School of Nursing

Contact Information
School of Nursing
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Introduction
The School of Nursing at the University of North Carolina at Chapel Hill is nationally recognized as one of the premier nursing schools in the United States. With a trifold mission of excellence in nursing education, research, and service, the School of Nursing offers a full complement of nursing education programs, including bachelor’s and master’s of science in nursing, an R.N.–M.S.N. option, a post-master’s program, a doctor of nursing practice, and a Ph.D. program, as well as pre- and postdoctoral fellowships. Since its inception in 1950, the school has led nursing education in North Carolina, and today boasts one of the highest nationwide passing rates on the NCLEX licensure examination and a rich tradition of cutting-edge nursing science. The School of Nursing is one of only a handful of schools in the country to house a Biobehavioral Laboratory for the promotion of nursing discovery, and one of only three schools in the nation to be selected to participate in the Hillman Scholars Program for Nursing Innovation.

Program of Study
The School of Nursing at the University of North Carolina at Chapel Hill offers an undergraduate program of study designed to provide students with the knowledge, skill, and understanding necessary to function effectively in all areas of professional nursing. The curriculum leading to the bachelor of science in nursing (B.S.N.) degree offers two options for study:

1. two years of upper-division courses in the School of Nursing, which follow two years of lower-division courses in the General College (or equivalent courses completed at another college/university);
2. an accelerated second degree option for students with a previous bachelor’s degree (A.B.S.N. Option).

Students are subject to the requirements in place when they are admitted to the School of Nursing; consequently, the requirements described in this bulletin particularly apply to students admitted to the School of Nursing during the 2021-2022 academic year.

Admission (http://catalog.unc.edu/undergraduate/programs-study/nursing-major-bsn/) to the program is required.

Advising
All first degree students intending to major in nursing have a primary academic advisor in Steele Building. Students are strongly encouraged to meet regularly with their advisor to learn the latest course requirements necessary to become an outstanding candidate for a career in nursing, and to review their Tar Heel Tracker each semester. In addition, students can visit the Health Professions Advising Office (second floor, Hanes Hall) soon after entering the University for specific guidance on career preparation. Advising information, advising hours, and information about joining the pre-health listserv may be found on the office’s website (http://careers.unc.edu/students/pre-professional-pre-graduate-advising/pre-health/).

Facilities
The School of Nursing is located in Carrington Hall. The Education-Innovation-Simulation Learning Environment (EISLE) provides undergraduate students with a simulated clinical environment in which to practice and acquire fundamental psychomotor and psychosocial skills necessary for clinical application. Under the close supervision of nursing faculty and teaching assistants, students learn therapeutic techniques and procedures, utilize problem-solving approaches, and prioritize patient care in simulated situations.

Graduate School and Career Opportunities
The school offers a master of science in nursing (M.S.N.), a doctor of nursing practice (D.N.P.) degree in five advanced practice areas, and a Ph.D. degree in nursing science. B.S.N. graduates may pursue the M.S.N. or D.N.P. after one year of clinical practice, or they may pursue the Ph.D. directly following the B.S.N., prior to completion of any master’s-level coursework. For further information on the graduate program, contact the Office of Student Affairs as noted below or see the school website (http://nursing.unc.edu/).

The school works closely with University Career Services to prepare all B.S.N. graduates for the transition from student to professional practitioner. A preparatory career development series and career fair are offered annually. Additionally, the school cooperates with clinical agencies across the country to make available to students an array of information on employment opportunities in a myriad of settings and entry-level roles.

Requirements Lower-Division Courses in the General College
Students are admitted to the baccalaureate nursing program at the upper-level division. All lower-division courses must be completed before beginning nursing courses. Lower-division courses taken at another college or university must be approved for transfer by the UNC–Chapel Hill Office of Undergraduate Admissions as comparable to the courses offered on this campus. Prospective students can request an unofficial transfer evaluation to determine the status of compliance with lower-division requirements. The unofficial transfer evaluation request form (https://nursing.unc.edu/academic-programs/bsn/who-can-apply/transcript-evaluation/) should be attached to copies of all United States college transcripts and sent to the UNC–Chapel Hill School of Nursing address on the form.

