

Addendum
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college catalog

welcome

Welcome to Bon Secours Memorial College of Nursing. We are delighted you chose our College to pursue your education. Our nursing programs exceed expectations, as shown by our unsurpassed NCLEX-RN exam pass rates, a proud distinction of excellence. As a BSMCON nursing student, you will be immersed in coursework, simulation labs and clinical experiences while building leadership, supporting community and developing personal and professional relationships that will undoubtedly last beyond your time with us.

We are here to guide you through this journey. Our experienced faculty and dedicated staff will help celebrate your victories and support any challenges. As you progress through the program, the information provided in this College Catalog will be indispensable. Please read and use this document as a reference. When guidelines/policies are added or modified, an update will appear on www.BSMCON.edu under Policies. Please seek clarification if you have questions. Best wishes for a successful and memorable year ahead!

Sincerely,

Melanie H. Green, PhD, RN

Vice President and Provost



**BON SECOURS
MEMORIAL COLLEGE
OF NURSING**

Bon Secours Memorial College of Nursing (the College) is a division of Bon Secours Memorial Regional Medical Center of the Bon Secours Virginia Health System. The College reports to the Bon Secours Richmond Joint Hospitals Board of Directors, which is the governing authority for the College. The Board has designated that the College Vice President and Provost reports directly to the CEO of Bon Secours Richmond as the executive officer for the College.

The College is an equal opportunity education institution. The College does not discriminate based on race, color, religion, age, marital status, national origin, gender, sexual orientation, military veteran status or disability in the administration of its educational policies, admissions policies, scholarship and loan programs, or other College administered programs.

The contents of the College Catalog (Catalog) do not create a contract, nor do they constitute a guarantee of continued enrollment at the College. The College reserves the right to modify, amend, or delete statements and to make changes to the Catalog, curriculum, calendar, financial aid, and College policies as deemed necessary. Policy changes are communicated via the College's website, www.BSMCON.edu. Each student is expected to abide by the information contained in the Catalog. Failure to read the Catalog will not excuse the student from accountability.

Effective 2015–2016 academic year.

college administration/staff

Melanie Green, PhD	Provost, Vice President
Barbara Sorbello, PhD	Dean of Nursing
Regina Welch, EdD	Dean of Finance and Administration
Leslie Winston, MEd	Dean of Student Services
Chris-Tenna Perkins, PhD	Associate Dean of Nursing
Kathy Buckley, MEd	Coordinator of Continuing Education
Marlene Cicchetto	Financial Aid Specialist
Benjamin Djeukeng, PhD	Director of Institutional Effectiveness
Randy Faulk	Building Coordinator
Crystal Filer-Ogden, MBA	Director of Financial Aid
Peggy Gault	Administrative Assistant and Clerical Supervisor
Kathleen Hierholzer, MSLS	Librarian
Linda Jackson, AA	Administrative Secretary
Dia Lisner, BA	Registrar
Tracy McCann	Administrative Secretary
Carrie Newcomb, MEd	Director of Admissions
Allison Peterson, BA	Career Counselor
Holly Pugh, MSHA	Director of Clinical Simulation
Ashley Racine, MEd	Director of Student Success
Patricia Roberson	Administrative Secretary
Becky Roberts, MHA	Health and Wellness Program Coordinator
Shawn Ruppert, BA	Registrar Specialist
Allan Sackenreuter, BA	Simulation Technician
Ingrid Terrell, BA	Marketing Assistant
Maria Vasquez	Admissions and Recruitment Specialist
Carol Woychak, BS	Admissions Assistant

history of the college

The College's rich history dates back to the formation of Richmond Memorial Hospital in 1957. The hospital was built to memorialize the Richmond community's World War II victims and to provide a general hospital that served people of all races and backgrounds, regardless of their ability to pay. Richmond Memorial Hospital's School of Nursing opened in 1961 to serve as a source of nurses for the hospital and to raise the level of health care in the community. In 1993, a replacement hospital for Richmond Memorial was planned in collaboration with Bon Secours. The new hospital, Bon Secours Memorial Regional Medical Center, opened in 1998. The school was renamed the Bon Secours Memorial School of Nursing.

The College graduated the last diploma class in May 2012. During its 51 years of operation, the diploma program produced more than 2,000 registered nurses who have delivered exceptional health care to their patients as a result of the excellent educational foundation they received. In response to the need to prepare registered nurses at the baccalaureate level of education, the school officially changed its status to a baccalaureate degree-granting college in 2010.

Firmly rooted in this tradition of excellence, the College offers a Bachelor of Science in Nursing (BSN) program with both pre-licensure and post-licensure (RN-BSN) tracks. The BSN program includes the essential curricular content recommended by the American Association of Colleges of Nursing. The College is dedicated to facilitating a view and practice of health care as a ministry that anticipates the need to adapt to the ever-changing and demanding health care environment in order for our graduates to provide the highest quality care.

Bon Secours Health System is a Catholic, not-for-profit, community-based health care system whose mission is to provide "good help to those in need". The Sisters of Bon Secours (French for "good help"), an international religious congregation devoted to the care of the poor and sick, was founded in Paris, France in 1824. In the United States, the congregation's health care ministries, which are operated by the Bon Secours Health System, Inc., include acute care hospitals, long-term care facilities, clinics, physicians' practices, home health care services, and hospices.

bon secours memorial college of nursing

mission

Advancing the Bon Secours tradition of good help to those in need®...

The mission of Bon Secours Memorial College of Nursing is to deliver a holistic student-centered learning experience through innovative health care career education programs designed to develop health care professionals who provide outstanding care to the community.

vision

We will be the College of choice for individuals called to serve in the health care professions.

values

As a higher education institution, we commit that our mission, vision, and strategic direction are framed within these value statements:

Compassion—intentional engagement in reflective caring practices that embody an institutional culture of respect, integrity and generosity

Excellence—integration of quality practices to promote ethical, spiritual, intellectual and professional growth

Growth—commitment to personal and institutional effectiveness to foster a spirit of inquiry, stewardship and sustainability

institutional goal statements

The College strategic plan is focused upon three unifying themes:

Learning — Promote a culture dedicated to active inquiry and collaborative advancement of knowledge in health care and health care career education

1. Attract, develop, and retain students, faculty, and staff committed to academic excellence and life-long learning
2. Provide a learning environment that encourages creativity and excites curiosity
3. Foster practices that promote scholarship and career development

Caring — Provide a framework for positively impacting society through service

1. Cultivate an environment of compassion and respect
2. Embed the core concept of civic engagement

Transforming — Build a distinct college identity designed for purposeful growth and sustainability

1. Strengthen the institutional infrastructure to achieve operational excellence
2. Develop robust programs in the health care professions
3. Expand community awareness of the College

This College Catalog is an overview of the College's policies. For complete policies, please visit our website at www.bsmcon.edu.

additional costs

- Allow for cost of books, supplies, annual background checks, CPR certifications, NCLEX licensure examination, and other expenses
- Uniform, shoes, lab coat, stethoscope and watch with second hand are required
- Transportation and parking fees are the student's responsibility
- Returned check charges may vary depending on bank-assessed fee
- Transcripts \$5 each

payment terms

Payment of tuition and fees are due before the first day of each semester. Registration is not confirmed or guaranteed until the student's account is paid in full; non-payment will result in dropped classes and/or registration holds, and/or resignation from the College.

Students must report to the Registrar and follow College procedures when enrolling for general education classes at Reynolds's Community College (RCC) or any other approved institution. RCC tuition is posted to the student's BSMCON account.

Students retaking a class or who are in grade appeal and have started another class are responsible for the tuition and fees.

receivables process for tuition payment

Each semester, the Bursar's Office sends an email to students as a reminder of the tuition due date. After the semester starts, the Bursar's Office sends a second email to students with an outstanding balance and attempts to contact those students by phone. The Dean of Finance and Administration is notified of all students who have an outstanding balance with a comment field that explains circumstances such as third-party bill, Veterans Affairs, etc.

If students do not respond to the second email, the Bursar's Office will put a hold on the student(s) account and sends another email.

- Students are emailed through SONISWeb, which has an email audit track.
- During the course of the semester or year, students may incur additional fees, fines or assessments that must be paid in full at the time they are billed.
- The Dean of Finance and Administration makes the final decision about which student accounts will be sent to the collection agency.

