

NURSING, BSN

The Bachelor of Science in Nursing Degree program will prepare students for professional careers in the Healthcare field as Registered Nurses (RNs). Students will earn a Bachelor of Science in Nursing Degree (BSN). This program prepares students to become registered nurses by taking the NCLEX-RN exam and obtain licensure from the Illinois Department of Financial & Professional Regulation (IDFPR) and meets crucial national, state, and local needs for Baccalaureate prepared nursing professionals.

In addition to the required general education core, program coursework covers sciences for the profession including anatomy and physiology, pathophysiology, organic chemistry, biology and microbiology, pharmacology and nutrition. Introductory and advanced professional core courses address the fundamentals of nursing care, mental health, maternal care, pediatrics, community, and adult and critical care.

Application process can be found here. (<https://www.roosevelt.edu/admission/nursing-admission/>)

The Commission on Collegiate Nursing Education (CCNE) accredits the baccalaureate degree program in Nursing at Roosevelt University.

Commission on Collegiate Nursing Education

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Nursing Program Mission:

The nursing program at Roosevelt is grounded in commitment to social justice and caring for the patient's welfare. Healthcare globalization and varied populations mean that diversity, equity and inclusion is needed by nurses in order to provide high quality, safe care. By advancing educational access for a multicultural population of students, our Baccalaureate Nursing Program contributes to building a nursing workforce that meets the healthcare needs of cross-cultural communities. We stand ready to recruit, collaborate, and support a diverse group of students to meet society's need for nursing professionals. Our graduates are educated with strong healthcare values, respecting and reflecting the patient populations they serve. This improves the quality of care and accessibility to individual health care needs.

Education occurs in a diversified, stimulating environment that develops critical thinking and clinical judgment skills in the application of the nursing process. Emphasis is placed on life-long learning and use of evidence-based best practices. Our faculty act as coaches and mentors to our nursing students. Faculty are expert practitioners who utilize an array of learning strategies to capture the various student learning styles.

PROGRAM GOALS

The Nursing Program at Roosevelt University will prepare students to:

1. Practice competent, patient-centered professional nursing care for a diverse group of individuals and populations across the health continuum in a variety of settings.

2. Utilize critical thinking, clinical judgment, evidence-based practice and research findings in professional nursing practice within established ethical and legal boundaries.

3. Demonstrate cultural competence, caring, and collaboration with the healthcare team to meet the client's needs.

4. Communicate effectively in writing, orally and electronically with clients' families and interdisciplinary healthcare team members.

5. Commit to lifelong learning through participation in activities of the nursing profession that benefits the global community

STANDARDS

Professional nursing standards and guidelines are statements of expectations that provide a framework for professional nursing behavior and are developed by the professional nursing community. The Department of Nursing at Roosevelt University uses the following documents as a framework for professional nursing behavior.

- American Association of Colleges of Nursing. (2018). The Essentials of Baccalaureate education for professional nursing practice. Washington, DC: AACN. Retrieved from <https://www.aacnnursing.org/Portals/42/CCNE/PDF/Standards-Final-2018.pdf>
- National League for Nursing. (2010). Outcomes and Competencies for Graduates of Practical/Vocational, Diploma, Associate Degree, Baccalaureate, Master's, Practice Doctorate, and Research Doctorate Programs in Nursing. New York: Author.

BSN Program Essential Functions

Functional Ability Requirements for Nursing Students

Introduction:

in order for safe nursing practice to occur and for students to be qualified to participate in and complete the Nursing program, all nursing students must perform the following essential functions. The program will provide qualified disabled students with reasonable accommodations necessary to enable them to meet the nursing care standards required of them. The American Association of Colleges of Nursing (AACN) and the National Council of State Boards (NCSBN) have defined a thorough list of competencies necessary for the professional practice of nursing.

These competencies were defined from an extensive study of practicing nurses and can be defined in general terms as:

1. Ability to see, hear, touch, smell, and distinguish colors.
2. Oral and writing ability with accuracy, clarity, and efficiency.
3. Manual dexterity, gross and fine movements.
4. Ability to learn, think critically, analyze, assess, solve problems, and utilize judgment.
5. Emotional stability and ability to accept responsibility and accountability.

