

20



SCHOOL OF NURSING

1988 - 1989 BULLETIN

**INFORMATION AND
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FOR THE
SCHOOL OF NURSING
ARE AVAILABLE
AS FOLLOWS:**

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BULLETIN



This bulletin is an official publication of Texas Tech University Health Sciences Center School of Nursing containing policies, regulations, procedures, programs, courses, schedules and fees in effect as the publication went to press. The School of Nursing reserves the right to make changes at any time without notice to reflect current board policies, administrative regulations and procedures, amendments by state law and fee changes. This publication is, therefore, intended for information only.

Texas Tech University Health Sciences Center (TTUHSC) is open to all persons regardless of race, color, religion, sex or national origin who are otherwise eligible for admission as students. TTUHSC is an Equal Opportunity Employer and no applicant or employee will be discriminated against because of race, color, religion, sex or national origin concerning employment or during the course of employment at this institution.

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ADMINISTRATION

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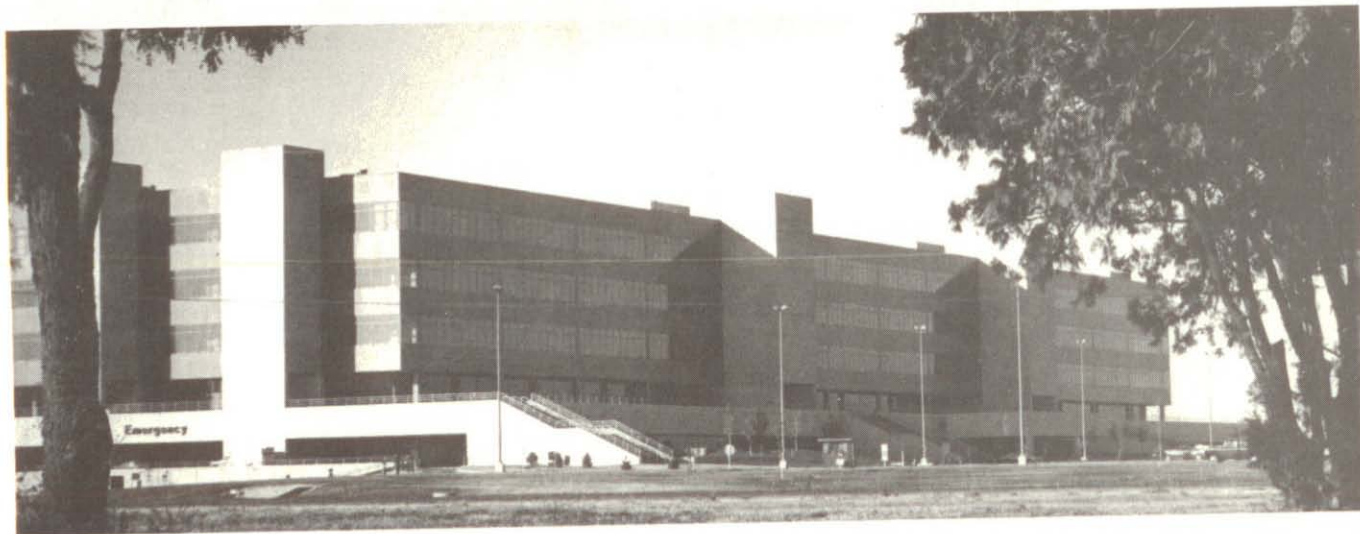
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SCHOOL OF NURSING

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PRESIDENT'S MESSAGE

I welcome this opportunity to introduce Texas Tech University Health Sciences Center to prospective and incoming nursing students.

The nursing school, strengthened by the educational and cultural resources of a major university, provides high-quality nursing education with special attention to health care problems in rural areas and with emphasis on serving multiple publics.

Faculty and administration are committed to providing each nursing student with experience in multiple facets of health care. A broad foundation in basic and clinical sciences is requisite to a satisfying and productive professional life devoted to human health care.