Bon Secours Richmond Health System Joint Hospitals Board

Francine Barr
Jean Ann Bolling
Chandrashekar Challa
John Daniel, MD
Anup Gokli, MD
Pamela Hacker
Chris Hairston-White
B. H. B. Hubbard, III
Sister Anne Marie Mack,
CBS – President
Joanne D. Natrass
Paula Peaden
Father John Podsiadlo
Sister Victoria Segura, MD
William Shewmake
Shannon E. Sinclair
Nancy C. Thomas, Chairwoman
Michael D. Williams

tuition, fees and terms of payment

Below is a breakdown of estimated costs for the 2015-2016 academic year. The per credit cost of the general education classes are provided for Reynolds Community College (in-state) where many of our students complete those requirements.

The student bill is due in total on the established due dates; there are no installment payment plans. The Nursing credit hour costs are the same for in-state and out-of-state students. The College reserves the right to make changes in tuition, fees, and other costs without notice. The College communicates its tuition and fee schedule to all students annually. Students enrolled in general education credits at local institutions are responsible for acquiring tuition and fee schedules directly from those institutions.

2015–2016 Reynolds CC tuition

GENERAL EDUCATION COURSE TUITION RATES	
\$155.10	In-State Resident (per credit hour)
\$349.70	Out-of-State Resident (per credit hour)

2015–2016 BSMCON tuition & fees

BSN TRACK	
\$367.50	Nursing Tuition (per credit)
\$80.85	Educational Services Fee (per nursing credit)

RN-BSN TRACK	
\$472.50	Nursing Tuition (per credit)
\$80.85	Educational Services Fee (per credit)

BSMCON GENERAL EDUCATION COURSES	
\$250	per credit hour (no fees)

fees

- There is a Program Application Fee, which is non-refundable.
- All students are required to pay the Educational Services fee, which helps defray the costs that include the following: ATI Testing, Student Government Organization, Laura Murphy Discretionary fund (emergency relief), Library (access to databases for student research), computer use in the library and lab, student printing costs, Haiti Mission fund, Reach Student Assistance Program (personal counseling and support), graduation services, Career Placement Services, Clinical Liability Insurance.

discounts

- Tuition: Students who are Bon Secours employees or an immediate family member of a Bon Secours employee are eligible to receive 20 percent tuition credit only for nursing courses.

program delivery

The Bachelor of Science in Nursing program is offered in a variety of delivery methods to include traditional, blended, and distance education. General education courses are offered in both the traditional and distance education delivery method. The majority of the pre-licensure program track courses are offered in the traditional, on-ground format; however, there are select courses that are offered in a blended format or via distance education. The post-licensure program track is delivered fully via distance education. Description of each of the identified delivery methods are described below.

Traditional, On-ground Delivery The traditional, on-ground delivery offers students the experience of learning in an on-ground, classroom format that includes face-to-face interaction with both faculty and students.

Distance Education Distance education is a delivery format that provides students the structure for learning to occur while not being physically present. Distance education includes specific pedagogical principles that are more than converting traditional delivery methods to online. Distance education includes quality experiences that include elements such as positive reinforcement, repetition, cognitive learning elements to assimilate new information, utilizes a variety of methods that appeals to the different learner and senses, and social interaction of the learners. At Bon Secours Memorial College of Nursing distance education is offered in two different formats. These are Blended (Hybrid) Delivery and Fully Online Delivery.

Blended (Hybrid) Delivery “Blended,” also known as “Hybrid” delivery, is a combination of distance and traditional delivery methods. A blended course is designed to integrate the best of each format to complement the content that is delivered.

Fully Online Delivery All course content and student to student and student to faculty interactions occur solely in an online environment.

nursing program

The College offers a Bachelor of Science in nursing (BSN) program via two tracks. The BSN pre-licensure track offers a course of study leading to the graduate’s eligibility to take the National Council of Licensure Examination — RN (NCLEX). Upon successful passage of the examination, the graduate is eligible to practice as a registered nurse. The post-licensure track (RN-BSN) is for RNs to earn the BSN via Online Learning.

nursing program mission

As part of the Bon Secours Catholic health care ministry, our mission is to provide excellent nursing education that promotes the development of clinicians, scholars, and leaders dedicated to offering service that enriches health and wholeness for the global community.

Program Outcomes

At the conclusion of the program, the graduate will:

- engage in communication and collaboration with the interprofessional health care team
- practice empathetic caring within the framework of the Catholic health ministry
- integrate servant leadership into nursing practice to promote global health
- provide safe, quality care incorporating evidence based nursing practice
- demonstrate commitment to the nursing profession and lifelong learning

philosophy statement

The faculty of Bon Secours Memorial College of Nursing believes the following tenets:

Nursing

- Nurses collaborate and cultivate partnerships with others to provide leadership, collegiality, empowerment, consultation, and supervision in today’s complex, diverse health care environment
- Nurses are lifelong learners and researchers, adding to and applying new evidence to the practice of nursing globally
- Nurses utilize evidenced-based practice to deliver individualized care that is sensitive to the client’s cultural, spiritual, and diverse needs
- Nurses provide holistic care to promote wellness, prevent disease, restore health, and to provide comfort
- Nurses are accountable and are ethically, legally, and morally grounded
- Nurses use creativity to adapt to ever-changing systems and client needs
- Nursing is both an art and a science

Nursing Education

- Faculty respect student’s individual learning needs, model the value of caring, and validate students as individuals with intelligence, worth and dignity
- Learning is a collaborative process between educator and student
- Learning includes adapting to professional social norms and continuous quality improvement of practice
- Liberal education will serve as a foundation of knowledge, skills and attitudes for application in nursing practice
- Liberal education enables the nurse to engage within the local community and globally
- Nursing education will foster personal and professional growth, and form the foundation for graduate education
- Nursing education promotes transformative, self-directed, experiential discovery
- Nursing education enables students to provide safe, competent care from birth to entry into the spiritual realm of death
- Nursing education encourages respect of authentic dialogue to improve health care outcomes
- Nursing education empowers students to apply leadership principles to the nurse generalist practice
- Nursing education provides the student with an understanding of health care policies that influence nursing practice

- Nursing education is based on translation of scholarship into nursing practice that includes discovery, integration, and application of knowledge
- Nursing education facilitates competency in computer information technology to respond to the dynamic health care environment
- Nursing education fosters collaboration with the interprofessional health care team to improve health through evidenced-based clinical preventive practice
- Nursing education cultivates quality improvement practices to maintain and improve patient safety
- Nursing education promotes the application of clinical reasoning and clinical judgment to produce safe health outcomes
- Students will have opportunities to grow in Christian life to enhance their understanding and capacity to care for themselves and others
- Students will apply knowledge of nursing theory and research essential to contemporary nursing practice
- Students focus on moral, value-based reflective thinking that form the foundation of scientific inquiry and evidence

Caring

- Caring is expressed through application of nursing knowledge in practice, critical thinking skills, interpersonal skills, assertiveness, curiosity, courage and humor
- Caring is expressed through provision of safe outcomes of care for diverse populations
- Nursing is philosophically rooted in holistic caring for the biophysical, spiritual, mental, and social person
- Nursing facilitates healing across the lifespan by extending a caring human presence
- Self-care and self-reverence are requisites to caring for others

Health

- Health is created through unity and harmony of mind, body, and soul
- Health is a dynamic state of being on a wellness-illness continuum
- Health requires ensuring that the basic right of all individuals, especially the poor and the dying, have equitable access to the health care system
- Human beings are unique and complex, with physical, emotional, cognitive, sociocultural, and spiritual dimensions
- The individual person develops from the interaction of environment, family, culture, and society
- The individual experience is valued and is worthy of inherent dignity and respect

course prerequisites and corequisites

Nursing and selected non-nursing courses have prerequisites that must be successfully completed prior to enrollment in these courses. Upon registration, prerequisite and corequisite courses must be fulfilled or a plan approved to complete all prerequisites. Prerequisite or corequisite equivalencies may be approved by the Bon Secours Memorial College of Nursing. Any change in course sequence is on an individualized basis and subject to administrative approval.