All students must meet the Foundations and Approaches requirements outlined elsewhere in this catalog. Nursing students also must satisfy the following Connections requirements: global issues*, U.S.diversity*, and at least two others, bringing the total credit hours required of B.S.N. applicants to 68. Special Note: Applicants must complete the two-course combination, Anatomy and Physiology I and Anatomy and Physiology II sequence from the same college/university, OR a complete course in anatomy and a complete course in physiology. If these courses
are not completed on this campus, they must be approved equivalents to the courses offered at UNC–Chapel Hill.

Beginning with the fall 2020 application cycle (fall 2021 matriculation), the 5-semester B.S.N. option is open to first degree applicants only. Students holding a bachelor’s degree in another field must apply to the 4-semester accelerated B.S.N. option.

First Degree Applicants

Students seeking a first bachelor’s degree are admitted to the upper-division (junior/senior) B.S.N. (five-semester) option, typically in the spring semester of the sophomore year. Students must complete all lower-division (first-year/sophomore) courses prior to matriculating into the School of Nursing. The first nursing courses begin in the fall of the junior year.

Admission Criteria

Admission to the School of Nursing is competitive. The minimum cumulative grade point average for admission to the B.S.N. option is a 2.8 on a 4.0 scale. Admission to UNC–Chapel Hill as a first-year student or sophomore transfer does not guarantee admission to the School of Nursing as a junior. Applicants must be eligible to return to all institutions previously attended.

At the time of application, applicants to the B.S.N. option must have completed at least three of the five key science courses. BIOL 252/BIOL 252L, BIOL 253/BIOL 253L, and MCRO 251 must have been completed within the past five years. PSYC 101 and STOR 151 or STOR 155 must have been completed within the past ten years. The key science courses are:

<table>
<thead>
<tr>
<th>Code</th>
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<th>Hours</th>
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<tbody>
<tr>
<td>BIOL 252</td>
<td>Fundamentals of Human Anatomy and Physiology</td>
<td>4</td>
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<tr>
<td>&amp; 252L</td>
<td>and Fundamentals of Human Anatomy and Physiology Laboratory</td>
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<tr>
<td>BIOL 253</td>
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<td></td>
</tr>
<tr>
<td>MCRO 251</td>
<td>Introductory Medical Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 101</td>
<td>General Psychology</td>
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<td>STOR 151</td>
<td>Introduction to Data Analysis</td>
<td>3</td>
</tr>
<tr>
<td>STOR 155</td>
<td>Introduction to Data Models and Inference</td>
<td>3</td>
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A grade of C or better is required. Honors version available. An honors course fulfills the same requirements as the nonhonors version of that course. Enrollment and GPA restrictions may apply.

Beginning June 2021 (May 2022 application cycle), applicants must also have a GPA of at least 3.0 in the key science courses at the time of applying.

Second Degree Applicants

Students who have completed a bachelor’s degree in a subject other than nursing may only pursue admission to the accelerated and intensive A.B.S.N. (four-semester) option. Second degree students will have 60 credit hours from their previous degree counted toward the B.S.N. degree. Applicants have to complete (or verify completion as part of their previous degree) only five courses from the lower-division requirements. The key science courses must have been completed within the past five years.

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A U.S. diversity or global issues Connections (http://catalog.unc.edu/undergraduate/general-education-curriculum-degree-requirements/) course

The admissions committee critically evaluates each applicant’s academic performance, descriptive essays, community service history, and special skills and abilities that have the potential to affect care delivery or contribute overall to the nursing profession. The ideal applicant will clearly demonstrate a strong academic history as well as a commitment to the ideology of nursing and service to others. Performance in required science courses is particularly important.
Application

Applications for the B.S.N. option may be submitted by the December deadline for fall (August) matriculation, while applications to the A.B.S.N. option may be submitted by the August deadline for summer (May) matriculation. All first and second degree applicants, including current UNC–Chapel Hill students, must complete a two-phased electronic nursing application. The application link, instructions, deadlines, and decision timeframe can be found on the School of Nursing website (https://nursing.unc.edu/academic-programs/bsn/apply/).

