
SCHOOL OF NURSING AND HEALTH SCIENCES

EVENING AND WEEKEND PROGRAMS



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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.

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.

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.

NURSING PROGRAMS

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

NURSING PROGRAMS' GOALS

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

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.

UNDERGRADUATE NURSING PROGRAM

THE ACHIEVE PROGRAM

The ACHIEVE Program is the evening/weekend basic Bachelor of Science in Nursing program, offered at the Bucks County Center in Newtown, Pa. (initiated in January 2002), and at the Main Campus (initiated in September 2002). Students in this program qualify for the National Council Licensure Examination for Registered Nurses (NCLEX-RN) (state board of nursing examination) to become registered professional nurses and to practice as members of the nursing profession. The current program for students admitted prior to fall 2016, consisting of 126 credits leading to the BSN, is taught over seven continuous semesters once prerequisite courses are met. The 14 nursing courses are taught during the fall, spring, and summer sessions. Effective fall 2017 the revised program leading to the BSN consists of 132 credits. The 16 nursing courses are taught over nine continuous semesters once prerequisites are met. Didactic portions of the courses are taught in the evenings during the week. Clinical experiences are planned for day and evening weekend hours. The goal of the program is to enable the graduate to provide professional nursing care, which includes health promotion and maintenance, illness care, restoration, rehabilitation, and health counseling derived from nursing theory and research. La Salle's ACHIEVE Program provides the opportunity to refine critical thinking skills, to strengthen one's self-concept as both a person and member of the nursing profession, and to set a course for self-directed learning and independent action, enhancing one's personal and professional growth. Students who can enter the ACHIEVE Program are those new to nursing, career changers, and LPNs who wish to complete the program on an evening/weekend basis.

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.

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. Demonstrate 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.

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.

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 statewide 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.

ADMISSION TO THE NURSING MAJOR

Students who are interested in pursuing a baccalaureate degree in Nursing at La Salle University in the ACHIEVE evening/weekend program must first apply for admission to the University. Students must submit a completed Evening and Weekend Program Application for Admission to the Office of Adult Enrollment. An official high school transcript or GED is required of all applicants to the University interested in pursuing a nursing degree; other requirements include official copies of transcripts from colleges or universities attended. College credit may be granted for selected prerequisite courses through CLEP and Excelsior College Examinations. Admission to the University requires the student to provide a clear state criminal record check for Pennsylvania and the student's primary state of residence as well as a clear Pennsylvania child abuse check.

In addition, the student is required to submit official scores from a standardized test of English and math ability that has been taken within the past three years of application to the nursing program. If SAT or ACT scores are not current or not available, the student is required to take the Test of Essential Academic Skills (TEAS) pre-entrance R.N. examination. Students must have a composite score at the proficient level or admission will be denied. 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.

Students who have attended any other nursing program are required to submit a letter of good standing from the dean/director.

Students are admitted to the nursing program for a fall semester cohort at the Main campus or a spring semester cohort for the Bucks County Center. Prior to formal acceptance into the nursing major, all students must be interviewed by the Assistant Director of the Evening/Weekend program who will then present each student's academic file for review 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. 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 must be current (i.e., within 6 months of starting the nursing major courses). The Pennsylvania State Board of Nursing (SBON) 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.

In order to be formally accepted into major and begin nursing clinical courses, the student must have earned the following:

- at least 67 La Salle University credits in the core and pre-requisite courses in the liberal arts and sciences, which include the following: writing (six credits), anatomy and physiology (eight credits), chemistry (four credits), microbiology (four credits), psychology (six credits), nutrition (three credits), sociology (three credits), and statistics (three credits); math (3 credits) and presentation skills (3 credits)
- a grade of "C" or higher in Developmental Psychology, Nutrition, and Statistics;
- 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.

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

es are different than those of the general University. Specific grading scales are published in the SONHS Undergraduate and Graduate Nursing Programs' Handbook. Additional clinical compliance requirements are needed before a student may attend any clinical experiences. Failure to complete requirements may result in a student being dropped from a clinical course. Any missed clinical time due to non-compliance with clinical requirements will result in clinical make-up time with a fee attached.