Lauro F. Cavazos, Ph.D.
President
Texas Tech University
Texas Tech University
Health Sciences Center



EXECUTIVE VICE PRESIDENT'S MESSAGE



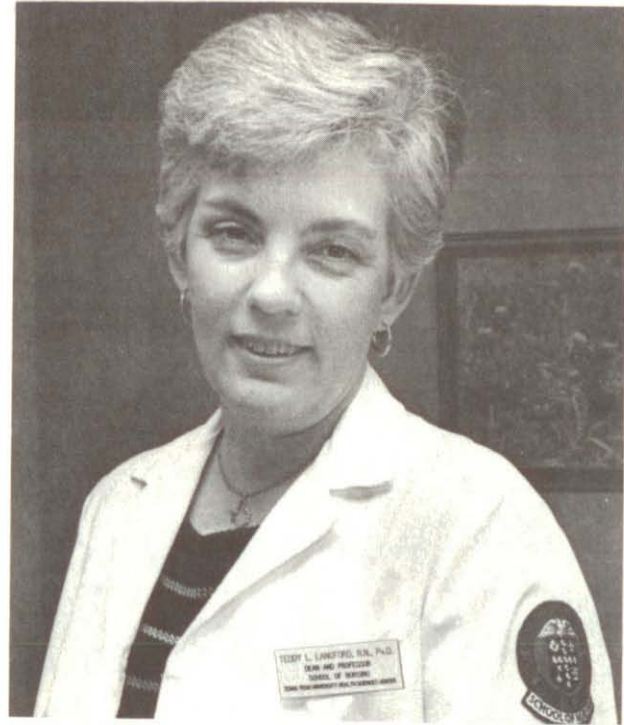
The Texas Tech University Health Sciences Center is a dynamic, expanding health care institution. Serving West Texas, and the Southwest, the Health Sciences Center is committed to its impact in rural health linkages to urban centers. The Health Sciences Center, through its three schools, is preparing students in medicine, nursing and allied health to meet the health care needs of an underserved population. Through a regional system of health centers, Texas Tech is able to meet its mission of providing health care, educating future health care professionals and generating new knowledge for the complexities of tomorrow.

Bernhard T. Mitemeyer, M.D.
Executive Vice-President for the
Health Sciences Center
Texas Tech University
Health Sciences Center

DEAN'S MESSAGE

Reintegration is the watchword of the School of Nursing at Texas Tech University Health Sciences Center. It describes how faculty perform their role in education, practice, scholarly activity and service to the institution and community. It also describes the educational process that students in this school experience. Whether as an undergraduate or graduate student, men and women have the opportunity to perform a comprehensive, professional role—one which has a major impact on West Texas and the Southwest in meeting nursing care needs for the 21st century.

Teddy L. Langford, R.N., Ph.D.,
C.N.A.A., Dean
Texas Tech University
Health Sciences Center
School of Nursing



SCHOOL OF NURSING PHILOSOPHY

The School of Nursing is an integral part of the Texas Tech University Health Sciences Center. It is a major function of the Health Sciences Center to concern itself with the improvement of health care in West Texas. Therefore, the School of Nursing reflects this concern as one of its major commitments; specifically, to improve the quantity and quality of nursing care available in West Texas. Further, as an element of the Health Sciences Center, it is the responsibility of faculty and students of the school to join with members of the other health disciplines in the center to create an atmosphere in which collaborative efforts in education, patient care and research are expected. Because the school has the added advantage of connection with Texas Tech University, a general academic institution, faculty and students interact with members of other academic disciplines toward mutual understanding and benefit as well. Set in this environment, the School of Nursing has a valuable opportunity to accomplish its missions.

Since nursing is an evolving field, as time goes on, its practice may vary by changes in methods and techniques and its practitioners may assume differing or additional functions and roles in various work settings. Although these changes occur, representing adjustments to progress in science and to recognition of individual and societal needs, the unique component of the practice of nursing remains the provision of care. Provision of care, nursing, is the process of assisting individuals, families or other groups to meet basic

human needs in order to achieve or maintain a desired state of health and to do so in a fashion which acknowledges the person as an integrated being rather than as a series of isolated systems or functions, the family as an integrated system, and society as a whole. This emphasis on care is in contrast with the emphasis on cure which is the focus of medicine and some other health disciplines; nursing is built on an ideal of service. Nursing as a discipline is one of the several health-focused groups which can collaborate effectively to improve the health status of members of our society. In order to assure that potential is met, the faculty of the school is committed to demonstrating mutually effective working arrangements with members of other disciplines in practice, education and research.