Major

- Nursing Major, B.S.N. (http://catalog.unc.edu/undergraduate/programs-study/nursing-major-bsn/)

Graduate Programs

- D.N.P. in Nursing (http://catalog.unc.edu/graduate/schools-departments/nursing/#programstext)
- M.S.N. in Nursing (http://catalog.unc.edu/graduate/schools-departments/nursing/#programstext)
- Ph.D. in Nursing (http://catalog.unc.edu/graduate/schools-departments/nursing/#programstext)

Professors

Ruth Anderson, Marianne Baernholdt, Linda Beeber, Diane Berry, Cheryl Jones, Kathleen Knaff, Mary Lynn, Barbara Mark, Deborah Mayer, Mary H. Palmer, Suzanne Thoyre, Marcia Van Riper, Margaret Wilmoth, SeonAe Yeo.

Associate Professors

Anna Beeber, Beth Black, Ashley L. Bryant, Leslie Davis, Cheryl Giscombe, Eric Hodges, Shawn Kneipp, Jennifer Leeman, Sheila Santacroce, Patricia Silveyra, Lixin Song, Mark Toles, Debbie Travers, Natalia Villegas Rodriguez, Jia-Rong Wu.

Assistant Professors

Jada Brooks, Yamnia I. Cortes, Rachel Hirschey, Saif Khairat, Hudson Santos, Sandra Soto, Jessica Williams, Rose Mary Xavier, Jessica Zegre-Hemsey.

Research Associate Professors

Jamie Crandell, Todd Schwartz.

Clinical Professors


Clinical Associate Professors

Margaret Carman, Marianne Cockraft, Jean Davison, Louise Fleming, Maureen Kelly, Laura McQueen, Carrie Palmer, Shielda Rodgers, Megan Williams.

Clinical Assistant Professors

Jennifer Alderman, Maureen Baker, Irene Bihl, Michael Bury, Amanda Brinon Lorek, Suja Davis, Kelly Doyle, Lauren Friedman, Grace Gunderson-Falcone, Grace Hubbard, Sharon Jackson, Ann Jessup, Wendell John, Ashley Kellish, Rebecca Kitzmiller, Rhonda Lanning, Vicki Lester, Katherine Moore, Andrea Mulholland, Betty Nance-Floyd, Julianne Page, Susan Pelliccio, Katherine Peppers, Mary Schuler, Christa Seaman, JoAn Stanek, Elizabeth Stone, Mary Charles Suphin, Virginia Tysinger, Julie Jacobson Yann, Jennie Wagner, Elizabeth Walters, Lisa Woodley.

Clinical Instructors

Rita Bergevin, Andrea Biondi, Tonya Carter, Su Cartmell, Claudia Christy, Michael Goley, Malgorzata Guzowska, Margarettann House, Julie Lewis, Darci McClary, Leigh Mullen, Valerie Parker, Megan Ross, Leslie Sharpe, Kathryn Smith, Deborah Stirdivant, Karen Valcheff, Tracy Vernon-Platt, Thanh (Jennifer) Walker, Ashley Wallace, Cara Winstead.

NURS–Nursing

Undergraduate-level

NURS 301. Foundations of Relationship-Centered Care and Diversity and Inclusion: Carolina Core I. 3 Credits.

This course provides socialization into relationship-centered nursing practice. All Carolina Core tenets are introduced; however, diversity and inclusion, relationship-centered care, and scholarly communication are a central emphasis. Students will obtain a beginning ability to act as a therapeutic agent. Majors Only.

Grading status: Letter grade.

NURS 302. Research, Ethics and Innovation: Carolina Core II. 3 Credits.

This course focuses on research, ethics, and health innovations as a basis for scientific inquiry to address problems that require solutions. All Carolina Core tenets are examined; however, nursing inquiry, evidence-based nursing practice, and ethical conduct in research are central foci. Majors Only.

