



Ohio Institute of Allied Health

School of Integrative Healthcare

School Catalog Addendum

Associate of Applied Science in
Nursing Program (ADN) Pre 11.2026



Once you're in healthcare, you're always in demand!

Main Campus: 6245 Old Troy Pike, Huber Heights, Ohio 45424
Extension Campus: 4490 Brandt Pike, Huber Heights, OH 45424

www.oiah.edu Phone: (937)237-1010

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GENERAL PROGRAM INFORMATION

GENERAL PROGRAM INFORMATION

Program Name :	Associate of Applied Science in Nursing (ADN)
Credential Awarded :	Associate degree
Program Length :	12 months (48 weeks instructional length)
Delivery Format :	On Campus

MISSION STATEMENT

We are committed to the promotion of choice in healthcare for all individuals and in serving as a bridge between holistic and traditional healing philosophies. This is achieved by providing quality education programs.

INSTITUTIONAL VISION

1. Introduce holistic health, allied health, and nursing therapies to individuals with a personal and/or professional interest and expand the competence levels among holistic practitioners.
2. Offer a variety of programs representing the most recent and authoritative interests in the fields of holistic and traditional medicine.
3. Develop high competence levels in student performance by promoting the establishment of professional standards.
4. Perform research and development activities pertaining to newly introduced theories and techniques to expand awareness and learning opportunities for the student body.
5. Participate in promoting the acceptance of holistic practices as distinct and separate disciplines that are complementary to medical therapies.
6. Provide an environment reflecting and appreciation and understanding of cultural, aesthetic, and human values.

PHILOSOPHICAL FRAMEWORK

Incorporating an interpretation of the abstract system thinking of Martha Rogers, RN, ScD, FAAN and the Science of Unitary Human Beings in tandem with the American Holistic Nurses' Association (AHNA) core values (AHNA, 2004), we believe the presence of self-defined health (healing) exists when there is perceived harmony and balance within the spiritual, biological, psychological, and sociological domains. The scientific nursing process including assessment, problem identification, planning, intervention, and evaluation is simultaneously combined with the art form of therapeutic nurse presence and guidance to promote or restore the dynamic perception of health (healing) within the nurse healer, individual, and community.

The original pictorial model highlights the ecliptic model summation through use of triangles and circular patterns. The innermost triangle is the component of health as a perceived balance within the four human dimensional energy fields (spiritual, biological, psychological, and sociological). These domains interact with the nurse and environment as represented by concurrent circular patterns. The environment is the outermost ring to represent the total encompassment and the inner ring is the nurse who can serve as a buffer between the human and environment. Although not explicit, the model represents the key components of the

traditional nursing meta-paradigm with the respective postulates of Rogerian Theory and Holistic Nursing Core Values. Brief interpretive definitions of traditional meta-paradigm concepts: health, human, environment, and nursing are provided below. Associated key terms, as well as Rogerian and holistic sub-concepts within the meta-paradigm, will follow.

Health – Health is defined as a fluid, individual-defined term for a behavioral or physical state of being. The perception of a “healthy (healing) state” is promoted by nursing through exploration with the client into the spiritual, biological, psychological, and sociological domains. Health patterning describes a process of facilitating unitary well-being by assisting clients with their participation in change. Holistic Nursing Practice systematically reviews and promotes client-specific health (healing) via the human functioning patterns of communicating, valuing, relating, knowing, feeling, moving, perceiving, choosing, and exchanging.

1. **Spiritual Domain** – The spiritual domain is that which gives life meaning and purpose and, thus, power. Spirituality is not a byproduct associated with religion, but a manifestation of homeodynamic principles, including integrality - interconnectedness of individuals and/or communities that provide a process for change, helicy - nature of change, and resonancy - how change takes place (valuing and relating patterns).
2. **Biological Domain** – The biological domain is the physical or bodily functions of life, including patterns of human functioning (fluid/gas exchange, movement, communicating, and knowing patterns).
3. **Psychological Domain** – The psychological domain includes the mental and emotional components of life and change (perceiving, choosing, feeling, and relating patterns).
4. **Sociological Domain** – The sociological domain includes aspects of the human and environmental domains that have direct or indirect effects on health (healing) and/or change within an individual.