As a component of an educational institution, the School of Nursing has a responsibility to provide a positive influence upon nurses, the practice of nursing, and upon the health of individuals. To those ends, the faculty is committed to creating programs and activities designed to prepare students for competent practice in the current health care system, to prepare nurses to provide leadership for the future of nursing and health care, and to provide continuing additions to the knowledge upon which practice is based. This latter is developed both through research, which provides for addition to knowledge for the whole field of nursing, and through continuing education for practicing nurses. In each of these efforts, direct and continuous interchange between

the school, the community of active nurses, and the larger general community is necessary to assure relevance and acceptance for the programs of the school.

Nursing, as a dynamic profession, requires a distinctive commitment to all facets of the nursing role. The faculty at Texas Tech University Health Sciences Center School of Nursing believes that this commitment is best exemplified in the concept of reintegration.

Reintegration is a term chosen to reflect our belief about how professional nursing must proceed at this point in its development. Re-, meaning again, implies that at some previous time the situation/act/concept was complete, and integrate, meaning to bring together parts of a whole, are the basic elements of the verb reintegrate. The action this describes is clearly what we believe professional nursing requires, a bringing back together of what was and should be a whole, nursing. As we view reintegration, of nursing, it is the process of creating a whole, professional nursing, by the synthesis of clinical practice, educative function, scholarly activity and community/institutional service. We view these elements as being present in the "whole" of professional nursing in varying amounts.

The faculty, as educators, assume that their role is one of creating an environment for learning while acknowledging that learning is an active, self-initiated process for which students, as adults, are individually responsible. As experts in their field, the faculty members are responsible

for identifying or creating learning activities and for interacting with students in ways which will challenge their individual motivation. We believe that learning occurs as a unitary process, involving the whole individual rather than only as cognitive processes. Therefore, as teachers, we implement educational activities which acknowledge the importance of the individual diversity of students.

The role of the nurse faculty also includes a responsibility for continued participation in clinical practice in order to assure the competence necessary to provide models for students and to serve as a major link between education and clinical practice in nursing. A further responsibility of faculty is participation in research relevant to nursing practice and nursing education in one

or more of the aspects of inquiry. Finally, as faculty in a professional school, we acknowledge the responsibility for setting and maintaining standards which will assure students of the excellence of this educational program and the public of excellence in the practice of nursing.

PURPOSES AND FUNCTIONS

The School of Nursing, as an organizational entity within Texas Tech University Health Sciences Center, implements the purposes and goals of the university and the health sciences center within the context of nursing.

The purposes of the School of Nursing are twofold:

1. To provide high-quality nursing educational programs that contribute to the availability and quality of health care services in

West Texas, and

2. To enhance the quality of nursing practice and services.

To these ends, the School of Nursing has delineated the following functions:

1. Design, implement, and evaluate high-quality degree programs in professional nursing.
2. Develop, implement, and evaluate a continuing nursing education

program that provides quality educational opportunities to nurses.

3. Demonstrate commitment to service in the community.
4. Develop a research component that facilitates expansion of nursing knowledge and contributes to the quality of available educational and practice opportunities.

GENERAL INFORMATION

BRIEF HISTORY OF TEXAS TECH UNIVERSITY AND TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER

TEXAS TECH UNIVERSITY

Texas Tech University, which was founded in 1923 and enrolled its first students in the fall of 1925, is a state-supported, coeducational institution comprising the instructional colleges of Agricultural Sciences, Architecture, Arts and Sciences, Business

Administration, Education, Engineering, and Home Economics, the School of Law, the Graduate School and a number of special departments and divisions. The 61st Legislature of the State of Texas authorized the creation of the Texas Tech University School of Medicine as a separate educational institution. The Texas Tech University Health Sciences Center was officially designated by the 66th Texas State Legislature.

Lubbock, the home of Texas Tech, is a city of approximately 190,000

inhabitants. It is situated in the South Plains area of West Texas at an altitude of 3,250 feet. Dry, crisp air and sunny days throughout practically the entire year provide a healthful and invigorating climate.

