

# NURSING

Upon successful completion of the program, students receive a Bachelor of Science in Nursing. Nursing graduates are qualified to take the NCLEX examination for licensure as a registered nurse. The nursing program is accredited by the Commission on Collegiate Nursing Education and approved by the Connecticut Department of Higher Education and the Connecticut State Board of Examiners for Nursing.

## Baccalaureate in Nursing Program Competencies

1. Synthesize and apply knowledge from the discipline of nursing into professional practice, guided by a social justice lens, a liberal humanistic approach, and the natural and social sciences.
2. Plan and provide holistic, person-centered care that is equitable, respectful, compassionate, coordinated, evidence-based, and developmentally appropriate for diverse individuals.
3. Engage in the planning and implementation of initiatives that span the public health continuum from prevention to disease management through community partnerships and collaboration with local government entities and others to improve equitable population health outcomes.
4. Translate, apply, and disseminate knowledge from nursing scholarship to improve and transform health care.
5. Use established and emerging principles of safety and improvement science to enhance quality and minimize risk of harm to patients and providers through both system effectiveness and individual performance.
6. Collaborate with individuals, families, care team members, and communities, demonstrating professional communication and respect, to enhance the healthcare experience and improve outcomes.
7. Participate in the coordination of health care delivery by organizing resources to provide safe, cost-effective, and equitable care to diverse populations.
8. Use information, communication, and healthcare technologies to gather data, inform decision making, and manage and improve the delivery of safe, high-quality, efficient healthcare services in accordance with professional and regulatory standards.
9. Cultivate a sustainable professional identity that encompasses accountability, ethical principles, empathy, teamwork, and behaviors that reflect nursing's characteristics and core values of altruism, autonomy, and human dignity.
10. Participate in activities that support holistic well-being through self-care, reflection, and discernment to foster personal health, professional growth, lifelong learning, acquisition of nursing expertise, resilience, and leadership qualities.

## CCNE Accreditation

The baccalaureate degree in nursing at Fairfield University is accredited by the:

Commission on Collegiate Nursing Education  
655 K Street NW, Suite 750  
Washington, DC 20001  
Phone: 202-887-6791  
Fax: 202-887-8476

## Programs

- Nursing Major
- Accelerated Second Degree BSN Program (ASDNU)

The four components of the Egan School undergraduate nursing program are:

### Core Curriculum

Nursing students must complete the core curriculum that is required of all Fairfield undergraduates.

### Natural and Social Sciences

Students take one semester of chemistry and three semesters of biology that include anatomy and physiology, and microbiology. Because the social sciences form an important part of the foundation for nursing practice, students also take developmental psychology and a social and behavioral science elective.

### Nursing Courses

Classroom instruction in nursing theory begins in the first year and continues throughout the undergraduate program. Instruction in nursing skills begins in the sophomore year. Nursing courses include theoretical and clinical components. With each semester, clinical hours increase. To ensure that students obtain the breadth and depth of clinical experience needed, the school has associations with many clinical facilities, including private hospitals, veterans' hospitals, clinics, outpatient departments, rehabilitation centers, public health departments, long-term care facilities, home care agencies, community health centers, and schools. Students provide their own transportation to clinical agencies, and all costs associated with clinical placements including travel, parking, background checks, and health and professional requirements, are the responsibility of the student.

### Electives

Free electives in the curriculum provide students with an opportunity to explore topics of interest including the liberal arts, nursing, and minor options.

## Disability Statement

Consistent with its mission and philosophy, Fairfield University Egan School of Nursing and Health Studies does not discriminate on the basis of disability. In accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act, the University will assist students in making reasonable accommodations that allow an otherwise qualified student with disability to meet essential eligibility requirements in order to participate in its programs. Candidates for the Nursing program must be able to meet minimum standards for clinical practice, with or without reasonable accommodations. To initiate the disability accommodation process, students are required to register as a Student with a Disability with the Office of Accessibility and provide documentation. Once registration and documentation steps are completed, students must meet with a Student Accessibility coordinator as part of the interactive process. During this meeting, the Student Accessibility Coordinator will work with the student to discuss any disability-related barriers and needs as well as make a determination of appropriate and reasonable accommodations.

