

NURSING

Faculty: Rubenstein, Chair and Director of Nursing; Vasel, Assistant Director of Nursing; Harding, Lucas, McClure, McGuire, Turner, Wiley.

The Department of Nursing offers a pre-licensure bachelor of science in nursing (BSN) major. The program is approved by the Virginia Board of Nursing and accredited by the Commission on Collegiate Nursing Education (CCNE). Upon successful completion of the BSN degree requirements, a graduate is eligible to apply to the Virginia Board of Nursing for registered nurse (RN) licensure and to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN®).

Mission and Core Values

Mission

To provide a transformative education grounded in the liberal arts to develop resilient nurse leaders prepared to practice innovatively within a dynamic healthcare environment.

Core Values

The educational and clinical practice experiences within the Nursing Department are centered on the core values to achieve the mission.

- Integrity – fostering open communication and honesty while conducting one's self according to the highest ethical standards;
- Inclusivity – Embracing the unique attributes and contributions of each person regardless of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, political beliefs, spiritual perspectives, or other ideologies;
- Caring – fostering health, healing, and hope in response to the human condition;
- Civility – treating every person with dignity, honor, and respect;
- Excellence – demonstrating exemplar quality in education, scholarship, evidence-based clinical practice, and service.

BSN Student Learning Outcomes

Graduates of the BSN program at Randolph-Macon will:

- Integrate concepts from their liberal arts education, including critical thinking, effective communication, strength of character, and cultural humility, into their practice as a nurse;
- Demonstrate nursing leadership to enhance patient outcomes, influence health policy, analyze regulatory and financial systems, consider social and political influences, and advance the nursing profession;
- Integrate evidence-based research, quality improvement, and risk management data to inform practice, make clinical judgments, and positively impact patient outcomes and population health;
- Apply principles of health informatics and information technology when navigating complex healthcare systems to coordinate patient care;
- Use clinical reasoning and judgment to provide safe, patient-centered, ethical nursing care across the continuum for individuals, families, communities, and populations to promote health and reduce disparities;
- Demonstrate professional behaviors and values to model the core attributes of the nursing profession and pursue practice excellence.

Nursing Program Admission

Students are admitted to the BSN program as entering freshman and transfers (cohort space permitting). All nursing applications must be submitted by the posted deadlines on the Randolph-Macon website for nursing admission review. Prospective senior high school students apply to Randolph-Macon College and complete the nursing program application by the specified deadlines. Freshman nursing applications that do not meet nursing program minimum admission criteria and/or do not apply by the specified deadlines will not be reviewed for nursing program consideration.

Transfer students, both current RMC students and external transfer applicants, meeting minimum admission criteria may apply for available cohort space(s) during the freshman or spring semester. Transfer applicant minimum admission criteria are outlined below. Applicant transcripts are analyzed by RMC to determine qualification for freshman or sophomore cohort entry.

Admission decisions are competitive. Freshman applicants placed on the waiting list for the BSN program are not guaranteed a position in the class as transfer applicants. There is no guarantee that the transfer admission option will be available if the cohort meets or exceeds student capacity.

Nursing Program Minimum Admission Criteria

To be considered for the BSN program, applicants must meet the following criteria:

Freshman applicants

- Admission to Randolph-Macon College;
- Minimum 3.25 weighted cumulative high school GPA;
- Ability to meet the BSN Core Performance Standards.

Transfers

To be considered for the BSN program's freshman cohort, transfer applicants must meet the following criteria¹:

- Admission acceptance to RMC
- Enrollment in or completion of BIO 121 with C- or higher (for current RMC students)
- *Applies to spring application cycle only:* Completion of (with C or higher) or enrollment in BIO 123 (or equivalent)
- High school cumulative GPA is 3.5 or higher (if no college/university GPA earned to date) OR current college/university cumulative GPA is 2.5 or higher
- Ability to meet the BSN Core Performance Standards
- BSN program interview

To be considered for the BSN program's sophomore cohort, transfer applicants must meet the following criteria¹:

- Admission acceptance to RMC
- Completion of RMC BIOL 251, BIOL 252, and/or BIOL 311 course equivalents with a C or higher
- Current college/university cumulative GPA is 2.8 or higher
- Ability to meet the BSN Core Performance Standards
- BSN program interview

¹ If prior/current enrollment in a nursing program, a letter of good standing from the director of the nursing program is required.