The university campus, a contiguous tract of 1,839 acres, lies at the western edge of the business section of the city. University buildings number 225 including the Lubbock campus, Junction campus, Pantex campus, agricultural field laboratories at New Deal, and Regional Academic Health Centers at Amarillo, El Paso

and the Permian Basin. The present plant value is over \$300 million.

The first president of Texas Tech was Paul Whitfield Horn (1925-1932). He was followed by Bradford Knapp (1932-1938), Clifford Bartlett Jones (1938-1944), William Marvin Whyburn (1944-1948), Dossie Marion Wiggins (1948-1952), Edward Newlon Jones (1952-1959), Robert Cabaniss Goodwin (1959-1966), Grover Elmer Murray (1966-1979), Maurice Cecil Mackey (1976-1979), and Lauro Fred Cavazos (1980-).

Graduate work has been offered at Texas Tech University since 1927. In 1937, the graduate program became a separate unit under its own dean and council. Between 1928, when the first master's degree was awarded, and May 1987, a total of 14,753 master's degrees have been conferred; and since 1952, when the doctorate was first awarded, 4,620 degrees have been conferred, of which 1,722 were Ph.D.s, 355 were Ed.D.s, and 2,543 were J.D.s.

TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER

School of Nursing

The School of Nursing was officially approved for funding by the 67th Legislature and Governor William P. Clements in 1981. This followed a period of development beginning with its initial approval by the Coordinating Board, Texas College and University System, in 1975, and approval for program development by the Board of Nurse Examiners for the State of Texas that same year. The Continuing Nursing Education Program of the Health Sciences Center, initiated in 1979, became an element of the School of Nursing in Fall 1981. The

first students were admitted to the baccalaureate degree program of the School of Nursing in Fall 1981. This marked the initiation of curriculum designed to admit students with no previous nursing course work, Licensed Vocational Nurses and Registered Nurses into a program culminating in the Bachelor of Science in Nursing degree.

The Permian Basin Program began in Fall, 1985, and has two campuses, one in Midland and one in Odessa.

In Fall, 1988, a graduate program was initiated to meet the increasing demands for nurses prepared at the graduate level to provide complex, comprehensive care.

Although the School of Nursing is a part of the health sciences center, students are able to enroll in courses at the university (a separate legal entity).

Continuing Nursing Education

In September 1979, Texas Tech University Health Sciences Center began the groundwork for a Continuing Nursing Education (CNE) program. By January 1980, a 14-member advisory committee was in place; the first course, "Assessing the Chest: A Practice Session;" was held; then two courses in nursing management and a two-part series on the basic assessment of the chest and abdomen were planned. At this same time, numerous meetings with area nursing service administrators were held and a needs assessment was sent to all registered nurses in a 15-county area. Later, health care administrators were asked essentially the same questions and the survey area was expanded to other areas of West Texas.

By mid-July 1980, the health sciences center had agreed to work

cooperatively with three schools of nursing to provide cosponsored continuing nursing education courses in addition to those courses provided solely by the CNE Program. By August 1980, the program was fully accredited as a provider of continuing nursing education by the Western Regional Accrediting Committee of the American Nurses' Association, and the advisory committee was expanded to a total of 18 members.

Opportunities that capitalize on the resources of both an academic setting and a health sciences center are now available to nurses in West Texas. Because the program responds to learning needs, various course formats are used to assist registered nurses in maintaining their practice competencies.

Additionally, the CNE Program cosponsors courses with the Office of Continuing Medical Education of Texas Tech University Health Sciences Center and others, thereby offering nurses additional learning opportunities.

Accreditation

The Texas Tech University Health Sciences Center Continuing Nursing Education Program is accredited by the Western Regional Accrediting Committee of the American Nurses' Association as a provider for continuing education in nursing.

In November, 1982, the baccalaureate program received full accreditation from the Board of Nurse Examiners of the State of Texas.

In December, 1983, the National League for Nursing granted initial accreditation, which was retroactive prior to the first graduation in June, 1983. Thus, the baccalaureate program maintains the two professional accreditation statuses.

OTHER PROGRAMS AT TEXAS TECH UNIVERSITY HEALTH SCIENCES CENTER

School of Medicine

Texas Tech University Health Sciences Center School of Medicine is a regional medical school, and a vital part of its philosophy of education and service is its outreach program.