Students are responsible for communicating any and all accommodation requests in the clinical, lab and/or classroom setting to ensure the

appropriate supports are in place. Engagement with the interactive process may be ongoing throughout the semester, and additional accommodation requests can be submitted at any point in the program.

However, accommodations are not retroactive, meaning they cannot be applied to past assignments, exams, or clinical experiences prior to the submission and approval of the accommodation requests. If a requested accommodation cannot be granted, the student will work with the Office of Accessibility to explore and identify suitable alternative accommodations.

The decision regarding appropriate accommodations will be determined on a case-by-case basis. An accommodation will not be made in those situations where the accommodation itself would fundamentally alter the nature of the program, impose an undue hardship on the school, or jeopardize the health and safety of others. For further information refer to the Fairfield University website for "Policies for Students with Disabilities and Temporary Impairments."

## Eligibility Requirements

The curricula leading to degrees in nursing from Fairfield University requires students to possess essential non-academic skills and functions required to engage in clinical practice. It is within the sole determination of Fairfield University and the Egan School of Nursing and Health Studies to assess and determine whether a student meets these skills and functions. Eligibility requirements for participation and completion in the nursing program shall include, but are not limited to, the following six capabilities:

### Critical Thinking

Critical thinking ability sufficient for clinical judgment; student must be able to examine, interpret, analyze, and synthesize material for problem solving and evaluation of patient situations and own performance.

- Ability to assess, plan, establish priorities, implement and evaluate patient outcomes.
- Ability to calculate appropriate dosages for specific medications.
- Ability to use good judgment in establishing priorities and making appropriate decisions in client care.
- Sophisticated problem-solving skills, including calculation, reasoning, analysis, and synthesis: ability to learn through a variety of modalities, including classroom, simulation, and clinical settings, individual and team-based learning, preparation of oral and written reports, and use of technology to support academic work.

### Interpersonal and Communication

Relationship and communication abilities appropriate for interacting sensitively with individuals, families, groups and inter-professional team members from a variety of social, cultural, and intellectual backgrounds. Ability to accurately and clearly communicate appropriate information regarding evidence-based practice, patient status and response to care, both orally and in writing.

- Interpersonal skills to communicate effectively with patients/families and members of the (inter-professional) healthcare team.
- Ability to gather and record patient data concerning history, health status and response to care.
- Ability to follow and give verbal and written reports, presentations and directions to patients, families, and members of the inter-professional health care team.

- Capacity to use data for demonstrations and oral presentations, and use visual images, sounds, and verbal and non-verbal communication to inform patient care.
- Ability to demonstrate proficiency in documentation methods and ability to maintain accurate records..
- Ability to perceive and interpret nonverbal communication.

### Sensory Abilities

Ability to observe, identify, and obtain information in order to assess, plan, provide and evaluate nursing interventions; student must possess adequate sensory abilities or be able to demonstrate appropriate and safe compensation for deficits.

- Student has the ability to perceive signs of disease or infection through a physical examination by observing, monitoring, assessing and responding to any physical changes in the patient's health status. This information is derived through auditory information (patient voice, heart sounds, bowel, and lung sounds), visual information, and palpable changes in organs and tissues.
- Cognitive ability sufficient to read and understand directions, assignments, and patient documents.

### Motor Skills and Mobility

Sufficient mobility, including the gross and fine motor skills needed to provide safe and competent nursing care, both routine and emergency.

- Sufficient motor skills necessary to perform or assist with physical care such as ambulating, positioning, and assisting with activities of daily living as needed.
- Fine motor skills needed for basic assessment such as palpation, auscultation, and percussion.
- Mobility sufficient to carry out patient care procedures such as suctioning, positioning, and drawing up medication into a syringe.

### Behavior and Emotional Attributes

Emotional stability for providing care safely to patients and their families within a rapidly changing and often stressful healthcare environment; the ability to monitor, identify, and manage one's own and others' emotions, and use the information to guide thinking and actions.