Students are permitted to change division one time only during their program of studies in the undergraduate program. This applies to a student who wishes to transfer from the Day Program to the ACHIEVE Program or from the ACHIEVE Program to the Day Program. Students must stay in their original cohort on Main Campus or at the Bucks County Center. Students in the ACHIEVE Program must successfully complete each nursing didactic course and each clinical course each semester before progressing to the next clinical semester in the program of studies. While in the program, students should expect additional expenses, such as, those for books, uniforms, a clinical laboratory pack, a stethoscope, a watch with a second hand, public transportation or parking, licensure, and NCLEX-RN fees. Access to a car is required for transportation to clinical sites.

CLINICAL EXPERIENCES

The Undergraduate Nursing Programs of La Salle's School of Nursing and Health Sciences have established strong ties with a number of 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.

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.

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.

FACULTY

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

Jane Kurz, Ph.D., R.N.
Chair, Undergraduate Nursing Program

PROFESSORS: Kurz, Wolf, Zane Robinson, Ph.D., R.N., FAAN
(Dean Emerita, School of Nursing and Health Sciences)

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

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

INSTRUCTORS: Blumenfeld, Grosshauser, Kenney, McGovern, Neumeister, O'Leary, 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 & RN-BSN Program

Beth Wagner, MSN, RN, 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.

PRE/CO-REQUISITES: BIO 161, 162, 163, AND CHM 161.

NUR 202 HEALTH ASSESSMENT 3 credits (2 hours class and 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 CHM 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.

PRE/CO-REQUISITES: BIO 161, 162, 163, AND CHM 161

NUR 204 PHARMACOLOGY 3 credits

This course examines pharmacotherapeutic agents used in the treatment of illness and in the promotion, maintenance and restoration of health. Pharmacotherapeutic aspects of client care are introduced and supported by evidenced based findings to improve client care. Emphasis is on principles of safe administration of medications and patient education for major drug classifications.

PRE/CO-REQUISITES: BIO 161, 162, 163, CHM 161, NUR 201, NUR 202

NUR 205 INTRODUCTION TO 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: 67 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: 67 CREDITS IN THE SCHOOL OF ARTS AND SCIENCES; NUR 304.

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: 67 CREDITS IN THE SCHOOL OF ARTS AND SCIENCES; NUR 304, NUR 307; **COREQUISITE:** NUR 305.

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: 67 CREDITS IN THE SCHOOL OF ARTS AND SCIENCES; **COREQUISITE:** NUR 304.

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, and 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 (S)
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 (F)
INTRODUCTION TO NURSING RESEARCH AND EVIDENCE-BASED PRACTICE
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 children 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 (F)**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 (S)**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 (S)
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 (F, S)
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 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.

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.

PREREQUISITES: NUR 421, NUR 423, NUR 424

CO-REQUISITES: NUR 425, NUR 427

ACCELERATED RN – BSN PROGRAM

La Salle's Accelerated R.N.-BSN Program provides the opportunity to refine critical-thinking skills, to strengthen one's self-concept as a person and as a member of the nursing profession, and to set a course for self-directed learning and independent action, enhancing one's personal and professional growth.

The La Salle University Accelerated R.N.-BSN Program is fully accredited by the Commission on Collegiate Nursing Education (CCNE).

As a special service to students and prospective students, a nurse academic adviser is available to discuss the nature of the program and individual options for progression through the program. For an appointment with the nursing academic adviser, call 215.951.1471 (Main Campus).

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.

PROGRAM GOALS AND OUTCOMES

Goals

The goals of the RN-BSN degree program at La Salle University are:

1. Prepare diploma and associate degree nurses as leaders to effect change in health care and community systems.
2. Instill the value of lifelong learning as a hallmark of the professional nurse.
3. Serves as a foundation for graduate study.
4. Promote collaboration between faculty and student to advance the profession of nursing.

