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**SCHOOL OF NURSING  
AND HEALTH SCIENCES**

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## LA SALLE UNIVERSITY SCHOOL OF NURSING AND HEALTH SCIENCES

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### MISSION

Consistent with Lasallian values, the mission of the School of Nursing and Health Sciences is to provide scientifically-based education programs to prepare students as proficient, caring health professionals engaged in evidence-based practice, advocacy, service, and life-long learning.

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### VISION

The academic, service, and research activities of the School of Nursing and Health Sciences focus on mobilizing social, political, health-care, and educational resources emphasizing the welfare of vulnerable, underserved, and diverse populations.

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### GOALS

- To engage students in educational, service, and research programs aimed at caring for people they serve;
- To facilitate student development in critical thinking, effective communication, and knowledge, skill, and values to care and advocate for the health of individuals, families, groups, and communities locally, regionally, and globally.

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## COMMUNICATION SCIENCES AND DISORDERS

Speech-language pathologists care for people of all ages and cultural backgrounds with communication and swallowing disorders. They assess, treat, and help to prevent speech, language, cognitive communication, voice, swallowing, fluency, and related disorders. The education of speech-language pathologists involves undergraduate coursework in communication sciences and disorders and a master's degree in speech-language pathology. La Salle University offers a four-year program leading to a Bachelor of Science in communication sciences and disorders and a unique five-year program leading to both a Bachelor of Science and a Master of Science. The master's degree is the recognized credential in the field of speech-language pathology and is required for national certification, state licensure, and Pennsylvania Teacher Certification for Speech and Language Disabilities. Five-year students must begin the communication sciences and disorders major at La Salle in their freshman year and can earn a Bachelor of Science in communication sciences and disorders and a Master of Science in speech-language pathology in five years. Students who already have a bachelor's degree in communicative sciences and disorders or speech-language-hearing science can apply for admission to the graduate program. Furthermore, those students with an undergraduate degree in a related field can pursue the master's degree after completing undergraduate prerequisite courses.

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### THE PURPOSE OF THE FOUR-YEAR SPEECH-LANGUAGE-HEARING SCIENCE PROGRAM

The Four-Year Bachelor of Science Program in Communication Sciences and Disorders provides students with the knowledge base needed to enter a master's program in speech-language pathology. Students acquire principles of biological science, physical science, statistics, and social/behavioral science, in addition to knowledge of the principles of basic human communication and swallowing processes. Coursework includes the biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases of basic human communication.

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### MISSION STATEMENT

The mission of La Salle University's Communication Sciences and Disorders undergraduate program is to prepare students to apply for graduate study by providing them with the basic knowledge of human communication and swallowing processes within the context of a liberal arts education.

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### STUDENT LEARNING OUTCOMES: FOUR-YEAR PROGRAM

1. The student will demonstrate knowledge of the principles of: biological sciences, physical sciences, statistics, and social/behavioral sciences.
2. The student will demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases.
3. The student will communicate effectively in writing and speaking.
4. The student will apply critical thinking to synthesize, analyze, and evaluate information.
5. The student will identify professional and clinical practice issues in the field of speech language pathology.

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### MISSION OF THE FIVE-YEAR PROGRAM

La Salle University's Master of Science in Speech-Language Pathology Graduate Program provides a research-oriented, clinically-based curriculum grounded in theoretical, ethical, and clinical knowledge in communication sciences and disorders. Students learn to think critically and communicate effectively. They are prepared to meet professional credentialing including American Speech-Language-Hearing Association certification as speech-language pathologists. Students gain knowledge and skills to evaluate, treat, and advocate for individuals with communication and swallowing disorders in a pluralistic society. Students learn to analyze and integrate research into clinical practice and value life-long learning.

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### GOALS OF THE FIVE-YEAR PROGRAM

The Five-Year Communication Sciences and Disorders Program at La Salle University is designed to provide an accredited program in which students are prepared to function as qualified speech-language pathologists. The program provides theoretical and clinical experiences that prepare students for leadership roles to meet the health, educational, and social needs of individuals with communication and swallowing disorders in the contexts of families, communities, and society. The Program is designed to equip students to meet requirements for certification by the American Speech-Language-Hearing Association, for licensure by the Commonwealth of Pennsylvania, and as a foundation for doctoral study. Graduates will earn both a Bachelor of Science and a Master of Science degree.

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**STUDENT LEARNING OUTCOMES OF THE FIVE-YEAR PROGRAM**

The following objectives reflect entry-level competency in all the basic human communication and swallowing areas including articulation, fluency, voice and resonance, receptive and expressive language, hearing including the impact on speech and language, swallowing, cognitive and social aspects of communication, and communication modalities.

The codes listed at the end of each objective refer to the ASHA Certification Standards 2014.

1. Demonstrate proficiency in oral and written communication sufficient for entry into professional practice. (V-A)
2. Apply basic biological/physical science, statistics, and behavioral/social science to the study of communication and swallowing disorders. (IV-A)
3. Analyze/synthesize, and evaluate information in the areas of basic human communication and swallowing processes. (IV-B)
4. Contrast basic human communication and swallowing processes with communication and swallowing disorders and differences. (IV-B, IV-C)
5. Demonstrate clinical skill in assessment, intervention, and prevention of human communication and swallowing disorders. (IV-C, IV-D, IV-E, V-B, V-C, V-D)
6. Integrate and demonstrate ethical, legal, and professional standards in the provision of speech-language pathology services. (IV-F, IV-G, V-B)
7. Integrate research with clinical knowledge to improve evaluation and treatment of individuals with communication and swallowing disorders. (IV-B, IV-C, IV-D, IV-E, IV-F, IV-G, V-B, V-C)
8. Critique professional issues in speech-language pathology and advocate for individuals with communication and swallowing disorders. (IV-D, IV-E, IV-F, IV-G)
9. Pursue education and credentials necessary for obtaining/maintaining certification and licensure for ongoing professional development. (IV-G, IV-H, V-C, V-D, V-E, V-F)
10. Implement appropriate assessment and intervention for diverse client populations with communication and swallowing disorders. (IV-B, IV-C, IV-D, V-B, V-C, V-D, V-F)
11. Evaluate individuals with communication and swallowing disorders utilizing appropriate diagnostic tools. (IV-C, IV-D, V-B, V-C, V-D, V-F)
12. Provide intervention for individuals with communication and swallowing disorders utilizing appropriate clinical methods and strategies. (IV-C, IV-D, V-B, V-C, V-D, V-F)
13. Practice independently and collaboratively in various health care, and educational systems with appropriate professional manner. (IV-A through IV-H, V-A through V-F, VI)

Although the Master's degree is the recognized credential to take the certification examination in Speech-Language Pathology and to become certified by the American Speech-Language-Hearing Association, a Bachelor of Science degree is also offered as a terminal degree.

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**ACCREDITATION**

The Master of Science program in Speech-Language Pathology at La Salle University is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology of the American Speech-Language-Hearing Association (ASHA), 2200 Research Blvd., Rockville, MD, 20850-3289, 800.638.8255. ASHA is the national professional, credentialing, and scientific organization for speech-language pathologists, audiologists, and speech-language-hearing scientists. To practice in most work settings, speech-language pathologists must hold a master's degree and become certified by ASHA. This certification, called the Certificate of Clinical Competence (CCC), requires the successful completion of a specific program of coursework and practicum, passing the national certification examination, and a supervised clinical fellowship (CF). Most states also require speech-language pathologists to be licensed to practice. Licensure requirements in all 50 states (including Pennsylvania, New Jersey, and Delaware) are identical to ASHA-CCC standards. For more information about the importance of certification, please contact the American Speech-Language-Hearing Association at 800.638.8255 or <http://www.asha.org/Certification/Certification-Standards-for-SLP-General-Information/>

Students in La Salle University's Communication Sciences and Disorders five-year program can also pursue Teacher Certification for Speech and Language impaired / Educational Specialist for Speech & Language Pathology in the Commonwealth of Pennsylvania. La Salle University's Department of Communication Sciences and Disorders is approved for teacher certification for Speech and Language Impaired and for Educational Specialist for Speech & Language Pathology from the Pennsylvania Department of Education (PDE) of the Commonwealth of Pennsylvania. Either certificate is needed to work in the various school systems in Pennsylvania. Candidates applying for either certificate are required by Pennsylvania State Board regulations to pass the appropriate Praxis Test: administered by the Educational Testing Service. Information about the Praxis Series Tests is available <http://www.ets.org/praxis/pa>. Other states may also require prospective teachers to take this or other examinations. In addition to all of the requirements for completion of the Master's degree, candidates for these certificates must be recommended by the Department of Communication Sciences and Disorders Faculty. Recommendations are predicated upon successful completion of all course requirements with the required Grade Point Average (minimum cumulative GPA of 3.0 and a minimum GPA of 3.0 in CSD courses). In addition to the CSD course requirements, candidates for Instructional I certificates must complete approved education courses and an approved full time school-based clinical practicum (COSD 521).

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## CLINICAL EXPERIENCES

In accord with ASHA certification requirements, the Five-Year Undergraduate-to-Graduate Communication Sciences and Disorders (CSD) Program offers clinical education at various practicum sites. The CSD Department has established strong ties with more than 250 schools, hospitals, private practices, and rehabilitation facilities in the greater Philadelphia area for supervised clinical practicum affiliations. Currently, these include: acute care hospitals (pediatric and adult); rehabilitation hospitals (pediatric and adult); specialized schools; elementary, middle, and high schools in Pennsylvania, New Jersey, and Delaware; intermediate units in Pennsylvania and educational services units in New Jersey; private practices in Pennsylvania, New Jersey, Delaware, and New York City; and schools for the deaf.

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## THE NATIONAL STUDENT SPEECH LANGUAGE AND HEARING ASSOCIATION

The National Student Speech Language Hearing Association (NSSLHA) is a pre-professional membership association for students interested in the study of communication sciences and disorders.

La Salle University formed a recognized NSSLHA chapter in 2002. Membership in the La Salle NSSLHA chapter is available to undergraduate and graduate students enrolled in the Department of Communication Sciences and Disorders.

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## ADMISSION

Students interested in pursuing the Four-Year Communication Sciences and Disorders Bachelor of Science Program or Five-Year Communication Sciences and Disorders Program leading to both a Bachelor of Science and a Master of Science degree must apply to the Office of Admission.

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## PROGRESSION IN THE PROGRAM

A student's academic progress is reviewed by their advisors each semester and by other CSD faculty if necessary. All CSD Four-year majors and Pre-CSD students must maintain a minimum overall cumulative GPA of 3.0, a 3.0 GPA in the major, and a 3.0 GPA in the sciences. A student who is a CSD major can earn no more than 2 courses below a B in the sciences and the major to progress as a CSD major. Any CSD student who does not meet this requirement will receive written notification from the chair of the Department and will be required to declare a different major at any time during the course of study.

Students who are admitted into the Five-year program must maintain a minimum overall cumulative GPA of 3.5, as well as a 3.5 GPA

in their CSD courses and required science courses, by January of the sophomore year. The overall 3.5 GPA in the major and in the required sciences must be maintained through the second semester of the junior year. Students who do not meet this requirement may continue in the Four-year Program, but only if they have met the four-year requirements to remain in the program as noted above. These students are no longer eligible for re-application to the Five-year Program. Finally, a student who is in the Five-year Program cannot re-take any CSD courses and remain in the Five-year Program.

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## ELIGIBILITY TO APPLY TO THE 5-YEAR PROGRAM

In the second semester of their sophomore year, Four-year CSD majors who meet the criteria for the Five-year program will be invited to apply for admission to the Five-year program. Their application for admission will be reviewed by the CSD Faculty/Staff and they will be notified by letter before the end of the spring semester of the sophomore year.

Students who are concerned that they may not meet these requirements may contact Academic Support Services at [http://www.lasalle.edu/provost/academiclearningsupport/index.php?section=sheekey\\_center&page=make\\_appt](http://www.lasalle.edu/provost/academiclearningsupport/index.php?section=sheekey_center&page=make_appt)

## ADMISSION OF CSD FOUR-YEAR B.S. STUDENTS INTO THE FIVE-YEAR SLHS PROGRAM

- Admission is determined during the spring semester of sophomore year.
- Students must have successfully completed the freshman year, the 1st semester curriculum of the sophomore level courses, and be enrolled in the 2nd semester sophomore curriculum prescribed by the Five-Year CSD program (have equivalent coursework to those students already in the Five-Year program).
- Students who transfer into the CSD program after the freshman year are ineligible for the Five-Year program.
- Students must have a minimum overall GPA of 3.5, but having this minimum GPA does not guarantee admittance into the Five-Year program.
- Students must also have a minimum 3.0 GPA in required science courses and a minimum 3.5 in CSD courses.
- Students must have completed a minimum of 45 overall credit hours, of which a minimum of four courses must be successfully completed CSD courses, in addition to BIO 161 and 162.
- Students must complete and submit an application to the Program Director during the second semester of their sophomore year (the application will include a one-page essay – topic to be determined by SLHS faculty).

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- The CSD Admission Committee will review applications and make the final determination of acceptance or denial to the program. As part of this process, CSD faculty will complete a student competency checklist for each student applicant.
- Students who are not accepted into the Five-Year program can remain in the CSD major and complete the degree requirements for the B.S. in CSD. These students can then apply to any master's degree program including the SLP M.S. program at La Salle.

Note: Students who are not accepted into the Five-year program and do not complete the Four-year undergraduate major in CSD may still complete a CSD minor by taking additional CSD courses during their junior/senior years, as specified in the requirements of the CSD minor.

**BACHELOR OF SCIENCE PROGRESS RECORD – COMMUNICATION SCIENCES AND DISORDERS (FIVE-YEAR PROGRAM)**



**I. Powers (4 Courses)**

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- A. Writing I
- B. Writing II
- C. Numbers
  - **HSC 217** Statistics for Health Science Professionals
- D. Information Technology
  - **CSC 154** Healthcare Informatics

- 8. **COSD 409** Multicultural Perspectives on Communication Disorders
- 9. **COSD 413** Professional Issues in Speech-Language Pathology
- 10. **COSD 501** Introduction to Clinical Practicum
- 11. **COSD 502** Introduction to Aural Habilitation/Rehabilitation
- 12. **COSD 503** Disorders of Articulation and Phonology
- 13. **COSD 512** Language Disorders in Children
- 14. **COSD 513** Acquired Language Disorders
- 15. **COSD 516** Clinical Practicum and Procedures
- 16. **COSD 518** Research Design in Communication Disorders
- 17. **COSD 520** Dysphagia: Diagnosis and Treatment of Swallowing Disorders

**II. Frameworks of Scientific Understanding (8 Courses)**

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- A. Natural Science  
The following courses are required:
  1. **BIO 161** Anatomy & Physiology I
  2. **BIO 162** Anatomy & Physiology II
  3. **COSD 202** Anatomy & Physiology of the Speech and Hearing Mechanisms
  4. **COSD 211** Acoustic Basis of Speech and Hearing
  5. **COSD 306** Neurological Basis of Communication and Behavior
  6. **PHY 205** Essential Physics for Health Sciences
- B. Social Science  
Two Psychology courses
  1. **EDC 103** Educational Psychology  
or **PSY 210** Developmental Psychology
  2. **PSY 220** Abnormal Psychology

**V. Electives (5 courses)**

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- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_

See Graduate Bulletin for more information about the Master's Degree.

**III. Patterns of Meaning (8 Courses)**

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- A. Religion
  1. \_\_\_\_\_
  2. \_\_\_\_\_
- B. Philosophy
  1. \_\_\_\_\_
  2. \_\_\_\_\_
- C. Literature
  - \_\_\_\_\_
- D. History
  - \_\_\_\_\_
- E. Two Spanish Courses\*
  1. **SPN 101** Elementary Spanish  
or **SPN 103** Spanish for Nursing and Health Sciences I
  2. **SPN 102** Elementary Spanish  
or **SPN 104** Spanish for Nursing and Health Sciences II

\*or other language with permission of Program Director

**IV. Major Requirements (17 Courses)**

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1. **COSD 100** Introduction to Language
2. **COSD 102** Introduction to Communication Disorders
3. **COSD 200** Phonetics
4. **COSD 203** Language Development
5. **COSD 304** Introduction to Audiology
6. **COSD 308** Clinical Procedure in Speech-Language Pathology
7. **COSD 314** Diagnostic Procedures in Speech-Language Pathology

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## BACHELOR OF SCIENCE PROGRESS RECORD – COMMUNICATION SCIENCES AND DISORDERS (FOUR-YEAR PROGRAM)

### I. Powers (4 Courses)

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- A. Writing I
- B. Writing II
- C. Numbers
  - **HSC 217** Statistics for Health Science Professionals
- D. Information Technology
  - **CSC 154** Healthcare Informatics

### II. Frameworks of Scientific Understanding (8 Courses)

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- A. Natural Science  
The following courses are required:
  - 1. **BIO 161** Anatomy & Physiology I
  - 2. **BIO 162** Anatomy & Physiology II
  - 3. **COSD 202** Anatomy & Physiology of the Speech and Hearing Mechanisms
  - 4. **COSD 211** Acoustic Basis of Speech and Hearing
  - 5. **COSD 306** Neurological Basis of Communication and Behavior
  - 6. **PHY 205** Essential Physics for Health Sciences
- B. Social Science  
Two Psychology courses
  - 1. **EDC 103** Educational Psychology  
or **PSY 210** Developmental Psychology
  - 2. **PSY 220** Abnormal Psychology

### III. Patterns of Meaning (8 Courses)

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- A. Religion
  - 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
- B. Philosophy
  - 1. \_\_\_\_\_
  - 2. \_\_\_\_\_
- C. Literature
  - \_\_\_\_\_
- D. History
  - \_\_\_\_\_
- E. Two Spanish Courses\*
  - 1. **SPN 101** Elementary Spanish
  - 2. **SPN 102** Elementary Spanish

\*or other language with permission of Program Director

### IV. Major Requirements (9 Courses)

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- 1. **COSD 100** Introduction to Language
- 2. **COSD 102** Introduction to Communication Disorders
- 3. **COSD 200** Phonetics
- 4. **COSD 203** Language Development
- 5. **COSD 304** Introduction to Audiology
- 6. **COSD 308** Clinical Procedure in Speech-Language Pathology
- 7. **COSD 314** Diagnostic Procedures in Speech-Language Pathology
- 8. **COSD 409** Multicultural Perspectives on Communication Disorders
- 9. **COSD 413** Professional Issues in Speech-Language Pathology

### V. Electives (10 courses)

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- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_

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See Graduate Bulletin for more information about the Master's Degree.



**FACULTY**

- Barbara J. Amster, Ph.D., CCC-SLP, Chair, Graduate Director, Professor
- Brian Goldstein, Ph.D., CCC-SLP, Provost, Professor
- Evelyn R. Klein, Ph.D., CCC-SLP, Professor
- Jennifer Kleinow, Ph.D., CCC-SLP, Professor
- Cesar Ruiz, SLP.D., CCC-SLP, Professor
- Mitchell Trichon, Ph.D., CCC-SLP, Assistant Professor
- James M. Mancinelli, M.S., CCC-SLP, Director of Clinical Education
- Maureen Costello-Yacono, M.S., CCC-SLP, Director of the La Salle University Speech-Language-Hearing Community Clinics

**COMMUNICATION SCIENCES AND DISORDERS (CSD) AND SPANISH DOUBLE MAJOR**

The Communication Sciences and Disorders/Spanish double major aims to provide its students with the pre-clinical, linguistic and cultural foundations, which in addition to a master’s degree in speech-language pathology, are necessary to treat and work with patients that are bilingual English/Spanish, as well as those that are Spanish speakers with limited English proficiency. Those wishing to become CSD/Spanish double majors must have their Spanish assessed by a Language faculty member in order to begin their studies at the appropriate level. After placement, students will follow the carefully designed course sequence prepared by the CSD and Languages departments.