- Integrity needed to make ethical decisions and honor the professional code of nursing.
- Ability to adjust and respond appropriately to stressful situations in the classroom or clinical setting.
- Ability to develop mature relationships with the health care team and modify behavior in response to constructive feedback.

## Standards for Admission and Progression in the Nursing Curriculum

Students are required to successfully complete clinical practice involving direct patient care. By accepting admission in the Marion Peckham Egan School of Nursing, the student understands the program eligibility and progression requirements. Nursing students must follow all University educational policies and general regulations including those regarding academic progress.

### Prerequisites

The science and psychology courses are sequential and are prerequisites to designated nursing courses. Strong foundational knowledge in the science and psychology courses is critical to success in the nursing

program. Thus, students may not progress to the next semester with an incomplete in a prerequisite course. BIOL 1107 Human Anatomy and Physiology I, BIOL 1108 Human Anatomy and Physiology II, BIOL 1151 Elements of Microbiology, CHEM 1184 General Chemistry for Health Science, and PSYC 1110 Lifespan Development must be completed successfully with a minimum grade of C (73) for students to progress to the next semester in the course sequence for the nursing major. The final grade for CHEM 1184 is calculated based on grades for both the lab and theory portion.

Students unable to complete these courses successfully are expected to repeat coursework in the next semester or the summer session immediately following or they will be dismissed from the Egan School. Students consistently achieving minimum passing grades in prerequisite courses will be placed on Academic Warning. Students who do not obtain a grade of C or better in a prerequisite course may repeat the course once. If a grade of C or better in the repeated class is not earned, then the student will be dismissed from the program. A grade of less than C in three or more prerequisite courses will result in dismissal from the nursing program in the Egan School.

## Nursing Courses

Nursing courses are sequential, beginning with foundational courses and progressing to increasing levels of complexity and challenge throughout the program. As students move through the curriculum, new content is integrated and builds upon previously learned material. Thus, all students must earn the minimum grade of C+ (77) in all nursing courses to progress to the next semester and continue in the program.

Further, students may not progress to the next semester with an incomplete in any nursing course. Students who do not obtain a grade of C+ or better in a nursing course may repeat the course once. A grade of less than C+ in two nursing courses (including a repeated course) will result in dismissal from the Egan School. The clinical component of all clinical nursing courses is graded on a pass/fail basis. Students must pass the theory and clinical component of a course to pass the entire course, regardless of their grade in the theory component. Students who fail to earn the minimum grade in either component of a clinical course must repeat the entire course. In clinical courses (Geriatrics, Medical Surgical I & II, Mental Health, Maternity and Pediatrics), an overall average of 77 is required on theory tests, final exams and ATI scores in order to successfully pass the course regardless of overall course grades. Quizzes not included. If a student withdraws from a nursing course due to it being impossible to mathematically pass the course- this counts as a failure of a nursing course. Withdrawals based on health/personal issues would not be counted as a course failure.

Fairfield University is committed to providing accommodations to students with disabilities in order to ensure equal access to programs, services, and activities. Students with disabilities can begin the accommodation request process by contacting the Office of Accessibility.

## Health and Professional Requirements

All clinical agencies require documentation of various professional and health information. Nursing students must be certified in cardiopulmonary resuscitation (CPR) before starting clinical in their sophomore year and remain certified throughout the nursing program. Students must receive their certification through either the Health Care Provider course offered through the American Heart Association or the Professional Rescuer or CPR/AED for Lifeguard Certification course offered through the American Red Cross. All health requirements and

OSHA training requirements must be met each year prior to clinical practice.

To attend clinical, students must have an annual physical examination and comply with all health requirements of the clinical agencies and submit to the clinical tracking system used by Fairfield University nursing students. Students are responsible for uploading information and keeping all required information updated throughout their clinical experience. Students unable to comply with agency requirements will be dismissed from the program. All costs associated with agency requirements are the responsibility of the student.

