



Ohio Institute of Allied Health

School of Integrative Healthcare

School Catalog

Addendum

Associate of Applied Science in
Nursing Program (ADN)



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

Main Campus: 6245 Old Troy Pike, Huber Heights, Ohio 45424
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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

NURSING EDUCATION DEPARTMENT MISSION STATEMENT

The mission of the Nursing Education Department is to prepare competent, ethical, and practice-ready nurses who provide safe, evidence-based care within structured healthcare environments. The department is committed to developing graduates who demonstrate sound clinical judgment, professional accountability, and technical proficiency in accordance with the Ohio Nurse Practice Act and established standards of nursing practice.

Through rigorous and engaging instruction, supervised clinical experience, and measurable learning outcomes, the program prepares graduates to meet the healthcare needs of individuals, families, and communities across the lifespan. Nursing education within the department recognizes the biological, psychological, social, and spiritual dimensions of patient care while maintaining a primary focus on safety, clinical competence, and responsible professional practice.

The department promotes lifelong learning, respect for human dignity, and continuous improvement to support graduates who contribute to high-quality healthcare and improved patient outcomes.

NURSING EDUCATION DEPARTMENT GOVERNING VALUES

The following values govern the nursing education practice within the Nursing Education Department at the Ohio Institute of Allied Health. As such, faculty and nursing administration ensure that these values are integrated into the fabric of the curriculum taught, the standards that the students are held to, and the value structure by which these future nurses use to base their nursing career upon.

1. **Patient Safety:** The protection of patients from preventable harm is fundamental. All curricular and clinical decisions prioritize risk reduction, medication safety, infection control, and systems awareness.
2. **Evidence-Based Practice:** Clinical and educational practices are grounded in current research, professional standards, regulatory requirements, and quality science.
3. **Clinical Judgment Development:** Curriculum design, simulation, and assessment are structured to develop clinical reasoning consistent with the NCSBN Clinical Judgment Measurement Model and national licensure expectations.
4. **Professional Accountability:** Faculty and students uphold ethical conduct, integrity, transparency, and responsibility in accordance with state law and professional codes of ethics.
5. **Respect for Human Dignity:** Care is delivered with cultural humility and sensitivity to biological, psychological, social, and spiritual dimensions of individuals and communities.

6. **Regulatory Compliance and Transparency:** The department operates in strict alignment with the Ohio Nurse Practice Act, state board regulations, and accreditation standards, applying policies consistently and equitably.
7. **Excellence Through Continuous Quality Improvement:** Program evaluation is data-driven, systematic, and cyclical. Outcomes are continuously analyzed to improve student performance, licensure success, and graduate readiness.

NURSING EDUCATION DEPARTMENT PHILOSOPHICAL FRAMEWORK

The OIAH Associate Degree RN Program is grounded in the belief that nursing is a practice discipline dedicated to providing safe, ethical, evidence-based, and patient-centered care. Nursing education prepares students to apply scientific knowledge, clinical judgment, and professional accountability in accordance with the Ohio Nurse Practice Act and established standards of professional nursing practice.

The department affirms that professional nursing practice integrates scientific knowledge, clinical judgment, technical skill, and ethical responsibility in caring for individuals, families, and communities. Nurses draw upon knowledge from the biological and behavioral sciences while recognizing the psychological, social, cultural, and spiritual dimensions of health. Through this integrated perspective, nurses promote health, prevent illness, restore function, and support individuals across the lifespan.

Contemporary nursing practice requires the ability to recognize clinical cues, analyze patient information, prioritize care needs, implement appropriate nursing interventions, and evaluate patient outcomes. The educational process, therefore, emphasizes the development of clinical judgment and decision-making skills necessary for safe and effective nursing practice in dynamic healthcare environments.

Nurses function within complex healthcare systems and collaborate with interdisciplinary teams to deliver coordinated, safe, and effective care. Graduates are expected to practice within defined scopes of practice, communicate effectively, and demonstrate responsibility for the outcomes of nursing care.

Education within the department is outcome-driven, emphasizing measurable student learning, data-informed program evaluation, and continuous quality improvement. The program is committed to preparing graduates who are eligible for licensure and capable of entering professional nursing practice with the competence, judgment, and integrity required to promote high-quality patient care.

The Nursing Education Department is committed to maintaining a culture of accountability and continuous improvement. Program effectiveness is evaluated through systematic analysis of student learning outcomes, licensure examination performance, completion rates, and employer feedback. Data derived from these measures are used to guide curriculum development, instructional strategies, and program improvements to ensure that graduates are prepared to provide safe, competent nursing care and to successfully meet licensure requirements.