**REQUIREMENTS**

Fulfill the requirements of the CSD major, as outlined by the Department of Communication Sciences and Disorders, and 10 Spanish courses starting at the intermediate level or higher.

■ **Minimum Requirements for Spanish:**

- **SPN 205** Intermediate SPN for Nursing and Health Sciences I
- **SPN 206** Intermediate SPN for Nursing and Health Sciences II
- **SPN 301** Adv. Conversation and Composition I
- **SPN 302** Adv. Conversation and Composition II
- **SPN 420** Spanish for Speech Pathologists
- **SPN 421** Bilingualism in Spanish/English Speakers
- **SPN 422** Introduction to Spanish Phonetics and Phonology
- **SPN 423** Introduction to Spanish Dialectology
- One **300/400** level Literature or Culture Course on Spain
- One **300/400** level Literature or Culture Course on Latin America or **SPN 307** Commercial Spanish.

\*Students placing above the intermediate level will not take SPN 205 or 206. In lieu of these intermediate courses, students will take additional 300/400 level Spanish courses to fulfill their require-

ments. Heritage speakers of Spanish will take SPN 203 and SPN 204, Spanish for Heritage Speakers I and II, instead of SPN 301 and SPN302.

**COMMUNICATION SCIENCES AND DISORDERS MINOR**

**PURPOSE**

The CSD minor is designed to allow students interested in the discipline of communication sciences and disorders to pursue academic coursework without entry into the professional field of speech-language pathology.

- **Required for Minor in Communication Sciences and Disorders: 19 credits, including two upper-level courses (300 and/or 400)**

**Required core sequence of courses for CSD Minor**

- **COSD 100** Introduction to Language and Communication (3 credits)
- or
- **COSD 203** Language Development (3 credits)
- **COSD 102** Introduction to Communication Disorders (3 credits)
- **COSD 200** Phonetics (3 credits)
- **COSD 202** Anatomy and Physiology of the Speech and Hearing Mechanism (4 credits) (This course requires a prerequisite—**BIO 161** and **BIO 162**.)

**An additional two courses must be selected from the following:**

- **COSD 304** Introduction to Audiology (3 credits)
- **COSD 306** Neurological Bases of Communication and Behavior (3 credits)
- **COSD 409** Multicultural Perspectives on Communication Disorders (3 credits)
- **COSD 413** Professional Issues in Speech-Language Pathology and Audiology (3 credits)

**COURSE DESCRIPTIONS**

**REQUIRED FOR COMMUNICATION SCIENCES AND DISORDERS MAJORS:**

**COSD 100**  
INTRODUCTION TO LANGUAGE AND COMMUNICATION  
3 credits



This course is an introduction to the study of the grammar and sound systems of natural languages with an emphasis on English. Historical and present day controversies on linguistic theories and the nature of language are emphasized. This class is cross-listed with PSY 242.

**COSD 102****INTRODUCTION TO COMMUNICATION DISORDERS**

3 credits

This course is an introductory survey of normal processes and disorders of speech, language, and hearing. The behavioral and social consequences of communication disorders in people throughout the life span are presented. Different categories, symptoms, and causes of communication disorders are examined. The roles of the Speech-Language Pathologist and Audiologist in the evaluation and treatment of communication disorders are discussed. Preferred American Speech-Language Hearing Association (ASHA) practice patterns pertaining to a variety of professional situations are surveyed.

**COSD 200****PHONETICS**

3 credits

This course involves the exploration and study of American English pronunciation through the application of the International Phonetic Alphabet (IPA). Students will be trained in transcription of English phonemes and allophones and introduced to distinctive feature analysis, phonological rules, prosodic features, and dynamics of articulation, American dialectal variants, and developmental phonology.

**COSD 202****ANATOMY AND PHYSIOLOGY OF THE SPEECH AND HEARING MECHANISMS**

3 credits

This course is designed to give students a basic understanding of the structural organization (anatomy), function (physiology), and neural control for speech production and hearing. The course will emphasize both normal and disordered systems. Two hours lecture, four hours laboratory.

**PREREQUISITE:** BIO 161 AND BIO 162 OR PERMISSION OF INSTRUCTOR.

**COSD 203****LANGUAGE DEVELOPMENT**

3 credits

This course explores the specific nature, sequence, and patterns of language development from birth through adolescence and its relation to other aspects of child development. Conditions that place infants and children at risk for speech and language disorders are explored. Patterns of normal language development are discussed as a guide for the evaluation and treatment of children with developmental language disorders.

**PREREQUISITE:** COSD 100 OR PERMISSION OF INSTRUCTOR. THIS COURSE IS CROSS-LISTED WITH PSY 342.

**COSD 211****ACOUSTIC BASES OF SPEECH AND HEARING**

3 credits

This course explores the physical characteristics of speech sounds and the psychophysical processes involved in hearing and speech perception. Sound waves, resonance, decibels, and spectrogram reading are discussed. Computer applications with practical implications are explored.

**COSD 304****INTRODUCTION TO AUDIOLOGY**

3 credits

This course is a survey of the field of audiology, including the measurement of hearing and the nature and causes of hearing impairment in infants, children, and adults. Students are introduced to strategies used by audiologists and physicians in managing hearing impairment.

**COSD 306****NEUROLOGICAL BASES OF COMMUNICATION AND BEHAVIOR**

3 credits

This course is an examination of the structure (neuroanatomy), organization (neurophysiology), and functions of the central and peripheral nervous systems as they relate to speech, language, hearing, and cognition. Behavioral manifestations of normal and abnormal brain functioning are contrasted.

**PREREQUISITE:** COSD 202 OR PERMISSION OF INSTRUCTOR.

**COSD 308****CLINICAL PROCEDURES IN SPEECH-LANGUAGE PATHOLOGY**

3 credits

This course introduces the speech-language hearing science major to the clinical and supervisory process. Basic information regarding certification, professional standards, and ethics are discussed. Goal setting, lesson planning, methods of observing, describing and recording behavior, informal assessment and related topics are also discussed. Behavioral observation and computer technology in the measurement and modification of speaker-listener attributes are examined. Students develop clinical writing skills appropriate to various speech-language pathology settings. This course is an introduction to the clinical practicum experience and requires observation of a wide variety of clinical cases.

**PREREQUISITES:** COSD 102, COSD 200, COSD 203, OR PERMISSION OF INSTRUCTOR.

**COSD 314****DIAGNOSTIC PROCEDURES IN SPEECH AND LANGUAGE PATHOLOGY**

3 credits

This course provides the student majoring in Speech-Language-Hearing Science with a framework for understanding the diagnostic process in Speech-Language Pathology. General topics in the area of diagnostics are discussed, including obtaining and interpreting assessment information. Report writing and presentation of findings are examined. Observations of diagnostic testing by an ASHA certified SLP are required. Principles and procedures common to the diagnosis of most communication and swallowing disorders are considered. Assessments of culturally and linguistically different individuals are surveyed. The ASHA Code of Ethics is emphasized. Standardized testing as well as alternatives to standardized testing are explored.

**PREREQUISITE:** COSD 102, COSD 200, COSD 203, OR PERMISSION OF INSTRUCTOR

**COSD 409****MULTICULTURAL PERSPECTIVES ON COMMUNICATION DISORDERS**

3 credits

This course presents students with issues related to cross-linguistic and cross-cultural differences as they affect clinicians in the field of speech, language, and hearing disorders. Topics include important sociolinguistic concepts, cross-cultural communication, assessment alternatives, and intervention strategies. Non-biased diagnosis and remediation of speech, language, fluency, voice, and hearing disorders among culturally and linguistically diverse groups are discussed.

**PREREQUISITE:** COSD 102 OR PERMISSION OF INSTRUCTOR.

**COSD 413****PROFESSIONAL ISSUES IN SPEECH-LANGUAGE PATHOLOGY**

3 credits

This course examines the organization, administration, and implementation of speech and language pathology and audiology services in public, private, and special schools and clinics, rehabilitation agencies, hospitals, and private practice. The course emphasizes the professional role of the speech-language pathologist and audiologist and discusses ethical considerations of practice.

**PREREQUISITE:** COSD 308 OR PERMISSION OF INSTRUCTOR.

**COSD 501****INTRODUCTION TO CLINICAL PRACTICUM**

3 credits

This course is the first supervised clinical speech-language pathology experience in the graduate degree program. Students enrolled in this course complete requirements through a clinical assignment in the La Salle University Speech-Language-Hearing Community Clinics (LSU-SLHCC). Students supervised by an ASHA certified speech-language pathologist, apply theoretical knowledge, continue to develop clinical management skills, self-analysis and evaluation abilities, and become familiar with professional practices and issues

in the discipline of speech-language pathology in general and in this unique practicum setting. Emphasis is placed on selection and administration of diagnostic instruments. Students write reports and daily progress notes, and conduct family/patient counseling. Students may have the opportunity to communicate with other health care and educational professionals as needed.

**COSD 502****INTRODUCTION TO AURAL HABILITATION/REHABILITATION**

3 credits

This course examines principles and strategies in management of problems related to hearing impairment in children and adults. Development and maintenance of communication through speech reading, auditory training, and the use of technology in aural habilitation/rehabilitation are investigated.

**PREREQUISITE:** COSD 211, COSD 304, OR PERMISSION OF THE INSTRUCTOR.

**COSD 503****DISORDERS OF ARTICULATION AND PHONOLOGY**

3 credits

This course reviews the development of speech sound production and speech perception skills in children. Factors affecting phonological development and auditory-motor learning are discussed. Prominent theories of phonology are reviewed and critiqued and assessment and modification of atypical articulatory patterns are emphasized. The differential diagnosis of oral motor versus phonological disorders is explored. Case studies are used to illustrate methodologies and to plan remediation. Prerequisites: COSD 200 or permission of instructor.

**COSD 511****FLUENCY AND STUTTERING**

3 credits

This course provides information about normal fluency as well as the history, theories, development, nature, and symptomatology of stuttering and other fluency disorders in children and adults. Controversies regarding theoretical explanations about the nature of stuttering that influence management strategies are discussed. Clinical case studies are used to illustrate methodologies and to plan remediation.

**COSD 512****LANGUAGE DISORDERS IN YOUNG CHILDREN**

3 credits

This course offers a theoretical and applied approach to childhood language disorders from birth through six years. It provides an overview of language development and early assessment and intervention in the field of child language pathology within and across the domains of semantics, pragmatics, syntax, morphology, and phonology. Clinical applications and controversies in case management are emphasized through case presentations, article reviews, and research presentations. Diagnostic information including language

## 182 • Communication Sciences and Disorders

sampling, stages of emergent literacy, and stages of play are discussed in relation to early intervention.

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**PREREQUISITE:** COSD 203 OR PERMISSION OF INSTRUCTOR.

### **COSD 513**

#### **ACQUIRED LANGUAGE DISORDERS**

3 credits

Neuropathology, symptomatology, and speech-language rehabilitation of individuals with aphasia and related disorders due to stroke, traumatic brain injury, etc. are examined in adults and children. Other neurologically based disorders such as dementia, apraxia, and dysarthria are contrasted for differential diagnosis. Evaluation, treatment, and prognosis for recovery are reviewed.

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**PREREQUISITE:** COSD 306 OR PERMISSION OF INSTRUCTOR.

### **COSD 514**

#### **LANGUAGE LEARNING DISABILITIES IN SCHOOL-AGE CHILDREN AND ADOLESCENTS**

3 credits

This course focuses on language learning disabilities in school-age children and adolescents and the cognitive/linguistic processes involved in the classroom performance of listening, speaking, reading, and writing. It explores the role of the speech-language pathologist in the evaluation and treatment of students with language learning disabilities.

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**PREREQUISITE:** COSD 512 OR PERMISSION OF INSTRUCTOR.

### **COSD 515**

#### **VOICE DISORDERS**

3 credits

This course investigates the etiology, symptomatology, development, diagnosis, intervention, and prevention of voice disorders in children and adults. Controversies about current treatment strategies are discussed.

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**PREREQUISITE:** COSD 306 OR PERMISSION OF INSTRUCTOR.

### **COSD 516**

#### **CLINICAL PRACTICUM AND PROCEDURES**

3 credits

This initial clinical practicum course provides observation and supervised clinical experience focusing on the evaluation and treatment of speech and language disorders, counseling of clients and families, development of treatment plans, and writing of evaluation and progress reports. Emphasis is placed on increasing diagnostic and therapeutic skills with children and adults with communication problems. COSD 516/616 sequentially build on each other and take place in an affiliated hospital, clinic, rehabilitation facility, school, or other appropriate setting under the supervision of an ASHA certified speech-language pathologist. Students meet with the University

Coordinator/Supervisor to reflect and discuss procedures within the clinical experience.

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**PREREQUISITE:** COSD 503 AND COSD 512 AND PERMISSION OF PROGRAM DIRECTOR.

### **COSD 517**

#### **CLINICAL PRACTICUM IN AUDIOLOGY**

1 credit

This supervised clinical experience focuses on conducting pure-tone air conduction hearing screening and screening tympanometry for the purpose of the initial identification and/or referral of individuals with communication disorders or possible middle ear pathology. Emphasis is also placed on aural rehabilitation and related counseling services for individuals with hearing loss and their families. The role of the speech-language pathologist in the assessment of central auditory processing disorders is discussed. Counseling clients and their families and clinical report writing are emphasized.

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**PREREQUISITE:** COSD 502 OR PERMISSION OF INSTRUCTOR.

### **COSD 518**

#### **RESEARCH DESIGN IN COMMUNICATION DISORDERS**

3 credits

This course explores the relationships among research, theory, and practice. Critique of published research focuses students on literature review and purpose methods and findings of studies with applicability of research to clinical situations. Treatment and outcome variables, sampling, measurement theory, qualitative and quantitative analyses, and the use of computers in data analysis are emphasized.

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**PREREQUISITE:** HSC 217 OR EQUIVALENT OR PERMISSION OF INSTRUCTOR.

### **COSD 520**

#### **DYSPHAGIA: DIAGNOSIS AND TREATMENT OF SWALLOWING DISORDERS**

3 credits

This course examines anatomy and physiology of normal swallowing and respiration and the anatomic and physiologic disturbances affecting swallowing in infants, children, and adults. Radiographic and bedside diagnostic and treatment procedures are presented. Indications and methods for non-oral and modified oral feeding are discussed.

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**PREREQUISITE:** COSD 306 OR PERMISSION OF INSTRUCTOR.

### **COSD 527**

#### **MOTOR SPEECH DISORDERS**

3 credits

This course provides an overview of the neurological disorders that affect speech production. Procedures for assessing speech disorders associated with neuromotor impairments are investigated. Neuropathology, symptomatology, and speech-language habilitation/reha-

bilitation of individuals with apraxia and/or dysarthria are emphasized.

**PREREQUISITE:** COSD 306 AND COSD 503 OR PERMISSION OF INSTRUCTOR.

**COSD 616**

**ADVANCED CLINICAL PRACTICUM AND CASE STUDY**

3 credits

(repeated as necessary to fulfill ASHA Certification requirements)

This course continues the supervised clinical speech-language pathology experience of COSD 516 necessary to fulfill ASHA Clinical Practicum Requirements. This experience takes place in an affiliated hospital, clinic, rehabilitation facility, school, or other appropriate setting under the supervision of an ASHA certified speech-language pathologist. Emphasis is placed on the interpretation and application of diagnostic and therapeutic procedures with individuals with a variety of communication disorders across the life span. Students meet with the University Supervisor to present and discuss case studies. Feedback and reflection regarding clinical decision-making are emphasized.

**PREREQUISITE:** COSD 516.

**COSD 635**

**INTEGRATIVE CAPSTONE IN COMMUNICATION DISORDERS**

3 credits

This seminar course is designed as a comprehensive integration and analysis of the field of Speech-Language Pathology. This course provides a formative and summative evaluation of the students' work. Formatively, students will develop a portfolio that contains pieces of work that exemplify their progress throughout the academic program. Summatively, the course provides students with an opportunity to review clinical research across the discipline and gain new insights to the field. Students formally present information from scholarly investigations.

**PREREQUISITE:** COSD 502, COSD 511, COSD 514, COSD 515, COSD 518, COSD 527, COSD 616, AND PERMISSION OF PROGRAM DIRECTOR.

Courses numbered 500 and above are graduate courses.

**ELECTIVES**

**COSD 201**

**INTRODUCTION TO SIGN LANGUAGE**

3 credits (elective)

This course is designed for students with no previous knowledge of American Sign Language (ASL). Students will acquire basic ASL skills needed to communicate in a wide variety of situations.

**COSD 519**

**CLEFT PALATE AND OTHER MAXILLOFACIAL DISORDERS**

3 credits/Elective\*\*\*

This course focuses on the development of craniofacial structure, classification of clefts, syndromes associated with clefts and other

craniofacial anomalies, understanding of the need for surgical repair, and the role of the Speech-Language Pathologist in the diagnosis and treatment of related speech/language disorders.

**PREREQUISITE:** COSD 202 OR PERMISSION OF INSTRUCTOR.

**COSD 521**

**ADVANCED SCHOOL PRACTICUM IN SPEECH AND LANGUAGE PATHOLOGY**

6 credits

Candidates for the Educational Specialist I School Speech & Language Pathologist PK-12 or the Teacher Instructional Certificate I for Speech and Language Impaired PK-12 engage in an advance school practicum experience in public or private schools in the greater Philadelphia area under the supervision of a school-based ASHA certified speech-language pathologist and a University Supervisor. Students investigate how speech and language affects the child's achievement and functioning in the school environment and assess the child's communication ability in relation to academic achievement with consideration of age appropriate curriculum in the classroom. Students learn Federal and State special education regulations as they relate to developing and modifying the Individualized Educational Plan (IEP) and other legal documents. They also participate in parent-teacher conferences pertaining to the child's communication and education, organize a caseload, and provide appropriate assessment and intervention in areas including speech, language, voice and fluency for children who may range in grade from preschool through high school.

**PREREQUISITES:** COSD 516, APPROPRIATE EDUCATION COURSES AND PERMISSION OF THE GRADUATE PROGRAM DIRECTOR.

**COSD 526**

**ALTERNATIVE AND AUGMENTATIVE COMMUNICATION**

3 credits/Elective

This course investigates theories and practices in clinical management of severely impaired or non-speaking persons. Application of graphics, signs, gestural means of communication, use of aids and devices, development of interactive communication behaviors, and development and use of computer-assisted communication strategies are surveyed.

**PREREQUISITE:** COSD 516 OR PERMISSION OF THE INSTRUCTOR.

**COSD 528**

**COUNSELING SEMINAR IN COMMUNICATION DISORDERS**

3 credits/Elective

This course provides an overview of counseling in communication disorders and in the helping professions. Components of the therapeutic relationship including the interpersonal nature of communication, attending to clients, clinical interviewing, and recognizing communication patterns are surveyed. Counseling theories, goal setting, and strategic interventions with clients and their families are critiqued. This course includes active learning strategies and case study analysis.