Definitions:

- Prerequisite course: a course that is required prior to taking another course
- Corequisite course: a required course that must be taken in combination with another course or may be taken prior to the noted course(s). In no circumstances may a corequisite course be taken after the noted course(s)
- Service learning: a structured educational experience that integrates community partnerships, reciprocal service, theory, and student reflection in order to teach civic engagement, enrich the nursing curriculum and strengthen communities.

pre-licensure general education course requirements

Following is a list of approved general education courses from the humanities, mathematics and the sciences, and the social sciences. Prior to enrolling in the courses on this list, students should reference the transfer guide available online. To ensure transferability of credits students should consult with the Registrar's Office.

Pre-licensure General Education Course Requirements

COURSE PREFIX	COURSE TITLE	CREDITS
ART EEE	Art elective	3
BIO 101	Biology I	4
BIO 102	Biology II	4
BIO 205	Microbiology	4
DIT 121	Nutrition	3
ENG 111	English Composition I	3
ENG 112	English Composition II	3
LIT EEE	Literature elective	3
MTH 240/2001*	Statistics	3
BIO 141	Human Anatomy & Physiology I	4
BIO 142	Human Anatomy & Physiology II	4
PHI 200/2001*	Ethics	3
PSY 200	Psychology	3
PSY 230	Developmental Psychology	3
REL EEE/2001*	Religion elective	3
SOC 200	Sociology	3
COM EEE	Communication elective	3
Total General Education Credits		56

*Courses offered at both institutions (Reynolds Community College and Bon Secours Memorial College of Nursing).

general education courses (offered by BSMCON)

BSMCON offers some of the general education courses required for the Bachelor of Science in Nursing. Students may take required general education courses at institutions accredited by agencies recognized by the United States Department of Education. The College has a Course Affiliation Agreement with Reynolds Community College (RCC). The Agreement facilitates an administrative relationship between the two institutions that streamlines course enrollment, tuition payment, financial aid processing, and grade report release for students enrolled at both institutions. BSMCON students are not required to take general education courses at RCC.

General education is that portion of the collegiate experience that addresses the knowledge, skills, competencies, attitudes, and values characteristic of an educated and well-informed citizen capable of functioning effectively in a complex and rapidly changing world. General education honors the connections among bodies of knowledge in various disciplines and contributes to the overall development of the student.

HNU 2001 Nutrition for the Health Sciences (3 credits: lecture)

This course will explore fundamental nutrition concepts for nursing students and basic principles of nutrition to support health across the life cycle. Course will review the application and utilization of available tools and resources and will highlight current diet trends. It will include an introduction to nutrition assessment as well as medical nutrition therapy for prevalent disease states.

MAT 2001 Introduction to Statistics (3 credits: lecture)

This course focuses on understanding, interpreting, and applying basic descriptive and inferential statistics within the context of nursing research and evidence-based practice.

PHI 2001 Ethics: Practice, Theory, History (3 credits: lecture)

This course serves as a general introduction to moral philosophy in Western civilizations. The course begins by orienting students to the current state of ethical thinking in an effort to locate themselves and others engaged in ethical dialogue. The course explores virtue, principle, and consequence based moral philosophies and finishes with contemporary discussions in moral theory and ethical practice. The study of ethics produces a set of skills that are useful for reflecting upon one's own life, as well as the ethical choices facing oneself and others. At the end of the course, students will have the skills to raise ethical issues in practical settings and to help guide and engage in ethical deliberation. Through case studies and debate, students will learn and practice methodologies for guiding ethical decision making and consensus building within groups from differing ethical backgrounds and value systems.

REL 2001 World Religions:

Living Faith Traditions (3 credits: lecture)

An investigation of various Living Faith Traditions and the ways they continue to affect our immediate U.S. cultural context. Special attention will be given to Hinduism, Buddhism, Judaism, Christianity, and Islam and how their views impact health care providers in their formative years.

general education courses (Reynolds Community College)

ART 100 Art Appreciation (3 credits: lecture)

Introduces art from prehistoric times to the present day. Describes architectural styles, sculpture, photography, printmaking, and painting techniques. Prerequisite: Placement in ENG 111 or placement in corequisites ENG 111 and ENF 3.

ART 101 History and Appreciation of Art I (3 credits: lecture)

Presents the history and interpretation of architecture, sculpture, and painting. Begins with prehistoric art and follows the development of western civilization to the present. ART 101 and 102 may be taken out of order. Part I of II. Prerequisite: Placement in ENG 111 or placement in corequisites ENG 111 and ENF 3.

ART 102 History and Appreciation of Art II (3 credits: lecture)

Presents the history and interpretation of architecture, sculpture, and painting. Begins with prehistoric art and follows the development of western civilization to the present. ART 101 and 102 may be taken out of order. Part II of II. Prerequisite: Placement in ENG 111 or placement in corequisites ENG 111 and ENF 3.

BIO 101 General Biology I (4 credits: 3 credits lecture, 1 credit lab)

Focuses on foundations in cellular structure, metabolism, and genetics in an evolutionary context. Explores the core concepts of evolution; structure and function; information flow, storage and exchange; pathways and transformations of energy and matter; and systems biology. Emphasizes process of science, interdisciplinary approach, and relevance of biology to society. Part I of a two-course sequence. Prerequisite: Completion of ENF 2, if required by placement test, and completion of MTE 1-3. Lecture 3 hours. Recitation and Laboratory 3 hours.

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BIO 102 General Biology II (4 credits: 3 credits lecture, 1 credit lab)

Focuses on diversity of life, anatomy and physiology of organisms, and ecosystem organization and processes in an evolutionary context. Explores the core concepts of evolution; structure and function; information flow, storage and exchange; pathways and transformations of energy and matter; and systems biology. Emphasizes process of science, interdisciplinary approach, and relevance of biology to society. Part II of a two-course sequence. Prerequisite: Satisfactory completion of BIO 101. Lecture 3 hours. Recitation and Laboratory 3 hours.

BIO 141 – Human Anatomy & Physiology I (4 credits: 3 credits lecture, 1 credit lab)

Integrates anatomy and physiology of cells, tissues, organs, and systems of the human body. Integrates concepts of chemistry, physics, and pathology. Part I of II. Prerequisites: (1) High school biology and chemistry completed within five years of registering for this course with a grade of C or better or BIO 101 (or an equivalent) or advisor approval and (2) completion of ENF 2, if required by placement test or instructor/ advisor approval.

BIO 142 Human Anatomy and Physiology II (4 credits: 3 credits lecture, 1 credit lab)

Integrates anatomy and physiology of cells, tissues, organs, and systems of the human body. Integrates concepts of chemistry, physics, and pathology. Part II of II. Prerequisite: BIO 141.

BIO 205 General Microbiology (4 credits: 3 credits lecture, 1 credit lab)

Examines morphology, genetics, physiology, ecology, and control of microorganisms. Emphasizes application of microbiological techniques to selected fields. Prerequisites: BIO 101-102 and CHM 111-112 or equivalent, or permission of the School of Mathematics, Science, and Engineering. CHM 101-102 are acceptable equivalent courses. Credits for CHM 101-102 do not count toward the AS degree in Science.

CST 100 Principles of Public Speaking (3 credits: lecture)

Applies theory and principles of public address with emphasis on preparation and delivery.

CST 110 Introduction to Speech Communication (3

credits: lecture) Examines the elements affecting speech communication at the individual, small group, and public communication levels with emphasis on practice of communication at each level.

DIT 121 Nutrition I (3 credits: lecture)

Studies food composition, dietary guidelines, and nutrients essential to healthy human life. Analyzes nutrient function and metabolism.

ENG 111 College Composition I (3 credits: lecture)

Introduces students to critical thinking and the fundamentals of academic writing. Through the writing process, students refine topics; develop and support ideas; investigate, evaluate, and incorporate appropriate resources; edit for effective style and usage; and determine appropriate approaches for a variety of contexts, audiences, and purposes. Includes exposition, argumentation, and analysis with at least one researched essay. ENG 111 has been designated as a “writing intensive” course according to standards developed by the English department. Prerequisites: A placement recommendation for ENG 111 or placement recommendation for co-requisites ENG 111 and ENF 3. ENG 111 is a prerequisite for ENG 112.