## Student Background Checks and Drug Testing

Nursing programs at Fairfield University requires the successful completion of the clinical component of the curriculum. Most clinical sites require students to complete health screenings, criminal background checks and drug screenings before participating in clinical placements. In addition, national certification agencies may determine that persons with criminal convictions are not eligible to sit for national certification examinations and state laws may restrict/prohibit those with criminal convictions from acquiring a professional license to practice following graduation. Therefore it is the policy of the Egan School of Nursing and Health Studies that all admitted students must satisfactorily complete compliance requirements, including a background check and drug screening, prior to participating in the clinical component of the curriculum. These will be completed at the student's expense at a location designated by the University, and may be required more than once depending on the agency. Fairfield University and the Egan School of Nursing and Health Studies have no obligation to refund tuition or otherwise accommodate students in the event that a criminal background check or drug screening renders the student ineligible to complete required courses or clinical placement(s).

## Continuous Assessment

All nursing students participate in a comprehensive nationally standardized assessment program. This total testing program allows close monitoring of student progress and serves as the basis for individualized advisement. A testing fee will be included for all nursing students in appropriate semesters.

## Licensure

All nursing students graduate with a bachelor of science degree. To obtain initial licensure as a Registered Nurse, students apply to the State Board of Nursing in the state in which they plan to practice. In addition, students register to take the National Council Licensure Examination (NCLEX) at a conveniently located testing center.

All students are expected to pass the licensure exam on the first attempt. Application procedures vary by state. Information may be obtained on the National Council of State Boards of Nursing website: <http://www.ncsbn.org>.

Graduation from the nursing major does not ensure eligibility for state licensure. A candidate who has been convicted of a felony or another crime in any state may be required to submit documentation about this conviction to the State Board of Nursing in which licensure is sought. Each State Board of Nursing reserves the right to make a decision on whether to grant licensure to practice as a registered nurse.

## Scholastic Honors

### Sigma Theta Tau, International Honor Society

The Mu Chi Chapter of the Sigma Theta Tau International Honor Society of Nursing was established at Fairfield University in 1992. Since then, the Chapter has grown to nearly 1000 members. The Society is committed to fostering nursing leadership, research and creativity. Standards for membership include demonstrated excellence in scholarship and/or exceptional achievement in nursing.

## Courses

### Bachelors of Science Curriculum

#### NURS 1110 Introduction to Professional Nursing 3 Credits

This course serves as a foundation to the development of the nurse as a professional person. Central to this is the awareness and acceptance of self. The process of clinical reasoning as an approach to the planning and delivery of nursing care to individuals, families, groups and communities is introduced. Discussion of nursing's history and accomplishments serves as the cornerstone for professional behaviors, including: scholarship, communication, collaboration, personal responsibility, accountability, integration of evidence based practice and peer- and self-evaluation. 42 theory hours.

#### NURS 1112 Healthcare Delivery Systems 3 Credits

**Attributes:** DEIE Diversity, Equality, and Inclusion Elective, EDCG Educational Studies Cognate, HSTE Health Studies: Traditions, Delivery, and Ethics

The health care delivery system is explored from a historical, economic, political, and health information technology perspective. Emphasis is given to social, ethical, and legal aspects of the current system that remain unresolved, such as access to care, health disparities, and equity. The history and progression of healthcare reform and its influence on our current healthcare system performance will be analyzed. Global health issues and their impact on the delivery of health care services are discussed, along with consumer use of complementary and alternative therapies. This course is designed to give an inter-professional perspective to students interested in health care from any field of study. 42 theory hours.

#### NURS 2270 Health Assessment 4 Credits

**Prerequisites:** BIOL 1108, CHEM 1184, NURS 1110.

This course introduces students to the knowledge and skills required to perform health assessments for patients throughout the lifespan. Health assessment focuses not only on physiological components, but also on the more holistic cultural, spiritual, developmental, nutritional, genetic, and mental status assessments. Clinical reasoning, communication and documentation using electronic medical records are also essential components of this course. Students expand their skills in interviewing while learning how to perform health histories, and complete physical examinations through course lectures, discussions, simulations, and supervised and individual practice in classroom and laboratory modules. 28 theory hours, 56 lab hours.