Human – A human is defined as a four-dimensional energy field (with spiritual, biological, psychological, and sociological domains) identified by pattern and manifesting characteristics and behaviors that are different from those parts and which cannot be predicted from knowledge of the parts. To care for the human is to care for the whole of the parts. The human experience and sense of balance (health/healing) is filtered through the mind (psychological), body (biological), and spirit connection and is anchored in the social (sociological) setting.

Environment – An environment consists of the totality of patterns external to the human individual. Both the individual and the environment are open systems that interact and impact each other continuously. Energy (indivisible and irreducible basic units), pandimensionality (reality in which time and space are non-linear), and openness (diversity and freedom to participate in change) exist within the environment and impact the fluid perception of health within the individual. Following the Rogerian principles of homeodynamics (change is persistent and ever-present), we believe that life and health/healing perceptions are fluid and ever-changing within the context of the environment. The nurse assists and empowers the client to adapt to the changing environment in an effort to maintain perceived balance of the mind-body-spirit-social connection. Respect is essential to therapeutic nurse-client relationship and incorporates notions of cultural diversity, harmonious dwelling, and self-actualization.

Nurse – A nurse is defined as a facilitator of healing energy delivered to the client via nursing interventions of patterning (assisting clients to recognize one's own power related to health, wellness, disease, or illness which may or may not facilitate well-being), presence (therapeutic use of self in being with the client or working in collaboration with the client rather than doing for the client), and exploration (creative or scientific testing) of imbalance. Nursing is an art and a science requiring an intuitive ability to titrate the needed balance to provide a sense of caring to the individual. The Holistic Caring Process is a circular process that involves six steps that may occur simultaneously. These parts are assessment, patterns/problems/needs, outcomes, therapeutic care plan, implementation, and evaluation. Patterns/problems/needs are further delineated as a client's actual or potential life processes related to health, wellness, disease, or illness that may or may not facilitate the perception of balance. The holistic human functioning patterns recognized in our framework are communicating, valuing, relating, knowing, feeling, moving, perceiving, choosing, exchanging, protection, and maintenance. Refer to the translational table to follow for further clarification and relationship to traditional nursing references.

REGISTERED NURSING PROGRAM LEARNING OUTCOMES

1. Provide safe, holistic nursing care based on professional nursing standards that honor the uniqueness of individuals, families, and communities.
2. Demonstrate professionalism and competence as a provider of holistic healing nursing care, coordinator, manager of care, and as a member of the nursing profession using evidence-based practices.
3. Recognize the need for life-long learning, service, and commitment to self-care to develop a personal awareness of being an instrument of health to meet the patient's biological, psychological, spiritual, and sociological needs.
4. Use critical reasoning skills and the person-centered care approach in establishing priorities to promote, maintain, and restore balance within the patient's mind-body-spirit-social connection.
5. Employ effective communication skills centered on establishing positive relationships with individuals, families, and communities as well as members of the interdisciplinary team.
6. Adhere to legal, ethical, and professional nursing standards in nursing practice.
7. Develop a personal and professional support system to effectively transition to the roles and responsibilities of the professional nurse including successful demonstration of readiness for NCLEX testing.



