Nursing RN to BS Completion - online

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Bachelor of Science Degree

The Nursing RN to BS Completion Program will prepare licensed registered nurses to provide professional nursing skills to individuals, families and groups in a variety of structured and unstructured healthcare settings, as well as the leadership skills needed to supervise nursing care delivered in acute and community settings. The curriculum offers a balance of courses in general education and nursing. Students are provided with the theoretical knowledge and clinical practice needed to administer care for individuals throughout the life cycle. Learning experiences take place in the online environment and a variety of clinical settings. All students are assisted in the development of their potential with guidance offered by faculty who possess broad nursing experience and academic preparation in the field.

Baccalaureate prepared nurses are equipped with the knowledge, skills, and attitudes to meet complex health care challenges. Building on initial nursing preparation, the RN to BS Completion program will prepare graduates for a broader scope of practice, enhanced professional development, and better understanding social, economic, cultural, and political issues that affect health care delivery. Inclusion of leadership and public and community health concepts foster stronger clinical reasoning and analytic skills which promote career advancement.

The Nursing Program is accredited by the Commission of Collegiate Nursing Education, 655 K Street, NW, Suite 750, Washington, DC 20001, 202-887-6791

and

The New York State Board of Regents through the Division of Professional Education, Professional Education Program Review, 89 Washington Avenue, 2nd Floor West Wing, Albany, NY 11234, P. (518) 474-3817 ext. 360, F. (518) 473-0114

Typical Employment Opportunities

Registered nurses with a Bachelor degree are prepared to assume leadership responsibilities in the roles of provider of care, manager of care, and member of the profession.

Nursing RN to BS Completion Program
Goals:

Contribute to meeting current and future health care needs of diverse populations of the region by educating students to provide safe, evidence-based, and patient-centered professional nursing services that reflect ethical clinical judgment and interprofessional collaboration in varied settings.

Provide a quality program in nursing education including, activities, and service programs that are supportive of the learning needs of diverse students so that they may accomplish their educational goals and encourage lifelong learning.
Use health care technologies, information systems, and technological innovations to create stimulating environments that support and enrich learning and prepare graduates for changes in the health care environment.

Provide an environment that supports academic and teaching excellence, scholarly activities, and opportunities for leadership and contributions to the nursing profession.

Educate students to become self-aware, ethical, caring, collaborative, and clinically and culturally competent practitioners prepared to engage in nursing as caregivers and leaders.

**Nursing RN to BS Completion Program**

**Outcomes:**

At the completion of the RN to BS Completion Program, graduates will:

- Synthesize knowledge from liberal arts and sciences, humanities and nursing to provide holistic and patient centered care that promotes empowerment and optimal well-being of individuals, families and communities.
- Practice professional nursing incorporating caring, respect, diversity, integrity, ethics, and the influences of human responses on illness, suffering and healing to assist individuals, families and communities to achieve maximal fulfillment.
- Demonstrate knowledge, critical thinking, and evidence-based clinical judgments to provide therapeutic nursing care interventions for patients throughout the lifespan, for families and communities with multiple and complex health stressors in a variety of settings.
- Use effective communication to collaborate with patients, colleagues, and members of the interprofessional health team to improve health care outcomes for patients, families and communities.
- Incorporate principles of safety, health information technology, organizational and health care systems theory, quality improvement, and political trends in the provision of high quality and safe patient care.
- Express an identity of self as a bachelor prepared nurse and exhibit professional values and behaviors as described by ethical, legal, and professional standards of practice.
- Apply leadership, advocacy, and management strategies in multiple settings to advocate for high quality, safe, accessible, and fiscally responsible healthcare.
- Participate in activities that contribute to advancement of the profession including developing autonomy, advocacy, activism, change, and responsible citizenship.
- Integrate evidence-based findings, research, and nursing theory in decision making in nursing practice.
- Engage in self-reflection and life-long learning to maintain competence as a member of the profession and to achieve personal goals for professional development.