All educational programs are dedicated to principles of nondiscrimination. This includes a commitment not to discriminate against qualified disabled applicants and students. If a student cannot perform the function in the manner indicated, he or she will not necessarily be precluded from participating in the program, but will need to perform the essential functions with or without reasonable

accommodation. Specific functional abilities for nursing students are identified below.

| Functional Ability | Standard | Examples of Required Activities |
|--------------------------------|--|--|
| Cognitive/Conceptual Abilities | The student must be able to thoroughly, efficiently and reliably: <ul style="list-style-type: none"> • Recall information from reading material, lecture, discussion, patient evaluation; • Interpret information from reading material, lecture, discussion, and patient evaluations. • Apply information from reading material, lecture, discussion, patient evaluation; • Analyze information from reading material, lecture, discussion, and patient evaluations. • Synthesize information from reading material, lecture, discussion, and patient evaluations. • Evaluate or form judgments about information from reading material, lecture, discussion, and patient evaluations. • Ability to react effectively in an emergency situation. • Ability to gather data, to develop a plan of action, establish priorities and monitor and evaluate treatment plans and modalities. | <ul style="list-style-type: none"> •Calculates accurate medication dosage given specific patient parameters. •Analyzes and synthesize data and develop an appropriate plan of care. •Collect, prioritize needs and data. •Recognize an emergency situation and respond effectively to safeguard the patient. •Transfer knowledge from one situation to another. •Accurately process information on medication containers, and medication records. •Understand medical records and policy and procedure manuals. |

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| Affective/ Interpersonal/ Emotional /Behavioral | The student must be able to: <ul style="list-style-type: none"> • Establish professional, trusting, empathetic relationships with a variety of individuals. • Demonstrate respect and engage in non-judgmental interactions regardless of individuals' life-styles and cultures. • Accomplish work effectively in groups. • Meet externally determined deadlines. • Be present at required activities in classroom, lab and clinical settings. • Attend to cognitive, communication and psychomotor tasks for as long as four, and up to eight hours at a time. • Ability to work constructively in stressful and changing environments with the ability to modify behavior in response to constructive criticism. • Capacity to demonstrate ethical behavior, including adherence to the professional nursing and student code. | <ul style="list-style-type: none"> • Establish rapport with patients/clients and colleagues. • Work with teams and workgroups. • Emotional skills sufficient to remain calm in an emergency situation. • Skills sufficient to demonstrate good judgment based on diagnosis. • Adapt to environmental changes. |
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Communication

The student must be able to:

- Hear the spoken word.
- Listen and understand in a controlled manner, to various types of communication, including the spoken and written, and non-verbal communication.
- Speak intelligibly in English.
- Communicate in writing, intelligibly in English.
- Relay information in oral and written forms reliably, thoroughly and intelligibly to individuals and groups.
- Read English (typed and hand-written).
- Read and understand written documents.
- Communicate professionally and civilly to the healthcare team including peers, instructors and preceptors.

- Gives verbal direction to or follows verbal directions from members of the healthcare team and participate in healthcare team discussions of patient care.
- Elicit information about health history, current health status and responses to treatment from patients or family.
- Convey information to clients as necessary to teach in an effective and timely manner.
- Establish and maintain effective working relations with patients.
- Recognize and report pertinent information to multidisciplinary team and caregivers.

Psychomotor/Motor Abilities

The student must be able to:

- Reliably inspect and observe the skin, facial expression, anatomical structures, posture, and movement of others, typically by sight.
- Assess blood pressure, lung and heart sounds, typically by listening with a stethoscope.
- Reliably read equipment dials and monitors, typically by sight.
- Feel pulses, skin condition, muscle and tendon activity, joint and limb movement, typically with hands and fingers.
- Negotiate level, ramps and stairs to assist patients/ classmates appropriately, typically from an upright position.
- React and effectively respond quickly to sudden or unexpected movements of patients.
- Manipulate dials, knobs, electrodes and other small to large parts and pieces of equipment typically with the hands/fingers.
- Lift at least approximately 50 pounds in order to move dependent patients;
- Move continuously throughout an 8 to 12 hour work day;
- Transport self from one room to another, from one floor to another.
- Don and doff clothing, including gowns, masks, gloves.
- Demonstrate motor skills sufficient for providing safe nursing care.

- Mobility sufficient to carry out patient care and procedures such as assisting with ambulating clients, administering CPR, assisting with lifting/turning patients.
- When providing care to patients, allow privacy at all times.
- Motor skills sufficient enough to handle small equipment such as, administering medications via all routes, Foley Catheter insertion and tracheostomy suctioning.