Grading status: Letter grade.

NURS 310. Clinical Nursing Skills and Health Assessment I: On Campus Clinical I. 2 Credits.

The first in a series of four on-campus clinical courses, this course introduces foundational clinical nursing skills and integrates knowledge and skills of comprehensive health assessment for the adult and older adult. The clinical environment is simulated to provide the application of nursing principles and skills. Majors Only.

Requisites: Corequisites, NURS 330 and 351.

Grading status: Letter grade.

NURS 311. Clinical Nursing Skills and Health Assessment II: On Campus Clinical II. 1 Credit.

This is the second in a series of four on-campus clinical courses with application of advanced clinical nursing skills and comprehensive health assessment to specialized populations. This course emphasizes application of mental health and reproductive health concepts. The clinical environment is simulated to provide the application of nursing principles and skills. Majors only.

Requisites: Prerequisites, NURS 310 and 330; Corequisite, NURS 352.

Grading status: Letter grade.

NURS 320. Culture and Nursing Care. 3 Credits.

Relationship of culture to health and health care practices. Role of culture in structure and delivery of health care in selected countries, and with selected indigenous and minority populations. Admission to NURS major or permission of instructor

Grading status: Letter grade.
NURS 321. Nursing Global Clinical Practicum. 1 Credit.
Practicum addressing needs of individuals, families, or communities in a global or "local as global" setting.
Requisites: Pre- or corequisite, NURS 320.
Repeat rules: May be repeated for credit; may be repeated in the same term for different topics; 2 total credits. 2 total completions.
Grading status: Pass/Fail.

NURS 330. Nursing Care of Adults I. 4 Credits.
This course considers how nursing influences the health and healing capacities of adults. Students will attain the knowledge necessary to complete a comprehensive assessment of the older adult's physical, functional, psychosocial, and cognitive capacities. Clinical experiences in post-acute care settings provide opportunities for clinical reasoning, clinical care, and knowledge integration. Majors only.
Requisites: Corequisites, NURS 310 and 351.
Grading status: Letter grade.

NURS 351. Pathophysiology/Pharmacology Across the Lifespan I. 3 Credits.
Part one of a two-part course series focusing on the physiologic changes that occur as a result of select disease processes. Additionally, the clinical manifestations of altered health and related pharmacotherapy are addressed. Majors only.
Requisites: Prerequisite, NURS 351.
Grading status: Letter grade.

NURS 352. Pathophysiology/Pharmacology Across the Lifespan II. 3 Credits.
Part two of a two-part course series focusing on the physiologic changes, the clinical manifestations of altered health, and the pharmacotherapy used to treat complex disease processes. Safe and effective medication administration by the Registered Nurse will be explored. Majors only.
Requisites: Corequisite, NURS 330.
Grading status: Letter grade.

NURS 365. Evidence-Based Care of Older Adults. 3 Credits.
This course emphasizes evidence-based care of the older adult across the care continuum and examines resources available for caregivers of this population.
Grading status: Letter grade.

NURS 384. Family Focused Genomic Health Care. 1 Credit.
This course focuses on the essential competencies in genetics and genomics for all registered nurses. A family perspective is used to help students relate advances in genomics to nursing care. Majors Only.
Grading status: Letter grade.

Advanced Undergraduate and Graduate-level

NURS 401. Integrating Principles of Leadership, Quality and Safety, and Informatics into Nursing Practice. 3 Credits.
This course focuses on systems thinking and complexity, development of leadership roles and skills, and interprofessional communication and teamwork. All Carolina Core tenets are examined; however, leadership, quality and safety, and informatics are central foci. Majors Only.
Requisites: Prerequisite, NURS 301.
Grading status: Letter grade.

NURS 402. Foundations of Population Health and Global Health: Carolina Core IV. 2 Credits.
In this course, all Carolina Core tenets are explored; however, there is a focus on population health and global health as essential components of nursing. Students will examine global health challenges as well as policy strategies of promoting health for all. Majors Only.
Requisites: Prerequisites, NURS 301, 302, and 401.
Grading status: Letter grade.