STUDENT LEARNING OUTCOMES

At the completion of the program the student will be able to:

1. Utilize research-based, theoretical, scientific, and clinical knowledge from nursing and other disciplines as a basis for nursing practice and policy development. (Essential 1)
2. Implement culturally appropriate strategies for health promotion, risk reduction, and disease prevention for diverse individuals, families, groups, and communities across the life span. (Essential 7)
3. Provide safe nursing care to address complex needs of patients and caregivers throughout the course of illness, healing, and rehabilitation. (Essential 8)
4. Use clinical judgment and decision-making skills when assessing the health status of individuals and families and evaluating their response to health care. (Essential 3, 7)
5. Demonstrate competency when providing, coordinating, collaborating, and managing nursing care in various environments and health care delivery systems. (Essential 2, 5, 7)
6. Engage in partnerships with individuals, families, communities, and health care professionals to promote health and prevent disease. (Essential 6)
7. Evaluate nursing and health care services based on ethical, legal, professional, and evidence-based policy and practice standards. (Essential 3, 5)
8. Value self-directed learning for continuing professional development. (Essential 8, 9)
9. Practice as a change agent in health care delivery systems particularly to advocate and promote quality assessable care for vulnerable and underserved populations. (Essential 2, 9)
10. Use information and practice technologies to support evidence-based nursing practices that reduce healthcare errors and improve access to cost-effective healthcare. (Essential 3, 4)

ADMISSION REQUIREMENTS

- Completed Evening and Weekend Program Application for admission
- Official copies of transcripts from colleges or universities attended and/or nursing school. If you have completed fewer than 30 college credits, you need to submit a high school transcript. College credit may be granted for prerequisite courses through CLEP and Excelsior's College Examinations
- Copy of R.N. licensure
- GPA of 2.75 in previous nursing program

Applicants will be accepted each year for the summer, fall, and spring semesters, beginning in May, September, and January.

Before beginning nursing major courses, the student must have earned at least 60 credits in the liberal arts and sciences, which include the following prerequisites:

Writing	6 credits
Anatomy and Physiology I and II	8
Chemistry	3*
Microbiology	4
Psychology	6
Nutrition	3**
Sociology	3

*May be waived with proof of passing high school chemistry. If waived, three credits will be substituted with a nursing elective.

**Students may complete an expedited portfolio for three credits of NUTR 165.

Students should be aware that the School of Nursing and Health Sciences' undergraduate nursing grading system is different from the general University. Please refer to the School of Nursing and Health Sciences' Undergraduate and Graduate Handbook for details.

NUR 607 (F, S, Summer)
ADVANCED EDUCATION NURSING ADMINISTRATION IN HEALTH CARE DELIVERY SYSTEMS

3 credits

This course examines the evolution of advanced education nursing in the context of changing health care delivery systems. Students explore health care policy development and examine systems of delivering patient care in relation to financial, ethical, legal, socio-cultural, legislative-political, and professional concerns. Program development, informatics, fiscal management of health care services, budgeting, and reimbursement issues are emphasized. Students practice interdisciplinary collaboration and coalition-building skills in leadership roles extending beyond the traditional health care environment.

NUR 608 (F, S, Summer)
POPULATION-BASED CARE AND ADVANCED EDUCATION NURSING

3 credits

In this course, students develop cultural competence regarding the role of the advanced education nurse by meeting the health-care needs of diverse groups and populations. Health promotion, disease prevention, resource utilization, and health education responsibilities are examined. Students utilize basic epidemiological concepts, group theories, and needs-assessment approaches for vulnerable populations. They explore the varying needs of diverse groups in community settings through a cultural blueprint.

THE CURRICULUM

Nursing major courses in the Accelerated R.N.-BSN Program consist of 52 credits. La Salle's R.N.-BSN Program recognizes the knowledge and experience of the R.N. student by providing a battery of

challenging examinations through which the student may validate prior learning in nursing. The R.N. student may articulate 25 of the 52 credits as advanced placement required in the nursing major. Students wishing to articulate credits from prior basic nursing programs must have achieved a GPA of 2.75 or better in that program. Listed below are nursing major courses, their descriptions and prerequisites, and opportunities for earning credits by challenge examination. A fully online option for the nursing courses is available, with cohorts beginning each January and May.