ENG 112 College Composition II (3 credits: lecture)

Continues to develop college writing with increased emphasis on critical essays, argumentation, and research, and developing these competencies through the examination of a range of texts about the human experience. Requires students to locate, evaluate, integrate, and document sources and effectively edit for style and usage. Requires students to develop competency in preparing and delivering an oral presentation. ENG 112 has been designated as a “writing intensive” course according to standards developed by the English department. Prerequisite: ENG 111 or its equivalent. A grade of “C” or better in ENG 111 and the ability to use word processing software are recommended.

ENG 210 Advanced Composition (3 credits: lecture)

Helps students refine skills in writing non-fiction prose. Guides students in the development of individual voice and style. Introduces procedures for publication in an electronic environment and composing and producing alphabetic, visual, aural, and/or digital texts. ENG 210 has been designated as a “writing intensive” course according to standards developed by the English department. Prerequisite: ENG 112 with a grade of “C” or better.

ENG 241 Survey of American Literature I (3 credits: lecture)

Examines American literary works from precolonial times through the mid-nineteenth century, emphasizing the ideas and characteristics of the American literary tradition. Involves critical reading and writing. ENG 241 has been designated as a “writing intensive” course according to standards developed by the English department. Prerequisite: ENG 112 or its equivalent. ENG 241 and ENG 242 may be taken out of order.

ENG 242 Survey of American Literature II (3 credits: lecture)

Examines American literary works from precolonial times through the mid-nineteenth century, emphasizing the ideas and characteristics of the American literary tradition. Involves critical reading and writing. ENG 242 has been designated as a “writing intensive” course according to standards developed by the English department. Prerequisite: ENG 112 or its equivalent. ENG 241 and ENG 242 may be taken out of order.

ENG 243 Survey of English Literature I (3 credits: lecture)

Examines major British texts from the Anglo-Saxon period to the 18th Century, emphasizing the ideas and characteristics of the British literary tradition. Involves critical reading and writing. ENG 243 has been designated as a “writing intensive” course according to standards developed by the English department. Prerequisite: ENG 112 or its equivalent. ENG 243 and ENG 244 may be taken out of order.

ENG 244 Survey of English Literature II (3 credits: lecture)

Examines major British texts from the Romantics to the contemporary period, emphasizing the critical ideas and traditions of the British literary tradition. Involves critical reading and writing. ENG 244 has been designated as a “writing intensive” course according to standards developed by the English department. Prerequisite: ENG 112 or its equivalent. ENG 243 and ENG 244 may be taken out of order.

ENG 251 Survey of World Literature I (3 credits: lecture)

Examines major works of world literature from the ancient period to the early 17th Century. Involves critical reading and writing. This course has been designated as a “writing intensive” course according to standards developed by the English department. Prerequisite: ENG 112 or its equivalent. ENG 251 and ENG 252 may be taken out of order.

ENG 252 Survey of World Literature II (3 credits: lecture)

Examines major works of world literature from the 17th Century to the present era. Involves critical reading and writing. This course has been designated as a “writing intensive” course according to standards developed by the English department. Prerequisite: ENG 112 or equivalent. ENG 251 and ENG 252 may be taken out of order.

ENG 273 Women in Literature I (3 credits: lecture)

Examines literature by and about women prior to 1900 from a variety of countries and cultures. Involves critical reading and writing. ENG 273 has been designated as a “writing intensive” course according to standards developed by the English department. Prerequisite: ENG 112 or approval by the English department head. ENG 273 and ENG 274 may be taken out of order.

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ENG 274 Women in Literature II (3 credits: lecture)

Examines literature by and about women from 1900 to the present from a variety of countries and cultures. Involves critical reading and writing. ENG 274 has been designated as a “writing intensive” course according to standards developed by the English department. Prerequisite: ENG 112 or approval by the English department head. ENG 273 and ENG 274 may be taken out of order.

HLT 230 Principles of Nutrition and Human Development (3 credits: lecture)

Teaches the relationship between nutrition and human development. Emphasizes nutrients, balanced diet, weight control, and the nutritional needs of an individual.

MTH 240 Statistics (3 credits: lecture)

Presents an overview of statistics; including, descriptive statistics, elementary probability, probability distributions, estimation, hypothesis testing, and correlation and regression. Prerequisite and successful completion of MTH 163 or MTH 166 or equivalent. Placement recommendation for MTH 240 will not be awarded for both MTH 240 and MTH 241.

MUS 121 Music Appreciation I (3 credits: lecture)

Increases the variety and depth of the student’s interest, knowledge, and involvement in music and related cultural activities. Acquaints the student with traditional and twentieth-century music literature, emphasizing the relationship music has as an art form with man and society. Increases the student’s awareness of the composers and performers of all eras through listening and concert experiences.

PHI 220 Ethics (3 credits: lecture)

Provides a systematic study of representative ethical systems. Prerequisite: Placement in ENG 111 or placement in corequisites ENG 111 and ENF 3.

PSY 200 Principles of Psychology (3 credits: lecture)

Surveys the basic concepts of psychology. Covers the scientific study of behavior and mental processes, research methods and measurement, theoretical perspectives, and application. Includes biological bases of behavior, learning, social interactions, memory, and personality; and other topics such as sensation, perception, consciousness, thinking, intelligence, language, motivation, emotion, health, development, psychological disorders, and therapy. Prerequisite: Placement in ENG 111 or placement in corequisites ENG 111 and ENF 3.

PSY 230 Developmental Psychology (3 credits: lecture)
Studies the development of the individual from conception to death. Follows a life-span perspective on the developmental tasks of the person's physical, cognitive, and psycho-social growth. Prerequisite: Placement in ENG 111 or placement in corequisites ENG 111 and ENF 3.

REL 231 Religions of the World I (3 credits: lecture)
Introduces students to the religions of the world with attention to origin, history, and doctrine. Focuses on the development of systems of faith in various human cultures, with a concentration on Eastern religions. Introduces the academic study of religion, issues of faith, and specific world religions. Examines the historical evolution, the fundamental doctrines and beliefs, and the practices, institutions, and cultural expressions of these religious traditions. Also deals with some of the essential differences and similarities that exist among each religious tradition, and points to the uniqueness of each of them. Prerequisite: Placement in ENG 111 or placement in corequisites ENG 111 and ENF 3.

REL 232 Religions of the World II (3 credits: lecture)
Introduces students to the religions of the world with attention to origin, history, and doctrine. Focuses on the development of systems of faith in various human cultures, with a concentration on the rise of the monotheistic faiths and the distinction between primal or "oral" religions and "historical" religions. Introduces the academic study of religion, issues of faith, and specific world religions. Examines the historical evolution, the fundamental doctrines and beliefs, and the practices, institutions, and cultural expressions of these religious traditions. Also deals with some of the essential differences and similarities that exist among each religious tradition and points to the uniqueness of each of them. Prerequisite: Placement in ENG 111 or placement in corequisites ENG 111 and ENF 3.

REL 233 Introduction to Islam (3 credits: lecture)
Studies Islam in its historical, religious, and political dimensions and assists in the understanding of its contemporary vitality and attraction as a faith, a culture, and a way of life. Prerequisite: Placement in ENG 111 or placement in corequisites ENG 111 and ENF 3.

REL 240 Religions in America (3 credits: lecture)
Surveys various manifestations of religion in the American experience. Emphasizes concepts, problems, and issues of religious pluralism and character of American religious life. Examines the role of religion in America with particular emphasis on religion in contemporary America. Includes the history, beliefs, and practices of the world's major religions in America, as well as an examination of new religious developments. Examines the relationship between American religion and American identity, the rise of civil and cultural religion, and the role of religion in public policy and American culture. Prerequisite: Placement in ENG 111 or placement in corequisites ENG 111 and ENF 3.

REL 255 Selected Problems and Issues in Religion: Women and the Bible (3 credits: lecture)
Introduces students to the portrayal of women in the Bible. Examines, through selected Biblical texts, the role and depiction of women within this text. Studies the impact of scriptural writing on the role of women in the Western world through the lens of feminist scholars. Students are asked to think critically about the texts and the issues raised by feminist perspectives and to analyze the impact of the Bible on women today and society as a whole. Prerequisite: Placement in ENG 111 or placement in corequisites ENG 111 and ENF 3.