#### NURS 2270L Health Assessment Lab 0 Credits

#### NURS 2272 Geriatric Nursing 4 Credits

**Prerequisites:** BIOL 1151\*, NURS 1110, NURS 1112, NURS 2270\*, PSYC 1110\*.

This course focuses on evidence-based nursing care of older adults living in long-term care settings. Normal physiological changes of aging and related assessment skills will be incorporated and evaluated using standardized assessment tools. Management of common geriatric care problems will be emphasized. Particular focus will be placed on the ethical and spiritual concerns of vulnerable older adult populations. Students will reflect upon how the nursing role merges with life goals, philosophy, and meaning to develop professional behaviors consistent with these aspects of life. 42 theory hours, 42 clinical hours. (\*indicates concurrency allowed)

#### NURS 2272C Geriatric Nursing Clinical 0 Credits

#### NURS 2303 Basic Pathophysiology and Pharmacology 3 Credits

**Prerequisites:** BIOL 1108, CHEM 1184.

This course focuses on the study of physiological and biological life processes with a focus on deviations from normal, including exemplar cases. Manifestations of disease and alterations in all body systems are discussed. Pharmacologic therapies commonly used to manage disease are presented, including content on the recognition of side effects, adverse effects, allergy, and overdose. 42 theory hours.

#### NURS 2900 Special Topics (Shell) 1-3 Credits

This intermediate-level course focuses on a specific issue or topic within nursing. In successive offerings, the content of this course will vary considerably. Thus, students may take more than one section of the course provided the content is different.

#### NURS 2900A Special Topics: Integrating Spirituality into Nursing Practice: Standing on Holy Ground 3 Credits

**Prerequisite:** Junior standing.

This course provides an opportunity for advanced nursing students to explore the role of spirituality in nursing and develop resources to enhance a holistic approach to nursing practice. Self-care, spiritual assessment, and compassionate care will be explored. Content includes review of ELNEC modules, integrating spirituality and religion into nursing practice, development of spiritual resources, and personal exploration of the nurse's spiritual journey.

#### NURS 3301 Health and Wellness 3 Credits

**Prerequisites:** NURS 2270, NURS 2272\*.

This course explores factors that influence health and wellness throughout the lifespan. Epidemiology and evidence based practice provide a framework for the assessment of risk factors. How people make health-related decisions, what risks threaten their health, and reasons for adopting particular lifestyles are examined. Key elements considered essential to providing culturally competent care are reviewed, in addition to increasing awareness about health and healthcare disparities. Social determinants of health, communication, and other wellness concepts are explored. 42 theory hours. (\*indicates concurrency allowed)



**NURS 3305 Mental Health Nursing 4 Credits**

**Prerequisites:** BIOL 1151\*, NURS 1110, NURS 1112, NURS 2270\*, NURS 2303\*, PSYC 1110\*.

The focus of this course is the nursing care of individuals with psychiatric disorders. A holistic approach based on theories of human behavior and personality as well as neurobiological, developmental, trauma-informed, and recovery-oriented models are used to plan and implement care in a variety of settings. Factors that may contribute to an individual developing a psychiatric disorder are discussed and ethical, legal, and cultural issues are considered when planning care. The development of a therapeutic nurse-patient relationship and use of communication techniques to promote healing are emphasized. 42 theory hours, 42 clinical hours. (\*indicates concurrency allowed)

**NURS 3305C Mental Health Nursing Clinical 0 Credits****NURS 3307 Fundamentals of Nursing Care 4 Credits**

**Prerequisites:** MATH 1016 or higher, NURS 2270.

In this course, evidence based practice is used as a guide for students to learn how to provide safe and effective patient care across the lifespan. In the laboratory setting, students perform basic to advanced psychomotor skills related to nursing care. Students also learn to effectively use an electronic health record to document clinical findings and care. 28 theory hours, 56 lab hours.

