



DEWITT SCHOOL OF NURSING

Undergraduate Preceptor Handbook

STEPHEN F. AUSTIN STATE UNIVERSITY
THE UNIVERSITY OF TEXAS SYSTEM ★ NACOGDOCHES, TEXAS

DISCLAIMER

This handbook is a general information publication only. It is not intended to nor does it contain all regulations that relate to nursing students. The provisions of this handbook do not constitute a contract, expressed or implied, between any applicant, student or faculty member and Stephen F. Austin State University or the Richard and Lucille DeWitt School of Nursing. Stephen F. Austin State University reserves the right to withdraw courses at any time, to change fees or tuition, calendar, curriculum, degree requirements, graduation procedures, and any other requirements affecting students. Changes will become effective whenever the proper authorities so determine and will apply to both prospective students and those already enrolled.

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Dear Preceptor:

Thank you for serving as preceptor for a BSN student from Stephen F. Austin State University DeWitt School of Nursing. The clinical experiences the student will obtain in your clinical area are of critical importance to the successful learning in the program. Without your help, these students would not have these valuable experiences!

The student will work closely with you, learning from your advice and example. You are the key to successful learning experiences in the clinical setting. The clinical instructor is responsible for clinical supervision. The preceptor and instructor collaborate in providing clinical instruction and evaluation. Instructor supervision may include site visits, preceptor consultation, and/or one to one clinical experience with faculty.

This Preceptor Handbook provides a brief description of the Undergraduate Program at SFASU. It outlines the responsibilities of the student, the preceptor, and the School of Nursing. Students are engaged in didactic coursework, along with clinical experiences. The student with whom you work can provide you with a list of topics covered during this and previous semesters to assist you in determining your expectations of the student. You will also find course specific information for the particular course you are precepting. Student Clinical Evaluation forms to be completed by you are provided.

If you agree to be a preceptor, you will need to complete the Preceptor Agreement, a formal contract, which establishes the legal parameters between you and the SFASU DeWitt School of Nursing. We appreciate your contribution to our program and your critical role in the clinical education of our students. Thank you again for your service to the DeWitt School of Nursing, our students, and the nursing profession.

Sincerely,
DeWitt School of Nursing Faculty

Mission Statements and Nursing Goals

University Mission

Stephen F. Austin State University (SFA), a member of the University of Texas System, is a comprehensive institution dedicated to excellence in teaching, research, scholarship, creative work, and service. Through the personal attention of our faculty and staff, we engage our students in a learner-centered environment and offer opportunities to prepare for the challenges of living in the global community.

College of Science and Mathematics Mission

Through excellent teaching, research, and other scholarly activities, the SFA College of Sciences and Mathematics (COSM) provides high quality undergraduate and graduate programs in a nurturing environment that prepare students for leadership and service as STEM professionals.

DeWitt School of Nursing (SON) Mission

The DeWitt School of Nursing provides excellence in the undergraduate and graduate programs by valuing scholarship and service, developing a deep commitment to integrity and ethical behaviors, and caring for diverse populations in an ever-changing society.

School of Nursing Core Values

Excellence

The SON ensures a culture of educational and professional excellence committed to continuous quality improvement by providing transformative learning experiences. It is a culture where exceptional performance is the expectation.

Caring

The SON ensures a culture of caring where compassion and civility facilitate trust within the programs and extends into the community. It is a culture where diversity is valued, respected, and pursued.

Integrity

The SON ensures a culture of academic and professional integrity by upholding standards while encouraging humility, equity, ethical-decision making, and accountability.

Scholarship

The SON ensures a culture of scholarship that fosters a spirit of inquiry steeped in evidence-based practice. The programs are rooted in evidence-based teaching practices facilitating experiential learning which equip students to deliver high-quality, safe, patient-centered care.

Undergraduate Student End of Program Student Learning Outcomes

1. Formulate nursing care based on knowledge acquired from general education and nursing curriculum courses.
2. Deliver exceptional nursing care within established state and national standards.
3. Defend personal and professional integrity in the practice of nursing.
4. Value a commitment to the pursuit of lifelong learning and scholarship.
5. Model caring, compassion, and civility within the practice of nursing.
6. Provide holistic nursing care while respecting individual and cultural diversity.

Undergraduate Student End of Program Student Learning Outcomes (prior to Fall 2025)

1. Apply knowledge of the physical, social, and behavioral sciences in the provision of nursing care based on theory and evidence based practice.
2. Deliver nursing care within an established legal and ethical parameters in collaboration with clients and members of the interdisciplinary health care team
3. Provide holistic nursing care to clients while respecting individual and cultural diversity.
4. Demonstrate effective leadership that fosters independent thinking, use of informatics, and collaborative communication in the management of nursing care.
5. Assume responsibility and accountability for quality improvement and delivery of safe and effective nursing care.
6. Serve as an advocate for clients and for the profession of nursing.
7. Value continuing competence, growth, and development in the profession of nursing.

The DeWitt School of Nursing offers curricula leading to a Bachelor of Science in Nursing (BSN). The curriculum plan includes courses in general education, science, the humanities, and a nursing core. Clinical application courses allow for exposure to a variety of areas of nursing practice.

The RN-to-BSN program is a flexible option designed to meet the needs of the working RN. Nursing classes are offered online. Clinical experiences may be conducted in the geographical area in which the RN student resides. The RN-to-BSN program offers the School of Nursing Integrated Curriculum (SONIC) option for students accepted to an Associate Degree in Nursing (ADN) program and allows students to concurrently complete BSN classes during their ADN program.

The Baccalaureate Degree in Nursing will allow the student a wide range of opportunities to excel as a nurse. The program is accredited by the Accreditation Commission for Education in Nursing (ACEN) which assures a high quality and meets established standards. The program includes a total of 120 hours for the generic student, and a total of 120 hours in the RN/BSN track.