ADN PROGRAM OBJECTIVES

1. Provide safe, evidence-based nursing care to individuals, families, and groups with complex and unpredictable health needs across the lifespan.
2. Utilize advanced clinical judgment consistent with the NCSBN Clinical Judgment Measurement Model to assess, analyze, prioritize, plan, implement, and evaluate nursing care.
3. Prioritize, coordinate, and manage care for multiple patients in structured healthcare settings.
4. Delegate nursing responsibilities appropriately and supervise assistive personnel in accordance with legal and professional standards.
5. Integrate leadership, management-of-care, and systems-based practice principles into clinical decision-making.
6. Apply pharmacological, pathophysiological, and psychosocial knowledge to support safe and effective outcomes.
7. Implement quality improvement methodologies and patient safety strategies to reduce risk and improve system outcomes.
8. Practice within the legal, ethical, and regulatory framework governing registered nursing practice.
9. Engage in lifelong learning, professional development, and evidence-informed practice.
10. Achieve program benchmarks predictive of NCLEX-RN success and meet eligibility requirements for licensure.

ADN PROGRAM LEARNING OUTCOMES

1. **Clinical Judgment & Nursing Process** – Apply the nursing process and principles of clinical judgment to provide holistic, client-centered care across the lifespan
2. **Safe & Competent Care Delivery** - Provide safe, effective nursing care that promotes physiological integrity, prevents complications, and supports homeostasis within the scope of practice of the Licensed Practical Nurse.
3. **Technical & Medication Competency** - Demonstrate competency in assessment, medication calculation and administration, IV therapy, infection prevention, and performance of essential nursing skills in accordance with regulatory standards.
4. **Professionalism, Ethics, & Collaboration** – Exhibit professional behaviors consistent with the role of the Licensed Practical Nurse, including ethical practice, therapeutic communication, delegation, leadership principles, and interdisciplinary collaboration.
5. **Documentation & Informatics** - Accurately document nursing care and utilize health information technologies to support safe, legal, and effective client care.
6. **Quality Improvement & Evidence-Based Practice** - Integrate evidence-based practice and quality improvement principles to enhance client outcomes, reduce risk, and support continuous improvement in healthcare delivery.
7. **Health Promotion & Population Health** - Promote health, prevent disease, and address social determinants of health through culturally competent care, client education, and community-focused nursing practice.



CURRICULUM INFORMATION

COURSE SEQUENCING

Course		Prerequisites	Credit Hours	Theory/Lab/Clinical Hours
1 st Quarter				
BIO 210	Anatomy and Physiology	Program Admission	4	30 Theory/20 Lab
COM 210	Professional Communication	Program Admission	2	20 Theory
HOL 210	Holistic Perspectives	Program Admission	1	10 Theory
NRS 210	Registered Nursing Foundations	Program Admission	5	30 Theory/20 Lab/30 Clinical
NRS 211	Registered Nursing Practice Transitions	Program Admission	1	10 Theory
NRS 212	Mental Health Nursing	Program Admission	4	30 Theory/30 Clinical
2 nd Quarter				
ALG 220	College Algebra	Program Admission	3	30 Theory
BIO 220	Pathophysiology	BIO 210	4	40 Theory
ENG 220	Basic Composition	Program Admission	2	20 Theory
NRS 220	Medical-Surgical Nursing I	NRS 210, NRS 211, NRS 212	5	40 Theory/30 Clinical
NRS 221	Nursing Pharmacology	NRS 210, NRS 211, NRS 212	4	40 Theory
3 rd Quarter				
BIO 230	Microbiology	BIO 210, BIO 220	5	40 Theory/20 Lab
ENG 230	Advanced Composition	ENG 220	3	30 Theory
NRS 230	Medical-Surgical Nursing II	NRS 210, NRS 211, NRS 212, NRS 220, NRS 221	8	40 Theory/20 Lab/90 Clinical
PSY 230	General Psychology	Program Admission	2	20 Theory
4 th Quarter				
NRS 240	Pediatric and Obstetric Nursing	NRS 210, NRS 211, NRS 212, NRS 220, NRS 221, NRS 230	7	40 Theory/20 Lab/60 Clinical
NRS 241	Nursing Leadership and Professional Practice	NRS 210, NRS 211, NRS 212, NRS 220, NRS 221, NRS 230	4	40 Theory
NRS 242	Nutrition	NRS 210, NRS 211, NRS 212, NRS 220, NRS 221, NRS 230	3	30 Theory
NRS 243	NCLEX Workshop	NRS 210, NRS 211, NRS 212, NRS 220, NRS 221, NRS 230	2	20 Theory
Total Credit Hours and Theory/Lab/Clinical Hours			69	560 Theory/100 Lab/240 Clinical

COURSE DESCRIPTIONS

ALG 220 College Algebra

30 theory hours / 1 credit hour

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 210 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 220 Pathophysiology

40 theory hours / 4 credit hours

Course Description: This course examines the pathophysiological processes underlying alterations in health across major body systems. Students will explore mechanisms of cellular injury, disease etiology, and altered homeostasis as the foundation for understanding disease progression. Course content spans musculoskeletal, neurologic, endocrine, immune, hematologic, cardiovascular, respiratory, gastrointestinal, urinary, and reproductive disorders. Students will apply this knowledge to recognize clinical manifestations and anticipate the physiological consequences of disease.