BSN Core Performance Standards for Admission and Progression

Randolph-Macon's nursing program has a responsibility to educate competent nurses to care for their patients (persons, families, and/or communities) with critical judgment, broadly based knowledge, and well-honed technical skills. The Randolph-Macon BSN program has academic as well as core performance standards (<https://catalog.rmc.edu/programs/nursing/nursing-bsn/#standardstext>) that must be met in order to successfully progress in and graduate from the program.

Students admitted to the nursing program must be able to meet the BSN core performance standards for admission and progression. These core performance standards reflect a sample of the performance abilities and characteristics that are necessary for safe, quality care of patients. These examples in the subsequent table are not all-inclusive. These performance standards include skills and abilities in the following nursing practice competencies: communication; professional attitudes and behaviors; psychomotor; data gathering and interpretation; and clinical judgment. Students must be able to meet all minimum core performance standards with or without reasonable accommodations to be considered safe in clinical placements and for successful progression and completion of the BSN degree requirements at the college.

- Nursing BSN (<https://catalog.rmc.edu/programs/nursing/nursing-bsn/>)

Nursing Interprofessional

NUIP 115 - Nursing Profession & Health Systems (3 Hours)

This course introduces nursing as a profession and explores the history of the profession and development of nursing knowledge. The student will explore the current U.S. health care system, trends in health care delivery, the health of the nation, and financial and regulatory models. Core values and characteristics of professional nursing practice are examined through ethical, legal, racial, cultural, social, and political perspectives. Nursing education, practice, professional careers, and the influence of current health care environmental factors on health and evidenced-based nursing practice are discussed. Specific elements related to scope of practice, delegation, and collaboration will be discussed as they relate to the profession of nursing. Three hours. C21:CL,SS.

Curriculum: CL,SS

NUIP 200 - A World Before Handwashing (3 Hours)

This course will examine the anthropology of health, culture, and community from a comprehensive perspective. Students will explore how to frame concepts of health/well-being, disease/illness, and medicine/healing by examining health care during the 1800s in London, England. Major epidemiologic crises such as the cholera epidemic, surgery, and the effects of war will be explored with the intersection of the emergence of nursing practice. The 19th-century cross-section of social determinants of health and disease provides a framework for understanding the evolution of modern-day healthcare. Students are strongly encouraged to take this course in conjunction with NURS 210, Walking in the Footsteps of Florence Nightingale. C21:EL.

Curriculum: EL

NUIP 315 - Pathophysiology-Pharmacology I (3 Hours)

This course builds on concepts from anatomy and physiology, microbiology, and biology to introduce human pathophysiological and pharmacological concepts related to common disease conditions and treatments across the lifespan. Human pathogenesis is studied from cellular, histologic, and systemic perspectives. The students will evaluate the influence of etiologic agents, compensatory mechanisms, environment, and human behavior on the development and progression of disease. Etiology, clinical manifestations, diagnostic testing, and key pharmacological interventions specific to selected health problems that align with Adult Medical-Surgical Nursing I will be explored. The student will begin to apply basic principles of pharmacotherapeutics, pharmacokinetics, pharmacodynamics, and ethnopharmacology of medications.

Prerequisite(s): BIOL 251, BIOL 252 and BIOL 311

NUIP 325 - Pathophysiology-Pharmacology II (3 Hours)

This course builds on concepts introduced in Pathophysiology-Pharmacology I to consider human pathophysiological and pharmacological concepts related to common disease conditions and treatments across the lifespan. Human pathogenesis is studied from cellular, histologic, and systemic perspectives. The student will evaluate the influence of etiologic agents, compensatory mechanisms, environment, and human behavior on the development and progression of disease. Etiology, assessment findings, diagnostic testing, and key pharmacological interventions specific to selected health problems that align with Adult Medical-Nursing II will be explored. The student will continue to apply basic principles of pharmacotherapeutics, pharmacokinetics, pharmacodynamics, and ethnopharmacology of medications. Three hours. Staff.