CURRICULUM INFORMATION

COURSE SEQUENCING

Course		Prerequisites	Credit Hours	Theory/Lab/Clinical Hours
1 st Quarter				
NRS 220	Transitions: LPN-to-RN	Program Admission	4	20 Theory/20 Lab/30 Clinical
ENG 201	Basic Composition	Program Admission	3	30 Theory
HOL 201	Holistic Perspectives	Program Admission	2	10 Theory/20 Lab
NRS 221	Nursing I	Program Admission	4	20 Theory/60 Clinical
COM 210	Therapeutic Communication	Program Admission	3	30 Theory
2 nd Quarter				
ALG 201	College Algebra	Program Admission	3	30 Theory
BIO 200	Anatomy and Physiology	Program Admission	4	30 Theory/20 Lab
PSY 201	Health Psychology	Program Admission	3	30 Theory
NRS 230	Nursing II	NRS 220, NRS 221	4	20 Theory/60 Clinical
NRS 231	Pharmacology	NRS 220, NRS 221	2	20 Theory
3 rd Quarter				
PSY 202	Psychology for Holistic Healthcare Practice	PSY 201	3	30 Theory
BIO 201	Microbiology	BIO 200	4	30 Theory/20 Lab
ENG 202	Advanced Composition	ENG 201, COM 210	3	30 Theory
NRS 240	Nursing III	NRS 220, NRS 221, NRS 230, NRS 231	6	30 Theory/20 Lab/60 Clinical
4 th Quarter				
NRS 250	Nursing IV	NRS 220, NRS 221, NRS 230, NRS 231, NRS 240, BIO 200	7	40 Theory/90 Clinical
NRS 251	Professional Practice	NRS 220, NRS 221, NRS 230, NRS 231, NRS 240, BIO 200	5	30 Theory/60 Clinical
NRS 252	Nutrition for Health	NRS 220, BIO 200	3	30 Theory
NRS 253	NCLEX Preparation Workshop (Week 12)	NRS 250, NRS 251, NRS 252	1	10 Theory
Total Credit Hours and Theory/Lab/Clinical Hours			64	470 Theory/100 Lab/360 Clinical

COURSE DESCRIPTIONS

ALG 201 College Algebra

30 theory hours / 3 credit hours

Course Description: This course provides a working knowledge and application of college-level algebra. The course explores linear and quadratic equations, word problems, polynomials, and rational and radical equations. Students perform operations on real numbers and polynomials and simplify algebraic, rational, and radical expressions. Students examine arithmetic and geometric sequences, linear equations, and inequalities. Students learn to graph linear, quadratic, and piecewise-defined functions and solve exponential and logarithmic equations.

Learning Outcomes: 1) Perform operations on real numbers and polynomials. 2) Simplify algebraic, rational, and radical expressions. 3) Solve both linear and quadratic equations and inequalities. 4) Solve word problems involving linear and quadratic equations and inequalities. 5) Solve polynomial, rational, and radical equations and applications. 6) Solve and graph linear, quadratic, absolute value, and piecewise-defined functions. 7) Perform operations with functions as well as find composition and inverse functions. 8) Graph quadratic, square root, cubic, and cube root functions. 9) Graph and find the zeros of polynomial functions. 10) Perform vertical and horizontal shifts and reflections of a basic graph. 11) Perform stretches and compressions on a basic graph. 12) Transform the graph of a general function. 13) Graph quadratic functions by completing the square, using the vertex formula, and using transformations. 14) Solve and graph exponential and logarithmic equations. 15) Solve systems of linear equations and inequalities. 16) Model and solve applications using linear systems.

BIO 200 Anatomy & Physiology

30 theory hours / 20 lab hours / 4 credit hours

Course Description: This course reviews basic structures and functions of the human body. The course explores how individual body systems work independently and collaboratively to promote homeostasis. Students will engage in laboratory exercises designed to facilitate understanding of human anatomy and physiology.

Learning Outcomes: 1) Describe the structural components and features of each of the major body systems. 2) Discuss potential psychological, sociological, and spiritual implications of maladaptation or dysfunction of the human body. 3) Explain the cooperative function of human body systems in the promotion and maintenance of homeostasis.

BIO 201 Microbiology

30 theory hours / 20 lab hours / 4 credit hours

Course Description: This course introduces basic principles of microbiology. The course explores the morphology and physiology of microorganisms and offers an overview of common microbial infections throughout the body. Students will explore physical and chemical control mechanisms, antimicrobial treatments, and host defense systems.