Upon completion of the program, the prelicensure BSN graduates are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN).

What is a Preceptor?

(Adapted from Carol Athey, MA, MSN, RN, CNOR and Laura Logan MSN, RN)

Essential Responsibilities

- Orient the preceptee to the nursing unit and facilitate the learning experience.
- Guide and supervise the preceptee during the clinical experience.
- Teach/reinforce skills and previous learning.
- Serve as a role model.
- Work closely with nursing faculty to identify education gaps and learning opportunities.

Beginning the Shift

- Acknowledge the preceptee's presence.
- Talk about what is happening today.
- Introduce the preceptee to staff and patients.
- Give clear directions and voice expectations.

Throughout the Shift

- Discuss the chain of command.
- Practice role model behavior and be positive.
- Help preceptee to learn time management.

Tips for Giving Directions

- Do not assume the preceptee is knowledgeable about a situation. Find out what they know before you begin.
- Encourage them to clarify your instructions and reassure them every question is a good question.
- People will not always admit they do not understand the instructions so ask them for clarification and comprehension.
- Explain the "why" when giving directions as it will help them comprehend the instruction.

Guide the Preceptee

- Provide one-on-one guidance when demonstrating nursing skills and techniques.
- Supervise clinical practice at the bedside.
- Offer positive reinforcement for skills well done and keep negatives objective.
- Remember practice is needed to master a skill.
- Teach new skills and/or reinforce learning
- Serve as a role model

Prepare Critical Thinkers

Critical Thinking Nurse

- Asks why
- Is open to possibilities
- Views events to learn
- Uses intuition
- Notes patterns and trends
- Seeks advice

Non-Critical Thinking Nurse

- Preserves status quo

- Accepts norm
- Does not connect events and knowledge
- Accepts the obvious
- Solves problems alone and does not seek advice

Questions to Promote Critical Thinking

- What do these lab results mean to you?
- How will you prioritize care today?
- What alternative measures would work for this problem?
- What else could be causing your patient's symptoms?
- How will you evaluate the outcome of that intervention?
- Help me understand your thinking on this problem?
- Help me understand how you came to this conclusion.
- You appeared to freeze during that situation. What were you thinking during that time?

Providing Feedback

Providing ongoing evaluation to the preceptee is essential. Daily feedback validates he/she is doing well and what additional work is needed to progress in nursing. Daily feedback motivates learning, provides time for constructive criticism, identifies areas that need remediation and determines the effectiveness of the learning experience. You can start by asking how the student feels that the day went. You can use the BEER Model.

BEER Model

B – Behavior: what is the preceptee doing or not doing?

E – Effect: how does it hinder productivity?

E – Expectation: What change do you expect to meet goal?

R – Result: What happens if change does not occur?

Example:

Traditional: The preceptor states, “You have been late for report. This is inconsiderate and the other staff don’t like you coming in interrupting report.”

Behavior focused: The preceptor states, “You have arrived late three times this week. Do you have a problem in the mornings with your schedule or routine? When you are late it disrupts the flow of the report and patient safety can be compromised. What can you do to arrive on time?”

Work closely with Nursing Faculty

Discuss learning opportunities with the faculty. Validate the preceptee’s learning and skills. Communicate objectively with faculty about preceptee and/or preceptor concerns

Helpful Tips for Precepting All SFA Students

- Expect active participation of the student in patient care activities. Do not allow the student to turn down a learning opportunity or performing a skill.
- Expect the student to take report on your assigned patients.
- Emphasis is placed on head to toe assessments. Don’t hesitate to ask the student if they have completed this aspect of patient care or ask them to perform their assessment in front of you.
- Feel free to discuss student performance with the clinical instructor. Never hesitate to call us

or leave comments on their evaluations for us. We value your feedback, positive or negative, in order to provide the best prepared graduate nurses possible.

- Encourage students to make decisions about patient care and you can critique those decisions.
- Expect the student to report and reassess abnormal findings.
- Expect students to know medications.
- Expect professional demeanor at all times.
- Actively involve students in discharge planning and patient teaching activities.
- Actively involve students in patient admission, transfer, and discharge procedures.
- Discuss your time management and patient priority strategies with students as to promote development of stronger organizational skills.
- Students should not be doing homework or studying for classroom activities during clinical experiences.
- When students watch a procedure being performed you can quiz them afterwards about the nurse's responsibilities within the experience.
- Students shouldn't leave a shift early unless previously approved by faculty or preceptor unless in the case of illness or personal emergency.
- Students are there to learn how to become a RN. Part of that learning includes answering call lights, performance of baths, bed changes and assisting with activities of daily living. Students also must learn skills beyond basic care.
- Don't allow students to shrug off responsibilities. They are there to learn nursing care. Sometimes they exhibit their fears and insecurities by avoiding placing themselves in uncomfortable learning experiences. Recognize this tendency but realize learning is uncomfortable but necessary.
- Don't accept the answer "I don't know" or "I was never taught this". If they don't know then they need to tell you how they will learn it. Return them to their books and the other resources available to them on the unit such as policy and procedure manuals.

Program Clinical Expectations

- Follow all DeWitt School of Nursing Standard Operating Procedures.
- Provide care for clients in accordance with the DeWitt School of Nursing BSN Student Handbook, Texas Standards of Nursing Practice Act, the ANA Code of Ethics, and Student Handbook for Undergraduate Programs.
- Ensure safe nursing practice.
- Arrive on time for clinical experiences.
- Bring all supplies and materials to complete clinical learning experience.
- Accurately report and/or document nursing interventions, patients' symptoms, responses, and progress in an effort to maintain patient safety and welfare.
- Ensure accurate entries in records pertaining to the giving of medications, treatments, or nursing care.
- Follow the policy and procedure for wastage of medications at the facility in which you are receiving clinical instruction.
- Ensure that no medications or supplies are misappropriated during clinical experiences.
- Administer nursing care, medications, and treatments in a timely and safe manner.
- Perform nursing techniques or procedures only within expected competencies and scope of practice.
- Ensure that all nursing interventions and procedures are performed under the supervision of clinical faculty and/or licensed preceptors.
- Notify the primary nurse and the instructor in the event of an emergency or change in patient condition.
- Maintain patient confidentiality.