NURS 410. Clinical Nursing Skills and Health Assessment III: On Campus Clinical III. 1 Credit.
The third in a series of four on campus clinical courses with application of advanced clinical nursing skills and comprehensive health assessment to specialized populations. This course emphasizes application of leadership, pediatric and community health concepts. The clinical environment is simulated to provide the application of nursing principles and skills. Majors Only.
Requisites: Prerequisites, NURS 310, 311, and 352; Pre- or corequisite, NURS 430.
Grading status: Letter grade.

NURS 411. Clinical Nursing Skills and Health Assessment IV: On Campus Clinical IV. 1 Credit.
Fourth in a series of four on-campus clinical courses with application of advanced clinical nursing skills to specialized populations with a focus on transition to practice. The clinical environment is simulated to provide the application of nursing principles and skills.
Requisites: Prerequisites, NURS 352, 410, 430, and 483; Corequisite, NURS 697.
Grading status: Letter grade.

NURS 430. Nursing Care of Adults II. 5 Credits.
Centers on management of adults experiencing complex health problems and focuses on application of evidence based practice and skill acquisition needed to care for acutely ill patients through transitions in an illness experience. Clinical experience in acute care settings provide application for clinical reasoning, clinical care, and knowledge integration. Majors Only.
Requisites: Prerequisites, NURS 311, 330, and 352.
Grading status: Letter grade.

NURS 461I. Exploring Social Determinants of Health Across Populations. 3 Credits.
This seminar allows students to explore how social determinants of health affect the health of populations.
Grading status: Letter grade
Same as: EDUC 461I.

NURS 481. Mental Health Promotion and Psychiatric Care Across Populations and Settings. 5 Credits.
Using selected theories of human psychosocial development, psychopathology, and psychotherapy, this course requires students to advance their use of therapeutic communication skills, examine the range and complexities of human emotional suffering, and apply methods of effective intervention. Majors Only.
Requisites: Prerequisites, NURS 330 and 351; Pre- or corequisites, NURS 311 and 352.
Grading status: Letter grade.
NURS 482. Reproductive Health and Nursing Care of the Childbearing Family. 5 Credits.
The course emphasizes development of caring and critical thinking skills in providing evidence-based nursing care focused on reproductive health and care of childbearing families. Majors Only.
Requisites: Prerequisites, NURS 301 and 330; Pre- or corequisites, NURS 302, 311, and 352.
Grading status: Letter grade.

NURS 483. Family-Centered Nursing Care from Birth through Adolescence. 5 Credits.
This course emphasizes development of caring and critical thinking skills in providing evidence-based, family centered, culturally responsive nursing care to infants, children, and adolescents throughout the care continuum. Majors Only.
Requisites: Prerequisites, NURS 311, 330, and 352; Corequisite, NURS 410.
Grading status: Letter grade.

NURS 484. Public Health Nursing in Community Settings. 4 Credits.
Students apply evidence-based public health concepts to community practice to improve health and reduce disparities across the life span, emphasizing interventions using partnership strategies at individual, family, organizational, and policy levels. Majors only.
Requisites: Prerequisites, NURS 311, 330, and 352; corequisite, NURS 410.
Grading status: Letter grade.

NURS 491. Improving Nursing Practice: Application of Concepts, Theories, and Research. 3 Credits.
Majors only. This course emphasizes analysis of clinical problems that affect the nursing care of selected populations. Students also apply the nursing process, therapeutic communication skills, and teaching-learning principles in clinical situations.
Grading status: Letter grade.

NURS 492. Conceptual Bases of Professional Nursing Practice. 3 Credits.
Majors only. Selected concepts, theories, and models are synthesized, appraised, and applied as a basis for making judgments and decisions in nursing practice.
Grading status: Letter grade.