**NURS 3307L Fundamentals of Nursing Care Lab 0 Credits****NURS 3310 Foundations of Research for Evidence Based Practice 3 Credits**

**Prerequisite:** MATH 1017 or MATH 2217.

This course aims to introduce the research process and its application to scholarship in clinical practice. Students learn to be consumers of research through a review of the literature, critique of research, and identification of methods appropriate to study specific practice-related problems. Applicability to clinical research and evidence-based practice is considered and translated. An emphasis is placed on clinical reasoning and writing skills. When evaluating student writing, consideration is given to the ability to communicate the main idea or topic, mechanics and organization of writing, use of supporting evidence, and relevance of the content. 42 theory hours.

**NURS 3312 Medical Surgical Nursing I 5 Credits**

**Prerequisites:** NURS 2303, NURS 3301\*, NURS 3305\*, NURS 3307.

This course introduces the student to illnesses common in the adult population. The nursing process, theory, and evidence-based practice, are incorporated with clinical practice. An emphasis is placed on clinical reasoning and prioritizing patient care. Throughout the course, informatics is integrated as part of the documentation process for clinical experiences. 42 theory hours, 84 clinical hours. (\*indicates concurrency allowed)

**NURS 3312C Medical Surgical Nursing I Clinical 0 Credits****NURS 3314 Maternal and Newborn Nursing 4 Credits**

**Attributes:** WSGF Women, Gender, and Sexuality Studies: Gender Focused  
**Prerequisite:** NURS 3312\*.

This course is designed to provide students with the opportunity to assist the patient and family to cope with changes in reproductive and gynecological needs. The childbearing cycle including: pregnancy, childbirth, postpartum, lactation, care of the healthy newborn and perinatal complications, and theoretical models will be explored. Cultural, ethical and legal aspects of reproductive health across the lifespan will be examined. Emphasis is on development of clinical reasoning and evidence based practice skills related to the nursing care of women and childbearing families. 42 theory hours, 42 clinical hours. (\*indicates concurrency allowed)

**NURS 3314C Maternal and Newborn Nursing Clinical 0 Credits****NURS 4321 Professional Nursing Leadership 3 Credits**

**Prerequisites:** NURS 2250\* or NURS 4325\*; NURS 3310\*.

This course immerses students in issues and concepts central to professional nursing. Political, social, and legal systems that affect the image of nursing and influence its role definition are examined. Organizational dynamics and theories of leadership are considered, with case studies and concurrent clinical experiences providing the foundation for theory integration. Focus is placed on patient safety and quality improvement. 42 theory hours. (\*indicates concurrency allowed)

**NURS 4323 Pediatric Nursing 4 Credits**

**Prerequisite:** NURS 3312\*.

This course utilizes a family centered care approach to provide an understanding of the unique anatomical, physiologic, and developmental differences among neonates, infants, children, adolescents, and young adults. Social and cultural influences on children and their families are discussed in addition to assessment, genetics, health promotion, injury prevention, acute and chronic illness, and palliative and end-of-life care. Students are challenged to implement effective communication techniques, clinical reasoning skills, and evidenced based practices when planning holistic and safe care for children and their families in a wide variety of clinical settings. 42 theory hours, 42 clinical hours. (\*indicates concurrency allowed)

**NURS 4323C Pediatric Nursing Clinical 0 Credits****NURS 4325 Medical Surgical Nursing II 5 Credits**

**Prerequisites:** NURS 3310\*, NURS 3312.

This course continues the study of nursing care for patients with illnesses common in the adult population. The theoretical framework of the nursing process is used to demonstrate effectiveness in planning and providing holistic evidence-based nursing care for diverse individuals and populations. Professional communication and interprofessional collaboration will be utilized in the delivery of patient-centered care. 42 theory hours, 84 clinical hours. (\*indicates concurrency allowed)

**NURS 4325C Medical Surgical Nursing II Clinical 0 Credits****NURS 4330 Population Health 4 Credits**

**Attributes:** HSTE Health Studies: Traditions, Delivery, and Ethics, LCEL LACS Minor: Elective

**Prerequisite:** NURS 2250\* or NURS 4325\*.

This course focuses on the care of people in their homes, in communities, and around the world. Principles of disease prevention, risk reduction, and health promotion are applied to diverse populations in the USA and worldwide. Students synthesize prior experience and learning with public health theory to provide collaborative, quality care across the lifespan. Using an ecological model, students engage in evidence based care for individuals, families, groups, communities and populations. Global issues related to the impact of social policies on healthcare and health equity, and needs of vulnerable populations are also examined. 42 theory hours, 42 clinical hours. (\*indicates concurrency allowed)

**NURS 4330C Population Health Clinical 0 Credits**

**NURS 4332 Transition to Professional Nursing 4 Credits****Prerequisites:** NURS 3314, NURS 4321\*, NURS 4323, NURS 4330\*.