**COSD 530****SPECIAL TOPICS IN COMMUNICATION DISORDERS**

3 credits/Elective

Current scientific and professional problems and issues in communication disorders are investigated. Students may re-enroll for a maximum of 12 credits.

**PREREQUISITE:** PERMISSION OF INSTRUCTOR.

**COSD 537****GERIATRIC COMMUNICATION DISORDERS**

3 credits/Elective

Speech, hearing, language, and cognitive problems associated with normal aging and/or various pathological conditions are explored. The course emphasizes evaluation and intervention strategies.

**COSD 538****ATYPICAL LANGUAGE DEVELOPMENT AND DISORDERS**

3 credits/Elective

This course addresses the language learning problems associated with special populations of children. Characteristics of children with specific language impairment, autism spectrum disorder, emotional/behavioral disorders, and cognitive impairments will be analyzed from theoretical and practical perspectives. Current theories and controversies pertaining to clinical application are explored.

**COSD 611****FLUENCY AND STUTTERING II**

3 credits/Elective

This course is an in-depth exploration of controversies and issues in the evaluation and management of persons with fluency disorders and stuttering. The phenomenology of stuttering is explored. The role of the client and the client's environment are addressed as they relate to treatment at various stages of life.

**PREREQUISITE:** COSD 511 OR PERMISSION OF INSTRUCTOR

**COSD 613****ACQUIRED LANGUAGE DISORDERS II**

3 credits/Elective

The course explores the advanced study of aphasia syndromes and neuropathology with an emphasis on theoretical models of normal and disordered language processing, critique of diagnostic testing procedures, and current approaches to treatment.

**PREREQUISITE:** COSD 513 OR PERMISSION OF INSTRUCTOR

**COSD 617****TOPICS IN ORAL/DEAF THEORY AND APPLICATION**

3 credits/Elective

This course provides investigation of theory, research, and clinical application of auditory-oral principles for therapeutic intervention with deaf and hard of hearing children. Focus is on the application of theoretical and research-based principles for the development of assessment and treatment plans, including writing of behavioral objectives specific to the needs of this population. Issues related to advances in technology, equipment management, multi-disciplinary collaboration, and family counseling are discussed. Emphasis is placed on increasing diagnostic and therapeutic skills with deaf and hard of hearing children in the educational setting who are developing oral language skills. The lecture portion of this course is designed to provide a framework for students to increase their knowledge base. Students reflect on and discuss cases, issues, and procedures relevant to use of an auditory-oral approach in intervention with deaf and hard of hearing children.

**PREREQUISITE:** COSD 502 OR PERMISSION OF INSTRUCTOR.

**COSD 618****COMMUNICATION AND AUTISM SPECTRUM DISORDERS**

3 credits/Elective

This course provides an overview of autism spectrum disorders and the principles for speech-language pathologists in the diagnosis, assessment, and treatment of autism spectrum disorders. Professional issues relating to assessment and treatment of children on the autism spectrum are discussed along with appropriate evaluation protocols, behavioral strategies, treatment methodologies, promoting social-communication, along with appropriate materials and practical supports to enhance communication.

**COSD 619****MEDICAL SPEECH-LANGUAGE PATHOLOGY**

3 credits

This course introduces the graduate student in speech-language hearing science to medical speech pathology as it is practiced in the acute care setting. The student will be introduced to the five major service areas in the acute care setting that interface most commonly with Speech-Language Pathology Services. Those areas are: Neurology, Radiology, Trauma/Neurosurgery, ENT, and Medicine. The information necessary to interact with these services and treat their patients will be provided. The student will also have the opportunity to do site visits, prepare a detailed case study that will be presented in class, submit a research paper in a selected service area, and spend an entire workday with a Neurologist and an ENT during office hours. A written structured reflection on that experience will be required.

**PREREQUISITE:** COSD 306 OR COSD 506, AND COSD 513 AND COSD 520 OR PERMISSION OF INSTRUCTOR.

**COSD 620****PEDIATRIC DYSPHAGIA**

3 credits/Elective

This course provides information about the anatomy and physiology of normal and abnormal pediatric swallowing, and explores its

evaluation and treatment in the context of a neuro-developmental approach. The course facilitates the development of skills in the diagnosis and treatment of swallowing and feeding disorders in different pediatric clinical populations. The role of the speech-language pathologist as part of an interdisciplinary management team is emphasized. Problem-based learning and experiential learning are utilized to illustrate the complex medical and social issues related to pediatric dysphagia.

**PREREQUISITE:** COSD 520 OR PERMISSION OF THE INSTRUCTOR.

### **COSD 622**

#### **APPLIED INSTRUMENTATION IN SPEECH-LANGUAGE PATHOLOGY**

3 credits/Elective

This course focuses on the pros and cons of instrumentation in Speech-Language Pathology (SLP). Current instrumentation commonly used in the evaluation and treatment of swallowing, voice, and speech disorders will be closely reviewed. A comprehensive review of clinical and theoretical research will be conducted to understand the clinical benefits and disadvantages of instrumentations. The instruments being discussed will be available for hands on experience to further enhance comprehension of their applications. The following instruments will be included: Electrical Stimulators (VitalStim), Surface Electromyography (sEMG), Modified Barium Swallow Study (MBS), Fiberoptic Endoscopic Evaluation of Swallowing (FEES), Fiberoptic Endoscopic Evaluation of Swallowing and Sensory Testing (FEESST), Computer Speech Lab (CSL), and Videostroboscopy. Emphasis will be given to the instrumentation's purpose, application, risk and management, disinfection, and proper maintenance.

**PREREQUISITES:** COSD 306 OR COSD 506, AND COSD 515 AND COSD 520 OR PERMISSION OF THE INSTRUCTOR.

### **COSD 630**

#### **SEMINAR IN COMMUNICATION DISORDERS**

3 credits/Elective

This seminar investigates current technological applications and controversies as they relate to communication and swallowing disorders. Students may re-enroll for a maximum of 12 credits.

**PREREQUISITE:** PERMISSION OF INSTRUCTOR.

### **COSD 640**

#### **THESIS RESEARCH IN COMMUNICATION DISORDERS**

3 credits

This course is an opportunity to pursue descriptive and/or experimental research. This thesis option will result in approved, original, scholarly research within the field of communication disorders under the supervision of a member of the faculty to produce an acceptable thesis. Students present their thesis orally to faculty and students in lieu of the master's comprehensive examination.

**PREREQUISITE:** COSD 518 AND PERMISSION OF FACULTY MEMBER AND PROGRAM DIRECTOR. STUDENTS MAY RE-REGISTER FOR THIS COURSE UNTIL COMPLETION OF THESIS.

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## NURSING PROGRAMS

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### MISSION

Consistent with Lasallian values, the Mission of the Nursing Program is to provide scientifically based nursing curricula to educate clinically competent, caring, nursing professionals with a commitment to excellence in practice, service, life-long learning, and scholarship.

### VISION

The Nursing program educates professionals prepared as leaders in practice, service, scholarship, and education, contributing to the advancement of the health and well-being of communities.

Explore, Experience, Excel

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### NURSING PROGRAM GOALS

- Prepare students to provide professional nursing services in health care agencies and communities with an emphasis on vulnerable populations
- Facilitate students' professional development in the knowledge, skills, and values to advocate for a healthy society.
- Foster student and faculty engagement in interprofessional and collaborative health care services, programs, and research.
- Educate students to strengthen the nursing profession and to contribute to the health of society through service and practice.
- Develop a community of life-long learners among students, faculty, alumni, and community partners.

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### PHILOSOPHY FOR NURSING PROGRAMS

Nursing is a practice-based profession encompassing both arts and sciences. Nursing provides health services to diverse individuals and groups. Nurses collaborate with multidisciplinary professionals and clients. Nursing care is aimed at facilitating health and wellness, thus fulfilling a contract between society and the profession. Safe, quality nursing interventions are evidence-based.

The nursing community at La Salle University respects the humanity of the people they serve and recognizes the potential for healing within the person, integrating mind, body, and spirit. Students bring their experience to the process of development as ethical, caring practitioners. Students' and faculty relationships foster scholarship, collegiality, respect, and collaboration.

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## UNDERGRADUATE NURSING PROGRAM

La Salle's Bachelor of Science in Nursing program prepares its graduates to qualify for the National Council Licensure Examination (state board nursing examination) to become registered professional nurses and to practice as members of the nursing profession. The four-year, full-time program leading to the BSN provides the student with a strong foundation in the liberal arts and biological sciences in preparation for nursing major courses which include clinical practice components in a variety of health-care settings.

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### UNDERGRADUATE NURSING PROGRAM GOALS

1. Students are competent for baccalaureate nursing practice.
2. Students develop holistic practice perspectives for improved client outcomes in a diverse, global society.
3. Students demonstrate beginning leadership skills to effect change using evidence-based nursing practice and service to improve the health of society.
4. Students are prepared to assume the roles and responsibilities of the nursing profession.

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### STUDENT LEARNING OUTCOMES OF THE UNDERGRADUATE NURSING PROGRAM

At the completion of the program, the student is prepared to:

1. Integrate liberal education as a basis for holistic nursing practice.
2. Exhibit leadership attributes to promote safe, quality care for diverse clients across a variety of settings.
3. Synthesize principles of evidence-based practice in the care of diverse clients across the lifespan.
4. Analyze data from information systems and health care technologies to promote safe, cost-effective, quality healthcare.
5. Practice as an advocate in complex health care delivery systems.
6. Communicate effectively as a member of the interprofessional healthcare team to promote optimal outcomes.
7. Engage in partnerships with diverse clients across the lifespan to promote health and prevent disease.
8. Demonstrates responsibility and accountability for caring, professional nursing practice.
9. Practice culturally congruent, holistic, client-centered nursing care to address complex needs of clients across the lifespan.



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## ACCREDITATION

La Salle University's baccalaureate nursing program is fully accredited by the Commission on Collegiate Nursing Education (CCNE), the professional accrediting body of the American Association of Colleges of Nursing (AACN). Further information about accreditation is available by contacting the Commission on Collegiate Nursing Education, One Dupont Circle, NW, Suite 530, Washington, DC 20036, 202.887.6791. The undergraduate nursing program is approved by the Pennsylvania State Board of Nursing.

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## STUDENT ORGANIZATIONS

### NURSING HONOR SOCIETY SIGMA THETA TAU, KAPPA DELTA CHAPTER

The International Nursing Honor Society, Sigma Theta Tau, is represented at La Salle University through the Kappa Delta Chapter. The goals of the society are to (1) recognize superior achievement, (2) recognize the development of leadership qualities, (3) foster high professional standards, (4) encourage creative work, and (5) strengthen commitment to the ideals and purposes of the profession. Membership is by application following invitation. Students who have completed half of the nursing curriculum, rank in the upper one-third of their graduating class, and have achieved academic excellence (a nursing GPA of at least a 3.0 or higher) are invited to join. The honor society inducts new members once a year.

### NATIONAL STUDENT NURSES' ASSOCIATION (NSNA)

The National Student Nurses' Association is a pre-professional organization for nursing students. This organization, which numbers more than 300,000 student nurses enrolled in all program levels of nursing education, exists not only at the national level, but also at both the state level (Pennsylvania's chapter is known as SNAP—Student Nurses of Pennsylvania), and the school/chapter level. The undergraduate nursing program at La Salle School of Nursing and Health Sciences has an active chapter of SNAP. Students learn and develop professional qualities and leadership skills; and they participate in service activities throughout the school, campus, and community. Students may attend national and state-wide conferences offered by the NSNA.

Students enrolled in the day full-time nursing program and in the evening/weekend ACHIEVE program are eligible to join, and all students are strongly encouraged to become actively involved in SNAP.

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## ADMISSION TO THE NURSING MAJOR

Students who are interested in pursuing a baccalaureate degree in Nursing at La Salle University in the full-time day program must first apply for admission to the University. An official high school

transcript or GED is required of all applicants to the University interested in pursuing a nursing degree.

All students, regardless of University admission coding as a Nursing student or an Undeclared Health Sciences student, must be reviewed at the completion of the freshman year (effective Fall 2015) by the undergraduate Nursing Program's Admissions and Academic Standards Committee. This review does not require a separate application for admission. However, formal acceptance into the clinical courses of the major through this review is required. This review consists of both academic and non-academic requirements, including criteria such as (but not limited to) the student's overall GPA, science GPA, criminal background and health history. The Pennsylvania State Board of Nursing reserves the right to deny a professional license to any applicant who has been convicted of a felony or any offense related to the use and sale of alcohol or controlled substances in Pennsylvania or any other state. Other felony convictions and certain misdemeanor offenses may be considered impaired moral character. The determination of whether such conduct constitutes poor moral character is a discretionary matter for the Board of Nursing. Students should contact the Board with questions pertaining to this policy; however, the SBON typically does not address questions related to individual circumstances until once an applicant makes a formal application requesting licensure.

Students will be admitted into the Nursing major in the sophomore year (effective Fall 2016).. In order to be formally accepted into the sophomore year and begin nursing clinical courses, the student must have earned the following:

- At least 35 required La Salle University credits in the core and pre-requisite courses in the liberal arts and sciences;
- A grade of "C" or higher in Developmental Psychology;
- An overall GPA of 3.0;
- A Science GPA of 3.0, with completion of Chemistry (4cr), Microbiology (4cr), Anatomy & Physiology I (4cr), and Anatomy & Physiology II (4 cr); no individual science course grade may be lower than a "C"; students may only repeat one science one-time in order to achieve the required 3.0 GPA or required minimum course grade.
- A score at or above the proficient category on the Test of Essential Academic Skills (TEAS) pre-entrance exam (Undeclared Health Science majors only – this will be taken in the spring of the freshman year).
- A cleared child abuse check, a cleared criminal record check from the state of Pennsylvania and primary residence state, and a cleared FBI nationwide fingerprint check.

Students should be aware that the grading system and requirements for a passing grade in the undergraduate nursing program as well as most programs within the School of Nursing and Health Sciences are different than those of the general University. Specific grading scales are published in the SONHS Undergraduate and Graduate Nursing Programs' Handbook.

All students are required to have taken a standardized test that includes critical reading comprehension and math proficiency scores. This test (e.g., SAT, ACT) must have been taken within three years of the student being considered for formal acceptance into the clinical nursing courses. Additional alternate testing may be required based on the timing or score range of original testing. The Test of English as a Foreign Language (TOEFL) is required of any student who is requesting credit evaluation through WES or who has attended secondary school in a foreign country. As clear and effective verbal communication is a necessary ability for a professional nurse to practice safely when caring for patients and when communicating with other interprofessional health care team members, the TOEFL is also required for any student whose primary language is not English and for any student for whom the Admissions and Academic Standards Committee deems a language/communication evaluation is necessary.

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### CLINICAL EXPERIENCES

The Undergraduate Nursing Programs of La Salle's School of Nursing and Health Sciences have established strong ties with a number of senior centers, adult day care centers, hospitals and other health-care facilities within Philadelphia and surrounding areas (including Montgomery, Bucks, and Delaware Counties as well as New Jersey). Clinical experiences associated with coursework may be assigned at institutions such as Albert Einstein Medical Center, St. Christopher's Hospital for Children, Chestnut Hill Hospital, Cooper Medical Center, Abington Memorial Hospital, Belmont Center for Comprehensive Care, Friends Hospital, Shriner's Hospital for Children, Holy Redeemer Hospital and Medical Center, Thomas Jefferson University Hospital, Methodist Hospital, Lankenau Hospital, Lower Bucks Hospital, Paoli Hospital, Aria Health System, Presbyterian Medical Center, St. Mary Medical Center, Doylestown Hospital, and various public, parochial, and private schools in Philadelphia and the surrounding counties. In addition, students may have the opportunity to practice through the La Salle University Neighborhood Nursing Center, a nurse-managed public-health facility.

Students are responsible for their own means of transportation to and from clinical sites.

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### REQUIREMENTS FOR PROGRESSION AND GRADUATION

#### PROGRESSION IN THE NURSING MAJOR

Students in the nursing major must meet specific academic standards for continued progression in the major. Students must maintain a 2.75 semester GPA in nursing major courses in order to progress; if a student does not maintain the GPA, the student will no longer be permitted to progress in the nursing major and will be advised to choose another major. Effective for students entering

nursing major courses in the fall of 2016, they must also earn a minimum of a grade of C in NUTR 165 and HSC 217.

### REQUIREMENTS FOR GRADUATION

In order to graduate, all nursing students must fulfill these requirements:

- provide documentation of completion of 5000 NCLEX-style questions;
- complete an approved, formal, face-to-face NCLEX-RN® review course at the completion of the program; and
- satisfactorily complete all core and major courses, including NUR 417 or NUR 428.