Unlike schools in large urban areas where the medical school/medical center complex may be located within a few square blocks of real estate, many of the Texas Tech Health Sciences Center facilities and faculty are located throughout West Texas—an area encompassing approximately 131,000 square miles and 108 counties with a population of 2.6 million people. The regional medical school concept complements the program of primary care with an emphasis in family practice training at TTUHSC. In a large urban medical center, primary and ambulant care may be only classroom concepts to medical students. At TTUHSC, students work and learn in actual primary health care delivery situations in ambulatory clinical environments.

In addition to affiliation agreements with selected health care institutions throughout the West Texas region, the School of Medicine has developed a Regional Academic Health Center (RAHC) system. The RAHCs are a part of the region's health education system along with affiliated health care institutions. There currently are four RAHCs in operation: Amarillo, El Paso, Odessa and the main campus in Lubbock. Junior/senior medical students may receive part of their training in the clinical environment of a RAHC outside of Lubbock. The RAHCs also conduct continuing education programs for health professionals in their respective areas.

The RAHCs are staffed and operated by the faculty of the School of Medicine, with resident physicians as junior members of the medical staff.

School of Allied Health

The School of Allied Health, initially approved in 1973, and funded in 1981, admitted its first baccalaureate physical therapy majors in 1982. Admission of these freshman students was followed by admission of freshmen and transfer students to programs in medical technology, occupational therapy, and physical therapy in 1983.

Mandated to serve not only the Lubbock area, but also all of West Texas' allied health education needs, the School of Allied Health anticipates coordinated degree programs at El Paso, in conjunction with the University of Texas at El Paso; and at Amarillo, in conjunction with Amarillo College and West Texas State University. Plans for similar coordinated programs at Odessa to serve the Permian Basin are being developed. Facilities of the Regional Academic Health Centers at El Paso, Amarillo, and Odessa will be used for delivery of instruction for these degree programs. Affiliated degree programs with area 2- and 4-year colleges allow students to progress through their pre-professional and professional educational experiences with no loss of credit by following previously agreed upon course equivalency listings.

The School of Allied Health faculty are educators and allied health practitioners. This dual role, it is felt, will improve health care delivery in West Texas. The School of Allied Health is planning for other allied health programs to serve West Texas not only for today but also for

tomorrow.

Physical Facilities

Texas Tech Regional Academic Health Centers (RAHCs) serve as academic bases for fulfillment of the Health Sciences Center's commitment to both education and health care services for West Texas.

RAHCs in Lubbock, Amarillo, El Paso and Odessa work in conjunction with affiliated institutions in the regions they serve to provide programs for medical students and resident physicians and continuing medical education opportunities for practicing physicians.

Students and faculty of the School of Nursing are a part of certain activities in RAHCs in Lubbock and Odessa.

Individual clinical strengths and opportunities at each location are emphasized. Medical students rotate through three centers at various stages of their medical education to benefit from a full spectrum of experiences. Students in nursing remain in their primary site throughout their educational program.

TEXAS TECH MEDICAL FOUNDATION

The Texas Tech Medical Foundation was formed in August 1969, exclusively for charitable, educational and scientific purposes and to assist in the establishment of the School of Medicine (and now all schools in the Health Sciences Center). It was chartered by the Secretary of State, State of Texas, as a non-profit corporation with a perpetual duration on February 18, 1970.

The foundation is responsible for accepting donations, gifts and grants of money and property and

administering these funds on a charitable, educational or non-profit basis on behalf of the Texas Tech University Health Sciences Center. In addition, the foundation helps provide support for training facilities, research

and financial assistance for students.

Officers currently serving the Texas Tech Medical Foundation are: J. Owen Gilbreath, chairman; Betty Wright, vice-chairman; Andrew Turner,

secretary; Elmo Cavin, treasurer; and Robert Moore, M.D., immediate past chairman. The foundation began serving the School of Nursing in its development in 1981.

STUDENT LIFE

RECREATION, ENTERTAINMENT AND ATHLETICS

In Lubbock, TTUHSC is on the campus of Texas Tech University, affording students easy access to campus recreational and entertainment facilities at student rates. The music and drama departments maintain a calendar of events in addition to Lubbock's cultural arts programming.