NURS 494. Community Health Nursing for the Public's Health. 3-6 Credits.
Majors only. Prepares R.N. students for population-focused practice in community health nursing. Analyses and applications of selected theories; health promotion/protection and disease prevention strategies are emphasized.
Grading status: Letter grade.

NURS 496. Advanced Practicum in Nursing. 1-3 Credits.
Majors only. The focus of this course is the development of knowledge and experience related to research or service learning and its application to the practice of nursing and health care.
Repeat rules: May be repeated for credit.
Grading status: Letter grade.

NURS 497. Preparation for Professional Practice. 1 Credit.
This course will assist students in preparation for the NCLEX-RN examination through a strategic and systematic individualized plan of study that utilizes testing programs and other relevant resources.
Repeat rules: May be repeated for credit. 3 total credits. 3 total completions.
Grading status: Letter grade.

NURS 510. Management of the Critically Ill. 3 Credits.
This hybrid course, offered in collaboration with UNC Hospitals, focuses on collaborative management of critically ill adult patients. Students will gain advanced skills and demonstrate critical thinking to apply evidence based practice to care for critically ill patients across the continuum of care.
Requisites: Prerequisites, NURS 311 and 352; pre- or corequisite, NURS 430.
Grading status: Letter grade.

NURS 512. Care of Individuals with Cancer and their Families. 3 Credits.
This course focuses on the cancer experience of individuals and families across the lifespan (pediatric to older adults). The cancer control continuum framework will guide content focused discussions on prevention and risk reduction, screening, diagnosis, treatment, survivorship, and end-of-life care.
Requisites: Prerequisites, NURS 301 and 330; pre- or corequisite, NURS 352.
Grading status: Letter grade.

NURS 600. SHAC: Student Health Action Coalition. 0 Credits.
This course provides service-learning opportunities to apply nursing practice within the context of interprofessional care for vulnerable populations by participating with Student Health Action Coalition (SHAC) activities.
Repeat rules: May be repeated for credit. 0 total credits. 8 total completions.
Grading status: Pass/Fail.

NURS 601. Experiential Learning in Nursing. 0 Credits.
This course provides experiential educational opportunities to apply nursing practice through volunteer participation in select communities. Majors only.
Repeat rules: May be repeated for credit; may be repeated in the same term for different topics; 0 total credits. 8 total completions.
Grading status: Pass/Fail.

NURS 607I. Interprofessional Team Work and Communication - Key to Patient Safety. 3 Credits.
Majors only. This interprofessional course focuses on understanding roles, teamwork, and communication to improve patient safety within the health care environment. National standards and initiatives will be the foundation of the course. Pass/Fail only.
Grading status: Letter grade.

NURS 609. Health Care in the Global Context. 1 Credit.
A faculty-led experiential learning opportunity focusing on development and knowledge related to research, health care systems, or service learning and its application to nursing and health care. Majors only or permission of the instructor.
Requisites: Pre- or corequisite, NURS 320.
Repeat rules: May be repeated for credit; may be repeated in the same term for different topics; 8 total credits. 8 total completions.
Grading status: Letter grade.

NURS 611. Supporting the Childbearing Family. 3 Credits.
Application required. An interprofessional, service-learning approach to studying maternity care. Students will receive professional doula training and volunteer as birth doulas within the Volunteer Doula Service Program at North Carolina Women's Hospital.
Grading status: Letter grade.
NURS 613I. Intermediate Spanish for Health Care I. 3 Credits.
This intermediate course is the equivalent of the third semester of college Spanish. Students will hone their listening and speaking skills in class primarily through role-playing activities and class discussion. Activities center on an original film set in a health clinic in rural North Carolina.
Grading status: Letter grade
Same as: PUBH 613, AHSC 613I, SOWO 613I.

NURS 614I. Intermediate Spanish for Health Care II. 3 Credits.
Permission of the instructor. This primarily e-learning course provides public health students with the opportunity to improve their oral communication skills in Spanish at the intermediate level via DVD, Web, and workbook. Instructor-led. Online course.
Requisites: Prerequisite, PUBH 613.
Grading status: Pass/Fail
Same as: PUBH 614I, AHSC 614I, SOWO 614I.