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**MODEL ROSTER – NURSING PROGRAM**
**Freshman Year**

| <b>Fall</b>                        | <b>Spring</b>                      |
|------------------------------------|------------------------------------|
| Writing I                          | Writing II                         |
| History                            | Religion                           |
| Chemistry or Clinical Microbiology | Clinical Microbiology or Chemistry |
| Philosophy                         | Sociology                          |
| Psychology                         | Computer Science                   |

**Sophomore Year**

| <b>Fall</b>                   | <b>Spring</b>                                      |
|-------------------------------|--|
| Nutrition                     | Religion   |
| Fine Arts or Foreign Language | History, Fine Arts, Literature or Foreign Language |
| Anatomy and Physiology I      | Anatomy and Physiology II                          |
| Literature                    | Statistics   |
| Psychology                    | Philosophy or Nursing 304                          |

**Junior Year**

| <b>Fall</b>               | <b>Spring</b>      |
|---------------------------|--------------------|
| Nursing 304 or Philosophy | Nursing 306 or 310 |
| Nursing 305               | Nursing 312        |
| Nursing 307               | Nursing 316        |
| Nursing 306 or 310        | Elective           |

**Senior Year**

| <b>Fall</b> | <b>Spring</b> |
|-------------|---------------|
| Nursing 405 | Nursing 411   |
| Nursing 408 | Nursing 414   |
| Nursing 412 | Nursing 416   |
| Elective    | Nursing 417   |

Effective for freshmen entering the program in Fall 2015, the Nursing program is beginning a new curriculum which consists of 132 credits (61 in nursing and 71 in liberal arts/sciences). The freshman year schedule is as follows:

**Freshman Year**

| <b>Fall</b>                       | <b>Spring</b>                      |
|-----------------------------------|------------------------------------|
| ENG 110: Writing I                | COM 150: Presentation Skills       |
| MTH 150: Myths and Realities      | SOC 150: Introduction to Sociology |
| CH 161: Chemistry                 | BIO 162: Anatomy and Physiology II |
| BIO 161: Anatomy and Physiology I | BIO 163: Clinical Microbiology     |
| PSY 155: Intro to Psychology      | PSY 210: Developmental Psychology  |

**Sophomore Year**

| <b>Fall</b>  | <b>Spring</b>   |
|--|---|
| NUTR 165 (Principles of Nutrition)                     | HSC 217 (Stats for Health Science)                    |
| ENG 210 or ENG 150 or LIT 150                          | ENG 210 or ENG 150 or LIT 150                         |
| NUR 201 – Pathophysiology                              | CSC 154   |
| NUR 202 – Health Assessment                            | NUR 204 – Pharmacology                                |
| NUR 203– Introduction to Professional Nursing Practice | NUR 205 – Foundation of Professional Nursing Practice |

**Junior Year**

| <b>Fall</b>   | <b>Spring</b>  |
|---|--|
| Fine Art/Language or Fine Art (Pattern F) or HIS 151/155                  | Fine Art/Language or Fine Art (Pattern F) or HIS 151/155 |
| REL 100 level or PHL 100 level  | REL 100 level or PHL 100 level                           |
| NUR 331 – Adult Health Nursing I: Care of the Client with Chronic Illness | NUR 333 – Family Nursing: Childbearing Families          |
| NUR 332 – Introduction to Nursing Research and Evidence Based Practice    | NUR 334 – Genetics and Genomics                          |
|   | NUR 335 – Family Nursing: Childrearing Families          |

**Senior Year**

| <b>Fall</b>  | <b>Spring</b>   |
|--|---|
| Fine Art/Language or Fine Art (Pattern F) or HIS 151/155   | REL 200 level or PHL 200 level  |
| REL 200 level or PHL 200 level                             | NUR 425 – Adult Health Nursing II: Care of the Client with Acute and Complex Conditions |
| NUR 421 – Psych/Mental Health Nursing                      | NUR 427 – Nursing Leadership and Management: Concepts and Practice                      |
| NUR 423 – Public Health/Vulnerable Populations             | NUR 428 – Senior Seminar II- Synthesis of Clinical Concepts                             |
| NUR 424 – Senior Seminar I- Synthesis of Clinical Concepts |   |

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**BACHELOR OF SCIENCE IN NURSING PROGRESS RECORD (126 CREDITS)**
**I. Powers (4 courses)**


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- A. Writing I  
 • **ENG 110** College Writing I
- B. Writing II  
 • **ENG 210** College Writing II
- C. Numbers  
 • **HSC 217** Statistics for Health Science Professionals
- D. Information Technology  
 • **CSC 154** Healthcare Informatics
- E. Mathematics  
 • **MTH 150** Mathematics: Myths and Realities
- F. Speech  
 • **COM 150** Presentation Skills

**II. Frameworks of Scientific Understanding (8 courses)**


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- A. Natural Science (5 courses)  
 The following courses are required:
- BIO 161** Anatomy & Physiology I
  - BIO 162** Anatomy & Physiology II
  - BIO 163** Clinical Microbiology
  - CHM 161** Chemistry of the Life Sciences
  - NUTR 165** Principles of Nutrition
- B. Social Science (3 courses)
- Sociology
    - **SOC 150** Principles of Sociology
  - Psychology
    - **PSY 155** Introduction to Psychology
    - **PSY 210** Developmental Psychology

**III. Patterns of Meaning (8 courses)**


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- A. Religion
- REL 150** Exploring Christianity  
 or **REL 153** Exploring Religion
  - REL** REL 200-Level or 300-Level
- B. Philosophy
- PHL 151** The Human Person  
 or **PHL 152** Moral Choice
  - PHL 200** PHL 200-Level or 300-Level
- C. Literature
- **ENG 150** Introduction to Literature  
 or **LIT 150** Modern European and Latin American Writers
- D. History
- **HIS 151** Global History to 1500  
 or **HIS 155** Themes in American History: A Biographical Approach
- E. Fine Arts or Language (one of the following three)
- **ARTH 150** Introduction to Art
  - **MUS 150** The Art of Listening
  - **Foreign Language**
- F. One of the following
- **ENG 250** Literature and Culture
  - **LIT 250** Topics in Western Literature

- **HIS 251** Global History 1500 to Present
- **DART 200** History and Theory of Digital Art (may only be taken if ARTH 150 was taken in category E)
- Another course in what was taken in Category E; Fine Arts (200-Level) or Foreign Language.

**IV. Nursing Major Requirements (14 courses)\***


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\*The last courses for this curriculum will be run for students beginning the nursing major in the Fall of 2016.

- NUR 304** Introduction to Professional Nursing
- NUR 305** Health Assessment and Promotion
- NUR 306** Nursing Care of Women and the Childbearing Family
- NUR 307** Foundations of Practice
- NUR 310** Mental Health of the Individual and Community
- NUR 312** Pharmacology
- NUR 316** Care of Older Adults in Health and Illness
- NUR 405** Nursing Care of Children and Adolescents
- NUR 408** Nursing Research
- NUR 411** Public Health Nursing
- NUR 412** Care of Chronically Ill Adults
- NUR 414** Nursing Management and Leadership Concepts and Practice
- NUR 416** Care of Acutely Ill Adults
- NUR 417** Senior Seminar: Synthesis of Nursing Clinical Concepts

Nursing courses for sophomores entering the major in the Fall of 2016:

- NUR 201** Pathophysiology
- NUR 202** Health Assessment
- NUR 203** Introduction to Professional Nursing Practice
- NUR 204** Pharmacology
- NUR 205** Foundations of Professional Nursing Practice
- NUR 331** Adult Health I - Care of the Client with Chronic Illness
- NUR 332** Introduction to Nursing Research and Evidence Based Practice
- NUR 333** Family Nursing: Childbearing Families
- NUR 334** Genetics and Genomics
- NUR 335** Family Nursing: Childrearing Families
- NUR 421** Psychiatric/Mental Health Nursing
- NUR 423** Public Health/Vulnerable Populations
- NUR 424** Senior Seminar I- Synthesis of Clinical Concepts
- NUR 425** Adult Health II- Care of the Client with Acute and Complex Conditions
- NUR 427** Nursing Leadership and Management: Concepts and Practice
- NUR 428** Senior Seminar II- Synthesis of Clinical Concepts

**FACULTY**

Kathleen Czekanski, PhD, RN, CNE  
Dean, School of Nursing and Health Sciences

Jane M. Kurz, PhD, R.N.  
Chair, Undergraduate Nursing Program

**PROFESSORS:** Kurz, J., Wolf, Zane Robinson, (Dean Emerita,  
School of Nursing and Health Sciences)

**ASSOCIATE PROFESSORS:** Bailey, Czekanski, Dillon, Donohue-  
Smith, Frizzell, Wieland

**ASSISTANT PROFESSORS:** Brown, Harkins, Herrin, Hoerst,  
Kinder, Matecki, Sipe, Stubin, Szulewski, Taylor, Townsend,  
Uribe, Wilby

**INSTRUCTORS:** Blumenfeld, Grosshauser, Kenney, McGovern,  
Neumeister, O'Leary, Smith, Terrell

**PROFESSIONAL STAFF:**

Mary Dorr, MSN, R.N.  
Assistant Dean, School of Nursing and Health Sciences

Sheila McLaughlin, MSN, RN  
Assistant Director, Evening/Weekend Nursing (ACHIEVE)  
Program and R.N.-BSN Program

Karen Rossi, MSN, R.N.  
Coordinator, RN to MSN Bridge Programs

Beth Wagner MSN, R.N. Coordinator, Nursing Learning Resource  
Center

Rosemary Zuk, MSN, RN, Director of Clinical Education

**COURSE DESCRIPTIONS**

**NUR 201**  
**PATHOPHYSIOLOGY**  
3 credits

This course applies knowledge from basic science courses to explore conditions of disrupted homeostasis and related disease processes within the major body systems. Students develop an understanding of the signs and symptoms associated with selected pathophysiological disruptions and adaptive human responses to health threats across the lifespan as a basis for determining nursing care needs.

**PREREQUISITES:** BIO 161, 162, 163, AND CHEM 161

**NUR 202**  
**HEALTH ASSESSMENT**  
3 credits (2 hours didactic /1 hour lab)

This course focuses on the development of the theoretical and practical base necessary to assess the health status of clients across the life span and health care continuum. Students learn assessment of the healthy client. This course takes a holistic approach to the

assessment of the physical, psychosocial, and spiritual needs of clients.

**PREREQUISITES:** BIO 161, 162, 163, AND CHEMISTRY 161

**NUR 203**  
**INTRODUCTION TO PROFESSIONAL NURSING PRACTICE**  
4 credits. (3 credits didactic/1 credit clinical)

In this course students examine professional values, standards, and guidelines as a basis for evidence-based nursing practice. Students apply the nursing process at a beginning level to clients in selected settings focusing on health promotion, risk reduction, and disease prevention education.

**PREREQUISITES:** BIO 161, 162, 163, AND CHEMISTRY 161

**NUR 205**  
**FOUNDATIONS OF PROFESSIONAL NURSING PRACTICE**  
6 credits (3 didactic/3 clinical)

This course builds on the knowledge, skills, and values of professional nursing practice introduced in earlier courses. Students apply the nursing process in holistic plans of care for adult clients with the emphasis on health promotion and disease prevention strategies and QSEN competencies.

**PREREQUISITES:** NUR 201, 202, 203

**NUR 304**  
**INTRODUCTION TO PROFESSIONAL NURSING**  
3 credits



This course explores concepts fundamental to the nursing profession from perspectives of science, art, and values. Students examine professionalism and the practice of nursing within the broader health care system. They investigate roles of professional nurses, levels of education and practice, and development of a career. Emphasis is placed on how nurses use critical thinking in the context of clinical practice and philosophical, legal, and ethical foundations of professional practice.

**PREREQUISITES:** 45 CREDITS IN THE SCHOOL OF ARTS AND SCIENCES.

**NUR 305**  
**HEALTH ASSESSMENT AND PROMOTION**  
4 credits



The focus of this course is to develop the theoretical and practical base necessary to assess the health status of persons across the lifespan. Emphasis is on physical assessment, health promotion activities, prevention of disease, and teaching interventions necessary to provide care to healthy persons. The course concentrates on the identification of health promotion activities and teaching interventions to advance self-care and explore the nature of the person-environment interaction. Students learn physical assessment of the healthy client in the context of health promotion and evaluation. Student experiences take place in the laboratory where health

assessment and promotion activities are practiced. The course includes 42 hours of theory and 42 hours of clinical.

**PREREQUISITES:** 60 CREDITS IN THE SCHOOL OF ARTS AND SCIENCES.

### **NUR 306**

#### **NURSING CARE OF WOMEN AND THE CHILDBEARING FAMILY**

4 credits

The focus of this course is health assessment and health promotion for the childbearing family. Emphasis is placed on the application of theoretical principles that include family theory; the psychological, psychosocial, and physiological nature of the normal childbearing experience; and the promotion and education of lactation as a maternal-child health factor. Special emphasis is given to major maternal and neonatal risk factors and complications that potentially compromise healthy beginnings. Students will apply the nursing process with childbearing families who may vary in age, ethnicity, culture, language, social status, marital status, and sexual preferences. Education is planned so that students may apply learning experiences to a variety of diverse settings. Nursing plans of care reinforce the problem solving approach useful with many clients as well as promote NCLEX critical thinking. This course supports the use of evidenced-based practice in application of care. This course recognizes and incorporates the Standards of Care and Professional Performance as published in the Standards and Guidelines for Professional Nursing Practice in the Care of Women and Newborns, 7th ed. (AWHONN, 2009). The course includes 42 hours of theory and 42 hours of clinical.

**PREREQUISITES:** 60 CREDITS IN THE SCHOOL OF ARTS AND SCIENCES; COREQUISITES: NUR 304, NUR 305, NUR 307.

### **NUR 307**

#### **FOUNDATIONS OF PRACTICE**

5 credits

This course uses a systems theory framework to assist students to view the health care needs of patients requiring health maintenance services. Clinical experiences are provided in secondary and tertiary health care settings. Students demonstrate common nursing skills in the campus laboratory and health care agencies. The course emphasizes traditional and holistic approaches to patient care. The course includes 42 hours of theory and 84 hours of clinical.

**PREREQUISITES:** 60 CREDITS IN THE SCHOOL OF ARTS AND SCIENCES; COREQUISITES: NUR 304, NUR 305.

### **NUR 310**

#### **MENTAL HEALTH OF THE INDIVIDUAL AND COMMUNITY**

5 credits

The focus of this course is to develop the theoretical and practice base necessary to care for human systems under stress. The course incorporates learning to care for oneself as an approach to understanding and caring for others. Emphasis is placed on theories of stress and coping (including crisis theory and family systems), as well as theories related to neurobiological and psychosocial conceptual models. The course will provide a strong theoretical practice foundation for assessing human systems facing problems such as loss, crisis, chronic illness, impaired coping ability and maladaptive patterns of behavior. Clinical experiences will provide opportunities

to apply the nursing process in caring for the mental health needs of individuals, groups, and families. The course is designed to meet guidelines of professional nursing as presented in *The Psychiatric-Mental Health Nursing: Scope and Standards of Practice*. (2007). Author: ANA, APNA, ISPN: Washington, DC. the course includes 42 hours of theory and 84 hours of clinical.

**COREQUISITES:** NUR 304, NUR 305, NUR 307.

### **NUR 312**

#### **PHARMACOLOGY**

3 credits

This course explores pharmacodynamics, pharmacokinetics, drug actions and interactions and selected environmental and cultural factors of drug therapy. Safety precautions during medication administration are emphasized. Special consideration is placed on the effects of drugs on individuals across their lifespan. Nursing responsibilities in drug therapy will be incorporated into clinical nursing courses.

**PREREQUISITE:** NUR304, NUR 305 AND NUR 307.

### **NUR 316**

#### **CARE OF OLDER ADULTS IN HEALTH AND ILLNESS**

5 credits

Students investigate the impact of illness on adult and geriatric patients and their families. They examine physiological, pathophysiological, psychological, financial, spiritual, and social changes affecting ill adults. Emphasis is placed on nursing interventions that promote, maintain, and restore health. Safety principles are highlighted. Students provide care for adult patients, emphasizing care needs of frail elders, in secondary and tertiary health care agencies. The course includes 42 hours of theory and 84 hours of clinical.

**PREREQUISITES:** NUR 304, 305, AND 307; COREQUISITE: NUR 312.

### **NUR 331 (F)**

#### **ADULT HEALTH I: CARE OF THE CLIENT WITH CHRONIC ILLNESS**

7 credits

This course focuses on the application of the nursing process to promote and restore health of chronically ill clients. Principles of rehabilitation and chronicity care are integrated into nursing care. Students increase their independence as a member of the nursing profession collaborating with the interprofessional team in a variety of settings.

**PREREQUISITES:** NUR 203, NUR 204, NUR 205

### **NUR 332 (F)**

#### **INTRODUCTION TO NURSING RESEARCH AND EVIDENCE-BASED PRACTICE**

3 credits

This course promotes an understanding of the essential elements of the research process as applied in the development, appraisal, and dissemination of evidence to support clinical nursing practice. Students identify a problem in the nursing or client system and conduct a scholarly inquiry of published empirical literature. Emphasis

is placed on the critique of nursing research and the use of evidence as a basis for practice.

**PREREQUISITES:** NUR 203, NUR 205

### **NUR 333 (S)**

#### **FAMILY NURSING: CHILDBEARING FAMILIES**

4 credits

This course focuses on the culturally competent, holistic, family-centered nursing care of the developing family unit. Students apply family and developmental theories to the care of childbearing families. Health promotion and health education are emphasized for diverse clients in a variety of settings.

**PREREQUISITE:** NUR 331

**CO-REQUISITES:** NUR 334, NUR 332

### **NUR 334 (F, S)**

#### **GENETICS AND GENOMICS**

1 credit

This course examines the influence of genetics and genomics on the continuum of health and illness for individuals and families across the life span. Through critical examination of exemplar cases, students explore the professional role and clinical competencies of the nurse in caring for clients facing the complex physiological, psychological, social, cultural, and ethical issues related to actual or potential genetic conditions.

**PREREQUISITES:** NUR 331, NUR 332

### **NUR 335 (F, S)**

#### **FAMILY NURSING: CHILDREARING**

4 credits

This course focuses on culturally competent, holistic, family centered nursing care and application of the nursing process to promote and restore the health of children. Physiological and psychosocial alterations are explored from a systems perspective with special emphasis on the developmental and diverse needs of the infant, children and adolescents. The maintenance of health through the illness experience is emphasized with children and their families in secondary and tertiary settings.

**PREREQUISITES:** NUR 331, NUR 332

**CO-REQUISITE:** NUR 334

### **NUR 405**

#### **NURSING CARE OF CHILDREN AND ADOLESCENTS**

5 credits

This course focuses on the impact of acute and chronic illness on children and adolescents and their families. Physiological and psychosocial alterations are explored from a holistic and systems perspective with special emphasis on the developmental needs of the child or adolescent. Application of the nursing process including the maintenance of health through the illness experience is emphasized with young patients and their families in secondary and tertiary settings. Special emphasis is given to risk reduction in the care of chil-

dren and adolescents and their families as identified in the Healthy Children/Youth 2020 documents. The course is designed to meet the guidelines for professional nurses as found in the ANA Standards of Clinical Nursing Practice and the Statement on the Scope and Standards of Pediatric Clinical Nursing Practice. The course includes 42 hours of theory and 84 hours of clinical.

**PREREQUISITES:** ALL 300-LEVEL COURSES; NUR 405 MAY BE TAKEN CONCURRENTLY WITH NUR 310 ONLY IF ALL OTHER 300-LEVEL COURSES ARE COMPLETED.

### **NUR 408**

#### **NURSING RESEARCH**

3 credits

The purpose of this course is to stimulate a refinement and appreciation of the potential of the research process in the development of nursing, client, and health care systems. This course emphasizes the research approach in nursing and the necessity for theory-based and evidence-based practice. Problem identification, literature review, hypothesis formulation, research design, sampling, data collection, and analysis will be explored. Students will be required to identify a problem in the nursing or client system, propose a method for its investigation, and present the proposal for critique by peers. Emphasis will be placed on a critique of published nursing research and on the notion that an applied discipline is only as strong as its research and theoretical base.

**PREREQUISITES:** HSC 217 AND ALL NUR 300-LEVEL NURSING COURSES.

### **NUR 411**

#### **PUBLIC HEALTH NURSING**

5 credits

This course expands the theoretical and experiential base gained in prior nursing and non-nursing courses by introducing students to population-based nursing care. Emphasis is placed on planning to address health promotion, primary and secondary disease prevention, and protection goals for particular at-risk and high risk population groups. The course orients the student to health care needs and interests of families, aggregates, and communities as a whole, rather than solely focusing on needs and interests of individual clients. Health care strategies, population-level interventions, and community resources are identified. Neighborhood and community cohesiveness, as well as relevant political, economic, social, and health care action(s) are examined. Students reflect upon contemporary literature related to public health issues. Varied clinical opportunities support nursing, epidemiological, and public health approaches in selected agency and community sites. Students explore and apply nursing strategies that strengthen individual, family, and communal well-being. Clinical practicum projects emphasize the processes of group work and program planning at the community level. The course includes 42 hours of theory and 84 hours of clinical. Prerequisites: all 300-level NUR courses, NUR 405, NUR 408, and NUR 412.

### **NUR 412**

#### **CARE OF CHRONICALLY ILL ADULTS**

5 credits

In this course students investigate the impact of chronic illness on adult and geriatric patients and their families. Physiological, pathophysiological, and psychosocial changes are explored in relation to

the experience of chronic illness. Health maintenance and health restoration nursing interventions and safety principles are emphasized. Students care for chronically ill adult patients in secondary and tertiary health care agencies. The course includes 42 hours of theory and 84 hours of clinical.