SOC 200 Principles of Sociology (3 credits: lecture)
Introduces fundamentals of social life. Presents significant research and theory in areas; such as, culture, social structure, socialization, deviance, social stratification, and social institutions. Prerequisite: Placement in ENG 111 or placement in corequisites ENG 111 and ENF 3.

pre-licensure BSN prerequisite and corequisite courses

The curriculum is eight (8) semesters in length and requires 124 credit hours, 68 credits in nursing courses and 56 credits in general education courses.

The required pre-licensure BSN courses having prerequisites/corequisites are as outlined in the following table:

PREREQUISITE(S)	BSMCON PRE-LICENSURE NURSING COURSES	COREQUISITE
English Composition I & II Introduction to Psychology Developmental Psychology Biology I & II Introduction to Sociology +9 additional credits of remaining required General Education Courses	NUR 1100 NUR 2101	Anatomy & Physiology I Nutrition Microbiology
All courses noted above plus Anatomy & Physiology I Nutrition Microbiology NUR1100, 2101	NUR 2102 NUR 2103	Anatomy & Physiology II Ethics Statistics* Fine Art elective* Literature elective* Religion elective*
All courses noted above plus Anatomy & Physiology II Ethics NUR2102, 2103 Statistics* Fine Art elective* Literature elective* Communication elective* Religion elective*	JUNIOR YEAR, SEMESTER 1 NUR 3104, 3111, 3111P, 3113 3121 PHR 3101	The courses noted in each of the semesters represented in the middle column must all be completed before progressing to the next semester of nursing courses.
NUR 3104, 3111, 3111P, 3113 3121 PHR 3101	JUNIOR YEAR, SEMESTER 2 NUR 3112, 3112P, 3114, 3114P 3140 PHR 3102	NUR 3111 and NUR 3112 must be taken with the associated PHR 3101 and PHR 3102 course NUR 3104 must be taken with or prior to NUR 3111P
NUR 3112, 3112P, 3114, 3114P 3140 PHR 3102	SENIOR YEAR, SEMESTER 1 NUR 4111, 4111P, 4113, 4114, 4115, 4115P, 4122	All practica must be taken with or after the associated didactic course
NUR 4111, 4111P, 4113, 4114, 4115, 4115P, 4122	SENIOR YEAR, SEMESTER 2 NUR 4142, 4143, 4144, 4145	
Nursing Elective		
	NUR 3133	NUR 2102, NUR 2103

Courses noted with an asterisk () may be taken prior to beginning Junior Year, Semester 1 courses (3000 level nursing courses).

pre-licensure nursing course descriptions

NUR 1100 Foundations of Nursing Scholarship (2 credits: lecture)

This course introduces the student to selected concepts of nursing including professional standards, the philosophy and scope of nursing, the history of nursing, nursing theory, Watson's caring, Carper's ways of knowing, scholarship and evidence-based practice, healthcare organizational structure, Bon Secours values and the Catholic healthcare ministry, servant leadership, and professionalism and lifelong learning. Students in this course will have the opportunity to participate with a community partner in a service learning activity that will complement the course objectives.

NUR 2101 Professional Nursing Concepts (3 credits: lecture)

This course introduces the student to the basic concepts of patient-centered care, safety, health, communication, education, basic physical and psychosocial needs, critical thinking, nursing process, interprofessional collaboration and conflict resolution. At completion of the course students will be able to apply the principles learned and generate a plan of care using the nursing process.

NUR 2102 Lifespan Health Assessment and Clinical Prevention (4 credits: 3 credits lecture, 1 credit lab)

This course builds upon the foundational nursing and liberal education in the sciences and the arts to apply the knowledge, skills, and attitudes of health assessment and clinical prevention to nursing practice. The student will identify health assessment and clinical prevention as foundational to safe, quality, ethical, legal, moral, and professional nursing care. Through a body systems approach, the student nurse will discover a means to collect and interpret data that includes the holistic view, genetics and genomics, and common laboratory and diagnostic tests to formulate clinical judgment and nursing diagnosis about the individual's health state, response to actual or potential problems, life processes, or higher levels of wellness. The nursing student will apply principles from Healthy People 2020, Agency for Healthcare Research and Quality (AHRQ) Clinical Preventive Guidelines, and other national standards to promote primary, secondary, and tertiary prevention. The student will appreciate self-care as foundational to servant leadership and will utilize caring theory in their approach to health assessment and clinical prevention.

NUR 2103 Competencies for Nursing Practice I (2 credits: 1 credit lab, 1 credit practicum)

This course facilitates performance of basic nursing skills in the laboratory and clinical settings. Students will focus on the psychomotor performance based on basic professional nursing skills such as hand washing, client hygiene, wound care, preparation and maintenance of a sterile field, nutritional assessment and management, assessment and modes of maintaining adequate oxygenation, and medication administration.

NUR 3104 Competencies for Nursing Practice II (2 credits: 1 credit lab, 1 credit practicum)

This course facilitates performance of nursing skills in the laboratory and clinical settings. Students will focus on the psychomotor performance based on foundational nursing knowledge, skills, and attitudes. Students will learn intermediate and advanced nursing skills such as venipuncture, IV therapy, Patient Controlled Analgesia (PCA), Total Parenteral Nutrition (TPN), Central Venous Access Devices (CVAD), airways and suctioning, mechanical ventilation, blood transfusions, electrocardiogram (EKG) and telemetry, chest tubes (CT), peritoneal dialysis (PD), pre- and post-op care, and end of life care.

NUR 3111 Adult Nursing Science I (3 credits: lecture)

This course introduces the students to patient-centered care across the healthcare continuum with an emphasis on clinical prevention, health promotion, health restoration, and health maintenance of adults. This course will focus on alterations in homeostasis secondary to fluid and electrolyte imbalance, ventilation and oxygen transport problems, perfusion compromise, genitourinary dysfunction, and endocrine disorders. Adult Nursing Science I will draw on knowledge gained in liberal education and will be aligned with Pathopharmacology I and Adult Nursing Science I Practicum for application of knowledge, skills, and attitudes learned during the course.

NUR 3111P Adult Nursing Science I Practicum (3 credits: practicum)

This course allows students to apply knowledge, skills, and attitudes regarding the holistic care of adults across the healthcare continuum. Students have the opportunity to provide nursing care to clients with common acute and chronic health problems in primary, secondary, and tertiary settings. This practicum is aligned with Adult Nursing Science I and Pathopharmacology I.

NUR 3112 Adult Nursing Science II (3 credits: lecture)

This course continues to emphasize patient-centered care across the healthcare continuum with an emphasis on clinical prevention, health promotion, health restoration, and health maintenance of adults. This course will focus on alterations in homeostasis secondary to care of the perioperative client, in addition, to the client with altered immune disorders, gastrointestinal disorders, movement and coordination disorders, and multisystem organ dysfunction. Adult Nursing Science II will draw on knowledge gained in liberal education and previous nursing courses. This course is aligned with Pathopharmacology II and Adult Nursing Science II Practicum for application of knowledge, skills, and attitudes learned during the course.

NUR 3112P Adult Nursing Science II Practicum (3 credits: practicum)

This course allows students to continue to build the knowledge, skills, and attitudes regarding the essential holistic care of adults across the healthcare continuum. Students have the opportunity to provide nursing care to clients with common acute and chronic health problems in primary, secondary, and tertiary settings. This practicum is closely aligned with Adult Nursing Science II and Pathopharmacology II.

NUR 3113 Vulnerable Populations and Global Health (2 credits: lecture)

This course examines various vulnerable populations in order to develop the ability of students to deliver culturally competent nursing care. Using a global perspective, students will analyze health disparities, community emergencies and common health issues facing diverse populations. Students will embody values of servant leadership and professionalism when engaging in service learning with a vulnerable population. Students in this course will have the opportunity to participate with a community partner in a service learning activity that will complement the course objectives.

NUR 3114 Mental Health and Mental Illness Nursing (2 credits: lecture)

This course focuses on nursing responses to mental health and illness phenomena in individuals, families, and groups. Students assess and apply evidence-based nursing practice at the primary, secondary, and tertiary preventative levels of care. Emphasis is placed on the holistic application of biopsychosocial, behavioral, and communication theories. The nursing process guides nursing care, with emphasis on a collaborative, interprofessional, client-centered approach.