- Ensure that you follow the School of Nursing dress code at all times, including having all necessary supplies for clinical.
- Report off to appropriate personnel before leaving the unit and/or clinical area at any time.
- Receive satisfactory remarks from clinical sites. In the event of precepted clinical, receive 75% satisfactory on observed criteria on preceptor evaluations.
- Abstain from tobacco and alcohol use of any kind during clinical and/or in uniform.
- Abstain from gum chewing, eating, or drinking in client areas.
- Keep cell phones in bag and on silent. Cell phones are not permitted in the patient care area or in uniform pockets unless otherwise approved by clinical faculty under extenuating circumstances.
- Actively pursue skills, opportunities, and experiences at clinical sites.
- Demonstrate professional behavior at all times.
- Demonstrate continual development of critical thinking and clinical judgment, in-depth application of nursing process, and clinical expertise.
- Arrange conferences with the instructor to discuss progression, processes, and clinical experiences as needed.
- Use instructor feedback to improve performance throughout the semester.

Overview of Clinical Courses

Below you will find the course description, credit hour justification, and course student learning outcomes for all of the clinical courses. Students at every level should be able to inform you of the skills they have been checked off on, but they may still need your guidance to perform these skills. The student has been instructed not to be present when you complete the clinical evaluation of their performance. The evaluation form and student have specific instructions on how to return the evaluation (i.e. sealed in an envelope with your signature over the seal). Ask the course faculty or student for further information. Instructor contact information will be provided at the time of you agreeing to serve as a preceptor for the course.

Curriculum for Students Beginning prior to Fall 2025

NURS 3630 Nursing Care of Young Adult to Elderly

Course Description

This course builds upon principles and theories from previous, concurrent, and pre-requisite courses. Students apply nursing theory and research in the provision of holistic nursing care to clients experiencing simple to complex disease processes. Emphasis will be on developing proficiency in the provision of nursing care to adults of diverse spiritual, ethno-cultural, and socioeconomic backgrounds with a focus on medical-surgical problems in varied healthcare settings. Students will utilize the nursing process for health promotion and maintenance. Students are encouraged to think critically about bioethical and health issues and to communicate on a professional, interpersonal, and intrapersonal level as a member of the interdisciplinary health care team.

Credit Hour Justification

(6 credits; 3 hours didactic and 9 hours clinical practicum per week) This course typically meets once a week for 3 hour segments for 15 weeks and has an additional final week. Students have significant weekly reading assignments and are required to take major exams and a comprehensive final examination. Quizzes may also be given. The didactic preparation and activities average a minimum of 9 hours of work each week to prepare outside of classroom hours.

The clinical component is composed of a total of 135 hours. It consists of direct patient care, simulation lab, clinical assignments, virtual simulation assignments, and medication administration modules. Students typically meet for clinical 2-3 times a week for 8 hours per meeting. Students are required to successfully pass the clinical component to pass the course.

Course Student Learning Outcomes

1. Relate concepts and principles of the arts, sciences, humanities, and nursing as a source for making nursing practice decisions with clients and families experiencing simple to complex health stressors.
2. Demonstrate responsibility and accountability using consistent behavior patterns and professional communication.
3. Evaluate research for applicability of findings to provision of nursing care.
4. Incorporate the nursing process as a template to formulate and implement individualized plans of care for clients.
5. Utilize assessment and critical thinking skills to provide nursing care and teaching to severely ill clients and families.
6. Incorporate moral, ethical, economic, and legal issues in provision of nursing care to clients and families.
7. Collaborate with the interdisciplinary healthcare team respecting holistic, socio-economic, spiritual, and ethno-culturally diverse characteristics of clients.

NURS 3232 Nursing Care in Promotion of Mental Wellness

Course Description

This course builds on previous, concurrent, and prerequisite courses and introduces the student to concepts of mental health and the stressors affecting mental wellness. Students apply nursing theory, research, and practice to clients of various developmental levels and diverse spiritual, ethno-cultural, and socioeconomic backgrounds who are experiencing mental health stressors. Emphasis is placed on self-awareness, growth, development, adaptation and integration of physiological, mental, emotional and spiritual relationships in the promotion of mental wellness. Students are encouraged to think critically about bioethical and health issues and to communicate effectively on professional, interpersonal, and intrapersonal levels as a member of the interdisciplinary healthcare team.

Credit Hour Justification

(2 credits; 1 hour didactic and 3 hours clinical per week) This course typically meets on average for 1 hour per week for 15 weeks and has an additional final week. Students have significant weekly reading assignments and required to take major exams. The didactic preparation and activities average a minimum of 3 hours a week to prepare outside of classroom hours.

The clinical component is composed of a total of 45 hours. It consists of inpatient and outpatient mental health clinical rotations, virtual clinical activities, simulations, and other activities to support clinical hours. Students are required to successfully pass the clinical component to pass the course.

Course Student Learning Outcomes

The student will:

1. Relate concepts and principles of the arts, sciences, humanities, and nursing as a source for providing holistic nursing care to clients and families with mental health needs.
2. Demonstrate responsibility and accountability using consistent behavior patterns and professional communication.
3. Examine theories of mental health and mental illness.
4. Expand self-awareness with the ability to identify personal coping mechanisms used in response to

stress.