**PREREQUISITES:** ALL NUR 300-LEVEL NURSING COURSES.

#### NUR 414

##### NURSING LEADERSHIP AND MANAGEMENT CONCEPTS AND PRACTICE

3 credits

The purpose of this course is to analyze nursing leadership and management from a systems perspective. A broad organizational perspective is developed, emphasizing the fit of the nursing unit within the larger organizational structure. Within this context, the roles of professional nurses as leaders and managers are explored. Leadership behaviors in self are compared to those of a nurse leader role model observed in the practice setting. Emphasis is given to the promotion of assertive behavior in the professional role.

**PREREQUISITES:** ALL 300-LEVEL NURSING COURSES, NUR 405, NUR 408, AND NUR 412;

**COREQUISITE:** NUR 416

#### NUR 416

##### CARE OF ACUTELY ILL ADULTS

5 credits

This course delineates principles, practices and theoretical models specific to the nursing care of acutely ill adult clients. Health maintenance and health restoration nursing interventions are emphasized. The impact of the illness experience on patients, families, and the community is explored from a holistic and systems theory perspective as students develop knowledge and skills. Established evidence, outcomes measures, and continuous quality improvement models are used to develop and evaluate plans of care that emphasize safety and attend to nursing sensitive quality indicators. The course includes 42 hours of theory and 84 hours of clinical.

**PREREQUISITES:** ALL 300 LEVEL NURSING COURSES AND NUR 405, 408, AND 412.

#### NUR 417

##### SENIOR SEMINAR: SYNTHESIS OF NURSING CLINICAL CONCEPTS

1 credit

This senior seminar prepares the student for success in the transition from student to professional nurse. The main focus is to assist the student in synthesizing nursing clinical concepts that are essential for the entry-level nurse to provide safe quality nursing care to individuals, families, and groups in a variety of clinical settings. The course readies the student for the NCLEX-RN® examination as it emphasizes the development of critical thinking and test-taking skills through the use of evidence-based strategies that promote success in licensure examination.

#### NUR 421 (F, S)

##### PSYCHIATRIC-MENTAL HEALTH NURSING

4 credits

This course examines theoretical principles and evidence-based practice standards employed in the holistic nursing care of diverse clients with psychiatric disorders. Students implement the nursing process in the context of client-centered, collaborative therapeutic interventions. The promotion of mental health and the restoration and maintenance of optimal health outcomes in clients with various psychiatric disorders are emphasized.

**PREREQUISITES:** NUR 333, NUR 334, NUR 335

#### NUR 423 (F, S)

##### PUBLIC HEALTH NURSING

5 credits

This course examines the various roles and essential competencies of the professional nurse in addressing population-focused and global public health issues. Students apply public health science, epidemiology, systems-level assessment, health policy development, and program planning in population based-nursing care. Strategies to promote health and prevent disease in diverse clients through collaborative efforts with multiple stakeholders are emphasized.

**PREREQUISITES:** NUR 332, NUR 333, NUR 334, NUR 335

**CO-REQUISITES:** NUR 421, NUR 424

#### NUR 424 (F, S)

##### SENIOR SEMINAR I: SYNTHESIS OF CLINICAL CONCEPTS

1 credit

This course provides students an opportunity to review, examine, and synthesize concepts integral to providing safe quality nursing care to clients with prevalent chronic diseases and health conditions. Students develop critical thinking skills and demonstrate clinical competency as they synthesize information from the basic sciences and prior nursing courses into comprehensive client-centered plans of care.

**PREREQUISITES:** NUR 332, NUR 333, NUR 334, NUR 335

**CO-REQUISITES:** NUR 421, NUR 423

#### NUR 425 (F, S)

##### ADULT HEALTH II: CARE OF THE CLIENT WITH ACUTE AND COMPLEX

7 credits

This course focuses on the application of the nursing process in the management of acute and complex health care needs of diverse adult clients. Students employ critical thinking and leadership skills to manage groups of acutely ill adult clients. Students gain confidence in role development as providers, designers, coordinators, and managers of client-centered care.

**PREREQUISITES:** NUR 421, NUR 423, NUR 424

**CO-REQUISITES:** NUR 427, NUR 428



**NUR 427 (F, S)****NURSING LEADERSHIP AND MANAGEMENT: CONCEPTS AND PRACTICE**

4 credits

This course analyzes leadership roles and management functions of the professional nurse as provider and manager/coordinator of care for diverse clients within dynamic and complex healthcare delivery systems. Students practice decision-making skills and acquire leadership and management competencies to address nursing practice issues at an individual and organizational level.

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**PREREQUISITES:** NUR 421, NUR 423, NUR 424**NUR 428 (F, S)****SENIOR SEMINAR II: SYNTHESIS OF NURSING CLINICAL CONCEPTS**

1 credit

This course provides students with focused learning opportunities to review, examine, and synthesize theoretical and clinical knowledge from previous courses across the nursing curriculum. Through use of evidence-based assessments, students demonstrate mastery in the integration of clinical reasoning with professional role and clinical care concepts essential for the entry-level nurse to provide safe quality nursing care to diverse clients.

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**PREREQUISITES:** NUR 421, NUR 423, NUR 424

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**CO-REQUISITES:** NUR 425, NUR 427

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## HEALTH STUDIES

The major in Health Studies is no longer accepting new students. For more information, contact Assistant Dean Mary Dorr at [dorr@lasalle.edu](mailto:dorr@lasalle.edu).

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### HEALTH STUDIES MINOR

The purpose of this interdisciplinary minor is to educate students about health problems of citizens residing in urban environments and related health topics. Public health concepts orient the urban health courses in the minor. Health-focused, service learning programs are provided through the La Salle Neighborhood Nursing Center. The urban health focus of some courses illustrates a commitment to urban health care for underserved and vulnerable populations and reflects the Lasallian mission of humanistic Catholic Christian education.

To minor in Health Science, the student must complete six courses within the discipline. At least two of the six must be at the 300-400 level, no more than two may be at the 100 level, and the remaining two or three may be at the intermediate level.

### COURSES

HSC 101, HSC 217, HSC 233, HSC 235, HSC 314, HSC 315, HSC 350, HSC 355, HSC 361, HSC 407, HSC 408, HSC 410, HSC 451, HSC 467, HSC 489

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### COURSE DESCRIPTIONS

#### HSC 101 (F, S)

##### ESSENTIALS OF PUBLIC HEALTH

3 credits

This course provides a basic introduction to public health concepts and practice by examining the philosophy, purpose, history, organization, functions, methods, activities, and the results of public health practice at the global, national, state, and local levels. Healthy People 2020 is reviewed; and the interpretation, intent, and impact of Health Care Reform legislation are discussed. The course aims to stimulate interactions among students around important problems and issues facing the public health of the nation and the world.

#### HSC 217 (F, S, Summer)

##### STATISTICS FOR HEALTH PROFESSIONALS

3 credits

This course is an introduction to statistical concepts and data analysis. The elements of statistical thinking are presented as a means of using data for problem solving. Students apply statistical concepts

to elementary data analysis using the statistical methods commonly used in health-care research. Examples of statistical applications in nursing and allied health research are provided. As part of this course, the students are introduced to the Statistical Package for the Social Sciences (IBM SPSS).

#### HSC 301

##### THEORIES OF SOCIAL BEHAVIORAL CHANGE IN COMMUNITY HEALTH EDUCATION

3 credits

This course provides an introduction to social and behavioral theories and their application to health behavior and public health problems. Students explore diseases and conditions from the perspectives of theories. They create and evaluate health education programs for at-risk, vulnerable groups. Health promotion, health protection, and disease prevention programs are presented. Students will learn key principles of community health promotion and community-based participatory research (CBPR) principles.

#### HSC 314

##### UNHEALTHY URBAN ENVIRONMENTS: HEALTHY SOLUTIONS

3 credits

This course integrates earth sciences, geology, environmental sciences, and health initiatives in the urban communities aimed at identifying, managing, and eliminating environmental threats to health. Environmental problems, including lead poisoning of children, radon, asbestos exposure, urban brown fields, toxic waste, urban pollution, and similar hazards, are examined through the lens of social justice and health equity. Students are introduced to the urban environment by class trips to city neighborhoods identified as high risk for disease and illness from environmental pollutants and geographic or climactic problems. The impact of natural disasters on public health is also explored.

#### HSC 315

##### VIOLENCE PREVENTION AND CONTROL

3 credits/elective

Students review theories of violence causation and epidemiologic patterns of violence in urban settings, both in the United States and globally. An ecological framework is used to guide critical thinking about risk and protective factors regarding violence prevention and control. Students explore secondary data sources important to public health practitioners working in the area of violence prevention and control. Programs aimed at preventing violence and injury in urban settings will be examined and critically evaluated.

#### HSC 350

##### HEALTH EDUCATION: PRINCIPLES AND PRACTICE

3 credits

This course investigates health education from the perspectives of history, roles, theoretical foundations, and professional standards. Needs assessment, program planning, development, implementation, and evaluation are examined using model programs as exem-

plars. Health education needs of vulnerable and socially disadvantaged populations are emphasized, including health disparities, maternal and child care, and aging persons with disabilities. Students plan and evaluate a health education program for a vulnerable population.

**HSC 355**  
NEEDS ASSESSMENT AND PROGRAM PLANNING  
3 credits


In this course students explore needs assessment and program planning processes used to address public health problems faced by vulnerable populations. They investigate strategies to involve stakeholders in the planning, implementation, and evaluation of health promotion programs. Students evaluate and compare evidence-based programs as they develop health promotion programs for vulnerable populations. Strategies to conduct individual-level and group-level needs assessments will be explored.

**HSC 356**   
REPRODUCTIVE HEALTH FOR THE PUBLIC HEALTH PRACTITIONER  
3 credits

The course focuses on theories of reproductive health, sexual development, and factors influencing sexual behavior within the continuum of health and illness. Common sexual practices and reproductive health issues of people are studied within the context of lifestyle and situational life crises. Concepts of normal sexual function and dysfunction are examined as are contemporary sexual health and reproductive issues. Theoretical foundations of the medical, psychological, socio-cultural, political, and biological determinants of human sexual behavior and reproductive health are explored as also are issues of biology related to sex, gender identity, social sex role, and sexual orientation. Contemporary issues of sexual risk behaviors, sexually transmitted infections and safer sex practices will be discussed, in addition to those issues of chronic illness, disability, and sexual coercion.

**HSC 357**  
WOMEN, GENDER, AND PUBLIC HEALTH  
3 credits

This course focuses on constructions of gender and sex and their implications for understanding determinants of population health and creating healthy public policy. It considers how different frameworks of addressing gender and biological sex shape questions people ask, and the explanations and interventions they offer for societal patterns of health, disease, and well-being. The course demonstrates ways of conceptualizing gender in relation to biology and health using case examples. In these cases, issues of gender are related to other social determinants of health, including social class, racism, and other forms of inequality. Implications of diverse approaches are debated, as part of developing useful strategies for improving physical, mental, and social well-being.

**HSC 361**   
HEALTH COMMUNICATION AND EDUCATION: A MULTIMEDIA APPROACH  
3 credits

This course explores various media and technology resources available for health education. Utilizing models suitable for teaching and learning, the impact of technology and mass communication on health education is examined. Students evaluate health education modalities that are appropriate for diverse urban populations across the lifespan. They explore the effect of media in consumer attitudes and beliefs and collaborate with communication experts to plan and implement a specific media strategy. Service-learning projects emphasize the design of health education programs for urban populations.

**HSC 389**   
RACE, ETHNICITY, AND PUBLIC HEALTH  
3 credits

This course provides students with a basic understanding of racial and ethnic differences in health status and the factors that shape them. Students examine the concepts of race and ethnicity and distinguish between categories of biological and social constructionist perspectives. Students define and describe racial and ethnic health disparities, discuss mechanisms underlying disparities, and think critically about existing health research on health disparities. They also explore theoretical frameworks for interpreting disparities in health and examine approaches for elimination of racial and ethnic health disparities.

**HSC 408**   
RESEARCH METHODS FOR PUBLIC HEALTH  
3 credits

This course investigates research methods and multidisciplinary research studies for health care systems. An overview of research designs and reporting is presented. Quantitative data analysis is explored using data analysis software as are qualitative methods, including the use of focus groups. Evidence-based public health practice is emphasized. Woven throughout the course is the importance of ethics in public health research.

**HSC 451**   
INTRODUCTION TO HEALTH POLICY  
3 credits

Students explore key health policy issues in the United States' health care system and the outcomes of policies for public, private, and not-for-profit settings. They examine steps of policy analysis and apply these strategies to evaluate health issues and health care. The legislative process and the structure and financing of the United States' health care system are investigated as are influences of politics and interest groups on health policy formulation. The effect of health policy on the health of urban communities is analyzed along with the interplay of policy on infectious diseases, bioethical issues, and globalization.

**HSC 467 (F, S)****CAPSTONE: HEALTH EDUCATION AND PROGRAM EVALUATION**

3 credits/elective

Students explore concepts of health promotion and disease prevention for populations at risk. Principles of teaching and learning are explored. Interdisciplinary collaboration and collaborative practice are emphasized. Students implement a health education project for a community, aimed at promoting healthy outcomes. Program evaluation research structures the project.

**PREREQUISITE:** HSC 355.**HEALTH SCIENCE ELECTIVES****HSC 223****PLAGUES AND EPIDEMICS: PAST, PRESENT, AND FUTURE**

3 credits/elective

This course traces the history and etiology of some of the world's most famous plagues and epidemics. The effect of infectious diseases on human civilization are presented. Discussions chronicle the evolution of knowledge and treatment modalities of these diseases. The question of how to prevent plagues and epidemics in the future is addressed. The public health threats of bioterrorism are explained.

**HSC 235****FOUNDATIONS OF HOLISTIC HEALTH**

3 credits/elective

This course explores a holistic model of health care for wellness and disease prevention over the lifespan. A brief introduction to quantum physics lays the foundation for an in-depth exploration of the bio-psycho-social model of health care. Complementary/integrative medicine, the energetics of healing, and the paradigm shift in the biomedical model of health care are examined, as are holistic approaches for comprehensive health care.

**HSC 356****REPRODUCTIVE HEALTH FOR PUBLIC HEALTH PRACTITIONERS**

3 credits/elective

Course content emphasizes theories of reproductive health, sexual development, and factors influencing sexual behavior within the continuum of health and illness. Common sexual practices and reproductive health issues of people are studied within the context of lifestyle and situational life crises. Concepts of normal sexual function and dysfunction are examined. Contemporary sexual health and reproductive issues, obstetrical care in the United States and abroad, gender based violence, maternal morbidity and mortality, family planning, and reproductive health policy are explored. Theoretical foundations of the medical, psychological, socio-cultural, political, and biological determinants of human sexual behavior and reproductive health are examined. Issues of biology related to sex, gender identity, social sex role, and sexual orientation are discussed. Contemporary issues of sexual risk behaviors, sexually transmitted infections and safe sex practices are investigated in addition to those issues of chronic illness, disability, and sexual coercion.

**HSC 357****WOMEN, GENDER, AND PUBLIC HEALTH**

3 credits/elective

This course focuses on constructions of gender and sex and their implications for understanding determinants of population health and creating healthy public policy. It considers how different frameworks of addressing gender and biological sex shape questions people ask about, and explanations and interventions they offer for, societal patterns of health, disease, and well-being. The course demonstrates ways of conceptualizing gender in relation to biology and health using case examples. In all cases, issues of gender are related to other social determinants of health, including social class, racism, and other forms of inequality. Implications of diverse approaches are debated, as part of developing useful strategies for improving physical, mental, and social well being.

**HSC 358****ADOLESCENT HEALTH: PUBLIC HEALTH ISSUES, PROGRAMS, AND POLICIES**

3 credits/elective

This course focuses on the major public health issues of adolescents in the United States and the programs and policies that improve the health and well-being of this population. The students examine the prevalence and etiology of health and wellness indicators for youth and explore a variety of aspects of adolescence and adolescent health. They analyze adolescent health concerns through conceptual frameworks and recommend effective solutions through interventions.

**HSC 407****STRESS AND HEALTH**

3 credits/electives

The focus of this course is to develop the theoretical and practice base necessary to care for human systems experiencing stress. Theories of stress and its relationship to disease onset, impaired healing, and compromised wellness are examined with an emphasis on developing holistic plans for health promotion, health restoration, and health maintenance. Within the context of the course, the student critically examines the experience of a variety of non-invasive therapeutic modalities for promotion of wellness. A strong emphasis of the course is on the assessment of human systems under stress and on the development of communication techniques that enhance students' ability to understand the human condition. Reflection on personal experiences as a model for understanding self and others is utilized.

**HSC 410****CARING FOR THE ELDERLY: THEORIES, PRACTICE, AND SOCIAL POLICY**

3 credits

This course analyzes aggregate care models for the elderly. It explores social policy on aging from a governmental and interagency perspective. Population changes and aging in society are highlighted. Public health and social agency strategies are explored, as are ethical issues relating to aging and social policy.

**HSC 416****URBAN HEALTH: FAMILIES AND CHILDREN IN JEOPARDY**

3 credits

This course explores the public health resources and challenges of urban families and their children. Utilizing models suitable for vulnerable populations, the impact of social, legislative, governmental, economic, and educational factors on the well-being of urban populations is investigated. Students examine urban communities as complex physical, social, and cultural environments. Threats to quality of life and the effects of common high-risk behaviors on family health are assessed. Students engage family members and community organizations as partners in positive health strategies. Experiential and service learning projects emphasize both family and community assessments.

**HSC 454 (S)****THE HEALTH OF URBAN MEN**

3 credits

This course provides in-depth study of the most critical public health issue facing society. Topics include current HIV/AIDS information and an exploration of issues including the history of HIV, transmission and risk factors for infection, local and global disparities in HIV infection, trends in research programs, international/political implications of research and prevention efforts, and the experiences of people living with HIV/AIDS.

**HSC 489****RACE, ETHNICITY, AND PUBLIC HEALTH**

3 credits

This course provides students with a basic understanding of racial and ethnic differences in health status and the factors that shape them. Students examine the concepts of race and ethnicity and distinguish between categories of biological and social constructionist perspectives. Students define and describe racial and ethnic health disparities, discuss mechanisms underlying disparities, and think critically about existing health research on health disparities. They also explore theoretical frameworks for interpreting disparities in health and examine approaches for elimination of racial and ethnic health disparities.

**HSC 422****THEORY, PRINCIPLES, AND ASSESSMENT IN BIOLOGICAL, PSYCHOLOGICAL, AND PATHOPHYSIOLOGICAL AGING**

3 credits/elective

This course explores social and psychological aspects of aging, common physical health problems in the elderly, and behavior and biological aging theories. Behavioral theories such as stress models, person-environment fit, and social cognitive theory are examined. Special attention is given to mood disorders, dementia, elder abuse, congestive heart failure, degenerative joint disease, and osteoporosis as prototype concerns. Common therapeutic interventions such as fall prevention, pain management, and exploitation prevention as well as assessment strategies for social, psychological, physical, and functional health aspects of aging are emphasized. Public health implications of problems such as depression, delirium, dementia, and elder exploitation are explored. Health advocacy approaches, prevention models, and critical pathway analysis are used to frame health promotion and disease prevention programs.

