduate work carrying residence credit, as required for the degree. The term "residence" as a degree requirement should not be confused with "residence" in the State of Texas for enrollment purposes. Residence credit as used here means credit for work done while enrolled in and attending classes at TTU/TTUHSC.

**Semester Credit Hours and Course Loads:** The semester credit hour is the unit of measure for credit purposes. Didactic (lecture) hours are measured on a one-to-one basis; clinical hours are measured on a one-to-three basis. Approximately two hours in preparation for each hour of lecture or recitation and an appropriate amount of time for preparation for clinical activity is required. The number of semester credit hours a student may carry (course load) is regulated by the programmatic administrator. In determining this load, the programmatic administrator takes into account the quality of prior scholastic work performed and the types of courses involved.

## ***PSYCHIATRIC/MENTAL HEALTH NURSING WITH AN OPTIONAL ADDICTIONS FOCUS:***

The Masters and Post Masters Psychiatric/Mental Health Nursing program with an optional addictions focus is offered via a partnership with The University of Texas at Houston Health Science Center, School of Nursing (UTHHSC) and TTUHSC School of Nursing. Courses for the program are offered at TTUHSC, Lubbock campus. TTUHSC courses are transferred to UTHHSC where the degree is granted. For more information and degree requirements contact the Director of the Graduate Program.

### ***DOCTORAL PROGRAM***

The PhD in Nursing program is a partnership of The University of Texas Health Science Center at San Antonio School of Nursing (UTHSCSASN) and TTUHSC School of Nursing. There are two sites for doctoral course offerings - San Antonio and Lubbock. The PhD degree is awarded by the UTHSCSA Graduate School of Biomedical Sciences.

***Philosophy:*** The doctoral program in nursing is designed to enable the graduate to engage in clinical nursing research by virtue of curriculum content in philosophy of science, research methods and techniques and nursing theories, coupled with a mentorship program in a specific area of clinical nursing. The objective of the program is to prepare the student for a career as an independent researcher who through course selection and experience, develops as a teacher and disseminator of knowledge within professional, academic and clinical arenas. The program exemplifies the mission of the Health Science Center for teaching, research, patient care and service.

The program is directed toward students who display the characteristics of superior ability, heightened motivation and a dedication to learning. Graduate level coursework will enhance the preparation of students in problem solving skills, uses and abuses of various research designs and statistical methods, thus resulting in the development of the graduates' capacities for significant contribution to knowledge. The program will provide opportunities to become expert in intra- and interdisciplinary collaboration and sufficiently sophisticated with the socio-political aspects of change relevant to health care and health care policy to be able to identify and facilitate the factors which promote well-being of client and society. It is expected that the graduate will demonstrate commitment to the discipline of nursing and to scholarship, and awareness of historical and current perspectives regarding nursing's development.

The process of doctoral education addresses values of life-long intellectual inquiry, communication and collaboration with others to improve technology and its applications, executive management, the processes and content of developing data bases in nursing, the interdigitation of the natural/behavioral and health sciences, and the responsibilities of the researcher vis-a-vis other researchers, the patient/subject and the community at large. Students who graduate from the program will have developed the interactive nature of practitioner, theorist and researcher, as well as be prepared to participate in and lead the multi-disciplinary and multi-sited research efforts needed to address current nursing problems.

The opportunity to develop breadth and depth in the health/ natural/behavioral sciences is afforded every student through cognate courses. A physiological base, as the cornerstone of understanding human responses and the foundation for further study in the varied sciences, is provided early in the program. Elective courses allow continuing individualization in the learning process.

The program provides opportunity for multiple entrance and exit. Although the Doctor of Philosophy (PhD) is emphasized in this post-baccalaureate education program, a Master of Science in Nursing (MSN)

is available. Many of the identified learnings/courses are relative to the graduate program as a whole rather than specific to either the MSN or the PhD degree options.