NUR 3114P Mental Health and Mental Illness Nursing Practicum (2 credits: practicum)

This course focuses on the practice of therapeutic communication and evidence-based practice in the care of clients with mental health and mental illness concerns at primary, secondary, and tertiary preventative levels of care. Emphasis is placed on the holistic application of biopsychosocial, behavioral, and communication theories. The nursing process guides nursing care, with emphasis on a collaborative, interprofessional, and client-centered approach. Students will perform psychosocial assessments, lead therapeutic groups, provide mental health education, and provide direct care to mentally ill clients. Students will participate and reflect on a service learning activity.

NUR 3121 Nursing Informatics (2 credits: lecture)

This course provides the baccalaureate nurse generalist student with an understanding of the fundamental use of information and technology within the healthcare system. The QSEN competency of informatics is highlighted. The student will be expected to synthesize information generated by a wide range of computer applications in the knowledge necessary for clinical decision making in the safe and effective care of their patients.

NUR 3140 Professional Role Development: Contemporary Issues (2 credits: lecture)

This course presents the broad context of healthcare policy, finance, regulation, law, ethics, quality improvement, interprofessional collaboration, and the multiple roles of the baccalaureate nurse generalist. There will be an emphasis on the scope and standards of nursing practice within the local, state, and national health care systems. The knowledge,

skills, and attitudes attained from a liberal education and the prerequisite nursing courses will serve as a foundation for in depth discussions of these subjects.

NUR 4111 Nursing Care of Women and Childbearing Families (2 credits: lecture)

This course introduces women's health issues and the concept of family-centered nursing care to promote positive outcomes for culturally diverse women and childbearing families. Emphasis is placed on the educational and health care needs of the family as it experiences the birth process. This course will draw on knowledge gained through liberal education and prerequisite courses. In addition, the course is aligned with Nursing Care of Women and Childbearing Families Practicum (NUR 4111P) for the application of knowledge, skills and attitudes learned during the didactic course.

NUR 4111P Nursing Care of Women and Childbearing Families Practicum (2 credits: practicum)

This course focuses on clinical experience of direct care of women and childbearing families in a health care facility or health care organization that will provide the student with optimal clinical experiences. This course will draw on knowledge gained through liberal education and prerequisite courses. In addition, the course is aligned with Nursing Care of Women and Childbearing Families (NUR 4111) for the acquisition of knowledge, skills and attitudes needed to provide safe, quality nursing care. The student will apply evidence-based concepts in women's health and in holistic family-centered nursing care to promote positive outcomes for culturally diverse women and childbearing families. The nursing process guides nursing care, with an emphasis on using a collaborative, client-centered approach. In addition, emphasis is placed on the educational and health care needs of the family as it experiences the birth process.

NUR 4113 Gerontological Concepts and Issues (2 credits: lecture)

This course promotes students' examination of successful aging across a continuum that will facilitate their appreciation of how aging has changed through history and is currently perceived and experienced across global cultures. The course focuses on consideration of students' and global societal values and attitudes relating to aging; and, how such values and attitudes of older people themselves, family members, interprofessional care providers, and society influence the quality of care that older adults desire and actually receive.

NUR 4114 Metaphysical Nursing (2 credits: lecture)

This course invites the student to explore the concept of self-care in order to inspire and inform compassionate and competent nursing practice. Within this course, the student investigates global caring-healing practices for integrative health while applying theories of knowing, caring, and holism. The student considers methods to support lifelong learning about integrative health and patient-centered care. Metaphysical Nursing builds on life experiences, a broad liberal education, foundational nursing education, and the Bon Secours values.

NUR 4115 Nursing Care of Children and Families (3 credits: lecture)

This course introduces students to the developmental, psychosocial, health promotion, and physiologic needs of children. Emphasis is placed on the care of children within the context of family. The course is aligned with Nursing Care of Children and Families Practicum (N4115P) for the application of knowledge, skills and attitudes during the didactic course.

NUR 4115P Nursing Care of Children and Families Practicum (2 credits: practicum)

This course introduces students to the developmental, psychosocial, health promotion, and physiological needs of children. Emphasis is placed on the holistic care of children within the context of family. Opportunities are provided in a variety of pediatric healthcare and community settings.

NUR 4122 Nursing Research (3 credits: lecture)

This course provides foundational knowledge of nursing research and application of evidence-based practice. Students will acquire skills related to reading and critiquing both qualitative and quantitative research and completing a comprehensive literature review.

NUR 4142 Synthesis of Nursing Practice (3 credits: lecture)

This course uses a systematic and comprehensive approach to provide a framework for transition to the baccalaureate nurse generalist role. Students synthesize nursing theory and healthcare concepts by building upon knowledge, skills, and attitudes gained in previous nursing courses and clinical experience.

NUR 4143 Clinical Immersion (5 credits: practicum)

This course supports knowledge application, professional role development, skill refinement, and transition to practice through precepted experiences. Clinical Immersion allows students to integrate previous learning and solidify the knowledge, skills, and attitudes essential for the baccalaureate nurse generalist as they prepare to assume their roles as professional nurses.

NUR 4144 Contemporary Role Development: Servant Leadership (2 credits: lecture)

This course provides an overview of leadership styles with an emphasis on servant leadership. Students explore their own leadership capabilities and explore servant leadership within the Bon Secours Health System. This course builds upon Professional Role Development: Contemporary Issues and previous nursing courses through advanced discussions of leadership, management, delegation, accountability, career management, and lifelong learning. Students in this course will have the opportunity to participate with a community partner in a service learning activity that will complement the course objectives.

NUR 4145 NCLEX Review (2 credits: lecture)

This course prepares the student with the tools to successfully pass the NCLEX-RN examination. Students will complete a pretest, review the material, and complete a post test on the summative information from all aspects of nursing expected of the baccalaureate nurse generalist. This course is based on the NCLEX blueprint regarding the safe and effective care environment, health promotion and maintenance, psychosocial integrity, and physiological integrity.

NUR 3133 Global Outreach for Mission Trip (2 credits: lecture)

This course provides an opportunity for reflection on and development of the knowledge, skills, and attitudes appropriate for the delivery of culturally competent nursing care for individuals, families, groups, communities and organizations. The student will develop a self-awareness of his/her own values and beliefs and will analyze major concerns and issues encountered by nurses in diverse populations. This course is based upon concepts of service learning, which is a way in which the student can develop his/her own sense of civic responsibility and help create a better world by acting locally or globally to solve social problems. This course is designed for the student who is self-motivated and interested in the topic of culturally competent nursing.

PHR 3101 Pathopharmacology I (3 credits: lecture)

This course examines pathophysiological concepts and pharmacotherapeutics as related to the disruption of homeostasis in the human body. Building on knowledge of anatomy and physiology, this course explores disease processes and pharmacological interventions within the following body systems: autonomic nervous, respiratory, cardiovascular, genitourinary, and endocrine. Pathopharmacology I is designed for the baccalaureate nurse generalist student and is closely aligned with Adult Nursing Science I.

PHR 3102 Pathopharmacology II (3 credits: lecture)

This course examines pathophysiological concepts and pharmacotherapeutics as related to the disruption of homeostasis in the human body. Building on knowledge from prerequisite courses, this course explores disease processes and pharmacological interventions as related to the following topics: inflammation, pain, and fever; immune system; gastrointestinal system; musculoskeletal system; nervous system; mental health; multisystem dysfunction; and end of life. Pathopharmacology II is designed for the baccalaureate nurse generalist student and is closely aligned with Adult Nursing Science II.

* In accordance with §54.1-3001 of the Code of Virginia, a nursing student, while enrolled in an approved nursing program, may perform tasks that would constitute the practice of nursing. The student shall be responsible and accountable for the safe performance of those direct patient care tasks to which he has been assigned.

post-licensure — RN-BSN (distance education)

The RN-BSN program is offered via distance education. All courses are fully online and asynchronous through Blackboard Learning Management System format. The program can be completed in as few as three semesters and requires 124 credit hours to complete. Students are awarded academic credit for previous learning in an associate degree or diploma in nursing program, culminating in successful completion of the NCLEX-RN Exam. Upon successful completion of NUR 3200 or 3205, 35 credits are awarded for prior nursing knowledge. Upon completion of the program, a Bachelor of Science in Nursing (BSN) is awarded.

All courses must be attempted according to the time frame designated in the curriculum plan. The RN-BSN program courses are taught online within a 15 week semester, as well as a 10 week summer session, unless otherwise noted. All but 15 credits of general education courses must be taken prior to admission into the RN-BSN program.