**HSC 493****HOLISTIC HEALTH APPROACHES**

3 credits/elective

This course explores philosophical, theoretical, and practice of holistic health care. The foundations of holistic health care lie in the belief that healing interventions need to take into consideration the whole person with the goal of bringing about unity, harmony, and integrity of the individual with one's internal and external environments. A focus for this course will be hands-on practice with each of these strategies with the intention that students will be able to integrate these holistic healing approaches into their practice. Strategies included in this course will be: relaxation techniques, guided imagery, foot reflexology, scuttering, meridian massage, introductory Reiki, and therapeutic touch.

**HSC 434 (Summer)****DIMENSIONS IN WOMEN'S HEALTH**

3 credits/elective

This course focuses on contemporary women's health problems and concerns. Women's health issues are explored. Health risk identification, health promotion, health maintenance, and interventions are examined from a holistic perspective.

**HSC 452****THE HEALTH OF URBAN MEN**

3 credits

This course explores the growing disparities among disenfranchised and vulnerable populations in our society. Students examine the predicament of fragile populations with a focus on the unique health status of the urban male. This course recognizes that the masculinity trait, gender roles, employment, and psychosocial factors influence the way men care for themselves and others. Students experience health promotion activities in environments demonstrating the challenges urban men face when seeking access to healthcare.



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## PUBLIC HEALTH

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### MISSION

The mission of the Bachelor of Science in Public Health (BSPH) program, which is rooted in the larger University mission, is to educate students from diverse disciplines and backgrounds in core public health knowledge areas so that they are equipped to help prevent disease and promote physical and mental health and social well-being through public health practice, leadership, and research.

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### PROGRAM VALUES

The Bachelor of Science in Public Health (BSPH) program's core values stem from the broader University's values, including teaching excellence, the importance of community, service to the poor, and education that fosters spiritual development. Specifically, the program's core values include the following:

1. Excellence in teaching that fosters idealism, creativity, and innovation.
2. Service to vulnerable and underserved populations that helps promote health and prevent disease.
3. Research and scholarship that engages communities as partners in improving the environmental and social conditions necessary to achieve physical and mental health and social well-being.
4. Ethical decision-making that considers social justice and health equity.
5. Respect for cultural and religious values at the individual, family, community, and societal levels.
6. Equality for individuals and communities regardless of race, ethnicity, religion, age, gender, sexual preference, or ability.
7. Commitment to life-long professional and personal development.

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### STUDENT LEARNING OUTCOMES

Upon completion of the B.S. in Public Health program, graduates will be able to do the following:

1. Explain the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society.
2. Identify the methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice.

3. Identify the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations.
4. Relate the underlying science of human health and disease to opportunities for promoting and protecting health across the life course.
5. Identify the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities.
6. Apply the principles of project implementation, including planning, assessment, and evaluation in organizational and community initiatives.
7. Explain the fundamental characteristics and organizational structures of the U. S. health system as well as to the differences in systems in other countries.
8. Describe the legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences, and responsibilities of the different agencies and branches of government.
9. Apply public health-specific communication, including technical and professional writing and the use of mass media and electronic technology to promote public health.

### HEALTH EDUCATION SPECIFIC COMPETENCIES:

1. Assess needs, assets and capacity for health education
2. Plan health education.
3. Implement health education.
4. Conduct evaluation and research related to health education.
5. Administer and manage health education.
6. Serve as a health education resource person.
7. Communicate and advocate for health and health education.

Note: Learning Goals adapted from the Association of Schools and Programs of Public Health (ASPPH [Recommended Critical Component Elements of an Undergraduate Major in Public Health])- <http://www.aspph.org/> and the National Commission for Health Education Credentialing (NCHEC [Responsibilities and Competencies for Health Education Specialists])- <http://www.nchec.org/>

The B.S. in Public Health curriculum includes general education requirements, science courses, and major courses ranging from basic concepts of public health to informatics; epidemiology; health education; behavioral health; violence prevention; race, ethnicity, and public health; health policy; community health; and a capstone in health education and program planning.

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## BSPH PROGRAM GOALS

### INSTRUCTIONAL GOALS

1. Graduates are competent in the 5 core public health knowledge areas and are able to address issues associated with health disparities in urban communities.
2. Faculty will have expertise in public health, especially public health in urban communities, and will convey this expertise via effective teaching and student advising.

### RESEARCH GOALS

3. Students and faculty will engage in public health research and scholarly activities.

### SERVICE GOALS

4. Students and faculty will engage in service activities within the University and for the larger community. Particular emphasis is placed on service opportunities addressing the needs of urban communities.

### WORKFORCE DEVELOPMENT GOAL

5. The Program will provide training and workforce development opportunities that meet the needs of the public health workforce working in urban communities.

### DIVERSITY GOAL

6. Within the available applicant pool, the Program will strive to increase or maintain the proportion of underrepresented racial/ethnic groups in program faculty and students.

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## PROGRESSION IN THE PUBLIC HEALTH PROGRAM

All students in the Bachelor of Science in Public Health (BSPH) Program must meet specific academic standards for continued progression in the major. Students must maintain a Public Health major GPA of 2.5 at the end of each semester in order to progress. Students not meeting the required GPA will be given one (1) additional semester to achieve the Public Health major GPA of 2.5. If they are not able to meet the required Public Health major GPA of 2.5 after this additional semester, the student will no longer be permitted to progress in the Undergraduate Public Health Program and will be advised to choose another major.

Continuation in the Public Health Program requires that a student majoring in Public Health receive a final grade of C or better in all Public Health courses (effective Fall 2016). A student is permitted to take a course a maximum of two times to achieve a grade of C or better.

A student must have an overall GPA of 2.0 and a GPA of 2.5 in the Public Health major to graduate with the BSPH degree.

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## ACCREDITATION

La Salle University is an applicant for accreditation by the Council on Education for Public Health. <http://ceph.org/accredited/applicants/>

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## PUBLIC HEALTH STUDENT ORGANIZATION

The Public Health Student Organization at La Salle University was formed in 2013 for BSPH and MPH students. Through the PHSO, students are provided opportunities to participate in public health initiatives on campus and in the community; and develop leadership skills and professional qualities of public health practitioners. The PHSO also serves as a voice for student feedback to BSPH program faculty and administrators as appropriate. All public health students are encouraged to become actively involved in PHSO.

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## CURRICULUM

### ■ General requirements: 79 credits

### ■ Major requirements: 45 credits

- **PHLT 101** Essentials of Public Health (3 credits)
- **NUTR 200** Life Cycle Nutrition (3 credits)
- **PHLT 301** Theories of Social Behavioral Change in Community Health Education (3 credits)
- **PHLT 314** Unhealthy Urban Environments: Healthy Solutions (3 credits)
- **PHLT 315** Violence Prevention and Control (3 credits)
- **PHLT 319** Epidemiology for Health Educators (3 credits)
- **PHLT 350** Health Education: Principles and Practice (3 credits)
- **PHLT 355** Needs Assessment and Program Planning (3 credits)
- **PHLT 356** Reproductive Health for the Public Health Practitioner (3 credits)
- **PHLT 408** Research Methods for Public Health (3 credits)
- **PHLT 451** Introduction to Public Health Policy (3 credits)
- **PHLT 489** Race, Ethnicity, and Public Health (3 credits)
- **PHLT 410** Public Health Education Capstone I (3 credits)
- **PHLT 411** Public Health Education Capstone II (3 credits)
- **PHLT 420** Public Health Leadership and Health Education (3 credits)

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## MINOR IN PUBLIC HEALTH

The public health minor is based on the public health major at La Salle, which focuses on public health education and urban public health. It is designed to provide students with a comprehensive overview of public health. Students who might find an interest in

## 202 • Public Health

minoring in public health include those majoring in biology, biochemistry, business administration, communication, economics, education, environmental science, environmental studies, history, nursing, nutrition, occupational therapy, philosophy, political science, psychology, public administration, social work and sociology. The public health minor will help students make the connection between urban public health and their particular major with an emphasis on health promotion and disease prevention.

Students who choose to minor in Public Health **MUST** take the following courses:

- **PHLT 101** Essentials of Public Health
- **HSC 217** Statistics for Health Professionals (or equivalent)
- **PHLT 319** Epidemiology for Health Educators
- **PHLT 489** Race, Ethnicity and Public Health

Students may choose any TWO of the following seven courses:

- **NUTR 165** Nutrition
- **PHLT 301** Theories of Social Behavior Change in Community Health Education
- **PHLT 314** Unhealthy Urban Environments: Healthy Solutions
- **PHLT 315** Violence Prevention and Control
- **PHLT 350** Health Education: Principles and Practice
- **PHLT 355** Needs Assessment and Program Planning
- **PHLT 356** Reproductive Health for the Public Health Practitioner

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## MODEL ROSTER – PUBLIC HEALTH

### Freshman Year

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| <b>Fall</b>   | <b>Spring</b>   |
|---|---|
| ENG 110- Writing I                                      | ENG 150 or LIT 150                                      |
| HIS 151 or HIS 155                                      | REL 150 or 153  |
| CHM 161- Chemistry or<br>BIO 163- Clinical Microbiology | CHM 161- Chemistry or<br>BIO 163- Clinical Microbiology |
| PHL 151 or PHL 152                                      | PHLT 101- Essentials of Public Health                   |
| POL 151 or ECN 150                                      | COM 150- Presentation Skills                            |

### Sophomore Year

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| <b>Fall</b>                     | <b>Spring</b>  |
|---------------------------------|--|
| NUTR 165- Nutrition             | PHL 200 or 300 level   |
| Fine Arts or Foreign Language   | HIS 251 or LIT 250 or ENG 250 or<br>Fine Arts (200 or 300 level) or<br>Second Foreign Language |
| ENG 210- Writing II             | BIO 162- Anatomy and Physiology II   |
| CSC 154- Healthcare Informatics | HSC 217- Statistics for Health<br>Science Professionals  |
|                                 | SOC 150- Principles of Sociology   |

### Junior Year

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| <b>Fall</b>                                 | <b>Spring</b>                           |
|---|---|
| PHLT 270- Special Topics in<br>Nutrition*   | PHLT 301- Social and Behavior<br>Theory |
| PHLT 319 – Epidemiology                     | REL 200 level or 300 level              |
| PSY 210 or PSY 220 or PSY 225 or<br>PSY 250 | PHLT 314- Environmental Health          |
| PHLT 350- Health Education                  | PHLT 356- Reproductive Health           |
| PHLT 355- Needs Assessment                  | PHLT 420- Public Health Leadership      |

### Senior Year

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| <b>Fall</b>                                     | <b>Spring</b>                                |
|---|--|
| PHLT 410- Health Education<br>Capstone I        | PHLT 315- Violence Prevention and<br>Control |
| PHLT 451- Health Policy                         | PHLT 408- Research Methods                   |
| PHLT 489- Race, Ethnicity, and<br>Public Health | PHLT 411- Health Education<br>Capstone I     |
| Elective  | Elective                                     |
| Elective  | Elective                                     |



## BACHELOR OF SCIENCE IN PUBLIC HEALTH PROGRESS RECORD (124 CREDITS)

### I. Powers (5 courses)

- A. Writing I
- **ENG 110** College Writing I
- B. Writing II
- **ENG 210** College Writing II
- C. Numbers
- **HSC 217** Statistics for Health Science Professionals
- D. Speech
- **COM 150** Presentation Skills
- E. Information Technology
- **CSC 154** **Healthcare Informatics**

### II. Frameworks of Scientific Understanding (7 courses)

- A. Natural Science (5 courses)
1. **BIO 161** Anatomy and Physiology I
  2. **BIO 162** Anatomy and Physiology II
  3. **BIO 163** Clinical Microbiology
  4. **CHM 161** Chemistry for the Life Sciences
  5. **NUTR 165** Nutrition
- B. Social Science (3 courses)
1. **SOC 150** Introduction to Sociology
  2. **PSY 210** Developmental Psychology  
or **PSY 220** Psychotherapy  
or **PSY 225** Social Psychology  
or **PSY 250** Human Sexuality
  3. **POL 150** Principles of American Government  
or **ECN 150** Introductory Macroeconomics

### III. Patterns of Meaning (8 courses)

- A. Religion
1. **REL 150** Exploring Christianity  
or **REL 153** Exploring Religion
  2. **REL** REL 200-Level or 300-Level
- B. Philosophy
1. **PHL 151** The Human Person  
or **PHL 152** Moral Choice
  2. **PHL** PHL 200-Level or 300-Level
- C. Literature<sup>1</sup>
- **ENG 150** Introduction to Literature  
or **LIT 150** Modern European and Latin American Writers
- D. History
- **HIS 151** Global History to 1500  
or **HIS 155** Themes in American History: A Biographical Approach
- E. Fine Arts or Language (one of the following three)
- **ARTH 150** Introduction to Art
  - **MUS 150** The Art of Listening
  - **Foreign Language**
- F. One of the following
- **ENG 250** Literature and Culture
  - **LIT 250** Topics in Western Literature
  - **HIS 251** Global History 1500 to Present

- **DART 200** History and Theory of Digital Art (may only be taken if ARTH 150 was taken in category E)
- Another course in what was taken in Category E; Fine Arts (200-Level) or Foreign Language.

### IV. Major Requirements (15 courses)

1. **PHLT 101** Essentials of Public Health
2. **PHLT 270\*** Special Topics in Public Health
3. **PHLT 301** Theories of Social Behavioral Change in Community Health Education
4. **PHLT 314** Unhealthy Urban Environments: Healthy Solutions
5. **PHLT 315** Violence Prevention and Control
6. **PHLT 319** Epidemiology for Educators
7. **PHLT 350** Health Education: Principles and Practice
8. **PHLT 355** Needs Assessment and Program Planning
9. **PHLT 356** Reproductive Health for the Public Health Practitioner
10. **PHLT 408** Research Methods for Public Health
11. **PHLT 410** Public Health Education Capstone I
12. **PHLT 411** Public Health Education Capstone II
13. **PHLT 420** Public Health Leadership and Health Education
14. **PHLT 451** Introduction to Public Health Policy
15. **PHLT 489** Race, Ethnicity, and Public Health

\*or NUTR 200 if prior to Fall 2017

### V. Elective (4 courses)\*\*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

\*\*The four electives are open. Students also have the option to take any of the following Public Health-specific electives:

PHLT 250 Global Health

PHLT 357 Women, Gender, and Public Health

PHLT 358 Adolescent Health: Public Health Issues, Programs, and Policies

PHLT 452 Urban Men's Health

PHLT 454 Public Health, AIDS, and Society

1 May be in English Literature or in Foreign Literature in English Translation.

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**COURSE DESCRIPTIONS**
**PHLT 101 (F S)****ESSENTIALS OF PUBLIC HEALTH**

3 credits

This course provides a basic introduction to public health concepts and practice by examining the philosophy, purpose, history, organization, functions, tools, activities, and the results of public health practice at the national, state, and local levels. Healthy People 2020 is reviewed. The impact of the Affordable Care Act on health disparities in urban communities is discussed. The function of the Bureau of Health Professions of the Health Resources Services Administration (HRSA) is studied. The course aims to stimulate interactions among students around important problems and issues facing the health of the nation and the world.

**PHLT 250 (Summer)****GLOBAL HEALTH**

3 credits/Elective

This course explores world health issues and policies by examining selected threats to global health. Students ascertain the global interconnectedness of humanity and investigate the effect of economic globalization on health issues. Global warming, cross border pollution, the spread of infectious diseases, and international crime are considered. Current health threats, global health indicators, ethical considerations of global initiatives, and solutions are evaluated.

**PHLT 301 (S)****THEORIES OF SOCIAL BEHAVIORAL CHANGE IN COMMUNITY HEALTH EDUCATION**

3 credits

Students analyze the contribution of social factors to health and illness status, including risk behavior and health inequities. Health behavior programs and interventions are explored. Theories of health promotion, health behavioral change, and health education are examined and applied to a health promotion project focusing on health disparities in urban communities.

**PHLT 314 (S)****UNHEALTHY URBAN ENVIRONMENTS: HEALTHY SOLUTIONS**

3 credits

This course integrates earth sciences, geology, environmental sciences, and health initiatives in the urban communities aimed at identifying, managing, and eliminating environmental threats to health. Environmental problems, including lead poisoning of children, radon, asbestos exposure, urban brown fields, toxic waste, urban pollution, and other environmental hazards, are examined through the lens of social justice and health equity. Students explore urban environments identified as high risk for disease and illness from environmental pollutants and geographic or climactic problems. The impact of natural disasters on public health is also examined.

**PHLT 315 (S, Summer)****VIOLENCE PREVENTION AND CONTROL**

3 credits

Students review theories of violence causation and epidemiologic patterns of violence in urban settings. An ecological framework is used to guide critical thinking about risk and protective factors regarding violence. Students explore secondary data sources important to public health practitioners working in the area of violence prevention and control. Programs aimed at preventing violence and injury in urban settings will be examined and critically evaluated.

**PHLT 319 (F, Summer)****EPIDEMIOLOGY FOR HEALTH EDUCATORS**

3 credits

This course introduces basic concepts of epidemiology and biostatistics applied to public health problems. The principles and methods of epidemiologic investigation, summaries and displays of data, and the use of statistical approaches for describing the health of populations are emphasized. Various epidemiologic designs for investigating associations between risk factors and disease outcomes are also introduced. The importance of ethics in epidemiologic research underpins the course.

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**PREREQUISITES:** PHLT 101, HSC 217.
**PHLT 350 (F)****HEALTH EDUCATION: PRINCIPLES AND PRACTICE**

3 credits

This course provides a comprehensive overview of health education strategies for urban community health settings. This course will focus on: instructional planning, behavior change interventions and methods, unit plan development, the use of technology and media, health disparities, special challenges and controversial topics. The topics covered in this course are aligned with the most recent competencies identified by the Health Educator Job Analysis Project conducted by the National Commission for Health Education Credentialing.

**PHLT 355 (F)****NEEDS ASSESSMENT AND PROGRAM PLANNING**

3 credits

In this course, students explore needs assessment and program planning processes used to address public health problems faced by vulnerable populations. They investigate strategies to involve stakeholders in the planning, implementation, and evaluation of health promotion programs. Students evaluate and compare evidence-based programs as they develop health promotion programs for vulnerable populations. Strategies to conduct individual-level and group-level needs assessments are explored.

**PHLT 356 (S)**

REPRODUCTIVE HEALTH FOR THE PUBLIC HEALTH PRACTITIONER  
3 credits

Course content emphasizes theories of reproductive health, sexual development and factors influencing sexual behavior within the continuum of health and illness. Common sexual practices and reproductive health issues of people are studied within the context of lifestyle and situational life crises. Concepts of normal sexual function and dysfunction are examined. Contemporary sexual health and reproductive issues, obstetrical care in the United States and abroad, gender based violence, maternal morbidity and mortality, family planning, and reproductive health policy are explored. Theoretical foundations of the medical, psychological, socio-cultural, political, and biological determinants of human sexual behavior and reproductive health are examined. Issues of biology related to sex, gender identity, social sex role, and sexual orientation are discussed. Contemporary issues of sexual risk behaviors, sexually transmitted infections and safe sex practices will be investigated in addition to those issues of chronic illness, disability, and sexual coercion.