**Liberal Arts and Sciences (60 credits)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EGL 101 Composition I: College Writing</td>
<td>3</td>
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<tr>
<td>EGL 102 Composition II: Writing About Literature</td>
<td>3</td>
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<tr>
<td>BIO 170 Human Anatomy and Physiology I (GE)</td>
<td>4</td>
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<tr>
<td>BIO 171 Human Anatomy and Physiology II (GE)</td>
<td>4</td>
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<tr>
<td>BIO 220 Medical Microbiology</td>
<td>4</td>
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<tr>
<td>BIO 240 Bioethics</td>
<td>3</td>
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<tr>
<td>American/Western/Other World Civilizations (GE)</td>
<td>3</td>
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MTH 110 Statistics (GE)  3
Foreign Language - Level II (GE)  3
PSY 101 Introduction to Psychology  3
PSY 232 Child Development  3
SOC 228 Society and Health  3
SPE 202 Interpersonal Communications (GE)  3
The Arts (GE)  3
Humanities (GE)  3
Liberal Arts & Sciences Electives  12

Required: Nursing (60 credits)
NUR 215W Developing Nurses' Ways of Knowing  3
NUR 216 The Art of Nursing  2
NUR 301 Caring for Populations in the Community Setting  4
NUR 305 Health Promotion and Patient Education  3
NUR 401 Modes of Inquiry  3
NUR 404 Nurse as Advocate and Change Agent  3
NUR 406 Senior Leadership Practicum  5
HST 301 Healthcare Organization  3
Nursing Transfer Credits  34

Total Credits  120

Degree Type: BS
Total Required Credits: 120

Please refer to the General Education, Applied Learning, and Writing Intensive requirement sections of the College Catalog and consult with your advisor to ensure that graduation requirements are satisfied.

Notes:

To continue in the nursing program a grade of C+ or better must be maintained in all nursing courses and a C is required in BIO 220.

Course Descriptions

EGL 101 Composition I: College Writing
This is the first part of a required sequence in college essay writing. Students learn to view writing as a process that involves generating ideas, formulating and developing a thesis, structuring paragraphs and essays, as well as revising and editing drafts. The focus is on the development of critical and analytical thinking. Students also learn the correct and ethical use of
print and electronic sources. At least one research paper is required. A grade of C or higher is a graduation requirement.

Note: Students passing a departmental diagnostic exam given on the first day of class will remain in EGL 101; all others will be placed in EGL 097. Prerequisite is any of the following: successful completion of EGL 097; an SAT essay score (taken prior to March 1, 2016) of 7 or higher; an SAT essay score (taken after March 1, 2016) of 5 or higher; on-campus placement testing.

EGL 102 Composition II: Writing About Literature
This is the second part of the required introductory English composition sequence. This course builds on writing skills developed in EGL 101, specifically the ability to write analytical and persuasive essays and to use research materials correctly and effectively. Students read selections from different literary genres (poetry, drama, and narrative fiction). Selections from the literature provide the basis for analytical and critical essays that explore the ways writers use works of the imagination to explore human experience. Grade of C or higher is a graduation requirement. Prerequisite(s): EGL 101

BIO 170 Human Anatomy and Physiology I (GE)
This is the first semester of a two-semester sequence in which human anatomy and physiology are studied using a body systems approach, with emphasis on the interrelationships between form and function at the gross and microscopic levels of organization. This sequence is appropriate preparation for nursing and other allied health professions. Topics included in Anatomy and Physiology I are: basic anatomical and directional terminology, fundamental concepts and principles of cell biology, histology, and the integumentary, skeletal, muscular, and nervous systems. Students may not receive credit for both BIO 170 and BIO 270. Note: the laboratory course, BIO 170L is a part of your grade for this course. Prerequisite(s): High School biology with a lab or BIO 120 or 123 or 130; High School or College chemistry recommended Corequisite(s): BIO 170L

BIO 171 Human Anatomy and Physiology II (GE)
This is the second semester of a two-semester sequence in which human anatomy and physiology are studied using a body systems approach, with emphasis on the interrelationships between form and function at the gross and microscopic levels of organization. This sequence is appropriate preparation for nursing and other allied health professions. Topics include Anatomy and Physiology II are: the endocrine system, the cardiovascular system, the lymphatic system and immunity, the respiratory system, the digestive system, metabolism, the urinary system, fluid/electrolyte and acid/base balance; and the reproductive systems. Note: students may not receive credit for both BIO 171 and BIO 271. Note: the laboratory course, BIO 171L is a part of your grade for this course. Prerequisite(s): BIO 170 Corequisite(s): BIO 171L