Through the post-baccalaureate doctoral program students will complete approximately 25 - 30 semester hours of the 36 semester hours and course requirements for the MSN. Students entering with a Bachelor of Science in Nursing (BSN) will be provided with the opportunity to gain clinical expertise in a selected area of direct patient care. Students entering with an earned MSN degree, which includes appropriate content/expertise from an NLN accredited program will receive credit for that content. Both post-baccalaureate and post-master's students will receive courses in advanced clinical practice related to research and research-role related content/experiences. In addition to the opportunity to draw from nursing faculty expertise in a broad array of clinical/research problems of national and international importance, students may call upon a host of outstanding faculty researchers in the other departments and schools. These resources provide a source of stimulation and intellectual strength to the program and the institution.

***Objectives:***

- ♣ Advance the discipline of nursing through the generation of new knowledge and theory.
- ♣ Demonstrate excellence as a clinical researcher in the health sciences in a focal area of nursing.
- ♣ Synthesize theories from natural and/or behavioral sciences for application to a specific area of nursing.
- ♣ Advance clinical practice through research utilization.
- ♣ Assume nurse scientist roles within academic health centers and other interdisciplinary health sciences and education institutions.
- ♣ Evaluate the value and knowledge components of philosophical and ethical dimensions of issues confronting health care and nursing.

TTUHSC School of Nursing does not set the admission and degree requirements for the Doctoral program. It is recommended that contact be made directly to UTHSCSA at (210) 567-5815 for further information on application and specific degree requirements.



# ***COURSE DESCRIPTIONS***

**KEY:**

Courses are listed in numerical order.

- (CL) Concurrent enrollment in a Clinical Section is required.
- (#:#:#) First # represents the number of credit hours, Second # represents the number of lecture hours per week, Third # represents the number of clinical hours.
- \* Elective Courses are offered at select times as faculty and interest are present.
- (CBE) Credit by Exam option is available

## ***GRADUATE PROGRAM COURSE DESCRIPTIONS:***

Respective campuses should be consulted regarding frequency of course offerings. All required courses are offered at least annually. All pre- or co-requisites and any designated conditions/criteria for previous courses apply throughout the curriculum. Prerequisites must be successfully completed.

<b>*NURS 5015</b>	<p><b>Application of Research in Nursing</b> This course provides an opportunity for qualified students to work closely with a faculty member who is actively engaged in the conduct of research. Variable credit 1-3 semester hours. (Pre- co-requisite: permission of faculty.)</p>
<b>*NURS 5060</b>	<p><b>Independent Study</b> Designed to meet special needs and interests of a student who proposes a specific plan of study. Course varies from 1-6 semester hours and course may be repeated as topic and/or objective of study changes. (Prerequisite: Permission of faculty)</p>
<b>*NURS 5140 (CL) (1:0.5:1.5)</b>	<p><b>Laboratory Methods for Nurses in Advanced Practice</b> Study of selected clinical laboratory procedures and diagnostic radiologic imaging including the clinical decision making for selection of appropriate tests and interpretations and significance of test results. Focuses on primary health care.</p>
<b>NURS 5210 (2:2:0)</b>	<p><b>Developing Nursing Education Programs</b> Curriculum concepts applied to various situations such as staff development, basic and continuing nursing education programs. Focuses on program level development and implementation including evaluation models. (Prerequisite: Successful completion of NURS5410.)</p>
<b>NURS 5230 (2:2:0)</b>	<p><b>The Middle Manager in Nursing: A Conceptual Perspective</b> Focuses on mid-level nursing management roles in health care organizations. Content is related to the managerial process, including material on program planning processes; fiscal management; supervisory development; employee selection, retention and development; conflict management and collaboration; productivity; and quality assurance. Continued professional development of the mid-level nurse manager as a reintegrated professional nurse is emphasized as the basis for role modeling for the nursing staff.</p>
<b>NURS 5240 (CL) (2:0:6)</b>	<p><b>Managerial Role Development</b> A practicum emphasizing the application of concepts formulated in NURS5230. Emphasizes analyzing and designing managerial role to enhance the delivery of health care service and the adaptation and development of nursing therapies in specified areas such as rural settings, clinics, and community services. (Pre- or co-requisite: Successful completion of one of the following courses- NURS5300, NURS5310 or NURS5320 or permission of the course director. Concurrent enrollment or successful completion of NURS5230.)</p>
<b>NURS 5300 (CL) (3:1:6)</b>	<p><b>Community Health I: Foundations of Community Health Nursing</b> Study of the major concepts basic to the development, implementation and evaluation of Community Health. Clinical practice focuses on application of nursing theory, epidemiologic concepts, public policy, program planning and exploration of nursing skills and techniques related to aggregate level health promotion, health maintenance, health restoration and disease prevention. (Pre- or co-requisite: NURS5330 and physiology requirement.)</p>