Learning Outcomes: 1) Verbalize the impact of biological alterations on the homeodynamics of the psychological, spiritual and social domains. 2) Define microbiology and be aware of the varieties of existing microbes including: bacteria, fungi, protozoa, helminths, and viruses. 3) Describe the relationship between host and parasite and the role of the immune system in protecting the host. 4) Identify precautions health care workers must observe to prevent the spread of infection. 5) Describe the types and actions of antimicrobials used to control microbes as well as holistic modalities.

COM 210 Therapeutic Communication

30 theory hours / 3 credit hours

Course Description: This course reviews basic competencies for communication in nursing and introduces advanced therapeutic communication principles. The course explores providing and accepting feedback, requesting support, navigating difficult conversations, and confronting incivility. Students will develop the skills necessary to support clients and facilitate interdisciplinary collaboration.

Learning Outcomes: 1) Identify the function of interpersonal communication in nursing. 2) Distinguish between assertive, passive, and aggressive communication. 3) List characteristics of a successful, therapeutic nurse-client relationship. 4) Describe the characteristics of interprofessional collaborative practice. 5) Implement therapeutic communication skills in professional relationships. 6) Describe the process of providing and receiving effective, constructive feedback. 7) Apply communication techniques to improve the care of clients from diverse cultures. 8) Discuss practical strategies to convey and sustain caring in digital communication. 9) Practice caring communication with clients exhibiting challenging behaviors. 10) Identify strategies to confront and resolve incivility in the professional environment.

ENG 201 Basic Composition

30 theory hours / 3 credit hours

Course Description: This course reviews essay development, paper construction, and current APA edition formatting. The course allows students the opportunity to appraise evidence, synthesize findings, and produce research-supported papers.

Learning Outcomes: 1) Recognize the nature and uses of language considering audience and purpose. 2) Compose written works demonstrating an understanding of grammar and syntax. 3) Identify credible sources of information to support an argument. 4) Construct a strong thesis statement presenting an assertion. 5) Develop an evidence-based argument using ethos, logos, and pathos. 6) Critically appraise written works to determine reliability and validity. 7) Format documents using the most current edition of APA style.

ENG 2202 Advanced Composition

30 theory hours / 3 credit hours

Course Description: Composition of formal essays, reviews, and reference papers based on the study of logic and current library research. Writing will stress APA organization, the logic of an argument, referencing techniques, and the use of Standard English.

Learning Outcomes: 1) Compose a variety of research-based works which demonstrate the ability to think critically, evaluate resources, and analyze content. 2) Analyze the work of professional writers for the ability to support a claim, structure effective argument, avoid fallacy, use authority, and apply the logical processes of generalization, comparison, and causal analysis. 3) Format documents using the most current edition of APA style.

HOL 201 Holistic Perspectives

10 theory hours / 20 lab hours / 1 credit hour

Course Description: This course reviews holism and integrative practice modalities. The course introduces concepts of holistic leadership, evidence-based holistic nursing practices, and opportunities and challenges in integrative medicine. Students will engage in reflection and metacognitive practices to enhance self-awareness. Students will explore advanced holistic pharmacotherapeutics, cognitive-affective strategies to promote resilience, and integrative

approaches to substance use recovery. Students will investigate sacred medicine and the global impact of holistic nursing.

Learning Outcomes: 1) Articulate the principles of holistic nursing practice and integrative medicine. 2) Describe the characteristics of holistic leadership in healthcare. 3) Identify evidence-based holistic nursing practices to support client wellness. 4) Discuss current opportunities and challenges in community integrative medicine. 5) Explain the importance of self-awareness and reflective practice. 6) Review the impact of self-care on the art of nursing. 7) Recognize indications and contraindications for advanced holistic pharmacotherapeutics. 8) Describe integrative approaches to support clients through substance use recovery. 9) Explore sacred medicine as a conduit of body-mind-spirit-soul wellness. 10) Compare transcultural holistic interventions and integrative therapies.