Prerequisite(s): BIOL 311, NUIP 315

NUIP 375 - Population Health Immersion (3 Hours)

This course provides students with a specific population health immersion experience. Students will explore the characteristics of the identified population and analyze the role of social determinants of health as it relates to clinical preventive services and health promotion. Students will collaboratively engage in clinical prevention approaches activities to develop beginning knowledge, skills, and attitudes necessary to provide culturally competent nursing care to populations. Variable credit.

Prerequisite(s): NURS 300 and NURS 330

Nursing

NURS 201 - Emergency Response to Japan's Great East Earthquake & Tsunami (3 Hours)

Japan's 3.11 complex disaster of two natural and a man-made disaster is a unique opportunity for students across multiple majors to explore the emergency and disaster response and subsequent changes in governmental, structural, and health-related responses in preparation for future disasters. During the first portion of the course at R-MC, students will have an opportunity to develop a broad understanding of the 3.11 disaster and explore the Virginia disaster response systems through field trips to Virginia Department of Emergency Management Operation Center and with the Virginia Department of Health state planning disaster coordinator. In Japan, students will explore historically substantial disasters with opportunities to hear first-hand accounts of those who lived through the Hiroshima bombing and 3.11. Students will analyze infrastructure changes to disaster preparedness through discussions with leaders from various responding organizations (police, fire, emergency operations center, health professionals). The course provides the opportunity to compare and contrast the strengths and challenges of the emergency response preparedness and systems of the U.S. and Japan with the goal of instilling a commitment to involvement and/or support of regional disaster responses. C21:EL,GE,NW,SS.

Curriculum: EL,GE,NW,SS

NURS 210 - Walking in the Footsteps of Florence Nightingale (3 Hours)

This course will explore the origins of the nursing profession by engaging in the study of the historical, social, and cultural dimensions of 19th-century England. Walking in Florence Nightingale's footsteps, students will explore her pioneering vision in developing the discipline of nursing. The legacy of Nightingale will be analyzed from a feminist lens and related to contemporary nursing practice. Students are strongly encouraged to take the companion course traveling concurrently to London, NUIP 200. C21:EL,GE,SS.

Curriculum: EL,GE,SS

NURS 300 - Health Assessment (2 Hours)

This course introduces the concepts of health assessment, health promotion, and growth and development across the lifespan. Using a systems-based approach, students will develop beginning competencies in holistic psychosocial and physical assessment as well as patient teaching. Concepts of culture, spirituality, patient-centered care, and health-illness will be explored. The student will develop beginning competencies in clinical techniques and clinical judgment while conducting health histories and physical examinations. Two hours. Staff.

Prerequisite(s): BIOL 251, NUIP 115

Corequisite(s): BIOL 252, NURS 330

NURS 310 - Professionalism and Practice I (1 Hour)

This course is the first course in a professional role formation series that provides an introduction to nursing core professional concepts including professional values, evidence-based practice, patient centered care, clinical reasoning, therapeutic communication, patient safety and dignity, and scholarly analytical skills. This course will emphasize principles of communication, conflict resolution, and principles of leadership. One hour.

Prerequisite(s): NURS 300, NURS 330

Corequisite(s): NUIP 315, NURS 340, NUIP 350

NURS 320 - Professionalism and Practice II (1 Hour)

This course is the second course in a professional role formation series that builds upon the introduction to nursing core professional concepts including professional values, evidence-based practice, patient centered care, clinical reasoning, therapeutic communication, patient safety and dignity, and scholarly analytical skills. This course will focus on regulatory elements of health policy and nursing ethics. One hour. C21:OC.

Prerequisite(s): NURS 310

Corequisite(s): NUIP 325, NURS 360, NURS 370

NURS 330 - Fundamentals of Nursing (4 Hours)

This course provides the foundation to develop competencies necessary to meet the needs of individuals throughout the lifespan in a safe, legal, and ethical manner. The student will learn central concepts derived from theoretical frameworks that inform the art and science of nursing. An introduction is provided to the concepts of client needs, safety, clinical judgment, professional comportment, and cultural humility. This course introduces psychomotor nursing skills needed to assist individuals in meeting basic human needs while focusing on person-centered care. Key nursing attributes such as teamwork, evidence-based practice, professionalism, and caring will be incorporated. Four hours (2 lecture, 2 clinical/lab). Staff.