5. Relate risks, health seeking behaviors, pathophysiology, and cultural issues to mental wellness.
6. Apply nursing process to clients experiencing mental health needs focusing on wellness promotion.
7. Use research findings to provide holistic nursing care to clients experiencing mental health stressors.
8. Develop teaching plans for clients experiencing mental health stressors.
9. Explore the role of the psychiatric nurse and the interdisciplinary health care team in prevention of mental illness.
10. Incorporate moral, legal, economic, and ethical issues in the provision of care to clients with mental health needs.

NURS 3431 Nursing Care of Women and Children I

Course Description

This course builds upon previous, concurrent, and prerequisite courses. This course provides students the opportunity for critical thinking and the acquisition and application of nursing theory, research, and practice to issues of childbearing, childrearing, and women's health. Issues related to growth and development, health promotion, and communication will be discussed. The role of the nurse as an integral part of the interdisciplinary health care team and the rich opportunities for client and family teaching are highlighted. Students will utilize the nursing process when providing holistic care to women, children, and their families of diverse spiritual, ethno-cultural, and socioeconomic backgrounds.

Credit Hour Justification

(4 credits; 2 hours didactic and 6 hours clinical per week) This course typically meets once a week in 2 hour segments for 15 weeks and has an additional final week. Students have significant weekly reading assignments with possible quizzes. Additionally, they are required to take major exams and a comprehensive final examination. The didactic preparation and activities average a minimum of 6 hours per week to prepare outside of classroom hours.

The clinical component is composed of a total of 90 hours. It consists of ambulatory health care experiences, virtual simulations, simulation laboratory experiences, clinical and medication skills check offs and a service learning project.

Course Student Learning Outcomes

1. Relate concepts and principles of the arts, sciences, humanities, and nursing as a source for making nursing practice decisions with clients and families.
2. Demonstrate responsibility and accountability using consistent behavior patterns and professional communication.
3. Use the nursing process and research to provide nursing care to neonates, children, adolescents, and women in a variety of settings.
4. Assess the relationship between growth and development and other health issues.
5. Incorporate moral, ethical, economic, and legal issues in provision of nursing care to clients and families.
6. Relate risks, health seeking behaviors, family situations, morbidity and mortality, and end of life issues to neonates, children, adolescents, and women.
7. Implement developmentally appropriate teaching strategies for women and children.
8. Collaborate with the interdisciplinary healthcare team respecting holistic, socio-economic, spiritual, and ethno-culturally diverse characteristics of women, children, and families.

NURS 4606 Nursing Care of Clients with Complex Health Needs**Course Description**

This course builds upon concepts learned in Nursing Care of Young Adults to Elderly course, previous, concurrent, and pre-requisite courses. This course provides students with the opportunity to apply critical thinking, nursing theory, research, and practice to clients of diverse spiritual, ethno cultural, and socioeconomic backgrounds. Students will utilize the nursing process with clients experiencing acute/chronic complex health problems in a variety of clinical settings. Emphasis is placed on the challenges of meeting the needs of the acutely ill clients and a holistic manner and the nurse's role in addressing associated legal, ethical, and economic issues in conjunction with the interdisciplinary health care team.

Credit Hour Justification

(6 credits; 3-hour didactic and 9-hour clinical per week) This course typically meets once a week in 3 hour segments for 15 weeks and an additional final week. Students have significant weekly reading assignments and required to take major exams and comprehensive final examinations. The didactic preparation and activities average a minimum of 9 hours a week to prepare outside of classroom hours.

The clinical component is composed of a total of 135 hours. It consists of clinical rotations in critical care areas, clinical on campus, weekly clinical assignments, simulation scenarios, clinical practice and learning labs throughout the semester. Students are required to successfully pass the clinical component to pass the course.

Course Student Learning Outcomes

The student will:

1. Relate concepts and principles of the arts, sciences, humanities, and nursing as a source for making nursing practice decisions with clients and families experiencing complex health stressors.
2. Demonstrate responsibility and accountability using consistent behavior patterns and professional communication.
3. Evaluate research for applicability of findings to the provision of nursing care.
4. Incorporate the nursing process as a template to formulate and implement individualized plans of care for clients with complex health needs.
5. Utilize advanced assessment and critical thinking skills to provide comprehensive nursing care in teaching clients and families experiencing complex health stressors.
6. Incorporate moral, ethical, economic, and legal issues in the provision of nursing care to clients and families.
7. Collaborate with the interdisciplinary healthcare team members respecting holistic, socio-economic, spiritual, and ethno-culturally diverse characteristics of clients and families experiencing complex health stressors.

NURS 4208 Nursing Care of Clients with Complex Mental Health Needs**Course Description**

This course builds on concepts learned in NURS 3232 and previous, concurrent, and prerequisite courses. Students learn to apply nursing theory, research, and practice to clients and families of various developmental levels and diverse spiritual, ethno-cultural and socioeconomic backgrounds who are experiencing complex mental health needs. Students utilize the nursing process and communication skills in provision of holistic nursing care to clients and families facing severe mental health stressors in a variety of settings. Emphasis is placed on the challenges of meeting the needs of mentally ill clients and their families and the nurse's role in addressing associated legal, ethical and economic issues in conjunction with the interdisciplinary healthcare team.

Credit Hour Justification

(2 credits; 1 hour didactic and 3 hours clinical per week) This course typically meets on average of 1 hour per week for 15 weeks and has an additional final week. Students have significant weekly reading assignments and required to take major exams and a comprehensive final examination. The didactic preparation and activities average a minimum of 3 hours a week to prepare outside of classroom hours.

The clinical component is composed of a total of 45 hours. It consists of inpatient and outpatient clinical rotations, virtual simulation activities, simulations, and other activities to support clinical hours. Students are required to successfully pass the clinical component to pass the course.