The required prerequisites/co-requisites for post-licensure BSN courses for students **admitted prior to Fall 2014** are as outlined in the following table.

post-licensure RN-BSN prerequisite and corequisite courses for students admitted prior to Fall 2014

PREREQUISITE(S)	BSMCON POST-LICENSE NURSING COURSES	COREQUISITE
Acceptance to RN-BSN program track	NUR 3204, 3200, 3202, 3203	
NUR 3204	NUR 4212, 4213, 4214, 4221	
Statistics	NUR 4222, 4244	

post-licensure RN-BSN track (online) nursing course descriptions for students before Fall 2014

NUR 3200 Transition and Validation of Nursing Scholarship (5 credits: lecture)

Focuses on providing a foundation for the success of the student. It builds upon foundational knowledge from the liberal arts, sciences, humanities, and the student's nursing education and experience to provide a bridge to professional advancement in nursing practice. The course introduces the student to Bon Secours values, the Catholic health care ministry, servant leadership, tools for scholarship, the worldviews of nursing, nursing theory, and life-long learning. Students will demonstrate use of available tools for scholarship. Role transition and professional socialization in various nursing settings are also a focus.

NUR 3201 Validation of Requisite Nursing Knowledge (35 credits)

This course provides academic credit for previous learning in an associate degree or diploma in nursing program culminating in successful completion of NCLEX-RN. Upon successful completion of NUR 3200, 35 credits are awarded for previous accredited nursing education.

NUR 3202 Integrated Health Assessment (3 credits: lecture)

Focuses on providing an opportunity for the synthesis of knowledge previously acquired in both nursing education and practice experiences. Advanced nursing topics including integrated health assessment (both physical and holistic assessment), prioritization, and management of patient care will be emphasized.

NUR 3203 Application of Pharmacology (3 credits: lecture)

Focuses on the integration and application of pharmacologic principles and concepts throughout the lifespan. Principles of professional practice, evidence-based practice, and interprofessional communication are also discussed to promote patient safety and patient outcomes.

NUR 3204 Orientation to Distance Learning (1 credit: lecture)

Focuses on providing a foundation for the success of the student in distance education. Introduces the student to APA format, course delivery tools and methodology, communication tools, netiquette, e-library, and student responsibilities within distance education.

NUR 4212 Quality and Safety in Nursing Practice (4 credits: lecture)

Focuses on the development of core Quality and Safety in Nursing Education (QSEN) competencies. Designing safe, quality care and promoting patient outcomes are the primary focus. The QSEN competencies of patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, and safety are detailed.

NUR 4213 Clinical Prevention and Population Health (4 credits: lecture)

Focuses on primary, secondary, and tertiary clinical prevention and strategies. Risk reduction, health promotion and disease and case management of individuals, families, and communities are addressed. Using a global perspective, population health is explored by analyzing health disparities and identifying common health issues facing vulnerable populations.

NUR 4214 Ethics in Nursing Practice (3 credits: lecture)

Focuses on ethical principles which impact professional nursing practice. The role of the baccalaureate prepared nurse generalist is highlighted, including the role of the nurse on multidisciplinary ethics committees. Ethical philosophies/models are applied to nursing practice. Ethical terms, obligations, issues, and standards are explored.

NUR 4221 Nursing Informatics (3 credits: lecture)

Focuses on technology in health care. Basics of nursing informatics are synthesized with the knowledge, skills, and attitudes necessary for safe and effective care of patients. The QSEN competency of informatics is highlighted. Content includes basic computer and communication technology, networking software, databases, and their management, health care information systems, the World Wide Web, and electronic medical records.

NUR 4222 Nursing Research for RNs (3 credits: lecture)

This course focuses on providing foundational knowledge of nursing research and its use in evidence-based practice. Basic research principles are explored and both qualitative and quantitative research are critiqued and applied while utilizing fundamental statistical knowledge and preparing the student to share evidence of best practices with the interprofessional team.

NUR 4244 Servant Leadership and Health Care Management (4 credits: lecture)

Focuses on the principles of managing, leading, and servant leadership in health care organizations. Managing health care productivity, change in the health care environment, communication, time management, and problem-solving are emphasized. Characteristics of servant leadership provide the course foundation.

post-licensure RN-BSN prerequisite and corequisite courses for students admitted Fall 2014 and after

The required prerequisites/co-requisites for post-licensure BSN courses for students **admitted in the Fall 2014** or after are as outlined in the following table:

PREREQUISITE(S)	BSMCON POST-LICENSURE NURSING COURSES	COREQUISITE
Admission to the Program	NUR 3208 Orientation to Online Learning NUR 3240 Transition to Baccalaureate Nursing NUR 3205 Advancing Nursing Practice NUR 3206 Quality and Safety I NUR 3207 Quality and Safety II	
NUR 3208 Orientation to Online Learning NUR 3240 Transition to Baccalaureate Nursing	NUR 4241 Servant Leadership NUR 4240 Business of Health Care in Complex Systems Nursing Elective	
NUR 3208 Orientation to Online Learning NUR 3240 Transition to Baccalaureate Nursing NUR 3205 Advancing Nursing Practice	NUR 4215P Vulnerable Populations and Global Health Practicum	NUR 4215 Vulnerable Populations and Global Health
NUR 3208 Orientation to Online Learning NUR 3240 Transition to Baccalaureate Nursing Statistics	NUR 4222 Nursing Research	
All General Education Credits	NUR 4242 Synthesis	Course must be taken in last semester of RN-BSN curriculum

post-licensure RN-BSN sample curriculum plan — admitted Fall 2014 and after

FULL-TIME	CREDITS	TOTAL CREDITS
Transfer of General Education	41	41
Semester 1		
NUR 3208 Orientation to Online Learning	1	12
NUR 3240 Transition to Baccalaureate Nursing	3	
NUR 3206 Quality and Safety in Nursing Practice I	2	
General Education credits	6	
Semester 2		
NUR 3205 Advancing Nursing Practice	4	12
NUR 3207 Quality and Safety in Nursing Practice II	2	
General Education credits	6	
NUR 3201 Validation of Requisite Nursing Knowledge (after successful completion of NUR 3205)	35	35
Semester 3		
General Education credits	3	12
NUR 4215 Vulnerable Populations and Global Health	4	
NUR 4222 Nursing Research	3	
NUR Nursing Elective	2	
Semester 4		
NUR 4240 Business of Health Care in Complex Systems	4	12
NUR 4242 Synthesis of Nursing Practice	3	
NUR 4241 Servant Leadership	4	
NUR 4215P Vulnerable Populations and Global Health Practicum	1	
Total Nursing Credits		68
Total Program Credits		124

*Post-licensure students may receive transfer credit for Microbiology and Nutrition through NLN proficiency testing.

post-licensure RN-BSN track (online) nursing course descriptions for students starting Fall 2014

NUR 3201 Validation of Requisite Nursing Knowledge

This course provides academic credit for previous learning in an associate degree or diploma in nursing program culminating in successful completion of NCLEX-RN. Upon successful completion of NUR 3205, 35 credits are awarded for previous accredited nursing education.

NUR 3205 Advancing Nursing Practice (4 credits: lecture)

This course expands the registered nurse's knowledge and skills in health, health assessment, psychomotor skills, genetics and genomics, and pharmacology across the lifespan to enhance clinical reasoning and clinical judgment skills. The course will also cover relevant new concepts including geriatric syndromes, palliative and end-of-life care, and complementary and alternative therapies. The student will incorporate clinical reasoning and clinical judgment to transition into a designer/manager/coordinator of cutting edge current nursing care. Successful completion of this course will award the student an additional 35 credits for previous accredited nursing education.

NUR 3206 Quality and Safety

in Nursing Practice I (2 credits: lecture)

This course focuses on the development of core Quality and Safety in Nursing Education (QSEN) competencies. Designing safe, quality care and promoting patient outcomes are the primary focus. The QSEN competencies of safety, teamwork and collaboration, and informatics are detailed.

NUR 3207 Quality and Safety

in Nursing Practice II (2 credits: lecture)

This course focuses on the development of core Quality and Safety in Nursing Education (QSEN) competencies. Designing safe, quality care and promoting patient outcomes are the primary focus. The QSEN competencies of quality improvement, patient centered care and evidence based practice are detailed.