NRS 220 Transitions: LPN to RN

20 theory hours / 20 lab hours / 30 clinical hours / 4 credit hours

Course Description: This course guides the LPN-to-RN student through planning and initiating personal and professional growth toward the role of a registered nurse. Students will explore the Ohio Nurse Practice Act, ANA Code of Ethics, standards of practice, differences between the scope, role, and responsibilities of LPNs and RNs in the State of Ohio, and principles of professionalism. Students will learn to apply critical thinking skills and clinical judgment to holistic healthcare and the holistic caring processes. Students will provide supportive, holistic nursing care to diverse client populations.

Learning Outcomes: 1) Differentiate between the roles and responsibilities of the licensed practical nurse and the registered nurse in the healthcare delivery system. (PLO 2). 2) Compare and contrast the scope of practice of the licensed practical nurse and the registered nurse in the State of Ohio. (PLO 7). 3) Explain the behaviors, attitudes, and actions required to achieve professional growth. (PLO 3). 4) Explore thoughts, feelings and attitudes experienced during role transition. (PLO 7). 5) Identify strategies to promote success within a registered nursing program. (PLO 3). 6) Relate the Ohio Nurse Practice Act to prioritization, delegation, and management of care. (PLO 7). 7) Analyze how the components of the ANA Code of Ethics are applied to ethical dilemmas. (PLO 6). 8) Discuss the integration of holistic healing concepts and the traditional medical model in the provision of safe, holistic client care. (PLO 4) 9) Describe the importance of critical thinking skills, nursing judgment, and clinical reasoning in the practice of a registered nurse. (PLO 3).

NRS 221 Nursing I

20 theory hours / 60 clinical hours / 4 credit hours

Course Description: This course focuses on holistic nursing assessment and evidence-based interventions for individuals and families experiencing alterations specific to the human psychological domain. The course emphasizes holistic patterns of communicating, relating, feeling, valuing, choosing, and perceiving. Students will provide nursing care to diverse client populations experiencing alterations in the psychological domain.

Learning Outcomes: 1. Describe the general pathophysiology and clinical manifestations of psychological maladjustments including anxiety, depression, stress, addiction, and grief. 2. Explain the impact of nutrition and pharmacological agents on an individual's mental health. 3.

Identify the core components within a therapeutic environment and apply appropriate holistic interventions to promote, facilitate, and maintain a healing environment for individuals and families. 4. Identify effective communication techniques for use with clients and the interdisciplinary healthcare team. 5. Describe the use of electronic resources to enhance whole person care and improve the wellness of individuals and communities. 6. List professional behaviors the registered nurse should demonstrate within the healthcare setting. 7. Identify self-care techniques and modalities the registered nurse can use to promote reflective, contemplative practice.

NRS 230 Nursing II

20 theory hours / 60 clinical hours / 4 credit hours

Course Description: This course focuses on the holistic nursing assessment and evidence-based interventions for individuals and families experiencing chronic alterations specific to the human biological and sociological domains. The course reviews diseases and disorders in each body system and explores the clinical manifestations, diagnostic criteria, treatments and interventions, and nursing considerations for the provision of safe, competent care for affected individuals. The course will introduce principles of community health.

Learning Outcomes: 1. Explain the relationship between self-care and being an instrument of healing. 2. Discuss psychological, spiritual, biological, and sociological risk factors for chronic health alterations in the adult client. 3. Identify appropriate nursing interventions and evaluate effectiveness of care (within the relating, knowing, moving, exchanging, protection, and maintenance holistic patterns of functioning) for clients with chronic health alterations. 4. Discuss the impact of community assessment on the health of individuals and diverse client populations. 5. Demonstrate critical reasoning in planning appropriate primary, secondary, and tertiary interventions for individuals with chronic health alterations. 6. Use information technology to support clinical decision-making. 7. Incorporate valid, reliable, and peer-reviewed evidence into nursing practice. 8. Demonstrate competence and professionalism in a variety of settings.