Course Student Learning Outcomes

The student will:

1. Relate concepts and principles of the arts, sciences, humanities, and nursing as a source for providing holistic nursing care to clients and families with complex mental health needs.
2. Demonstrate responsibility and accountability using consistent behavior patterns and professional communication.
3. Compare and contrast theories of mental illness and treatment options used in the care of the mentally ill client.
4. Develop self-awareness and insight into one's own behaviors and communication patterns as they impact the delivery of nursing care.
5. Incorporate holistic nursing practice into the care of mentally ill clients from diverse developmental, spiritual, socioeconomic, and ethno-cultural backgrounds.
6. Apply nursing process to clients with focus on complex mental health needs.
7. Apply research findings in the provision of nursing care to clients and families experiencing complex mental health needs.
8. Implement teaching plans for mentally ill clients and families.
9. Collaborate with the interdisciplinary health care team in the provision of care to mentally ill clients and families.
10. Analyze moral, legal, economic, and ethical issues impacting provision of care to mentally ill clients.

NURS 4407 Nursing Care of Women and Children II

Course Description

This course builds upon Women and Children I and previous, concurrent, and prerequisite courses. This course provides students the opportunity for critical thinking and the acquisition and application of nursing theory, research, and practice with clients from birth to adolescence, and women and their families in the intrapartum and postpartum periods. Acute and complex health needs of the perinatal period, neonates, and children will be explored. Issues related to care of the high-risk family, as well as those experiencing uncomplicated labor and birth, will be discussed. The role of the nurse as an integral part of the interdisciplinary health care team and the rich opportunities for client and family teaching are highlighted. Students will use the nursing process when providing holistic care of women, children, and their families of diverse spiritual, ethnocultural, and socioeconomic backgrounds.

Credit Hour Justification

(4 credits; 2 hours didactic and 6 hours clinical per week) This course typically meets once a week in 2-hour segments for 15 weeks and has an additional final week. Students have significant weekly reading assignments and are required to take major exams and a comprehensive final examination. The didactic preparation and activities average a minimum of 6 hours a week outside of classroom hours.

The clinical component is composed of a total of 90 hours of inpatient clinical with associated documentation. Clinical hours are also comprised of simulations, skills practice and checkoffs, virtual simulation, and other various clinical experiences. Students are required to successfully pass the clinical component to pass the course.

Course Student Learning Outcomes

The student will:

1. Relate concepts and principles of the arts, sciences, humanities, and nursing as a source for making nursing practice decisions with clients and families.
2. Demonstrate responsibility and accountability using consistent behavior patterns and professional communication.
3. Evaluate research for applicability of findings to nursing practice of women and children with complex health needs.
4. Incorporate the nursing process as a template to formulate and implement individualized plans of care for clients and families.
5. Incorporate moral, ethical, economic, and legal issues in provision of nursing care to clients and families.
6. Assess the relationship between growth and development and other health issues.
7. Collaborate with families experiencing health stressors surrounding acute and complex needs of women and children as well as the normal processes of labor, birth, and the postpartum period.
8. Relate risks, health seeking behaviors, pharmacology, family situations, morbidity and mortality, and end of life issues to neonates, children, adolescents, and women with complex health needs.
9. Implement developmentally appropriate teaching strategies for women and children.
10. Collaborate with the interdisciplinary healthcare team respecting holistic, socio-economic, spiritual, and ethno-culturally diverse characteristics of women, children, and families with complex health needs.

NURS 4233 Nursing Capstone

Course Description

This course builds upon previous, concurrent, and prerequisite courses. This practicum provides students with the opportunity to apply critical thinking, nursing theory, research, and practice to clinical decision-making with clients of diverse spiritual, ethno-cultural, and socioeconomic backgrounds. The course is designed to evaluate and strengthen student readiness to practice as an entry-level nurse. Emphasis is placed on meeting client and family needs, providing holistic nursing care across the life span, and the nurse's role in addressing associate legal, ethical and economic issues in conjunction with the interdisciplinary healthcare team.

Credit Hour Justification

(2 credits; 6 clinical practicum per week) This course typically meets once a week on average of 6 hours for a total of 90 clinical hours. Weekly medical calculation and/or quizzes are given and the course has multiple comprehensive exams. Preparation for clinical activities is required. Clinical activities consist of skills lab, multiple simulations, and precepted clinical hours in a hospital setting.

Course Student Learning Outcomes

At the end of the course, the student will:

1. Apply knowledge of the physical, social, and behavioral sciences in the provision of nursing care based on theory and evidence based practice.
2. Deliver nursing care within established legal and ethical parameters in collaboration with clients and members of the interdisciplinary health care team.

3. Provide holistic nursing care to clients while respecting individual and cultural diversity.
4. Demonstrate effective leadership that fosters independent thinking, use of informatics, and collaborative communication in the management of nursing care.
5. Assure responsibility and accountability for quality improvement and delivery of safe and effective nursing care.
6. Serve as an advocate for clients and for the profession of nursing.
7. Value continuing competence, growth, and development in the profession of nursing.

NURS 4431 Nursing Care of Community Populations

Course Description

This course builds on previous, concurrent, and prerequisite courses and introduces the student to concepts of health promotion and illness prevention in community populations. Students apply nursing theory, research, practice, and the nursing process to provide holistic care for communities of various developmental levels, spiritual, ethno-cultural, and socioeconomic backgrounds. Emphasis is placed on collaboration with community members and interdisciplinary healthcare providers to promote awareness and needs of healthy communities. Students are encouraged to think critically about bioethical and health issues, distribution of healthcare resources, and to communicate effectively on professional, interpersonal, and intrapersonal levels.

Credit Hour Justification

(4 credit hours; 2 didactic hours and six hours clinical practicum per week) This course typically meets once a week for 2 hour segments for 15 weeks and an additional final week. Students have reading assignments with quizzes and are required to take major exams and a comprehensive final exam. Didactic preparation and activities require an average minimum of 6 hours a week to prepare outside of classroom hours.