BIO 220 Medical Microbiology
The role of microbes as causative agents of disease in human hosts; the morphological characterization of pathogenic species, classification of communicable diseases and epidemiological aspects. Host-parasite relationship, infection, and host-resistance mechanisms; sero-diagnostic methods in medical practice. Chemotherapy, mode of action of antibiotics, sterilization, disinfection methods and contamination control. Note: the laboratory course, BIO 220L is a part of your grade for this course. Prerequisite(s): BIO 166 or 170 or 171 or 130 or 131 Corequisite(s): BIO 220L

BIO 240 Bioethics
This course will cover ethical issues raised as a result of modern advances in biotechnology which directly affect the quality of human life. Bioethics comprises every possible aspect of health care: medical, moral, political, religious, legal and financial. It scrutinizes outmoded laws and deals with the enormous growth in available medical services. It takes into account our views of ourselves as members of a humane society. Note: This course is also offered as a writing intensive course at the discretion of the department. Students cannot get credit for BIO 240 and BIO 240W. Prerequisite(s): One course of college biology with a C- or higher; for the writing intensive version, EGL 101 with a grade of C or higher is also required.

MTH 110 Statistics (GE)
Basic concepts of probability and statistical inference. Included are the binominal, normal, and chi-square distributions. Practical applications are examined. Computer assignments using Minitab form an integral part of the course. Prerequisite(s): MP2 or MTH 015

**PSY 101 Introduction to Psychology**
This course is designed to present basic psychological concepts and to introduce students to the scientific study of behavior. Core topics include methods of psychological research, the biological bases of behavior, principles of learning, memory and cognition, personality, and psychopathology. Other selected topics to be covered would include the following: motivation and emotion, life-span development, social psychology, health psychology, sensation and perception, intelligence, human sexuality, statistics, and altered states of consciousness.

**PSY 232 Child Development**
In this course the student will explore human development from preconception through the end of childhood. Course material will include historical and modern concepts of attitudes towards children, theories and models of child development, research methods in the study of children, genetics, prenatal development and influence, pregnancy, and birth. Within each age range the emphasis will be on factors influencing the physical, cognitive, social, and emotional development of the child. Developmental disorders, both physical and psychological, will also be explored. Prerequisite(s): PSY 101.

**SOC 228 Society and Health**
This course examines the meanings and experiences of health and illness and the ways in which social factors like age, gender, class and ethnicity affect health. We explore the historical development of health professions, including alternative health professions. Significant time is also devoted to understanding the workings of the contemporary American healthcare system.

**SPE 202 Interpersonal Communications (GE)**
An Introduction to effective interpersonal communication skills covering areas such as effective and active listening, feedback techniques, the effects of self-concept and perception in daily communications, and non-verbal and cross-cultural communication. These skills will be developed through class lectures, group exercises, and individual activities and assignments. Prerequisite(s): EGL 101

**NUR 215W Developing Nurses’ Ways of Knowing**
This course presents an overview of nursing as a professional, scholarly discipline, which is an essential part of healthcare. Topics discussed include ways of knowing in nursing, specifically theoretical/empirical, ethical, personal, esthetic, intuitive, and sociopolitical knowing. There is also emphasis on developing ideas about related topics such as historical and social factors, reflective practice, nursing concepts, learning, nursing theory, skills acquisition, and evidence for practice that provide foundations for current professional nursing practice. This is a writing intensive course. To continue in the nursing program the student must maintain a grade of C+ (77) or higher in this course. Note: Students cannot get credit for NUR 215 and 215W; NUR 215W can be used to fulfill the writing intensive requirement. Note: Offered at the discretion of the Nursing Department Prerequisite(s): EGL 101 with a grade of C or higher