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| Sensory Abilities | The student must be able to: • Have sensory/perceptual ability to monitor and assess clients. | • Sensory abilities sufficient to hear alarms, and auscultatory sounds. • Visual acuity to read calibrations, assess color such as cyanosis, pallor or redness. • Tactile ability to feel pulses, temperature, and palpate veins. • Olfactory ability to detect smoke or noxious odor. |
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Students must complete the program within five consecutive academic years and graduate or must repeat the program in its entirety.

All program requirements must be taken in the order prescribed in the DegreeMap.

A grade of C is the minimal acceptable grade for any course to be applied to the nursing major and the supporting sequence or acceptable as a prerequisite for subsequent courses.

A minimum cumulative GPA of 2.0 is required for all courses in the major. Students who do not achieve this level of academic progress will be dismissed from the program. A student may submit an application and appeal for re-admittance to the Nursing Program one time; an appeal does not guarantee approval. There is only opportunity to appeal one time.

Completing all nursing course requirements (NURS) for the BSN degree must be accomplished at Roosevelt University. Under special circumstances, with written permission to take required courses elsewhere or transfer a course in may only be granted by the Director of Nursing.

All nursing (NURS) courses carry weighted grades of which students must receive at least a 78% to pass with a C. Professional behavior is expected of nursing students both on and off campus. Students will professionally conduct themselves at all times; this includes theory, clinical and lab experiences. Students are responsible for all written/verbal information that is shared in scheduled classes, labs and clinical. Students must sign and adhere to the policies and procedures in the Nursing Student Handbook. Failure to sign or violate these can result in the student being dismissed from the program.

Before clinical experiences, students must be cleared for clinicals from the Nursing Clinical Coordinator. All students are placed at their clinical sites through Roosevelt University and students are expected to follow the policies and procedures set in place for this as outlined by each clinical site. Students are responsible for transportation to various clinical site locations both in the city and suburbs of Chicago and must carry health insurance and provide proof of such.

| Code | Title | Credit Hours |
|---|-------------------------------------|--------------|
| Nursing Courses (Including theory, lab and clinical experiences) | | |
| NURS 100 | FOUNDATIONS OF PROFESSIONAL NURSING | 3 |

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| NURS 200 | INTRODUCTION TO HEALTH ASSESSMENT & BASIC NURSING SKILLS | 1.5 |
| NURS 230 | NURSING FUNDAMENTALS | 4 |
| NURS 231 | FUNDAMENTAL NURSING ASSESSMENT | 1.5 |
| NURS 270 | PSYCHIATRIC/MENTAL HEALTH NURSING | 4 |
| NURS 271 | NURSING ASSESSMENT I | 1.5 |
| NURS 280 | ADULT MEDICAL/SURGICAL NURSING I | 4 |
| NURS 281 | NURSING ASSESSMENT II | 1.5 |
| NURS 290 | NURSING OF CHILDBEARING & CHILDREARING FAMILIES | 4 |
| NURS 291 | NURSING ASSESSMENT III | 1.5 |
| NURS 310 | RESEARCH METHODS FOR HEALTHCARE | 3 |
| NURS 320 | ADULT MEDICAL/SURGICAL: NURSING II | 4 |
| NURS 321 | NURSING ASSESSMENT IV | 1.5 |
| NURS 335 | NURSING MANAGEMENT & LEADERSHIP | 3 |
| NURS 340 | ADULT MEDICAL/SURGICAL: NURSING III | 4 |
| NURS 341 | NURSING ASSESSMENT V | 1.5 |
| NURS 350 | COMMUNITY NURSING | 4 |
| NURS 360 | ADULT MED/SURGICAL: NURS IV | 4 |
| NURS 361 | NURSING ASSESSMENT VI | 1.5 |
| NURS 395 | NCLEX REVIEW | 3 |
| Science Specialization & Non-Nursing Support | | |
| AHS 120 | LIFE SCIENCE BIOLOGY | 3 |
| AHS 130 | HUMAN ANATOMY &PHYSIOLOGY I | 3 |
| AHS 131 | HUMAN ANATOMY &PHYSIOLOGY II | 3 |
| AHS 133 | CHEMISTRY FOR HEALTH SCIENCES | 3 |
| AHS 154 | MICROBIOLOGY FOR HEALTHCARE PR | 3 |
| AHS 191 | PHARMACOLOGY FOR NURSING | 3 |
| AHS 233 | ORGANIC BIOCHEMISTRY | 3 |
| AHS 260 | CLINICAL NUTRITION | 3 |
| AHS 280 | CLINICAL PATHOPHYSIOLOGY | 3 |
| ALH 119 | INTRODUCTION TO MEDICAL TERMINOLOGY | 3 |
| HCA 353 | ETHICAL &LEGAL | 3 |
| HCA 300 | GLOBAL HEALTH | 3 |
| MATH 217 | ELEMENTARY STATISTICS | 3 |