The clinical component is composed of 90 designated clinical hours. These hours consist of attending clinical practice sites, virtual simulations, lab simulations, and several collaborative community projects. Students are required to successfully pass the clinical component to pass this course.

Course Student Learning Outcomes

1. Relate concepts and principles of the arts, sciences, humanities, and nursing as a source for providing leadership and care to community clients.
2. Demonstrate responsibility and accountability using consistent professional behavior patterns and communication.
3. Examine theories of community health nursing.
4. Evaluate research for application of findings to nursing practice with communities.
5. Utilize the nursing process to provide professional nursing care and education to communities.
6. Discuss current social, economic, and political ramifications of healthcare policy, the impact on communities, and potential changes.
7. Design and implement education plans in collaboration with community and interdisciplinary healthcare team members to meet identified needs of communities of diverse developmental, spiritual, ethno-cultural, and socioeconomic backgrounds.
8. Describe existing and potential nursing roles to meet emerging health needs of communities in a changing society.
9. Incorporate moral, legal, economic, and ethical issues in the provision of care to communities.

NURS 4432 Leadership and Coordination of Nursing

Course Description

This course builds upon principles and theories from previous, concurrent and prerequisite courses. Students will have the opportunity to acquire and apply critical thinking, management, leadership, and nursing theories and evidenced-based research (EBR) while coordinating nursing care of multiple clients. The role of the nurse as a leader and manager within the interdisciplinary healthcare team and system will be emphasized. Students will utilize communication, management skills, nursing process, and legal guidelines when providing holistic care to groups of clients from diverse spiritual, ethno-cultural and socioeconomic backgrounds.

Credit Hour Justification

(4 credits; 2 hour didactic and 6 hours clinical per week) This course typically meet once a week in 2 hour segments for 15 weeks and has an additional final week. Students have significant weekly reading assignments and required to take major exams and a comprehensive final examination. The didactic preparation and activities average a minimum of 6 hours a week to prepare outside of classroom hours.

The clinical component is composed of a total of 90 hours. It consists of simulations, leadership exercises, weekly assignments, and in-hospital clinical experiences. Students are required to successfully pass the clinical component to pass the course.

Course Student Learning Outcomes

The student will

1. Relate concepts and principles of the arts, sciences, humanities, management, and nursing as a source for making nursing practice decisions with groups of clients, families, and healthcare teams within a healthcare system.
2. Model responsibility and accountability using consistent behavior patterns and professional communication skills.
3. Evaluate evidence-based research for applicability of findings to managing groups of clients and a healthcare team.
4. Evaluate delivery of care by members of the interdisciplinary healthcare team.
5. Incorporate and implement management and nursing processes to formulate plans of care.
6. Address moral, economic, and legal issues affecting nursing practice with groups of clients, families, and health care teams.
7. Practice interdisciplinary collaboration respecting holistic, socio-economic, spiritual, and ethno-culturally diverse characteristics of clients and team members.

Curriculum for Students Beginning Fall 2025

NURS 3613 Fundamentals of Nursing Care

Course Description

This course builds upon a prerequisite knowledge base from core curriculum and concurrent nursing courses. Students are given the opportunity to acquire entry level nursing skills, apply evidence-based practice, demonstrate professional communication, and begin to develop clinical reasoning in nursing practice. Students will learn to incorporate the nursing process when providing holistic care for diverse adult populations.

Credit Hour Justification

(6 credits; 3 hours didactic and 3 hours clinical) This course typically meets once a week for 3 hour segments for 15 weeks and has an additional final week. Students have significant weekly reading assignments and are

required to take major exams and a comprehensive final examination. The didactic preparation and activities average a minimum of 9 hours of work each week to prepare outside of classroom hours.

The clinical component is composed of a total of 135 hours per semester. It consists of direct patient care, simulation activities, clinical assignments, and medication administration modules. Students are required to successfully pass the clinical component to pass the course.

Course Student Learning Outcomes

The student will:

1. Demonstrate fundamental nursing care of adult populations based on knowledge acquired from general education and concurrent nursing courses.
2. Develop compassionate nursing care for adult populations based on established state and national standards.
3. Demonstrate proficiency in entry level nursing skills.
4. Demonstrate holistic nursing care to adult clients while identifying individual and cultural considerations.
5. Explain the nurse's role in planning care of adult clients while integrating fundamental nursing concepts.
6. Demonstrate responsibility and accountability using consistent behavior patterns and professional communication.
7. Collaborate with the interdisciplinary healthcare team in the care of adult clients.

NURS 3623 Common Concepts of Nursing Care

Course Description

This course builds upon a prerequisite knowledge base from core curriculum and concurrent nursing courses. Students are given the opportunity to develop higher level nursing skills, apply evidence-based practice, demonstrate professional communication, and progress in the development of clinical reasoning in nursing practice. Students will learn to incorporate the nursing process when providing holistic care for diverse adult populations with common disease processes.

Credit Hour Justification

(6 credits; 3 hours didactic and 3 hours clinical) This course typically meets once a week for 3 hour segments for 15 weeks and has an additional final week. Students have significant weekly reading assignments and are required to take major exams and a comprehensive final examination. The didactic preparation and activities average a minimum of 9 hours of work each week to prepare outside of classroom hours.

The clinical component is composed of a total of 135 hours per semester. It consists of direct patient care, simulation activities, clinical assignments, and medication administration modules. Students are required to successfully pass the clinical component to pass the course.

Course Student Learning Outcomes

The student will:

1. Apply nursing care of adult populations based on knowledge acquired from general education, previous, and concurrent nursing courses.
2. Develop compassionate nursing care for adult populations based on established state and national standards.
3. Demonstrate proficiency in common nursing skills.