Texas Tech belongs to the National Collegiate Athletic Association and the Southwest Athletic Conference and conducts its men's intercollegiate athletic program in accordance with their rules and regulations. The University men participate in football, basketball, track, cross-country, golf, swimming and tennis with the other members of the conference which include the universities of Arkansas, Baylor, Houston, Rice, Southern Methodist, Texas, Texas A&M and Texas Christian.

The University also belongs to the Association for Intercollegiate Athletics for Women, the Southwest Association for Intercollegiate Athletics for Women, and the Texas Association for Intercollegiate Athletics for Women. Texas Tech women participate in basketball, golf, tennis, track and field (including cross-country), swimming and volleyball with schools in the West Zone of the T.A.I.A.W. as well as with

Southwest Conference schools and with other schools in Oklahoma, Arkansas, New Mexico, Colorado and Arizona. Through zone competition, teams qualify for state, regional, and national competition. The Texas Tech Double-T is a familiar sight at state tournaments and is gaining recognition nationally in all six sports.

Scholarships are now available for women in all sports through either audition or screening; however, teams are also open to students not on athletic scholarships. Tryouts for women's teams are held at the beginning of the fall semester.

Football is played in Jones Stadium which seats 47,000. Synthetic turf covers the playing field, which is surrounded by a tartan track and the lighting system permits night color television to be originated from the stadium.

A well-rounded intramural program of recreational sports activities is available to all students at Texas Tech. Students may participate in more than thirty different competitive sports as teams or individuals in organized competition for club, Greek, residence hall, and independent student groups. Regular periods of supervised recreational free play are also scheduled so that students, faculty, and staff may participate in informal, non-scheduled activities.

On-campus recreational facilities

currently include an indoor-outdoor swimming pool with removable bubble-top, 19 lighted tennis courts, outdoor handball courts, gymnasium facilities for floor sports, and a number of areas for field sports. A multipurpose student recreation center with 126,000 square feet includes gymnasiums, handball courts, weight rooms, saunas, mat room, indoor archery range, and multipurpose areas.

NATIONAL DIRECTORIES

Who's Who Among Students in American Universities and Colleges is the national directory compiled each year based on recommendations from individual campuses for inclusion in this directory of students who are academically superior and committed to school/organizational activities. The National Dean's List directory is compiled yearly listing students who are awarded dean's list recognition for outstanding scholastic achievement in the preceding fall, spring and summer semesters from campuses around the country.

The Nightingale Society recognizes nursing students with superior academic achievement.

ORGANIZATIONS

The student body of the TTUHSC School of Nursing has available a

student council, a nursing students' association and a chapter of the international nursing honor society.

The Student Council of the School of Nursing represents all students in the school. In addition to being responsible for internal matters, this group seeks representation on the Health Sciences Center Student Senate, which is comprised of students from all schools. All students are eligible to serve as members of the Student Council.

The Texas Tech University Health Sciences Center chapter of the Texas Nursing Students' Association is an award-winning group which is highly active at both school and state levels. It is the affiliate of the National Student Nurses' Association. All students are eligible to join the TTUHSC Chapter of TNSA.

The Iota Mu Chapter of Sigma Theta Tau was chartered in the Spring 1988, having been preceded by a local honor society since 1983. Membership in the organization is by invitation. More information is available in the Office of Student Services at the School of Nursing.

STUDENT EMPLOYMENT

The decision to work while enrolled as a student in the School of Nursing rests with the individual student; the school assumes no responsibility for student's employment.

A student employed in an agency has responsibility, personally and professionally, to accept and engage in only those activities which fall within the position description for which he/she is qualified and which are not in conflict with legal and accreditation expectations.

STUDENT AFFAIRS

It is the responsibility of the student

to become familiar with the various regulations of the Health Sciences Center, the School of Nursing and Texas Tech University and to comply with them. In addition to keeping the Dean's office informed of changes of address, the individual student is responsible for being informed of general and special notices conveyed by mail or posted on the School's bulletin board. It is the student's responsibility to make arrangements for the completion of all work including examinations, clinical experiences and requirements for removal of conditional and incomplete grades.

All students are responsible for knowledge of and compliance with these regulations and the rules of the Board of Regents.