NURS 5301 (CL) (3:1:6)	<b>Community Health II: Role Design and Implementation</b> Study of the nursing role components inherent in community health. Identification of facilitators for and barriers to the implementation of community health in health care settings. Clinical practice involves collaboration and implementation of the community health role in selected health care settings. (Prerequisite: Successful completion of NURS5300, 5330, physiology requirement and verification of health assessment for FNP students.)
NURS 5310 (CL) (3:1:6)	<b>Gerontics I: Foundations of Gerontic Nursing</b> Study of the major concepts essential to the development, implementation and evaluation of quality gerontic care. Clinical practice focuses on application of nursing theory and pathophysiological concepts, and exploration of nursing therapies, skills and techniques associated with the provision of gerontic care. (Pre-/co-requisite: NURS5330 and physiology requirement.)
NURS 5311 (CL) (3:1:6)	<b>Gerontics II: Role Design and Implementation</b> Study of the nursing role components basic to collaboration and provision of gerontic care. Includes study of family dynamics related to the extended family and identification of families at risk. Clinical practice focuses on provision of care in a variety of settings. (Prerequisite: Successful completion of NURS5310, NURS5330, physiology requirement, and verification of health assessment for FNP students.)
NURS 5330 (3:3:0)	<b>Theories and Therapies</b> Exploration of theories in nursing as a basis for nursing therapies. Analysis of existing theories, theory construction and concept formulation and common specialized therapies, such as counseling, touch and comfort measures.
NURS 5340 (CL) (3:1:6)	<b>Primary Health Care Practice I- Advanced Assessment, Pathology, and Management</b> Study of major concepts and therapies required in the development, implementation and evaluation of primary health care. Clinical practice focuses on application of nursing theory, pathophysiological and epidemiological concepts and exploration of nursing therapies, skills and techniques essential to the provision of primary health care. (Pre-/co-requisite: NURS5342, NURS5301 or NURS5311; NURS5330; NURS5343, NURS5345, NURS5344 or ACLS or PALS or Neonatal Resuscitation Protocol.)
NURS 5341 (CL) (3:1:6)	<b>Primary Health Care Practice II- Advanced Role Application</b> Study of nursing role components critical to primary health care. Identification of facilitators for and barriers to the implementation of primary health care. Clinical practice involves collaboration and implementation of primary health care role in selected health care settings. (Prerequisite: NURS5340)
NURS 5342 (CL) (3:1:6)	<b>Advanced Health Assessment</b> Building upon basic physical assessment and history taking knowledge and skills, this course focuses on knowledge and clinical skills required for advanced practice nursing. (Prerequisite: Basic anatomy and physiology; basic health assessment.)
NURS 5343 (3:3:0)	<b>Pharmacotherapeutics for Nurses in Advanced Practice</b> Study of advanced pharmacologic and pharmacokinetic principles of drug categories used by nurses in advanced practice.
*NURS 5344 (CL) (3:2:3)	<b>Advanced Practice Role Development: Advanced Cardiac Life Support</b> This course expands the student's ability to analyze and provide appropriate care in situations in which individuals are experiencing acute life-threatening physiological dysfunctions from the perspectives of ethics, law, and advanced clinical practice. This course is designed to prepare the student for participation in an Advanced Cardiac Life Support providers' class according to the standards set by the American Heart Association.
NURS 5345 (3:3:0)	<b>Advanced Practice Nursing: Application of Pathophysiology</b> Study of the physiologic basis of disease for advanced practice nursing. Emphasis on application of pathophysiological concepts to the recognition of pathologic conditions and the management of clients with a variety of health problems across the life span.