4. Demonstrate holistic nursing care to adult clients with common disease processes while identifying individual and cultural considerations.
5. Implement the plan of care for adult clients with common disease processes.
6. Demonstrate responsibility and accountability using consistent behavior patterns and professional communication.
7. Collaborate with the interdisciplinary healthcare team in the care of adult clients with common disease processes.

NURS 3324 Mental Health Nursing

Course Description

This course builds upon a prerequisite knowledge base from the core curriculum and concurrent nursing courses. Students are provided with an opportunity for the acquisition and application of nursing concepts related to clients experiencing acute and complex mental health needs. This course emphasizes primary prevention and the nurse's role in the care of the mental health population.

Credit Hour Justification

(3 credit hours; 2 didactic hours and 1 hour clinical)

This course typically meets once a week for 2 hour segments for 15 weeks and has an additional final week. Students have significant weekly reading assignments and are required to take major exams and a comprehensive final examination. The didactic preparation and activities average a minimum of 6 hours of work each week to prepare outside of classroom hours.

The clinical component is composed of a total of 45 hours per semester. It consists of direct patient care, simulation activities, and clinical assignments. Students are required to successfully pass the clinical component to pass the course.

Course Student Learning Outcomes

The student will:

1. Apply safe and holistic nursing care to mental health clients while respecting individual and cultural diversity.
2. Deliver compassionate nursing care of clients with mental illness based on established state and national standards.
3. Demonstrate responsibility and accountability using consistent behavior patterns and professional communication.
4. Apply evidence-based practice to deliver safe and holistic nursing care and education to clients with acute and complex mental health illnesses.
5. Collaborate with the interdisciplinary healthcare team while respecting individual and culturally diverse populations.
6. Apply client specific teaching strategies for mental health populations.
7. Develop nursing care for mental health populations based on knowledge acquired from general education and nursing curriculum courses.

NURS 4631 Complex Concepts of Nursing Care

Course Description

This course builds upon a prerequisite knowledge base from core curriculum, previous, and concurrent nursing courses. Students are given the opportunity to develop complex nursing skills, incorporate evidence-based

practice, exhibit professional communication, and apply clinical reasoning and clinical judgment in nursing practice. Students will use the nursing process to plan holistic care for diverse adult populations with complex disease processes.

Credit Hour Justification

(6 credits; 3 hours didactic and 3 hours clinical) This course typically meets once a week for 3 hour segments for 15 weeks and has an additional final week. Students have significant weekly reading assignments and are required to take major exams and a comprehensive final examination. The didactic preparation and activities average a minimum of 9 hours of work each week to prepare outside of classroom hours.

The clinical component is composed of a total of 135 hours per semester. It consists of direct patient care, simulation activities, clinical assignments, and medication administration modules. Students are required to successfully pass the clinical component to pass the course.

Course Student Learning Outcomes

The student will:

1. Plan nursing care of adult populations based on knowledge acquired from general education, previous, and concurrent nursing courses.
2. Exhibit compassionate nursing care for adult populations based on established state and national standards.
3. Demonstrate proficiency in complex nursing skills.
4. Incorporate holistic nursing care in adult clients with complex disease processes while identifying individual and cultural considerations.
5. Plan nursing care for adult clients with complex disease processes.
6. Exhibit responsibility and accountability using consistent behavior patterns and professional communication.
7. Collaborate with the interdisciplinary healthcare team in the care of adult clients with complex disease processes

NURS 4532 Maternal Child Nursing Care

Course Description

This course builds upon a prerequisite knowledge base from core curriculum, previous, and concurrent nursing courses. Students will care for clients from birth to adolescence and women and their families in the antepartum, intrapartum, and postpartum periods. This course emphasizes acute and complex health needs of the perinatal period, neonates, and children. In addition, students will think critically about issues related to the care of families and clients experiencing labor and birth. Students will use the nursing process when providing holistic care to women, children, and their families while integrating individual and cultural considerations.

Credit Hour Justification

(5 credit hours; 3 didactic hours and 2 hours clinical)

This course typically meets once a week for 3 hour segments for 15 weeks and has an additional final week. Students have significant weekly reading assignments and are required to take major exams and a comprehensive final examination. The didactic preparation and activities average a minimum of 9 hours of work each week to prepare outside of classroom hours.

The clinical component is composed of a total of 90 hours per semester. It consists of direct patient care, simulation activities, and clinical assignments. Students are required to successfully pass the clinical component to pass the course.

Course Student Learning Outcomes

The student will:

1. Demonstrate responsibility and accountability using consistent behavior patterns and professional communication.
2. Incorporate clinical judgment to provide safe, holistic, and individualized nursing care for clients and families.
3. Develop compassionate nursing care for women and children based on established state and national standards.
4. Use evidence-based practice to deliver safe and holistic nursing care to families experiencing the normal and complex processes of pregnancy, labor, birth, and the postpartum period.
5. Use evidence-based practice to deliver safe and holistic nursing care to clients from infancy through adolescence experiencing acute and complex health needs.
6. Plan nursing care for obstetric and pediatric populations based on knowledge acquired from general education and nursing curriculum courses.
7. Collaborate with the interdisciplinary healthcare team while respecting individual and culturally diverse characteristics of women, children, and families.

NURS 4333 Community Nursing Care

Course Description

This course builds upon a prerequisite knowledge base from core curriculum, previous, and concurrent nursing courses. Students integrate nursing concepts related to health promotion and illness prevention in community populations based on the determinants of health. This course emphasizes collaboration with community members and interdisciplinary healthcare providers to promote awareness and health needs of communities. Students will think critically about the distribution of healthcare resources and professionally communicate.