**PHLT 357**

WOMEN, GENDER, AND PUBLIC HEALTH  
3 credits/Elective

This course focuses on constructions of gender and sex and their implications for understanding determinants of population health and creating healthy public policy. It will consider how different frameworks of addressing gender and biological sex shape questions people ask, and the explanations and interventions they offer for societal patterns of health, disease, and well-being. The course will demonstrate ways of conceptualizing gender in relation to biology and health using case examples. In all cases, issues of gender are related to other social determinants of health, including social class, racism, and other forms of inequality. Implications of diverse approaches will be debated, as part of developing useful strategies for improving physical, mental, and social well-being.

**PHLT 358**

ADOLESCENT HEALTH: PUBLIC HEALTH ISSUES, PROGRAMS, AND POLICIES  
3 credits/Elective

This course focuses on the major public health issues of adolescents in the United States and the programs and policies that improve the health and well-being of this population. The students examine the prevalence and etiology of health and wellness indicators for youth and explore a variety of aspects of adolescence and adolescent health. They will analyze adolescent health concerns through conceptual frameworks and recommend effective solutions through interventions.

**PHLT 408 (S)**

RESEARCH METHODS FOR PUBLIC HEALTH  
3 credits

This course investigates research methods and multidisciplinary research applied to health care systems. An overview of research designs and reporting is presented. Quantitative data analysis is explored using data analysis software. Qualitative methods, includ-

ing the use of focus groups, are also explored. Evidence-based public health practice is emphasized. The importance of ethics in public health research is woven throughout the course.

**PREREQUISITES:** HSC 217, PHLT 101, 301, 319, 350, 355, 410 AND 451.

**COREQUISITES:** PHLT 411.

**PHLT 410 (F)**

PUBLIC HEALTH EDUCATION CAPSTONE I  
3 credits/Capstone

Part one of this two-part course allows students to begin to link public health concepts and ideas presented in the classroom to real world experiences in the public health practice setting. Emphasis is placed on needs assessment, data collection and program planning. Students discuss actual case studies illustrating the practical challenges of data collection and program development.

**PREREQUISITES:** PHLT 101, 301, 319, 350 AND 355.

**PHLT 411 (S)**

PUBLIC HEALTH EDUCATION CAPSTONE II  
3 credits/Capstone

Part two of this two-part course allows students to continue to link public health concepts and ideas presented in the classroom to real world experiences in the public health practice setting. Emphasis is placed on program implementation and program evaluation. Students discuss actual case studies illustrating the practical challenges of program implementation and evaluation. As one of the final courses of the Bachelor of Science in Public Health program, students focus on public health workforce development, leadership, professional development, and preparation for entry into the public health education workforce.

**PREREQUISITES:** PHLT 101, 301, 319, 350, 355, 410 AND 451.

**COREQUISITES:** PHLT 408.

**PHLT 420 (S)**

PUBLIC HEALTH LEADERSHIP AND HEALTH EDUCATION  
3 credits

In this course, one of the final courses taken in the Bachelor of Science in Public Health curriculum, students explore the leadership role of public health professionals, especially leaders working in urban public health and health education. Public health leadership concepts addressed in this course include: principles of leadership and management, team building, ethics and professionalism, strategic planning, networking, budgeting and finance, and continued professional development. As part of this course, students also complete a comprehensive examination focusing on health education concepts.

**PREREQUISITES:** PHLT 101, 301, 319, 350.

**PHLT 451 (F)**

**INTRODUCTION TO PUBLIC HEALTH POLICY**

3 credits

Students explore key health policy issues in the United States health care system and the outcomes of policies for public, private, and not-for-profit settings. They examine steps of policy analysis and apply these strategies to evaluate health issues and health care. The legislative process and the structure and financing of the health care system in the United States are investigated as are influences of politics and interest groups on health policy formulation. The effect of health policy on the health of urban communities is analyzed along with the interplay of policy on infectious diseases, bioethical issues, and globalization.

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**PREREQUISITE:** PHLT 101.

**PHLT 452**

**URBAN MEN'S HEALTH**

3 credits/Elective

This course explores the growing disparities among disenfranchised and vulnerable populations in our society. Students examine the predicament of fragile populations with a focus on the unique health status of the urban male. This course recognizes that the masculinity trait, gender roles, employment, and psychosocial factors influence the way men care for themselves and others. Students experience health promotion activities in environments demonstrating the challenges urban men face when seeking access to healthcare.

**PHLT 454 (S)**

**PUBLIC HEALTH, AIDS, AND SOCIETY**

3 credits/Elective

This course provides an in-depth study of the most critical public health issue facing society. Topics include current HIV/AIDS information and an exploration of issues including the history of HIV, transmission and risk factors for infection, local and global disparities in HIV infection, trends in research programs, international/political implications of research and prevention efforts, and the experiences of people living with HIV/AIDS.

**PHLT 489 (F, Summer)**

**RACE, ETHNICITY, AND PUBLIC HEALTH**

3 credits

This course provides students with an understanding of racial and ethnic influences on health status and the societal factors that shape them. During the course, students examine the concepts of race and ethnicity, and distinguish between categories of biological and social constructionist perspectives. Students define and describe racial and ethnic health inequities, discuss mechanisms underlying inequities, and think critically about existing health research on health inequities. Students will explore theoretical frameworks for interpreting inequities in health and examine approaches for elimination of racial and ethnic health disparities.

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**PREREQUISITES:** PHLT 101 AND 301.

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## NUTRITION

The Bachelor of Science in Nutrition prepares students for a wide variety of careers in areas such as health care, public health, business, food management, and research. La Salle offers students two options for the Bachelor of Science: a Didactic Program in Nutrition or a Coordinated Program in Dietetics.

The Didactic Program in Nutrition prepares students for post-baccalaureate dietetic internships and offers opportunities for focused electives or for a minor area of study to match a student's interests or career goals. Electives may also be used to take additional courses to prepare for graduate study in other health sciences, such as medicine, physician's assistant, physical therapy, and others. Graduates work to promote health and wellness within communities and have employment opportunities in public health agencies (government and private), food service facilities, and businesses.

The Coordinated Program in Dietetics prepares students to be eligible to become Registered Dietitians immediately after graduation by incorporating supervised practice experiences throughout their final year in the Bachelor of Science in Nutrition Program. The dietetic internship experience entails a minimum of 1,200 hours of supervised practice in clinical and community nutrition and food service management.

To obtain the Registered Dietitian credential, the student must pass a national examination administered by the Commission on Dietetic Registration of the Academy of Nutrition and Dietetics after graduation. After becoming a Registered Dietitian, students are eligible to apply for licensure in the State of Pennsylvania and other states where the practice of dietetics is regulated through licensure. Registered Dietitians are employed in health-care settings as medical team members and as managers of nutrition programs for hospitals, long term care facilities, school foodservice programs, and community health organizations. They are also employed by food companies, service management companies, the pharmaceutical industry, other businesses, or in private practice.

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### BACHELOR OF SCIENCE IN NUTRITION: DIDACTIC PROGRAM IN NUTRITION

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#### MISSION

The mission of the La Salle University Bachelor of Science in Nutrition/Didactic Program is to educate baccalaureate students in nutrition and health science, promote health and wellness, prevent nutrition-related disease, integrate research into practice, and enable graduates to assume careers as nutrition professionals or pursue careers as Registered Dietitians.\*

\* Students who wish to pursue the Registered Dietitian credential must complete an accredited dietetic internship program following completion of the Didactic Program in Nutrition and a baccalaureate degree. Further information on eligibility requirements for becoming a Registered Dietitian can be obtained at the Commission on Dietetic Registration Web site at [www.cdrnet.org](http://www.cdrnet.org).

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#### DIDACTIC PROGRAM IN DIETETICS PROGRAM GOALS

1. The Didactic Program will educate graduates to prepare them for careers as Nutrition and Dietetic Technicians, Registered (NDTR), and entry-level positions in the field of nutrition.
2. The Didactic Program will prepare graduates to obtain and successfully complete supervised practice programs.

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#### PROGRAM STUDENT LEARNING OUTCOMES

Upon successful completion of the program the student will be able to:

1. Evaluate nutrition information based on scientific reasoning.
2. Provide nutrition education to individuals, groups, and communities throughout the lifespan using a variety of communication strategies.
3. Utilize technical skills and knowledge of health behavior when providing nutrition recommendations to individuals across the lifespan.
4. Utilize professional skills and standards to provide nutrition services in multidisciplinary settings.
5. Identify strategies for food access, procurement, preparation, and safety for individuals, families, and communities.
6. Assist food management functions in business, healthcare, community and institutional arenas.
7. Utilize knowledge from the physical and biological sciences as a basis for understanding the role of food and nutrients in health and disease processes.
8. Provide culturally competent nutrition services for individuals and communities.

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#### ACCREDITATION

La Salle University's Didactic Program in Nutrition is accredited by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 S. Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312.899.0040, x5400, [www.eatright-acend.org/ACEND/](http://www.eatright-acend.org/ACEND/).

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**ADMISSION TO THE DIDACTIC PROGRAM IN NUTRITION**

Application for admission for all undergraduate students is made through the Office of Admission of the Day Division of La Salle University (215.951.1500). The candidate's credentials are evaluated in the Admission Office, and all candidates must meet admission criteria established by the University. Once accepted, all students are referred to the Nutrition Programs' Director for advising.

Students wishing to transfer credits into the program must have attained a "C" or better in those courses. Transfer courses must

meet the criteria of the Academy of Nutrition and Dietetics to be applied towards Dietetics academic requirements. Nutrition courses will only be accepted for transfer from a program accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND).

Application for admission for post-baccalaureate non-degree students is made through the Office of Adult Enrollment of La Salle University (215-951-1100). The candidate's credentials are evaluated by the Office of Adult Enrollment and must meet admission criteria established by the University. The candidate meets with an enrollment counselor in the Office of Adult Enrollment and is referred to the Nutrition Programs' Director for advising.

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**MODEL ROSTER – DIDACTIC PROGRAM IN NUTRITION**
**Freshman Year**


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| <b>Fall</b>  | <b>Spring</b>                          |
|--|--|
| College Writing I (ENG 110)  | CHM 161 Chemistry of the Life Sciences |
| Religion 150 or 153  | BIO 162 Anatomy and Physiology II      |
| BIO 161: Anatomy and Physiology I  | COM 150 Public Speaking                |
| CSC 151 Introduction to Computers Using Packages or CSC 154 Healthcare Informatics | Philosophy 151 or 152                  |
| NUTR 165 Principles of Nutrition   | PSY 155 Introduction to Psychology     |

**Sophomore Year**


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| <b>Fall</b>                                   | <b>Spring</b>                                 |
|---|---|
| Organic Chemistry for Life Sciences (CHM 262) | Biochemistry for Life Sciences (CHM 263)      |
| College Writing II (ENG 210)                  | Professional Practice in Nutrition (NUTR 340) |
| Life Cycle Nutrition (NUTR 200)               | Community Nutrition (NUTR 300)                |
| Food Science (NUTR 230)                       | Statistics for Health Sciences (HSC 217)      |
| Elective                                      | Elective                                      |

**Junior Year**


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| <b>Fall</b>                                      | <b>Spring</b>                           |
|--|---|
| Management in Nutrition and Dietetics (NUTR 310) | Quantity Food Prep. / Mgmt. (NUTR 320)  |
| Clinical Microbiology BIO 163                    | Medical Nutrition Therapy II (NUTR 342) |
| Literature (ENG 150 or LIT 150)                  | Intro. Macroeconomics (ECN 150)         |
| Medical Nutrition Therapy I (NUTR 341)           | History 151 or 155                      |
| Elective   | Elective                                |

**Senior Year**


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| <b>Fall</b>  | <b>Spring</b>  |
|--|--|
| Nutrition Education/Counsel (NUTR 420)             | Special Topics in Nutrition (NUTR 470)   |
| Food and Culture (NUTR 441)                        | Capstone in Nutrition (NUTR 440)   |
| Religion (any 200-level)                           | Literature (ENG 250 or LIT 250), History (HIS 251), Fine Arts (ARTH or MUS; any 200 or 300-level), or Foreign Language |
| Fine Arts (ARTH 150 or MUS 15) or Foreign Language | Philosophy (any 200-level)   |
| Elective or NUTR 460/480                           | Elective or NUTR 460/480   |

## BACHELOR OF SCIENCE — DIDACTIC PROGRAM IN NUTRITION PROGRESS RECORD

### I. Powers

- A. Writing I
  - **ENG 110** College Writing I
- B. Writing II
  - **ENG 210** College Writing II
- C. Numbers
  - Statistics for Health Science Professionals
- D. Speech
  - **COM 150** Presentation Skills
- E. Information Technology
  - **CSC 151** Introduction to Computing Using Packages  
or **CSC 154** Healthcare Informatics

### II. Frameworks of Scientific Understanding

- A. Natural Science  
The following courses are required:
  1. **BIO 161** Anatomy & Physiology I
  2. **BIO 162** Anatomy & Physiology II
  3. **BIO 163** Clinical Microbiology
  4. **CHM 161** Chemistry of the Life Sciences
  5. **CHM 262** Organic Chemistry for Life Sciences
  6. **CHM 263** Biochemistry for Life Sciences
- B. Social Science
  1. **ECN 150** Introductory Macroeconomics
  2. **PSY 155** Introduction to Psychology

### III. Patterns of Meaning

- A. Religion
  1. **REL 150** Exploring Christianity  
or **REL 153** Exploring Religion
  2. **REL** REL 200-Level
- B. Philosophy
  1. **PHL 151** The Human Person  
or **PHL 152** Moral Choice
  2. **PHL 200** PHL 200-Level
- C. Literature
  - **ENG 150** Introduction to Literature  
or **LIT 150** Modern European and Latin American Writers
- D. History
  - **HIS 151** Global History to 1500  
or **HIS 155** Themes in American History
- E. Fine Arts or Language
  - **ARTH 150** Introduction to Art  
or **MUS 150** The Art of Listening  
or Foreign Language
- F. One additional Literature, History, Fine Arts, or Foreign Language course
  - **ENG 250** Literature and Culture  
or **LIT 250** Selected Topics in Western Literature  
or **HIS 251** Global History from 1500 to the Present  
or **ARTH** (any 200 or 300-level course)  
or **MUS** (any 200 or 300-level course)

### IV. Major Requirements

1. **NUTR 165** Principles of Nutrition
2. **NUTR 200** Life Cycle Nutrition
3. **NUTR 230** Food Science
4. **NUTR 300** Community Nutrition
5. **NUTR 310** Management in Nutrition and Dietetics
6. **NUTR 320** Quantity Food Preparation and Management
7. **NUTR 340** Professional Practice in Nutrition
8. **NUTR 341** Medical Nutrition Therapy I
9. **NUTR 342** Medical Nutrition Therapy II
10. **NUTR 420** Nutrition Education and Counseling
11. **NUTR 440** Capstone in Nutrition
12. **NUTR 441** Food and Culture
13. **NUTR 470** Special Topics in Nutrition

### V. Electives (5 courses)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

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**BACHELOR OF SCIENCE IN NUTRITION:  
COORDINATED PROGRAM IN DIETETICS**

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**MISSION**

The Mission of the La Salle University Coordinated Program in Dietetics/Bachelor of Science in Nutrition Program is to educate baccalaureate and post-baccalaureate students in nutrition and health science, promote health and wellness, prevent and treat nutrition-related disease, integrate research into practice, and enable graduates to assume careers as Registered Dietitians.\*

\*Graduates are qualified to sit for the Registration Examination for Dietitians after successful completion of academic course work requirements and the Coordinated Program in Dietetics. Further information on eligibility requirements for becoming a registered dietitian can be obtained at the Commission on Dietetic Registration Web site at [www.cdrnet.org](http://www.cdrnet.org)

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**COORDINATED PROGRAM IN DIETETICS PROGRAM  
GOALS**

1. Prepare students to become competent entry-level dietetic practitioners through successful completion of the Coordinated Program.
2. Prepare graduates who respond to changing food, nutrition, and health care needs of individuals, groups, and urban communities.

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**PROGRAM STUDENT LEARNING OUTCOMES**

At the completion of the program the student will:

1. Utilize knowledge from the physical and biological sciences as a basis for understanding the role of food and nutrients in health and disease processes.
2. Provide nutrition counseling and education to individuals, groups, and communities throughout the lifespan using a variety of communication strategies.
3. Evaluate nutrition information based on scientific reasoning for clinical, community, and food service application.
4. Apply technical skills, knowledge of health behavior, clinical judgment, and decision-making skills when assessing and evaluating the nutritional status of individuals and communities and their response to nutrition intervention.
5. Implement strategies for food access, procurement, preparation, and safety for individuals, families, and communities.

6. Perform food management functions in business, health-care, community, and institutional arenas.
7. Practice state-of-the-art nutrition care in collaboration with other health-care providers in interdisciplinary settings within the bounds of ethical, legal, and professional practice standards.
8. Provide culturally competent nutrition services for individuals and communities.

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**ACCREDITATION**

La Salle University's Coordinated Program in Dietetics is accredited by the Accreditation Council for Education in Nutrition and Dietetics of the Academy of Nutrition and Dietetics, 120 South Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 312.899.0040, x5400, [www.eatrightacend.org/ACEND/](http://www.eatrightacend.org/ACEND/).

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**ADMISSION TO THE COORDINATED PROGRAM IN  
DIETETICS**

1. Application for the Coordinated Program occurs during spring semester, junior year, or the equivalent course progression for all degree and non-degree students who have completed prerequisites as stated below.
2. Admission to the Coordinated Program is not guaranteed even if admission criteria are met, if the number of qualified students applying exceeds the number of ACEND-approved available slots with the capacity to train students in the Program.

Minimum Requirements for Admission to the Coordinated Program:

- a. All students must have
  - completed College Writing (English composition) I and II, statistics, computer science or healthcare informatics, public speaking, introductory psychology, macroeconomics and all science and nutrition prerequisites.
  - a cumulative GPA of  $\geq 3.2^*$ , \*\*
  - a B or better in Medical Nutrition Therapy I and II, Management in Nutrition and Dietetics, and Quantity Food Production and Management Systems (NUTR 341, 342, 310, & 320), and in any 400 level course taken prior to the practicum.\*
  - a C or better in all science and nutrition courses
  - successfully completed the application process
- b. Degree students can have no more than 3 credits outstanding in La Salle core liberal arts courses to enter the CP. These credits or any other courses cannot be taken



during the same semester as Coordinated Program courses without prior approval from the Director.

- c. Non-degree students who apply to the Coordinated Program in Dietetics must complete a minimum of eighteen credits in the Didactic Program in Nutrition at La Salle University, including Medical nutrition Therapy I and II, Management in Nutrition and Dietetics, Quantity Food Preparation and Management, Nutrition Education and Counseling, and Capstone in Nutrition (NUTR 341, 342, 310, 320, 420 and 440) unless they hold a verification statement issued within the past 3 years indicating completion of an ACEND-accredited Didactic Program.
- d. International students for whom English is a second language, and who have not completed a high school diploma or higher education degree in the United States, must earn a minimum score of 600 (paper-based), 250 (computer-based), or 100 (internet-based) within two years prior to application on the Test of English as a Foreign Language (TOEFL). The TOEFL web site is <http://www.toefl.org>.