**NUR 216 The Art of Nursing**
This course explores the artistry of professional nursing. The theories of caring, the importance of self-care, the mind-body connection, and the value of the nurse’s presence in today’s healthcare system will be explored. The concepts of self-care assessment and intervention will be practiced through reflection and dialogue within an environment of supportive peers and faculty. Other concepts including mindfulness, movement, and personal creativity will be discussed. The evidence supporting the use of therapeutic modalities such as humor, music, and touch will be evaluated for inclusion in a nursing plan of care. To continue in the nursing program the student must maintain a grade of C+ (77) or higher in this course.
NUR 301 Caring for Populations in the Community Setting
This course focuses on the role of the nurse in the community working with individuals, families, groups and high risk populations in a variety of community settings. Caring for individuals across the lifespan including their families and the communities in which they live is emphasized recognizing physical, psychological, behavioral, social, and cultural needs. Evidence-based clinical concepts are incorporated as a basis for providing interventions for families and groups with multiple and complex health stressors within a population/public health framework. This course is for RN Completion Students. To continue in the nursing program the student must maintain a grade of C+ (77) or higher in this course. Prerequisite(s): NUR 215 and NUR 216 with a grade of C+ or higher Corequisite(s): NUR 301H

NUR 305 Health Promotion and Patient Education
This course combines the critical review of health promotion strategies and the framework for designing successful patient teaching tools. Students will be introduced to the major concepts of health promotion and the issues that impact upon health and wellness. In order to better understand the global impact of health upon our society, students will research various agencies that support health promotion and review their health care agendas. The second component of the course will be an introduction to the role of the nurse as an educator and the identification of barriers to learning will be explored. Methods to develop effective evidenced based teaching plans will also be covered. To continue in the nursing department you must maintain a grade of C+ (77) or higher in this course. Prerequisite(s): NUR 215W and NUR 216 with a grade of C+ or higher.

NUR 401 Modes of Inquiry
This course introduces the student to a comprehensive overview of the nursing research process. Research designs including qualitative, quantitative and mixed methods approaches will be examined. Concepts essential for understanding, interpreting, analyzing, and applying research to clinical nursing practice will be emphasized. Students will synthesize research evidence to enhance critical thinking and guide clinical decision-making. To continue in the nursing program the student must maintain a grade of C+ (77) or higher in this course. Prerequisite(s): Any 300 level nursing course. Corequisite(s): MTH 110

NUR 404 Nurse as Advocate and Change Agent
This course will enable students to synthesize new knowledge and develop a personal perspective on their future professional career in nursing. The current health care environment demands a nursing workforce that is theoretically sound, clinically adept, and politically aware. Topics to be discussed and explored include patient advocacy, political awareness and influence, power and oppression, institutional policy/personal goals, risk management, utilization and audit, and quality assurance. Additional topics may be added in response to new or emerging trends in nursing and health care. To continue in the nursing program the student must maintain a grade of C+ (77) or higher in this course. Prerequisite(s): NUR 401

NUR 406 Senior Leadership Practicum
This clinical preceptor course will provide a leadership experience for students enrolled in the Baccalaureate RN Completion track. Students will work with an experienced registered nurse functioning in a leadership role. Students will identify an area of interest in a health care setting and develop goals for their learning experience. The course will connect theoretical concepts to clinical practice allowing the learner to make the connection between the concept of nurse as change agent and nursing leadership. Prerequisite(s): NUR 404 with a grade of C+ or higher

HST 301 Healthcare Organization
This is a survey course introducing the student to the concepts related to the organization of health care in the United States. Health care will be studied from a historical, political, economic and consumer perspective. Focus will include exploring the commonly used models of health care delivery and organization in the United States and selected other countries. Health Care in this country has undergone tremendous change and expansion since the turn of the last century. As we begin the next century many health care issues remain controversial and a top priority in the minds of many Americans. Access to adequate preventive and episodic health care, organ transplantation and gene therapy are just a few of the interesting topics
that will be touched upon. NOTE: Students who take NUR300 cannot receive credit for HST301. NOTE: Students who take HST301 cannot receive credit for NUR300. Prerequisite(s): HST 101 or Permission of the Nursing Department.

Admission to Farmingdale State College - State University of New York is based on the qualifications of the applicant without regard to age, sex, marital or military status, race, color, creed, religion, national origin, disability or sexual orientation.