Credit Hour Justification

(3 credit hours; 2 didactic hours and 1 hour clinical)

This course typically meets once a week for 2 hour segments for 15 weeks and has an additional final week. Students have significant weekly reading assignments and are required to take major exams and a comprehensive final examination. The didactic preparation and activities average a minimum of 6 hours of work each week to prepare outside of classroom hours.

The clinical component is composed of a total of 45 hours per semester. It consists of direct patient care, simulation activities, and clinical assignments. Students are required to successfully pass the clinical component to pass the course.

Course Student Learning Outcomes

The student will:

1. Plan nursing care for community health populations based on knowledge acquired from general education, previous, and concurrent nursing courses.
2. Plan safe and holistic nursing care to communities while respecting individual and cultural diversity.

3. Deliver compassionate nursing care with the interdisciplinary team to communities based on established state and national standards.
4. Exhibit responsibility and accountability using consistent behavior patterns and professional communication.
5. Plan evidence-based practice in the delivery of safe and holistic nursing care to communities.
6. Discuss current social, economic, and political ramifications of healthcare policy and the subsequent impact on communities.
7. Describe the nursing implications for the emerging health needs of the community in an ever-changing society.

NURS 4443 Advanced Concepts of Nursing Care

Course Description

This course builds upon a prerequisite knowledge base from core curriculum, previous, and concurrent nursing courses. Students are given the opportunity to develop advanced nursing skills, defend evidence-based practice, model professional communication, and exhibit clinical reasoning and clinical judgment in nursing practice. Students will use the nursing process to formulate holistic care for diverse adult populations with advanced disease processes.

Credit Hour Justification

4 semester hours (4 credits; 3 hour didactic and 1 hour clinical)

This course typically meets once a week for 3 hour segments for 15 weeks and has an additional final week. Students have significant weekly reading assignments and are required to take major exams and a comprehensive final examination. The didactic preparation and activities average a minimum of 9 hours of work each week to prepare outside of classroom hours.

The clinical component is composed of a total of 45 hours per semester. It consists of direct patient care, simulation activities, clinical assignments, and medication administration modules. Students are required to successfully pass the clinical component to pass the course.

Course Student Learning Outcomes

The student will:

1. Formulate nursing care of adult populations based on knowledge acquired from general education, previous, and concurrent nursing courses.
2. Deliver compassionate nursing care for adult populations based on established state and national standards.
3. Demonstrate proficiency in advanced nursing skills.
4. Provide holistic nursing care to adult clients with advanced disease processes while identifying individual and cultural considerations.
5. Plan nursing care for adult clients with advanced disease processes.
6. Model responsibility and accountability using consistent behavior patterns and professional communication.
7. Collaborate with the interdisciplinary healthcare team in the care of adult clients with advanced disease processes.

NURS 4445 Professional Transitions in Nursing

Course Description

This course builds upon previous, concurrent, and prerequisite courses. Students will use critical thinking, nursing theory, research, and leadership in nursing practice in clinical decision-making with diverse clients. The course is designed to evaluate and strengthen student readiness for licensure examination and to practice as an entry-level nurse. Emphasis is placed on meeting client and family needs and providing holistic nursing care across the lifespan based on current evidence to guide nursing practice. Additionally, the nurse's role as a leader along with addressing legal, ethical, and economic issues in conjunction with the interdisciplinary healthcare team will be emphasized.

Credit Hour Justification

(4 credits: 1 hour didactic; 3 hours clinical)

This course typically meets once a week for 1 hour segments for 15 weeks and has an additional final week. Students have weekly reading, didactic participation, exams and/or quizzes, and graded assignments. The didactic preparation and activities average a minimum of 3 hours of work each week to prepare outside of classroom hours.

The clinical component is composed of a total of 135 hours per semester. It consists of direct patient care, simulation activities, clinical assignments, and medication administration modules. Students are required to successfully pass the clinical component to pass the course.

Course Student Learning Outcomes

The student will:

1. Formulate nursing care based on knowledge acquired from general education and nursing curriculum courses.
2. Deliver exceptional nursing care within established state and national standards.
3. Defend personal and professional integrity in the practice of nursing.
4. Value a commitment to the pursuit of lifelong learning and scholarship.
5. Model caring, compassion, and civility within the practice of nursing.
6. Provide holistic nursing care while respecting individual and cultural diversity.

NURS 4442 Leadership in Nursing

Course Description

This course builds upon content from previous, concurrent, and prerequisite courses. Students will apply leadership and management principles in the delivery of patient-centered care. Students will explore legal, ethical, and economic factors that affect nursing practice as well as the role of the nurse in the advancement of the profession. Students will use evidence-based research to collaborate with the interdisciplinary healthcare team in the care of groups of patients. Students will exhibit personal and professional integrity, responsibility, and accountability in the care of diverse patient populations and in leading diverse healthcare teams.

Credit Hour Justification

(4 credits; 2 hour didactic and 2 hours clinical)

This course typically meets once a week for 2 hour segments for 15 weeks and has an additional final week. Students have significant weekly reading assignments and are required to take major exams and a comprehensive final examination. The didactic preparation and activities average a minimum of 6 hours of work each week to prepare outside of classroom hours.

The clinical component is composed of a total of 90 hours per semester. It consists of direct patient care, simulation activities, and clinical assignments. Students are required to successfully pass the clinical component to pass the course.

Course Student Learning Outcomes

The student will:

1. Exhibit responsibility and accountability by using consistent behavior patterns and professional communication.
2. Develop clinical judgment related to leadership in nursing based on established state and national standards in the provision of holistic, individualized nursing care for clients and health care systems.
3. Critique evidence-based practice related to leadership in nursing practice.
4. Defend personal and professional integrity in the practice of nursing leadership.
5. Value the importance of lifelong learning and professional leadership development.
6. Explore legal, ethical, and economic factors that affect nursing practice.
7. Examine the role of the nurse in the advancement of the profession.