NUR 3208 Orientation to Online Learning (1 credit: lecture)

This course serves to orient the online student with the offices and services available at Bon Secours while introducing the technologies available and expectations of online students. Students can expect to learn academic and behavioral expectations, APA format, course delivery tools and methodology, communication tools, netiquette, e-library, while providing a foundation for the success of the student in online education.

NUR 3240 Transition to Baccalaureate Nursing (3 credits: lecture)

This course facilitates the initial evolution of the registered nurse's knowledge, skills, and attitudes to professional advancement in baccalaureate education. This course builds

on the registered nurse's previous experience and education to emphasize professionalism, scholarship, worldviews of nursing, lifelong learning, as well, as the Bon Secours values, Catholic health ministry, caring theory, and servant leadership.

NUR 4215 Vulnerable Populations and Global Health (4 credits: lecture)

This course synthesizes the concepts of clinical prevention, global and transcultural health through theoretical frameworks, analysis of health policies, determinants and practices within inter-professional constructs. The student will utilize knowledge from previous courses for the purpose of optimizing the wellness of communities under the umbrella of social justice, compassion, stewardship, growth, professional values and servant leadership.

NUR 4215P Vulnerable Populations and Global Health Practicum (1 credit: practicum)

This course focuses on experiential learning, reflective practice and attainment of goal-directed outcomes in a community based setting that complements the RN to BSN student's practice experience. This experience will facilitate strengthening the skills of the baccalaureate nurse generalist in conjunction with a focus on vulnerable populations and global health.

NUR 4222 Nursing Research (3 credits: lecture)

This course focuses on providing foundational knowledge of nursing research and its use in evidence-based practice. Basic research principles are explored and both qualitative and quantitative research are critiqued and applied while utilizing fundamental statistical knowledge and preparing the student to share evidence of best practices with the interprofessional team.

NUR 4240 Business of Health Care in Complex Systems (4 credits: lecture)

This course focuses on health care policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the health care system and thereby are important considerations in professional nursing practice.

NUR 4241 Servant Leadership (4 credits: lecture)

This course focuses on the concepts of contemporary trends in leadership, development of self, change management in care delivery systems, and communication skills necessary to influence behaviors. This course will explore spirituality and practice in contemporary health care.

NUR 4242 Synthesis of Nursing Practice (3 credits: practicum)

This course provides the student the opportunity to synthesize nursing knowledge and professional role implementation through completion of a professional e-portfolio. The student will complete a change project that addresses an actual problem using an evidence-based process while practicing their servant leadership skills.

Electives: 2 credits

NUR 4230 Nursing Independent Study (2 credits: lecture)

The purpose of an independent study in nursing is to provide the student with an opportunity to pursue an area of interest in depth. In collaboration with a faculty member, the student will formulate his or her own learning objectives, determine the specific approaches to meet and evaluate those objectives.

NUR 4231 Nursing Informatics (2 credits: lecture)

This course focuses on technology in healthcare. Concepts of nursing informatics are synthesized with the knowledge, skills, and attitudes necessary for safe and effective care of patients. The QSEN competency of informatics is emphasized. Content includes basic computer and communication technology, networking software, databases, and their management, healthcare information systems, the World Wide Web, and electronic medical records.

NUR 4232 Gerontological Concepts and Issues (2 credits: lecture)

This course promotes students' examination of successful aging across a continuum that will facilitate their appreciation of how aging has changed through history and is currently perceived and experienced across global cultures. The course focuses on consideration of students' and global societal values and attitudes relating to aging; and, how such values and attitudes of older people themselves, family members, interprofessional care providers, and society influence the quality of care that older adults desire and actually receive.

general education requirements for post-licensure RN-BSN track

Students with an associate degree or diploma in nursing are required to complete 56 credits of general education courses. Of those 56, 41 credits must be satisfied with courses taken in the following four clusters: Social Consciousness, Creative Aesthetic, Analytical Competencies, Connectedness. The remaining 17 general education credits can be from any of the four clusters but must equal a total of 56 credits. This requirement is effective for students admitted Fall 2014 or after.

Post-licensure (RN-BSN) students with a bachelor's degree from an accredited college or university in another discipline will be considered to have met all of the general education requirements for the BSN with the exception of the following courses:

- Human Growth & Development (3 credits)
- Microbiology (3-4 credits)
- Anatomy & Physiology with labs (6-8 credits)
- Statistics (3 credits)

All general education course work must be completed prior to or concurrently with the final required nursing course.

The following table displays general education credits within the cluster model:

post-licensure RN-BSN general education cluster model for students admitted Fall 2014 and after

All general education coursework must be completed prior to the final semester and NUR 4242		
REQUIRED COURSES	CREDITS	TOTAL CREDITS
Cluster 1: Social Consciousness (minimum of 9 credits)		
Elective coursework can include: History, Religion, Business, Economics, Political Science, Women's Studies, Psychology, Anthropology, Public Policy, Sociology		
Psychology	3	Minimum 9
Human Growth & Development	3	
Cluster 1 Elective	3	
Cluster 2: Creative Aesthetic (minimum of 6 credits)		
Elective coursework can include: Fine Arts, Graphic Arts, Dance, Photography, Music, Philosophy, Ethics, Literature, Classics, Creative Writing		
Cluster 2 Elective	3	Minimum 6
Cluster 2 Elective	3	
Cluster 3: Analytical Competencies (minimum of 15 credits)		
Elective coursework can include: Biology, Chemistry, Physics, Lab Science, Natural Science, Nutrition, Math, Ecology		
Microbiology	4	Minimum 15
Anatomy & Physiology I	4	
Anatomy & Physiology II	4	
Statistics	3	
Cluster 4: Connectedness (minimum of 9 credits)		
Elective coursework can include: Communication, Public Speaking, Medical Terminology, Computer Literacy, Foreign Language		
English I	3	Minimum 9
English II	3	
Cluster 4 Elective	3	
Additional Elective credits can be from any of the four categories but must equal a total of 56 credits		17
Total General Education Credits		56

personnel administration & staff

BUCKLEY, KATHLEEN G.

Coordinator of Continuing Education

Degree and Institution:

MEd, George Mason University

CICCHETTO, MARLENE

Financial Aid Specialist

DJEUKENG, BENJAMIN

Director of Institutional Effectiveness

Degree and Institution:

PhD, The College of William and Mary

FAULK, RANDY

Building Coordinator

FILER-OGDEN, CRYSTAL A.

Director of Financial Aid

Degree and Institution:

MBA, Frostburg State University

GAULT, PEGGY C.

Administrative Assistant and Clerical Supervisor

GREEN, MELANIE

Provost, Vice President

Degree and Institution:

PhD, Louisiana State University

HIERHOLZER, KATHLEEN

Librarian

Degree and Institution:

MSLS, Catholic University of America

JACKSON, LINDA

Administrative Secretary

Degree and Institution:

AA, Reynolds Community College

LISNER, DIA

Registrar

Degree and Institution:

BA, University of Richmond

MCCANN, TRACY

Administrative Secretary

NEWCOMB, CARRIE

Director of Admissions

Degree and Institution:

MEd, Virginia Commonwealth University

PERKINS, CHRIS-TENNA

Associate Dean of Nursing,

Associate Professor

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PhD, University of Northern Colorado

PETERSON, ALLISON

Career Counselor

Degree and Institution:

BA, Virginia Commonwealth University

PUGH, HOLLY L.

Director of Clinical Simulation

Degree and Institution:

MSHA, Virginia Commonwealth University

RACINE, ASHLEY E.

Director of Student Success

Degree and Institution:

MEd, The College of William and Mary

ROBERSON, PATRICIA

Administrative Secretary

ROBERTS, BECKY

Health and Wellness Program Coordinator

Degree and Institution:

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SACKENREUTER, ALLAN

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SORBELLO, BARBARA

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TERRELL, INGRID

Marketing Assistant

Degree and Institution:

BA, City College of the City University of New York

VASQUEZ, MARIA

Admissions and Recruitment Specialist

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WOYCHAK, CAROL

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Degree and Institution:

BS, University of Florida

faculty

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Simulation

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Nursing

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Nursing

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Area of Teaching Specialization:

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