Prerequisite(s): BIOL 251, NUIP 115

Corequisite(s): BIOL 252, NURS 300

NURS 340 - Epidemiology and Population Health (3 Hours)

This course introduces the conceptual and scientific frameworks of population health. The course integrates health promotion, risk reduction, and disease prevention across the lifespan in a range of local and global interdisciplinary settings. Population assessment and epidemiological methods are introduced. Health disparities, vulnerability, social determinants of health, social justice, and moral agency are examined through an ecological lens together with traditional and emerging public health issues. Students will learn about bridging population health and clinical care to meet the prevention health needs of individuals, families, and populations. Competencies in population assessment and evidence based interventions aimed at health promotion, risk reduction, and disease prevention are emphasized. The student will learn of emerging health concerns due to infectious disease, as well as natural and man-made disasters that affect populations. Three hours.

Prerequisite(s): MATH 111 or MATH 113 and NURS 300, NURS 330

NURS 350 - Adult Medical-Surgical Nursing I (5 Hours)

This course begins the development of the knowledge, skills, and attitudes foundational to the care of adults and their families experiencing specific acute and chronic health problems. This course integrates the clinical sciences, social sciences, humanities, and the arts with nursing-specific concepts to facilitate the student delivering holistic, person-centered care. Care of the older adult and principles of gerontology will be specifically considered in this course. Competencies include an evidence-based nursing process approach to diseases and health promotion needs based on a physiologic systems approach to accurate health assessment, nursing diagnosis, plan of care, nursing interventions, and evaluation of client and family outcomes. Nursing care and interprofessional interventions will be taught within the framework of quality improvement, health promotion, coordination of care, and client safety processes to ensure high quality, safe nursing care. The clinical component of this course provides the student an opportunity to apply knowledge gained in the classroom to simulated and actual clinical practice settings. Key nursing attributes such as professionalism, caring, teamwork, and clinical judgment will be developed in structured clinical experiences. Five hours (3 lecture, 2 clinical/lab).

Prerequisite(s): NURS 300, NURS 330

Corequisite(s): NUIP 315, NURS 310, NURS 340

NURS 360 - Adult Medical-Surgical Nursing II (5 Hours)

This course continues the development of the knowledge, skills, and attitudes foundational to the care of adults and their families experiencing specific acute and chronic health problems. This course draws on competencies from students' liberal arts education and knowledge gained in Adult Medical-Surgical Nursing I to support the development of competent nurses who deliver holistic, person-centered care. Competencies include an evidence-based nursing process approach to diseases and health promotion needs based on a physiologic systems approach to accurate health assessment, nursing diagnosis, plan of care, nursing interventions, and evaluation of client and family outcomes. Nursing care and interprofessional interventions will be taught within the framework of quality improvement, health promotion, coordination of care, and client safety processes to ensure high quality, safe nursing care. The clinical component of this course provides the student an opportunity to apply knowledge gained in the classroom to simulated and actual clinical practice settings. Key nursing attributes such as professionalism, caring, collaboration, competence, and clinical reasoning will continue to be developed in structured clinical experiences. Five hours (3 lecture, 2 clinical/lab). Staff.

Prerequisite(s): NUIP 315, NURS 340, NURS 350

Corequisite(s): NUIP 325, NURS 320, NURS 370

NURS 370 - Women's Health and Childbearing Families (3 Hours)

This course focuses on evidence-based nursing care of childbearing families. A holistic, family-centered approach is used to address the health teaching, promotion, health restoration and maintenance needs of child-bearing families. Integrated throughout the course are social, genetic, cultural, religious, relationship, economic, and environmental influences on childbearing family health and health promotion. This course emphasizes competencies in assessment and clinical judgment in the delivery of evidence-based care to meet the needs of childbearing families within a framework of interprofessional collaboration. Three hours (2 lecture, 1 clinical/lab). Staff.

Prerequisite(s): NUIP 315, NURS 310, NURS 340, NURS 350

Corequisite(s): NUIP 325, NURS 320, NURS 360

NURS 381 - Special Topics in Nursing (3 Hours)

These courses focus on areas of nursing not specifically covered in the general curriculum and are designed to meet the needs of advanced students. Three hours each. Staff.