Learning Outcomes: 1) Describe the mechanisms of cellular injury, adaptation, and disease etiology as the foundation for altered health states. (PLO 1) 2) Explain the effects of pathophysiological processes on homeostasis and physiological integrity across major body systems. (PLO 2) 3) Identify the clinical manifestations, diagnostic findings, and potential

complications associated with common disorders of the musculoskeletal, neurologic, endocrine, immune, hematologic, cardiovascular, respiratory, gastrointestinal, urinary, and reproductive systems. (PLO 2). 4) Relate pathophysiological concepts to the prevention of complications and promotion of client safety within the scope of nursing practice. (PLO 2, PLO 7). 5) Apply knowledge of disease processes to anticipate nursing priorities and support clinical decision-making in the care of clients experiencing altered health states. (PLO 1, PLO 3)

BIO 230 Microbiology

40 theory hours / 20 lab hours / 5 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 Professional Communication

20 theory hours / 2 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 220 Basic Composition

20 theory hours / 2 credit hours

Course Description: This course reviews the rules and conventions of writing including grammar, sentence structure, paragraph development, and essay construction. The course prepares students to read critically, summarize, analyze, and interpret texts. Students will identify and appraise information sources and learn to format writing in the current edition of APA style.

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 230 Advanced 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) 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 210 Holistic Perspectives

10 theory 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 210 Registered Nursing Foundations

30 theory hours / 20 lab hours / 30 clinical hours / 5 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 211 Registered Nursing Practice Transitions

10 theory hours / 1 credit hour

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 212 Mental Health Nursing

30 theory hours / 30 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. (PLO 2). 2) Explain the impact of nutrition and pharmacological agents on an individual's mental health. (PLO 1). 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. (PLO 4). 4) Identify effective communication techniques for use with clients and the interdisciplinary healthcare team. (PLO 5). 5) Describe the use of electronic resources to enhance whole person care and improve the wellness of individuals and communities. (PLO 2). 6) List professional behaviors the registered nurse should demonstrate within the healthcare setting. (PLO 6). 7) Identify self-care techniques and modalities the registered nurse can use to promote reflective, contemplative practice. (PLO 3).

NRS 220 Medical-Surgical Nursing I 40 theory hours / 30 clinical hours / 5 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. (PLO 3) 2) Discuss psychological, spiritual, biological, and sociological risk factors for chronic health alterations in the adult client. (PLO 1). 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. (PLO 2). 4) Discuss the impact of community assessment on the health of individuals and diverse client populations. (PLO 1). 5) Demonstrate critical reasoning in planning appropriate primary, secondary, and tertiary interventions for individuals with chronic health alterations. (PLO 1, 4). 6) Use information technology to support clinical decision-making. (PLO 2). 7) Incorporate valid, reliable, and peer-reviewed evidence into nursing practice. (PLO 2). 8) Demonstrate competence and professionalism in a variety of settings. (PLO 2).

NRS 221 Nursing Pharmacology 40 theory hours / 4 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. (PLO 6). 2) Demonstrate competency in accurate and safe medication calculations. (PLO 2). 3) Discuss guidelines for traditional and non-traditional medication safety. (PLO 2). 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. (PLO 2). 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. (PLO 4). 6) Explore issues associated with the holistic choosing pattern (compliance, non-compliance) and health teaching. (PLO 1). 7) Discuss advantages and disadvantages of using computerization for medication and medication administration. (PLO 6).

NRS 230 Medical-Surgical Nursing II

40 theory hours / 20 lab hours / 90 clinical hours / 8 credit hours

Course Description: This course explores the holistic nursing assessment and evidence-based interventions for individuals and families experiencing acute and emergent alterations specific to the human biological and physiological domains. The course reviews acute 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. Students will engage in extensive clinical time in high acuity healthcare arenas to review practical skills and practice appropriate prioritization and delegation. Students will complete weekly unfolding case studies emphasizing prioritization and 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. (PO 4). 2) Determine the biological, psychological, spiritual and social needs and provide holistic care interventions for patients experiencing alterations in multiple patterns. (PO 1, 4). 3) Prioritize nursing care to meet multiple needs of multiple patients through critical thinking and holistic nursing care process approach. (PO 4). 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. (PO 1). 5) Demonstrate competence and professionalism of the professional nurse in the healthcare settings. (PO 7).