NRS 231 Pharmacology

20 theory hours / 2 credit hours

Course Description: This course reviews pharmacotherapeutic concepts with an emphasis on clinical applications within the nursing process. The course prepares students to prioritize client needs with special consideration of the biological, physiological, sociological, and spiritual domains. The course uses a prototype model to assist learners in identifying drug class actions, indications, contraindications, adverse effects, interactions, and nursing considerations. The course integrates traditional systems-based learning with principles of the holistic patterns of choosing, exchanging, protection, and maintenance. Students review nursing interventions related to medication calculations, medication administration safety, and non-traditional approaches to promote, maintain, and restore health balance.

Learning Outcomes: 1. Explore the professional nurse's scope of practice, legal and ethical considerations, and standards of practice associated with traditional and non-traditional medication administration. 2. Demonstrate competency in accurate and safe medication calculations. 3. Discuss guidelines for traditional and non-traditional medication safety. 4. Discuss the four aspects of pharmacokinetics (absorption, distribution, metabolism, and excretion) to

drug therapy for a variety of patients across the lifespan and health care settings. 5. Discuss traditional and non-traditional pharmacological therapies commonly associated with the holistic patterns of exchanging (gastrointestinal, renal, nervous system), protection (integumentary, immunological), and maintenance (cardiovascular, respiratory) including indications, mechanisms of action, side and adverse effects, contraindications, interactions, nursing responsibilities related to administration, monitoring, evaluation, and teaching. 6. Explore issues associated with the holistic choosing pattern (compliance, non-compliance) and health teaching. 7. Discuss advantages and disadvantages of using computerization for medication and medication administration.

NRS 240 Nursing III 30 theory hours / 20 lab hours / 60 clinical hours / 6 credit hours

Course Description: This course addresses biological, psychological, spiritual, and sociological needs of the human from conception through young adult. Common alterations to adaptation in pregnancy, birthing, and childhood will be reviewed to support holistic nursing interventions. Students will have opportunity to participate in laboratory and clinical learning experiences emphasizing course concepts. Each holistic pattern will be addressed.

Learning Outcomes: 1) Assess the adaptations of the individual and family unit to plan holistic nursing care of alterations within the communicating, valuing, relating, knowing, feeling, moving, perceiving, choosing exchanging, and protection health functioning patterns. 2) Describe the physiological changes in mother and infant during the gestational cycle and the developmental tasks of the expectant family. 3) Integrate growth and development principles into meeting the needs of the childbearing family and individual children ages newborn through adolescence. 4) Use the holistic nursing care process, evidence, and standards of nursing care to plan and implement care for the family and/or child unit in a variety of care settings. 5) Demonstrate beginning knowledge and skill in providing collaborative care interventions through appropriate referral to local community resources. 6) Participate in culturally sensitive, health promotional teaching opportunities to address the biological, psychological, spiritual and sociological needs of families and children. 7) Demonstrate competence and professionalism while transitioning to roles and responsibilities of the professional nurse in a variety of settings.

NRS 250 NURSING IV 40 theory hours / 90 clinical hours / 7 credit hours

Course Description: Clinical and theory course to synthesis the major constructs of providing safe, competent holistic nursing care. Each of the health functioning patterns will be reviewed as well as commonly diagnosed alterations and needed client restoration measures. The student will engage in extensive clinical time in high acuity health care arenas to practice skills, correlate theory, prioritize and manage care flow processes including delegation.

Learning Outcomes: 1) Explain pathological changes and expected human responses to a variety of common health alterations for adult patients in the acute care setting. 2) Determine the biological, psychological, spiritual, and social needs and provide holistic care interventions for patients experiencing alterations in multiple patterns. 3) Prioritize nursing care to meet multiple needs of multiple patients through critical thinking and holistic nursing care process approach. 4) Implement care based upon decisions made utilizing content from holistic perspective and nursing courses, the physical and behavioral sciences, general education, and prior clinical

experiences. 5) Demonstrate competence and professionalism of the professional nurse in the healthcare settings.