COURSE DESCRIPTIONS

** Courses that may be validated through Challenge Examinations or portfolio assessment.

NUR 301 PROFESSIONAL NURSING PRACTICE AND HEALTH INFORMATION SYSTEMS

3 credits

This course examines professional nursing practice and clinical practice competencies specified by professional nursing organizations, nursing accrediting agencies, and private foundation and federal reports. Students expand knowledge of workforce issues and informatics to enhance patient and health care provider safety, evidence-based practice, and patient-centered care. Professional writing, electronic portfolio development, and informatics skills are emphasized.

NUR 314** HEALTH ASSESSMENT

3 credits

The purpose of this course is to refine and expand the skills of history and taking and physical assessment of the human system in health. Students analyze qualitative and quantitative data to determine health deviations from the normal healthy state. They collect data systematically using appropriate assessment techniques and tools to complete a physical assessment. The course stresses the documentation of findings using appropriate terminology for each system. There is emphasis on the communication of findings to both the client and other health-care professionals. Course objectives and clinical evaluations are based on ANA Standards of Practice.

PREREQUISITE: NUR 301.

NUR 318 DEVELOPMENTS AND CONTROVERSIES IN PATHOPHYSIOLOGY AND PHARMACOLOGY

3 credits

Controversies and knowledge development in pathophysiology and pharmacology are investigated and their impact on nursing care through the lifespan are examined. Factors influencing health and illness, such as genetics, ethnicity, and environment, are discussed in relation to disease occurrence and treatment. Relationships among disease states and varying approaches to drug therapies are

examined using evidence-based approaches. Technology at point-of-care nursing practice is used, including personal digital assistants (PDAs) and clinical data repositories (CDRs), to develop competencies responding to just-in-time critical values and knowledge for patient-centered care. Prerequisite: NUR 301.

NUR 408 NURSING RESEARCH

3 credits

The purpose of this course is to stimulate a refinement of and appreciation for 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 are 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 is placed on the 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 410 EVIDENCE-BASED PRACTICE

3 credits

This course focuses on the integration of evidence into clinical nursing practice. Sources of evidence will include nursing research, integrative reviews, practice guidelines, quality improvement data, and case studies. Students have the opportunity to evaluate evidence critically for its validity and applicability to nursing practice. Historical perspectives of evidence-based nursing practice also will be explored.

PREREQUISITE: NUR 408.

NUR 413 INTERNATIONAL PUBLIC HEALTH NURSING

3 credits

This course expands the theoretical and experiential base gained in prior nursing and non-nursing courses by introducing students to population-based nursing with a special focus on global and international health issues. Emphasis is placed on identifying trends in the health and health care of populations as well as exploring strategies to address health promotion, primary, secondary and tertiary disease prevention, and protection goals for particular at-risk and high-risk population groups throughout the world. The course orients the student to health-care needs and interests of families, aggregates, communities, and nations as a whole, rather than solely focusing on needs and interests of individual clients. Health-care strategies, population-level interventions, community resources, and opportunities for interdisciplinary and interagency collaboration are identified. Relevant political, economic, social, and ethical implications of particular health-care strategies are examined. Specific countries and public health issues will be selected to compare and contrast with the U.S. health-care-delivery system. Students

reflect upon contemporary literature related to national and international public health issues.

PREREQUISITE: NUR 301.

NUR 418

NURSING LEADERSHIP, MANAGEMENT, AND ORGANIZATIONAL DYNAMICS

3 credits

Students explore the political, organizational, social, cultural, and economic factors affecting nursing practice. Acute care, long-term care, and community-based settings are examined regarding their organizational structures, health-care financing, and reimbursement challenges. Budgeting principles are analyzed with an emphasis on creating a budget on a spreadsheet for a program of nursing services. Clinical data repositories and interdisciplinary efforts are scrutinized within the context of patient-centered, safe care, and process improvement initiatives.

PREREQUISITE: NUR 301.