This capstone course addresses provision of holistic, evidence based care to patients and families in a variety of health care settings. Students have the opportunity to work as a member of the health care team with an individual agency preceptor across the course. The focus is on fostering student growth in clinical reasoning and leadership development to promote autonomous professional nursing practice within the clinical setting. Students develop a Capstone Project based on an identified learning need, for the patient, the patient's family, or for the nursing staff. 126 clinical hours. 14 hours or one credit for theory. (\*indicates concurrency allowed)

**NURS 4332C Transition to Professional Nursing Clinical 0 Credits****NURS 4360 Critical Care Nursing 3 Credits****Fee:** \$257**Prerequisite:** NURS 4325.

This elective course is an introduction in caring for complex patient conditions. The focus is placed on evidence-based practice of the care for the critically ill patient, including veterans. Students gain skills in situational awareness, critical illnesses, and advanced nursing interventions. Common issues such as symptom management, psychosocial challenges, and ethical dilemma across the lifespan are discussed. Nursing implications for the care of the complex patients are addressed.

**NURS 4365 Forensic Science in the Health Care Setting 3 Credits**

This course explores forensic science and its intersection with health care by discussing the interdisciplinary team working to serve patients who may also be victims of crime. From a health care perspective, students learn types of violent crimes, victimology, prevalent population based health issues, trauma-informed care, and forensic healthcare interventions. From a forensic scientific perspective, students explore the scientific techniques used to analyze physical or chemical evidence collected in a health care setting. Students put their learning into practice by participating in caring for victims of mock crimes in simulated clinical rooms, and analyzing collected evidence in the laboratory.

**NURS 4990 Independent Study 1-6 Credits**

Through individually designed projects or activities, students work with a faculty member to study a specific area in depth. Enrollment by permission only.

**NURS 4990C Independent Study in Clinical Practice 0 Credits****Prerequisite:** Senior standing.

This pre-immersion program for BSN students has been designed to provide students with an opportunity to further develop their knowledge of the provider of care role of the registered nurse through an additional clinical experience focusing on care management of patients with complex health needs. This collaborative program provides senior-level baccalaureate nursing students from Fairfield University Egan School a preceptor-led experience in patient care. The overarching goal of the program is to provide an immersive experience designed to prepare students for a more seamless transition to the registered nurse role.

Kris  
LoGiudice  
Mager  
O'Shea

## Associate Professors

Bautista  
Denhup  
Esposito  
Phillips  
Planas  
Roney  
Sundean

## Assistant Professors

Conklin, D  
Conklin, L

## Assistant Professors of the Practice

Burrows, Associate Dean  
Corcoran, Assistant Dean PMHNP Program Director  
Cromwell  
Fusco  
Gilo-Tomkins, FNP Program Director  
Hall  
Holmes, UG Nursing Program Director  
Huckins  
Iannino-Renz  
Lacerenza, SDNU Program Director, Fairfield  
Mraz  
Saracino, Assistant Dean

## Associate Professor of the Practice

Barnwell-Sanders  
Cook, SDNU Program Director, Austin

## Instructor of the Practice

Altuna  
Buchner  
Flores  
Monsivais  
Nava  
Rowlette  
Trezza  
Wilson  
Wuchiski

## Instructor of Nursing

Dalton (visiting)  
Meyer (visiting)  
Petersen, G (visiting)  
Sikorski (visiting)

## Assistant Professors, VA Nursing Academy

Conklin, L

## Faculty

### Professors

Beauvais  
Conelius  
Gerard  
Kazer