NRS 240 Pediatric and Obstetric Nursing

40 theory hours / 20 lab hours / 60 clinical hours / 2 credit hours

Course Description: This course reviews biological, psychological, spiritual, and sociological needs from conception through young adulthood. Students will explore the processes, concepts, standards of care, and holistic patterns related to pregnant/laboring/birthing individuals, neonates, infants, children, adolescents, and child-rearing families. Students will review common acute, chronic, and behavioral pediatric and obstetric conditions and complications.

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. (PO 1). 2) Describe the physiological changes in mother and infant during the gestational cycle and the developmental tasks of the expectant family. (PO 1). 3) Integrate growth and development principles into meeting the needs of the childbearing family and individual children ages newborn through adolescence. (PO 1). 4) Use the holistic nursing care process, evidence, and

standards of nursing care to plan and implement care for the child and/or family unit in a variety of care settings. (PO 1, 4). 5) Demonstrate beginning knowledge and skill in providing collaborative care interventions through appropriate referral to local community resources. (PO 2, 5). 6) Participate in culturally-sensitive, health promotion teaching opportunities to address the biological, psychological, spiritual, and sociological needs of families and children. (PO 3, 5). 7) Demonstrate competence and professionalism while transitioning to the roles and responsibilities of the professional nurse in a variety of settings. (PO 7).

NRS 241 Nursing Leadership and Professional Practice 40 theory hours / 4 credit hours

Course Description: This course inspires and equips students to commit to lifelong learning for personal and professional growth. The course prepares students to transition to the registered nurse role and explores scope and responsibilities of the registered nurse in the State of Ohio. The course reviews renowned nursing theories, principles of leadership, role change strategies, expectations of professional nurses, and current practice issues in the nursing community. The course includes a student-specific plan of study based upon NCLEX-preparation examination outcomes. Students will engage in extensive clinical time in high acuity healthcare arenas to review practical skills and practice appropriate prioritization and delegation.

Learning Outcomes: 1) Identify three potential stressors in the transition from LPN to RN and establish a coping plan for each. (PO 3). 2) Demonstrate increasing independence and confidence in finding information for personal and professional growth. (PO 3). 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. (PO 3). 4) Discuss and apply leadership concepts to effective holistic nursing practice. (PO 2, 4). 5) Demonstrate competence to proceed in taking the state licensure examination. (PO 3). 6) Demonstrate competence and professionalism while transitioning to roles and responsibilities of the professional nurse in a variety of settings. (PO 7).

NRS 242 Nutrition

30 theory hours / 3 credit hours

Course Description: This course focuses on practical and functional human nutrition. The course reviews sources, functions, and requirements of carbohydrates, proteins, lipids, vitamins, and minerals. The course explores health alteration prevention strategies and techniques to maintain, restore, and promote health. Students will investigate public health issues including malnutrition and food safety.

Learning Outcomes: 1) Identify valid and reliable nutrition information on the connections between diet and health. (PO 2). 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. (PO 1). 3) Describe the process of digestion, absorption, assimilation and metabolism. (PO 2). 4) Describe and discuss the basic chemistry, sources and uses of the six nutrients; carbohydrate, lipids, proteins, vitamins, minerals and water. (PO 2). 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. (PO 3, 4). 6) Analyze and evaluate a diet record for nutritional content and energy balance using a computer database. (PO 2). 7)

Describe the impact of several forms of technology on eating behaviors, food choices, nutritional quality of foods and environmental concerns. (PO 1). 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. (PO 7). 9) Apply nutritional concepts to individuals with a variety of health alterations. (PO 4).

NRS 243 NCLEX Workshop

20 theory hours / 2 credit hours

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

Learning Outcomes: 1) Demonstrate competence in nursing knowledge in the professional role of registered nurse. (PO 2).

PSY 230 General Psychology

20 theory hours / 2 credit hours

Course Description: This course provides a foundational survey of psychology, including research methods, biological bases of behavior, sensation and perception, learning, cognition, and lifespan development. Students will examine motivation, emotion, social psychology, personality, and psychological disorders, and will explore evidence-based approaches to treatment. Emphasis is placed on applying psychological principles to health behavior, coping, and client wellness across diverse populations. Students will develop the foundational knowledge needed to support therapeutic communication. Students will explore cultural and relational influences on health behavior and illness adaptation.

Learning Outcomes: 1) Identify major psychological theories and research methods used to explain human thought, emotion, and behavior. (PLO 6). 2) Describe the biological, cognitive, and developmental bases of human behavior across the lifespan. (PLO 1). 3) Explain the influence of motivation, emotion, and social context on client behavior and coping. (PLO 1). 4) Differentiate between normal and abnormal psychological patterns, including common psychological disorders. (PLO 2). 5) Apply therapeutic communication techniques informed by psychological principles when interacting with clients and the interdisciplinary team. (PLO 4). 6) Recognize the role of psychological and sociocultural factors in health promotion, illness prevention, and population health. (PLO 7).