NRS 251 Professional Practice

30 theory hours / 60 clinical hours / 5 credit hours

Course Description: Exploratory course designed to assist the student in establishing a commitment to life-long learning for personal and professional growth. Transition to the Registered Nursing roles and responsibilities and NCLEX preparation are emphasized. Nursing theories, principles of leadership, role change strategies, expectations of professional nurses, and current practice issues in the nursing community are addressed. The course will consist of tailored self-study based upon practice preparatory NCLEX exams and outcomes. Students will have the opportunity to participate in clinical learning experiences emphasizing course concepts

Learning Outcomes: 1) Identify three potential stressors in the transition from LPN to RN and establish a coping plan for each. 2) Demonstrate increasing independence and confidence in finding information for personal and professional growth. 3) Review self-care measures that promote internal balance in biological, spiritual, psychological, and social domains to ensure maintenance of self as a healing presence. 4) Discuss and apply leadership concepts to effective holistic nursing practice. 5) Demonstrate competence to proceed in taking the state licensure Ohio Institute of Allied Health 84 examination. 6) Demonstrate competence and professionalism while transitioning to roles and responsibilities of the professional nurse in a variety of settings

NRS 252 Nutrition for Health

15 theory hours / 1.5 credit hours

Course Description: This course focuses on practical and functional human nutrition. Sources, functions and requirements of carbohydrates, proteins, lipids, vitamins, minerals, and water are addressed in relation to preventing health alterations and maintaining, restoring, and promoting health. Public health issues including malnutrition and food safety are discussed. Self-care and care of others in relation to nutritional concepts are emphasized.

Learning Outcomes: 1) Identify valid and reliable nutrition information on the connections between diet and health. 2) Describe and apply current dietary guidelines and nutrition recommendations from evidence-based resources, food choices, eating behaviors and other lifestyle parameters to individuals, families, and communities. 3) Describe the process of digestion, absorption, assimilation, and metabolism. 4) Describe and discuss the basic chemistry, sources and uses of the six nutrients: carbohydrate, lipids, proteins, vitamins, minerals, and water. 5) Discuss the principles of energy balance and weight control and apply the principles to meal planning for long-term weight and body composition control for self and others in a variety of healthcare settings and communities. 6) Analyze and evaluate a diet record for nutritional content and energy balance using a computer database. 7) Describe the impact of several forms of technology on eating behaviors, food choices, nutritional quality of foods and environmental concerns. 8) Use web-based information and tools to access, organize and deliver current information about food production and correlations to health-promoting dietary behaviors and medications to individuals, families, and communities through health teaching. 9) Apply nutritional concepts to individuals with a variety of health alterations

NRS 253 NCLEX Preparation Workshop

10 theory hours / 1 credit hour

Course Description: Synthesis of knowledge acquired in the LPN-RN toward the development of the registered nurse role

Learning Outcomes: Demonstrate competence in nursing knowledge in the professional role of registered nurse.

PSY 201 Health Psychology

30 theory hours / 3 credit hours

Course Description: This course introduces a variety of medical conditions and diseases and associated impact on psychological health and functioning of affected individuals. The course reviews the use of psychological techniques to improve and change behaviors that impact wellness, effectively manage stress, and cope with chronic or terminal illness. Students will explore cultural considerations that may influence health promotion and illness prevention.

Learning Outcomes: 1. Describe the psychological impact of chronic and acute medical conditions. 2. Identify psychological techniques to promote behaviors that support client wellness. 3. Develop a holistic plan to manage stress, promote resilience, and encourage selfcare. 4. Identify the key approaches used in health psychology. 5. Explain the effects of psychological disorders or diseases on the physiological, psychological, sociological, and spiritual domains of health. 6. Apply psychological research methods, theories, and principles to understand behavior and promote wellness in diverse client populations across the lifespan.

PSY 202 Psychology for Holistic Healthcare Practice

30 theory hours / 3 credit hours

Course Description: A theoretical approach to psychological issues pertinent to the holistic model. Course will cover history and methods, learning and memory, consciousness theories, personality theories, stress management, gender and gender identity perspectives and theories of transpersonal psychology.

Learning Outcomes: 1) Identify the key characteristics of the major modern approaches in psychology. 2) Discuss psychological theories as applicable to holistic health practitioners 3) Identify appropriate referral parameters.