Total Credit Hours 95

| Code | Title | Credit Hours |
|---|---|--------------|
| First Year Success Course or Transfer Success Course | | |
| FYS 101 or TRS 101 | FIRST YEAR SUCCESS COURSE TRANSFER SUCCESS 101 | 1 |
| Communication Requirement | | |
| ENG 101 | COMPOSITION I: CRITICAL READING & WRITING | 3 |
| ENG 102 | COMPOSITION II: INTRODUCTION TO ACADEMIC RESEARCH | 3 |

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| COMM 101 | PUBLIC SPEAKING | 3 |
| Humanities and Fine and Performing Arts | | 9 |
| 9 credits from the following subject areas: African-American Studies, Art History, English (excluding ENG 101 and ENG 102), History, Languages, Music, Philosophy, Theatre, Communication and Women's and Gender Studies | | |
| Mathematics | | |
| MATH 170 | MATH NURSING | 3 |
| Social Science | | 9 |
| 9 credits from the following subject areas: African-American Studies, Anthropology, Economics, History, Journalism, Philosophy, Political Science, Psychology, Sociology and Women's and Gender Studies | | |
| Ideas of Social Justice | | 3 |
| 3 credits from coursework categorized as Ideas Across Disciplines | | |
| Experiential Learning | | 6 |
| 6 credits from coursework categorized as Experiential Learning | | |
| Total Credit Hours | | 40 |

Bachelor Degree Requirements Met 126

Students must earn a minimum of 126 semester hours.

Students may apply no more than 60 credit hours of 100-level courses toward the degree.

Students may transfer in no more than 70 credit hours from community college.

Students must take their final 30 hours at Roosevelt University. Note that some majors have additional requirements for RU hours.

Students must have a grade point average of 2.0 or higher to graduate. Note that some majors have additional GPA requirements.

Year 1

| Fall | Credit Spring Hours | Credit Summer Hours | Credit Hours |
|-----------|-----------------------------------|-----------------------------------|--------------|
| COMM 101 | 3 AHS 130 | 3 NURS 200 | 1.5 |
| ALH 119 | 3 ENG 102 | 3 HCA 300 ¹ | 3 |
| ENG 101 | 3 AHS 133 | 3 PSYC 201 (Social Science #2) | 3 |
| AHS 120 | 3 AHS 260 | 3 AHS 154 | 3 |
| NURS 100 | 3 MATH 170 | 3 Humanities #1 | 3 |
| FYS 101 | 1 PSYC 103 (Social Science #1) | 3 | |
| 16 | | 18 | 13.5 |

Year 2

| Fall | Credit Spring Hours | Credit Summer Hours | Credit Hours |
|---------|---------------------|---------------------|--------------|
| AHS 131 | 3 NURS 280 | 4 NURS 290 | 4 |

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| NURS 230 | 4 NURS 281 | 1.5 HCA 353 | 3 |
| NURS 231 | 1.5 NURS 320 | 4 NURS 291 | 1.5 |
| NURS 270 | 4 NURS 321 | 1.5 MATH 217 | 3 |
| NURS 271 | 1.5 AHS 280 | 3 | |
| AHS 191 | 3 AHS 233 | 3 | |
| 17 | | 17 | 11.5 |

Year 3

| Fall | Credit Spring Hours | Credit Hours |
|--|--|--------------|
| NURS 340 | 4 NURS 350 (Experiential Learning #2) | 4 |
| NURS 341 | 1.5 NURS 395 | 3 |
| NURS 360 | 4 Social Science #3 | 3 |
| NURS 361 | 1.5 NURS 335 | 3 |
| NURS 310 (Experiential Learning #1) | 3 Humanities #3 | 3 |
| Humanities #2 | 3 | |
| 17 | | 16 |

Total Credit Hours 126