<b>NURS 5370</b> <b>(3:3:0)</b>	<b>Issues in Nursing</b> Analysis of role issues confronting the nursing profession. Issues are examined from historical, multidisciplinary, and global perspectives. Using the concept of reintegration, the emphasis is on synthesis of advanced role knowledge with societal level perspectives.
<b>*NURS 5373</b> <b>(3:3:0)</b>	<b>Nurses and Technology</b> Explores the topic of nurses and technology from various perspectives. Content relates to the impact of medical technology on nurses and nursing practice (including a historical perspective), resulting ethical, legal and social issues, and the integration of medical technology and nursing care. The process of technology assessment is emphasized as a means of evaluating the medical technology that nurses use and thus as a means of managing patient care technology at all levels of health care. Also discussed are the issues of patient and nurse education regarding use of medical devices in patient care, the role of nurses as inventors and patent holders, and the future challenges, concerns, and opportunities that medical technology will afford nurses.
<b>*NURS 5374</b> <b>(3:2:1)</b>	<b>Writing for Publication</b> Develops expertise in writing/preparing manuscripts for publication. Special emphasis on choosing journals of manuscripts topics, preparing a manuscript according to journal guidelines, and learning to navigate the publication process from inquiry letter to submission of manuscript to peer review and final submission
<b>NURS 5390</b> <b>(3:3:0)</b>	<b>Foundations of Nursing Research</b> A survey of scientific inquiry, research design and methods. Includes development of a clinical study proposal. (Pre-/co-requisite: Statistics.)
<b>NURS 5410</b> <b>(CL) (4:3:3)</b>	<b>Facilitating Learning</b> Concepts of teaching/learning theories, principles and strategies and the educational process from assessment of learning needs through evaluation of outcomes. Emphasis is on role development.
<b>NURS 6000</b>	<b>Thesis</b>
<b>NURS 6060</b> <b>(CL)</b> <b>(3:0:18)(6:0:36)</b>	<b>Nursing Practicum</b> A clinically focused practicum for individuals pursuing expectations beyond basic graduate degree requirements. Variable credit 3 or 6 hours. Nurse Practitioner students are required to complete the majority of practicum in underserved areas. (Prerequisite: Successful completion of required clinical and functional courses.)
<b>*NURS 6071</b>	<b>Supervised Teaching</b> Directed teaching in student's major area under close supervision of one or more faculty. Variable credit 1-3 semester hours. (Prerequisite: Permission of faculty.)
<b>NURS 6220</b> <b>(2:2:0)</b>	<b>The Nurse Manager as Leader</b> A seminar in contemporary issues in administrative circles. Explores issues from various professional, client and societal perspectives. Emphasizes leadership development and ethical perspective. (Pre-/co-requisite: Successful completion of NURS5230 or permission of the course director. Concurrent enrollment or successful completion of NURS5240.)

## Faculty

**Acton, Cindy, RN, MSN**, Instructor of Clinical Nursing – B.S.N. (West Texas A&M), M.S.N. (West Texas A&M).

**Anderson, Susan, RN, MSN, CS, FNP**, Instructor of Clinical Nursing – B.A. (Carleton College), R.N. (Mohawk College of Applied Arts and Technology), B.S.N. (Lubbock Christian University), M.S.N. (Texas Tech University Health Sciences Center).