NURS 410 - Professionalism and Practice III (1 Hour)

This course is the third course in a professional role formation series that expands upon the nursing core professional concepts including professional values, evidence-based practice, patient centered care, clinical reasoning, therapeutic communication, patient safety and dignity, and scholarly analytical skills. This course emphasizes the use of scientific evidence in nursing practice, the use of systematic scholarly inquiry and analytical skills, and professional comportment. One hour. Staff.

Prerequisite(s): NURS 320

Corequisite(s): NURS 420, NURS 430, NURS 450

NURS 420 - Psychiatric and Mental Health Nursing (3 Hours)

This course focuses on evidence-based nursing care appropriate for managing clients with psychiatric and mental health conditions. A holistic, person-centered approach is used to address the health teaching, promotion, health restoration and maintenance needs of individuals with mental health and psychiatric conditions. Integrated throughout the course are family, social, genetic, cultural, religious, economic, and environmental influences on mental health. This course emphasizes competencies in assessment and clinical judgment in the delivery of evidence-based care to meet the needs of individuals' mental health within a framework of interprofessional collaboration. Three hours.

Prerequisite(s): NUIP 325, NURS 360, NURS 370

Corequisite(s): NURS 410, NURS 430, NURS 450

NURS 430 - Nursing Care of Children and Families (3 Hours)

This course focuses on evidence-based nursing care of children. A holistic, family-centered approach is used to address the health teaching, promotion, health restoration and maintenance needs of children and their families. Integrated throughout the course are family, social, genetic, cultural, religious, economic, and environmental influences on child health and health promotion. This course emphasizes competencies in assessment and clinical judgment in the delivery of evidence-based care to meet the needs of children and families within a framework of interprofessional collaboration. Three hours (2 lecture, 1 clinical/lab). Staff.

Prerequisite(s): NUIP 325, NURS 320, NURS 360, NURS 370

Corequisite(s): NURS 410, NURS 420, NURS 450

NURS 450 - Adult Medical-Surgical Nursing III (5 Hours)

This course builds on the knowledge, critical thinking, clinical reasoning, and clinical judgment developed in Adult Medical-Surgical Nursing I/II to care for adults and their families experiencing complex, multisystem acute and chronic health problems. Concepts of end of life and palliative care will be explored in this course. Nursing care and interprofessional interventions will be taught within the framework of quality improvement, health promotion, coordination of care, and client safety processes to ensure high-quality, safe nursing care. The clinical component of this course provides the student an opportunity to apply knowledge gained in the classroom to simulated and actual clinical practice settings. Key nursing attributes such as professionalism, caring, teamwork, and clinical judgment will continue to be developed in structured clinical experiences. Five hours (3 lecture, 2 clinical/lab). C21:EL.

Prerequisite(s): NUIP 325, NURS 360

Corequisite(s): NURS 420, NURS 430

Curriculum: EL

NURS 460 - Transition to Practice (2 Hours)

This course explores the challenges and opportunities associated with transition to practice. The role of the professional nurse is analyzed. Students engage in NCLEX-RN preparation with emphasis on clinical judgment and synthesis of knowledge, skills, and attitudes. C21:CC.

Prerequisite(s): NURS 410, NURS 420, NURS 430, NURS 450

Corequisite(s): NURS 470

NURS 470 - Nursing Capstone (4 Hours)

This course provides the nursing student with an opportunity to synthesize, expand, and refine nursing concepts, and clinical judgment competencies. Through intensive clinical experience completed in healthcare settings, the student will focus on person-centered nursing care, evaluation of the interventions used to restore and/or optimize health, and use of evidence-based research in practice. Emphasis will be placed on current quality and safety guidelines and standards of care for the specialty area in which the student is practicing. Four hours (4 clinical/lab). C21:CS,EL.

Prerequisite(s): NURS 410, NURS 420, NURS 430, NURS 450

Corequisite(s): NURS 460

Curriculum: CS,EL

NURS 496 - Senior Project (3 Hours)

Senior majors may with departmental approval undertake a substantial research project in some area of Nursing. Student earns a total of six hours for the full senior project experience (496, 497, and 498).

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NURS 498 - Senior Project (3 Hours)

Senior majors may with departmental approval undertake a substantial research project in some area of Nursing. Student earns a total of six hours for the full senior project experience (496, 497, and 498).