\*All students may take Medical Nutrition Therapy II (NUTR 342) and Quantity Food Preparation and Management Systems (NUTR 320) while applying to the CP. However, these courses must be completed with a grade of B or better, and a minimum GPA of 3.2 must be maintained, to be permitted to continue into the practicum courses.

\*\*For graduates of La Salle's DPD program who apply to the CP after completing a health-related graduate degree, the graduate GPA may be considered in the admission decision.

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**MODEL ROSTER – COORDINATED PROGRAM IN NUTRITION**
**Freshman Year**

| <b>Fall</b>   | <b>Spring</b>                          |
|---|--|
| College Writing I (ENG 110)   | CHM 161 Chemistry of the Life Sciences |
| BIO 161: Anatomy and Physiology I   | BIO 162 Anatomy and Physiology II      |
| Religion 150 or 153   | COM 150 Public Speaking                |
| CSC 151 Introduction to Computers Using Packages<br>or CSC 154 Healthcare Informatics | History 151 or 152                     |
| NUTR 165 Principles of Nutrition  | Philosophy 151 or 152                  |

**Sophomore Year**

| <b>Fall</b>                                   | <b>Spring</b>                                 |
|---|---|
| Organic Chemistry for Life Sciences (CHM 262) | Biochemistry for Life Sciences (CHM 263)      |
| College Writing II (ENG 210)                  | Professional Practice in Nutrition (NUTR 340) |
| Life Cycle Nutrition (NUTR 200)               | Community Nutrition (NUTR 300)                |
| Food Science (NUTR 230)                       | Statistics for Health Sciences (HSC 217)      |
| PSY 155 Introduction to Psychology            | Literature (ENG 150 or LIT 150)               |

**Junior Year**

| <b>Fall</b>   | <b>Spring</b>  |
|---|--|
| Management in Nutrition and Dietetics (NUTR 310)    | Quantity Food Prep. / Mgmt. (NUTR 320)   |
| Clinical Microbiology BIO 163                       | Medical Nutrition Therapy II (NUTR 342)  |
| Fine Arts (ARTH 150 or MUS 150) or Foreign Language | Intro. Macroeconomics (ECN 150)  |
| Medical Nutrition Therapy I (NUTR 341)              | Literature (ENG 250 or LIT 250), History (HIS 251), Fine Arts (ARTH or MUS; any 200 or 300-level) <or Foreign Language |
| Religion (any 200-level)                            | Philosophy (any 200-level)   |

**Senior Year**

| <b>Fall</b>                             | <b>Spring</b>                            |
|---|--|
| Nutrition Education/Counsel (NUTR 420)  | Capstone in Nutrition (NUTR 440)         |
| Food and Culture (NUTR 401)             | Practicum - Med Nutr Ther II (NUTR 402)  |
| Practicum - Community Nutr I (NUTR 410) | Practicum - Community Nutr II (NUTR 411) |
|   | <b>Summer</b>                            |
|   | Practicum - Food Service (NUTR 430)      |

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**BACHELOR OF SCIENCE — COORDINATED PROGRAM IN NUTRITION PROGRESS RECORD**
**I. Powers**

- A. Writing I
  - **ENG 110** College Writing I
- B. Writing II
  - **ENG 210** College Writing II
- C. Numbers
  - Statistics for Health Science Professionals
- D. Speech
  - **COM 150** Presentation Skills
- E. Information Technology
  - **CSC 151** Introduction to Computing Using Packages  
or **CSC 154** Healthcare Informatics

**II. Frameworks of Scientific Understanding**

- A. Natural Science  
The following courses are required:
  1. **BIO 161** Anatomy & Physiology I
  2. **BIO 162** Anatomy & Physiology II
  3. **BIO 163** Clinical Microbiology
  4. **CHM 161** Chemistry of the Life Sciences
  5. **CHM 262** Organic Chemistry for Life Sciences
  6. **CHM 263** Biochemistry for Life Sciences
- B. Social Science
  1. **ECN 150** Introductory Macroeconomics
  2. **PSY 155** Introduction to Psychology

**III. Patterns of Meaning**

- A. Religion
  1. **REL 150** Exploring Christianity  
or **REL 153** Exploring Religion
  2. **REL** REL 200-Level
- B. Philosophy
  1. **PHL 151** The Human Person  
or **PHL 152** Moral Choice
  2. **PHL 200** PHL 200-Level
- C. Literature
  - **ENG 150** Introduction to Literature  
or **LIT 150** Modern European and Latin American Writers
- D. History
  - **HIS 151** Global History to 1500  
or **HIS 155** Themes in American History
- E. Fine Arts or Language
  - **ARTH 150** Introduction to Art  
or **MUS 150** The Art of Listening  
or Foreign Language
- F. One additional Literature, History, Fine Arts, or Foreign Language course
  - **ENG 250** Literature and Culture  
or **LIT 250** Selected Topics in Western Literature  
or **HIS 251** Global History from 1500 to the Present  
or **ARTH** (any 200 or 300-level course)  
or **MUS** (any 200 or 300-level course)

**IV. Major Requirements**

1. **NUTR 165** Principles of Nutrition
2. **NUTR 200** Life Cycle Nutrition
3. **NUTR 230** Food Science
4. **NUTR 300** Community Nutrition
5. **NUTR 310** Management in Nutrition and Dietetics
6. **NUTR 320** Quantity Food Preparation and Management
7. **NUTR 340** Professional Practice in Nutrition
8. **NUTR 341** Medical Nutrition Therapy I
9. **NUTR 342** Medical Nutrition Therapy II
10. **NUTR 401** Practicum in Medical Nutrition Therapy I
11. **NUTR 402** Practicum in Medical Nutrition Therapy II
12. **NUTR 410** Practicum in Community Nutrition I
13. **NUTR 411** Practicum in Community Nutrition II
14. **NUTR 420** Nutrition Education and Counseling
15. **NUTR 430** Practicum in Food Service Management
16. **NUTR 440** Capstone in Nutrition

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**MINOR IN NUTRITION**

A minor in nutrition is available to any undergraduate day student in the University.

**■ Required for a minor in Nutrition:**

- Completion of College Chemistry, preferably **CHEM 161**, with a grade of "C" or better is a prerequisite for the nutrition minor
- **BIO 162** or **BIO 210** with a grade of "C" or better
- **NUTR 165** with a grade of "C" or better
- **NUTR 200** with a grade of "C" or better
- Three additional courses from the **300/400** level, selected from the following courses: **NUTR 300; NUTR 310; NUTR 420; NUTR 441; NUTR 470-475**. Other courses may be considered at the discretion of the Program Director

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**STUDENT NUTRITION ORGANIZATION**

La Salle Explorers Advocating Nutrition (LEAN) seeks to promote awareness of good nutritional health through education and service projects for students, faculty, and staff of La Salle University and its surrounding community.

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**FACULTY**

Laura B. Frank, M.P.H., M.Ed., Ph.D., R.D., L.D.N., Associate Professor and Director, Nutrition Programs and Didactic Program in Nutrition

Elizabeth A. Emery, M.S., R.D., C.N.S.D., L.D.N., Assistant Professor and Director, Coordinated Program in Dietetics

Susan E. Adams, M.S., R.D., L.D.N., F.A.N.D., Assistant Professor

Lisa M. Laura, J.D., R.D., L.D.N., Assistant Professor

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**COURSE DESCRIPTIONS**

**NUTR 165 (F, S, Summer)**  
**PRINCIPLES OF NUTRITION**  
 3 credits

Topics for this course include basic knowledge of food nutrients; functions, interactions, and balance of carbohydrates proteins, lipids, vitamins, minerals, and water in normal human physiology; nutrient deficiency diseases; energy metabolism; nutrition and fitness. It consists of three hours of lecture and is required for all subsequent nutrition courses.

**NUTR 200 (F)**  
**LIFE CYCLE NUTRITION**  
 3 credits

This course examines human nutritional needs and U.S. dietary guidance for health maintenance and disease prevention during

infancy, early and middle childhood, adolescence, adulthood, and older adulthood as well as pregnancy and lactation. The course, which consists of three hours of lecture, includes a service learning project on the topic of hunger and food insecurity throughout the lifecycle.

**PREREQUISITES:** NUTR 165 AND BIO 161 WITH GRADES OF "C" OR BETTER; BIO 162 IS ALSO REQUIRED, BUT MAY BE TAKEN CONCURRENTLY

**NUTR 230 (F)**  
**FOOD SCIENCE**  
 4 credits

This course examines chemical and physical proprieties of food, principles of food selection, consumer trends, use of established food guides in meal planning, methods and techniques of food preparation, sensory evaluation of food, food safety, and government regulation of food. The course consists of three hours of lecture, and two hours of lab

**PREREQUISITES:** NUTR 165 AND CHM 161 WITH GRADES OF "C" OR BETTER. NON-NUTRITION MAJORS MUST OBTAIN PERMISSION OF THE DIRECTOR TO REGISTER FOR THIS COURSE.

**NUTR 300 (S)**  
**COMMUNITY NUTRITION**  
 3 credits



This course illustrates the role of nutrition in health promotion and disease prevention through an examination of health and nutrition policy, programs, and population data. Emphasis is placed on the information and skills necessary to solve nutrition problems in local, state, and national communities. The course consists of three hours of lecture.

**PREREQUISITES:** NUTR 165 AND NUTR 200.

**NUTR 310 (F)**  
**MANAGEMENT IN NUTRITION AND DIETETICS**  
 3 credits

The course focuses on dietetic management principles including systems theory, leadership, quality management and methodology, cost-effectiveness, human resources, labor law, financial management, budgeting, and marketing. The course consists of three hours of lecture.

**PREREQUISITE:** NUTR 165 WITH A GRADE OF "C" OR BETTER.

**NUTR 320 (S)**  
**QUANTITY FOOD PREPARATION AND MANAGEMENT SYSTEMS**  
 3 credits

The course looks at management systems and procedures used in quantity food production; menu planning; recipe standardization; purchase, receipt, and storage of food and supplies; facility design,

equipment, and materials; financial management; and food safety and sanitation. The course consists of three hours of lecture.

**PREREQUISITES:** NUTR 165, NUTR 230, NUTR 310, BIO 163 WITH A GRADE OF "C" OR BETTER.

**NUTR 340 (S)**  
PROFESSIONAL PRACTICE IN NUTRITION  
3 credits

The course explores the various roles of nutrition professionals within the broader health-care system including inter-professional collaboration for comprehensive care. The course provides an overview of nutrition careers in clinical, community, foodservice management, and business settings and emphasizes historical, legal, and ethical considerations for professional practice. The course consists of three hours of lecture.

**PREREQUISITES:** NUTR 165, NUTR 200 WITH GRADES OF "C" OR BETTER. NUTRITION MAJORS ONLY

**NUTR 341 (F)**  
MEDICAL NUTRITION THERAPY I  
3 credits

The course focuses on the pathophysiology of nutrition-related disease; normal and therapeutic diets in the prevention and treatment of disease; the Nutrition Care Process: nutrition assessment, diagnosis, intervention, monitoring, and evaluation; documentation of nutrition care; and drug-nutrient interactions. Course materials will cover disorders of the gastrointestinal, cardiovascular, endocrine, and skeletal systems as well as energy imbalance. The course consists of three hours of lecture.

**PREREQUISITES:** NUTR 165, NUTR 200, NUTR 300, BIO 161, BIO 162, CHM 161, CHM 262, AND CHM 263 WITH GRADES OF "C" OR BETTER.

**NUTR 342 (S)**  
MEDICAL NUTRITION THERAPY II  
3 credits

This course is a continuation of Medical Nutrition Therapy I that focuses on the pathophysiology of nutrition-related disease; normal and therapeutic diets in the prevention and treatment of disease; the Nutrition Care Process: nutrition assessment, diagnosis, intervention, monitoring, and evaluation; documentation of nutrition care; and drug-nutrient interactions. Course materials will cover disorders of the gastrointestinal, hepatic, and renal systems; food allergy and intolerance; genetics in nutrition; enteral and parenteral nutrition support. The course consists of three hours of lecture.

**PREREQUISITES:** NUTR 165, NUTR 200, NUTR 300, BIO 162, BIO162, CHM 161, CHM 262, AND CHM 263 WITH GRADES OF "C" OR BETTER, AND NUTR 341 WITH A GRADE OF "B" OR BETTER.

**NUTR 401 (F)**  
PRACTICUM IN MEDICAL NUTRITION THERAPY I  
6 credits

The course covers the application of nutrition knowledge and the Nutrition Care Process in the solution of problems related to disease. Students assess nutritional status (including medical record review, patient and family interviews, and input from other team members), identify nutritional needs, formulate nutrition diagnoses, and develop care plans for individuals in acute and/or long-term care environments. Under the supervision of a Registered Dietitian, students carry out basic nutrition interventions, monitoring, and evaluation. The course consists of assigned readings, discussions, problem-based learning, simulations, and practical experiences in hospitals, medical centers, and/or long-term care facilities. It consists of two hours of lecture, 24 hours per week of practicum.

**PREREQUISITES:** FORMAL ADMISSION TO THE COORDINATED PROGRAM IN DIETETICS.

**NUTR 402 (S)**  
PRACTICUM IN MEDICAL NUTRITION THERAPY II  
6 credits

Under the supervision of a Registered Dietitian, students utilize the Nutrition Care Process in the nutritional care of assigned patients in acute, ambulatory, and/or long-term care settings. Emphasis is placed on the development of professional, educational, and counseling skills culminating in students ability to assume major nutritional care responsibilities for adults and children with medical needs (gastrointestinal, renal, musculoskeletal, cardiac, endocrine, surgical, and metabolic), obesity, eating disorders, and feeding dysfunction. The course consists of assigned readings, discussions, problem-based learning, simulations, and practical experiences in hospitals, medical centers, and/or long-term care facilities. It consists of two hours of lecture, 24 hours of practicum.

**PREREQUISITES:** FORMAL ADMISSION TO THE COORDINATED PROGRAM IN DIETETICS; NUTR 401 WITH A GRADE OF "B" OR ABOVE.

**NUTR 410 (F)**  
PRACTICUM IN COMMUNITY NUTRITION I  
6 credits

This course provides students with academic and experiential applications of nutritional principles to populations and communities, with an emphasis on health promotion and disease prevention. Students utilize assessment skills to determine health and nutritional needs of individuals and groups in community settings. Under the supervision of a Registered Dietitian, students participate in nutrition counseling sessions and educational programs in their field placements with local community nutrition organizations. Coursework includes lecture, group discussion, journaling, assigned readings, research papers, project work, and practical field experiences. The course consists of two hours of lecture, eight hours of practicum.

**PREREQUISITES:** FORMAL ADMISSION TO THE COORDINATED PROGRAM IN DIETETICS.

**NUTR 411 (S)****PRACTICUM IN COMMUNITY NUTRITION II**

6 credits

This course provides students with academic and experiential applications of nutritional principles to populations and communities, with an emphasis on health promotion and disease prevention. Students will assessment skills to determine health and nutritional needs of individuals and groups in community settings. Under the supervision of a Registered Dietitian, students participate in nutrition counseling and educational programs in their field placements with local community nutrition organizations. Practicum coursework includes lecture, group discussion, journaling, assigned readings, research papers, project work, and practical field experiences. The course consists of two hours of lecture, eight hours of practicum.

**PREREQUISITE:** ADMISSION TO THE COORDINATED PROGRAM; COMPLETION OF NUTR 410 WITH A GRADE OF "B" OR ABOVE.

**NUTR 420 (F)****NUTRITION EDUCATION AND COUNSELING**

3 credits

This course focuses on communication strategies for effective health behavior change. Topics include food behavior; verbal and non-verbal communication; interviewing skill; cultural competency; literacy; counseling theories and the counseling process; learning theories and educational principles; and educational methods and tools. Three hours of lecture.

**PREREQUISITES:** NUTR 165 AND NUTR 200 WITH A GRADE OF "C" OR ABOVE.

**NUTR 430 (Summer)****PRACTICUM IN FOOD SERVICE MANAGEMENT**

6 credits

This course provides practical experience in quantity food planning, preparation, and management in hospitals, nursing homes, school food service, and commercial cafeterias. Students will participate in the daily operations and management functions of food service systems, including sanitation, food safety, equipment selection and operation, food purchasing, receiving and storage, personnel and fiscal management, and quality control. The course consists of assigned readings and discussions with an average of 2–4 hours per week of classroom experiences and 32 hours per week of practicum for 10 weeks.

**PREREQUISITE:** FORMAL ADMISSION TO THE COORDINATED PROGRAM.

**NUTR 440 (S)****CAPSTONE IN NUTRITION**

3 credits

This course emphasizes the integration of nutrition knowledge and the interpretation and application of nutrition-oriented research including evidence-based practice. Students utilize peer reviewed professional sources to develop and conduct an assessment of an educational intervention, write a scientific research paper based on

that assessment, and complete and present a professional poster. Three hours of lecture.

**PREREQUISITES:** NUTR 165, NUTR 200, NUTR 300, AND HSC 217 WITH A GRADE OF "C" OR ABOVE, AND NUTR 3410, 341, AND 420 WITH A GRADE OF "B" OR ABOVE. NUTRITION MAJORS ONLY.

**NUTR 441 (S)****FOOD AND CULTURE**

3 credits

This course examines the cultural/culinary traditions that shape an individual's eating habits, including exploration of the activities by which people produce, prepare, present, and consume food. The cultural aspects of food including religion, health beliefs, and historical/traditional factors within regional and ethnic groups common in the United States are identified. Three hours of lecture.

**PREREQUISITES:** NUTR 165 AND NUTR 200 WITH A GRADE OF "C" OR ABOVE; RECOMMENDED PREREQUISITE: NUTR 230

**NUTR 460 (S)****NUTRITION EXTERNSHIP**

3 credits/Elective only

Students experience field work under the supervision of a nutrition professional and faculty member. Permission of the Director is required. Hours to be arranged with five hours minimum field work per week required.

**PREREQUISITES:** NUTR 165, NUTR 200, NUTR 300, AND NUTR 420 OR THE EQUIVALENT WITH A GRADE OF "C" OR ABOVE. NUTRITION MAJORS ONLY UNLESS APPROVED BY THE DIRECTOR.

**NUTR 470 (S)****SPECIAL TOPICS IN NUTRITION**

3 credits

The course provides an in-depth examination of a current topic in the field of nutrition. Three hours of lecture.

**PREREQUISITES:** NUTR 165 AND NUTR 200 WITH A GRADE OF "C" OR ABOVE.

**NUTR 474 (S)****SPECIAL TOPICS: NUTRITION AND DIETETICS TECHNICIAN, REGISTERED: CAREERS AND CREDENTIALS**

1 credit

This course will help prepare the student to take the credentialing examination to become a Nutrition and Dietetics Technician, Registered (NDTR). Roles and responsibilities of the NDTR are explored.

**PREREQUISITE:** STUDENT MUST BE A SENIOR IN THE DIDACTIC PROGRAM IN NUTRITION TO REGISTER FOR THIS COURSE.

**NUTR 480-481 (F, S)**  
**NUTRITION RESEARCH**  
3 credits/Elective

The student conducts individual research under supervision of a faculty member. Permission of the Director required. Hours to be arranged.

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**PREREQUISITES:** NUTR 165, NUTR 200, NUTR 300, AND HSC 217 WITH A GRADE OF "C" OR ABOVE.