**Armstrong, Myrna L., RN, EdD, FAAN**, Professor – Diploma (Walther Memorial Hospital), B.S.N. (De Paul University), M.S. (De Paul University), Ed.D. (East Texas State University).

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**Boswell, Carol, RN, EdD**, Assistant Professor – B.S.N. (Texas Tech University Health Sciences Center), Ed.D. (Texas Tech University).

**Bridges, Ruth Ann, RN, C, MSN**, Instructor of Clinical Nursing - Diploma (Methodist Hospital), B.S.N. (West Texas State University), M.S.N. (Texas Tech University Health Sciences Center).

**Cannon, Sharon B., RN, EdD**, Associate Professor & Regional Dean-Permian Basin – B.S.N. (St. Louis University), M.S.N. (Southern Illinois University), Ed.D. (Southern Illinois University)

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**Cox, Helen C., RN, C, EdD, FAAN**, Professor and Executive Associate Dean – Diploma (Hillcrest Memorial Hospital), B.S.N. (Texas Christian University), M.S.N. (University of Texas at Austin), Ed.D. (Texas Tech University).

**Dadich, Karen A., RN, MN, CNS**, Associate Professor of Clinical Nursing – B.S.N. (Carlow College, formerly Mt. Mercy College), M.N. (University of Pittsburgh).

**Decker, Sharon I., RN, CS, MSN, CCRN**, Professor of Clinical Nursing, Director of Clinical Simulations - B.S.N. (Baylor University), M.S.N. (University of Texas at Arlington).

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**Edwards, Carrie, RN, MSN**, Instructor of Clinical Nursing – B.S.N. (Texas Tech University Health Sciences Center), M.S.N. (Texas Tech University Health Sciences Center).

**Fowler, Melanie, RN, MSN, OCN, FNP**, Assistant Professor of Clinical Nursing – B.A. (University of New Mexico), B.S.N. (University of New Mexico), M.S.N. (University of New Mexico).

**Galvan, Toni, RN, CNS, MSN, CCRN**, Associate Professor of Clinical Nursing – B.S.N. (Texas Christian University), M.S.N. (University of Texas Health Science Center at San Antonio).

**Gray, Susan M., RN, MS, FNP, CS**, Instructor – R.N. (Saint Mary Jr. College), B.S.N. (Northern Michigan University), M.S. (University of North Dakota), M.S.N. (University of North Dakota).

**Green, Alexia, RN, PhD**, Dean and Professor – A.D.N. (Alvin Community College), B.S.N. (University of Texas Medical Branch), M.S.N. (University of Texas Health Science Center), Ph.D. (Texas Woman's University).

**Jackson, Dorothy, RN, MSN, CS**, Assistant Professor – B.S.N. (West Texas State University), M.S.N. (University of Texas Medical Branch in Galveston).

**Johnston, Barbara, RN, PhD**, Associate Professor & Director of Graduate Program and Research – B.S.N. (Hunter College), M.S.N. (Hunter College), Ph.D. (Hofstra University).

**Jones, Teddy L., RN, PhD, CS, FNP**, Professor Emerita and Founding Dean – Diploma (Wichita General Hospital), B.S.N. (Incarnate Word College), M.S.N. (University of Texas System School of Nursing), Ph.D. (University of Texas at Austin).

**Karmels, Phyllis, RN, C, MSN, MaEd, EdD**, Assistant Professor – A.D.N. (Gwynedd Mercy College), B.S.N. (Gwynedd Mercy College), M.S.N. (Villanova University), Ma.Ed. (Villanova University). Ed.D. (Texas Tech University).

**Kelly, Lynne, RN, MSN**, Instructor of Clinical Nursing – B.S.N. (Texas Tech University Health Sciences Center), M.S.N. (University of Texas at Arlington)



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