NURS 615I. Advanced Spanish for Health Care I. 3 Credits.
Required preparation, third semester Spanish or equivalent. This advanced course reviews the grammar of the third and fourth semester of college Spanish. Students hone their listening and speaking skills through role-playing activities and class discussion. Activities center on an original film set in a Latino-run health clinic.
Grading status: Letter grade
Same as: PUBH 615, AHSC 615I, SOWO 615I.

NURS 620. Mindfulness and Self-Compassion for Caring Professionals. 3 Credits.
This course is designed to introduce students to rationale, research, and practices of mindfulness and self-compassion. Upon course completion, students will exhibit knowledge and skills related to mindfulness/contemplative practice/training, research evidence on mindfulness for enhancing provider self-care, patient/client engagement, and wellness (e.g., reducing stress, burnout, and fatigue; increasing resilience). Majors only; permission of the instructor for non-majors.
Grading status: Letter grade.

NURS 625. Global and Interprofessional Approaches to Solve Complex Cases. 3 Credits.
This course uses a case-based approach to assist students to identify and critically examine challenging issues in health care, develop presentation skills as well as critical thinking from an interprofessional perspective. Students will work in interprofessional teams on a global complex case. Using this approach, students will attain the knowledge necessary to analyze and present results for a comprehensive case at the individual, organizational, and community levels. Open to undergraduate students with permission from instructor.
Grading status: Letter grade.

NURS 671. Nursing Inquiry and Evidence-Based Practice for Advanced Scholarship. 3 Credits.
Introduction to scientific inquiry, evidence-based practice, and nursing/healthcare innovations. Emphasis on: theory; ethics; problem identification; question development; design selection; data analysis and interpretation; statistical applications; and appraisal of research reports. Admission to an undergraduate BSN program and eligible to take required undergraduate nursing research course; the Hillman Scholars program; or PhD in Nursing Program required.
Grading status: Letter grade.

NURS 675. Hillman Scholars in Nursing Innovation: Integrative Seminar. 1 Credit.
Cultivates students’ development as nurse scientists, scholars, and leaders to improve health care quality, safety, and delivery, and to influence policies that promote health and strengthen health systems outcomes. Admission to the Hillman Scholars Program in Nursing Innovation is required.
Repeat rules: May be repeated for credit.
Grading status: Letter grade.

NURS 680. Experimental Courses. 1-3 Credits.
Pilot test for new courses in the nursing program.
Repeat rules: May be repeated for credit; may be repeated in the same term for different topics; 12 total credits. 4 total completions.
Grading status: Letter grade.

NURS 685I. Care of the Dying and Bereaved throughout the Life Span. 3 Credits.
Students from a variety of health sciences-related disciplines gain an understanding of issues in working with dying and bereaved individuals of all ages and their families.
Repeat rules: May be repeated for credit. 6 total credits. 2 total completions.
Grading status: Letter grade.

NURS 691H. Honors in Nursing, Part I. 3 Credits.
Permission of the program director. Majors only. Preparation of a two-semester honors project under the direction of department advisors.
Gen Ed: EE- Mentored Research.
Grading status: Letter grade.

NURS 692H. Honors in Nursing, Part II. 3 Credits.
Permission of the program director. Majors only. Preparation of a two-semester honors project under the direction of department advisors.
Gen Ed: EE- Mentored Research.
Grading status: Letter grade.

NURS 697. Capstone: Transitions in Care and Practice. 6 Credits.
Students will incorporate previously learned leadership concepts, clinical skills, therapeutic communication, and critical thinking to deliver quality nursing care, using evidence based practice, in varied settings with faculty and RN guidance. Preparing for the NCLEX-RN examination and strategies for successful transition from student nurse to registered nurse will be explored. Majors only.
Requisites: Prerequisites, NURS 430, 481, 482, and 483; Corequisites, NURS 402 and 411.
Gen Ed: EE- Field Work.
Grading status: Letter grade.