NUR 465

SAFETY STRATEGIES FOR HEALTHCARE DELIVERY SYSTEMS

3 credits

This course explores medication and other health-care errors that threaten patient safety. The impact of health-care errors is examined from the perspectives of consumers, health-care providers, professional organizations, legislators, hospitals, and health-care delivery agencies. Systems improvement initiatives are investigated with the goal of preventing health-care errors. Interdisciplinary and collaborative roles of consumers, legal counsel, and health-care providers, including nurses, pharmacists, and physicians, are emphasized.

PREREQUISITE: NUR 301.

NURSING ELECTIVES

NUR 400

ETHICS IN NURSING

3 credits

This course is designed to provide the foundations for critically analyzing ethical dilemmas in nursing practice. Ethical theories will be explored and critically examined, with a focus on application to nursing practice. Moral developmental theories will be discussed in light of the current debate regarding gender and racial disparities in decisions for ethical practice from a systems theory perspective. The course will draw on students' clinical experiences to promote moral reflection and personal values clarifications with regard to contemporary health-care challenges. The course will examine emerging issues as influenced by emerging technological, clinical, political, legal, socio-economic, and fiscal factors.

R.N.-BSN TO MSN PROGRAM

La Salle's R.N.-BSN to MSN Program is designed for the registered nurse who is committed to pursuing a Master of Science degree in Nursing. The program accelerates the student through the R.N.-BSN Program by permitting enrollment in selected graduate-level courses while completing the BSN. Specific MSN-level courses are substituted for nine credits of undergraduate work (NUR 607, NUR 608, and any NUR 500-level and above course). The R.N.-BSN to M.S.N. Program is for graduates of diploma and associate degree nursing programs who have made the decision to pursue master's level education to meet career goals.

ADMISSION REQUIREMENTS

Registered nurses can be admitted to the program through two routes.

The R.N. student completes an Evening and Weekend Program Application.

1. The R.N. student must provide official copies of transcripts from high school and college and/or university programs. The student must provide a copy of a current R.N. license. The R.N. student who is currently enrolled in the R.N.-BSN Program and decides to pursue the R.N.-BSN to MSN option should submit an MSN application during the final semester of the BSN program. Please refer to the Graduate Nursing Web site for admission and schedule an appointment with the Graduate Nursing Director.
2. The R.N. student who is new to La Salle should complete all requirements for admission to the MSN program (see MSN brochure).

Students should be aware that the School of Nursing and Health Sciences' undergraduate nursing grading system is different from that of the general University. Please refer to the School of Nursing and Health Sciences' Undergraduate and Graduate Handbook for details.

THE CURRICULUM

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RN-BSN TO MSN OPTION

NUR 301
PROFESSIONAL NURSING PRACTICE AND HEALTH INFORMATION SYSTEMS
3 credits

NUR 314
HEALTH ASSESSMENT
3 credits

NUR 318
DEVELOPMENTS AND CONTROVERSIES IN PATHOPHYSIOLOGY AND PHARMACOLOGY
3 credits

NUR 408
NURSING RESEARCH
3 credits

NUR 410
EVIDENCE-BASED NURSING PRACTICE
3 credits

NUR 413
INTERNATIONAL PUBLIC HEALTH NURSING
3 credits

NUR 418
NURSING LEADERSHIP, MANAGEMENT, AND ORGANIZATIONAL DYNAMICS
3 credits

NUR 465
SAFETY STRATEGIES FOR HEALTH CARE DELIVERY SYSTEMS
3 credits

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NUR ELECTIVE/GENERAL ELECTIVE

Graduate courses may be taken with permission of the academic adviser.

RN TO MSN BRIDGE PROGRAM

The bridge program is intended for registered nurses with a non-nursing baccalaureate degree who are interested in pursuing a Master of Science in Nursing (MSN). Interested applicants would need to fulfill undergraduate evening admission requirements.

Admission requirements include:

- completing an Evening and Weekend Program Application
- providing official copies of transcripts from nursing program, colleges, and/or universities
- providing a copy of current R.N. license

When accepted by the Admission Office, the student would need to successfully complete four courses at the undergraduate level:

- **NUR 314** Health Assessment
- **NUR 408** Nursing Research
- **NUR 413** International Public Health Nursing
- Statistics

After successful completion of the above courses with a GPA of 3.0 or above, the applicant would be able to apply to the MSN Program.

Students should be aware that the School of Nursing and Health Sciences' undergraduate nursing grading system is different from that of the general University

THE PRE-SPEECH-LANGUAGE PATHOLOGY PROGRAM

The PreSLP program provides post-baccalaureate students who do not have the required background in communication sciences and disorders with the prerequisite courses in basic human communication sciences needed to apply to a master's degree program in speech-language pathology.

This unique program offers the recommended 10 to 11 required courses online, affording students the choice of a flexible schedule to pursue the needed prerequisites for a master's program in speech-language pathology.

Upon completing the PreSLP program, students demonstrate knowledge of basic human communication and swallowing processes, including their biological, neurological, acoustic, psychological, developmental, linguistic, and cultural bases.

Students are strongly encouraged to take all PreSLP courses unless their records indicate that they have taken equivalent courses and earned a B or higher in those courses. By completing the PreSLP program, students are prepared to apply to a graduate program in speech-language pathology. However, entrance into the PreSLP

program does not guarantee acceptance into La Salle's graduate Speech-Language Pathology Program.

The following courses are the recommended PreSLP courses and will be offered online. Note that W indicates online and P W courses are limited to students enrolled in the PreSLP program:

PRE-SLP PROGRAM: STUDENT LEARNING OUTCOMES

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

COURSE DESCRIPTIONS

COSD 100P W

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.

COSD 102P W

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 200P W

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, dynamics of articulation, American dialectal variants, and developmental phonology.

COSD 202P W**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, BIO 164P W, OR PERMISSION OF INSTRUCTOR.

COSD 203P W**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, COSD 100P WB, OR PERMISSION OF INSTRUCTOR.

COSD 211P W**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 304P W**INTRODUCTION TO AUDIOLOGY**

3 credit

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 306P W**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 EQUIVALENT, OR PERMISSION OF INSTRUCTOR.

COSD 308P W**CLINICAL PROCEDURES IN SPEECH AND 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.

PREREQUISITE: COSD 102, COSD 200, COSD 203, OR EQUIVALENTS, OR PERMISSION OF INSTRUCTOR.

COSD 314P W**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 American Speech-Language-Hearing Association (ASHA)-certified speech-language pathologist 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 EQUIVALENTS, OR PERMISSION OF INSTRUCTOR.

GENERAL ASHA CERTIFICATION REQUIREMENTS

The 2014 ASHA certification guidelines require students to complement their courses in basic human communication sciences with additional courses. These guidelines require students to have a course in biology, physical science, and statistics. In addition, students need to have courses in the social and behavioral scienc-

es. Currently, La Salle does not offer most of these courses online. Students who have not completed these requirements on the undergraduate level may have to take these courses on either La Salle's campus or another institution to gain the credits needed to be accepted into a master's program.

To fulfill these requirements, La Salle University suggests the following:

- **Bio 164 WB** Essentials of Anatomy and Physiology (Biological Sciences)
- **PHY 205** Essentials of Physics for Health Sciences (Physical Sciences)
- **HSC 217** Statistics for the Health Sciences
- **EDC 103** Educational Psychology
- OR
- **PSY 210** Developmental Psychology
- **PSY 220** Psychopathology (Social and Behavioral sciences)

COURSE DESCRIPTIONS

BIO 164 W1

ESSENTIALS OF ANATOMY AND PHYSIOLOGY

4 credits

This is a Web-based course designed to present the essentials of human anatomy and physiology. The cell as the fundamental unit of life is discussed and examined, including structure and metabolism. The organization of cells into tissues, tissues into organs, and organs into systems is thoroughly explored, and the integumentary, skeletal, muscular, and nervous systems are focal points of study. The course examines in depth the structure and function of five organ systems: (1) endocrine system, (2) blood and cardiovascular system, (3) lymphatic and immune system, (4) respiratory system, and (5) digestive system. The course emphasizes structure and function relationships as well as the interaction among the organ systems. There will be an array of lecture and laboratory exercises involving the use of computerized data acquisition and analyses.