STUDENT HEALTH SERVICE

The Texas Tech University Health Sciences Center School of Medicine operates the Student Health Service and provides treatment for all students in Texas Tech University and the Health Sciences Center.

The Student Health Service, 2nd floor, south wing of Thompson Hall, provides ambulatory medical care 8 a.m. - 7 p.m., Monday through Friday. Treatment is confined to the clinic; Student Health Service physicians do not make routine dormitory or house calls. Transportation for the transfer of on-campus students who are ill is available through the University Police service.

From 7 p.m. - 8 a.m. Monday through Friday and on weekends, emergency care is available through the Emergency Room of Lubbock General Hospital, or an emergency room of the student's choice. The student will be responsible for paying all emergency room charges; however, upon receipt of proof of payment for

emergency room services during the above stated periods, the Health Service will refund \$25 to the student.

Between the hours of 8 a.m. to 5 p.m. Monday through Friday, the services of a laboratory are available for a variety of tests. Also, between 8:30 a.m. - 5:30 p.m. Monday through Friday, pharmacy service is available in Thompson Hall.

STUDENT HOSPITALIZATION COVERAGE

At the time of registration, each student completes a health insurance enrollment card indicating the extent of his/her coverage and the name of the carrier and policy number. All students enrolled in Texas Tech University Health Sciences Center are expected to carry health insurance, either the University plan or a similar policy providing equivalent coverage.

UNIVERSITY COUNSELING CENTER

The University Counseling Center offers a number of services to Texas Tech students including career, vocational, and academic counseling; personal problems, crisis intervention, and adjustment counseling; marital and premarital counseling; and group experiences such as interpersonal skills groups and personal growth groups. A study techniques program, assertion training, relaxation training, and an occupational information reading room are also available. The Testing and Evaluation Division administers a wide variety of interest, ability, and personality tests. All of the above services are offered free of cost to Texas Tech students. The Reading Improvement Program, national entrance examinations, and credit-by-examination tests are available at a nominal cost.

UNIVERSITY CENTER

The University Center (Lubbock) is one of the most popular buildings on campus for the out-of-class activities of the students. The center offers two ballrooms, a 1,000-seat theatre, two snack bars, cafeteria, games area, faculty club, meeting rooms, a covered court, lounge areas and TV areas. Recreation equipment in the games area includes pocket billiards, snooker, shuffleboard, foosball, table tennis, cards, backgammon, chess, dominoes and coin-operated amusement machines.

Other services offered by the University Center include check cashing, mimeographing, poster making, lost and found, food catering, newsstand, ticket booth, automatic post office and bulletin board advertising space for students and staff. The center is open from 7:30 a.m. until 10:30 p.m. on weekdays, 7:30 a.m. until 11:30 p.m. on Friday and Saturday, and 2 p.m. until 10:30 p.m. on Sunday during the academic year. The center is closed on Sunday during the summer.

The University Center plans and presents various cultural, social, educational and recreational programs each semester primarily for the student body. All students are eligible to work on the various committees that offer these programs where the motto is "Students programming for students." The activities office is also available for program advisement to campus organizations.

STUDENT ACTIVITIES

Texas Tech's constantly expanding program of student activities certainly has something for everyone: an outlet for creative talents, a chance to relax and learn from others, the opportunity to polish leadership skills.

Participation in student activities will be a happy and rewarding part of college life. Even on a large campus it's the individual who makes the team, club, newspaper, meeting, etc., possible.

The following is a partial list of student activities:

- Church-Affiliated Groups
- Departmental Clubs
- Dramatics and Forensics
- Honoraries
- Intercollegiate Athletics
- Intramural Sports Program
- Musical Organizations—
 - Bands, Orchestras, Choirs
- Recreational Sports
- ROTC
- Service Organizations
- Student Government
- Student Publications—
 - Student Newspaper,
 - Literary Magazine,
 - Yearbook
- University Center Programs

Women interested in social sororities and formal rush should contact University Panhellenic. Applications for the fall semester are due in the preceding summer. For further information, contact:

Office of Student Life
Box 4259
Texas Tech University
Lubbock, Texas 79409

National Social Sororities

- Alpha Chi Omega
- Alpha Delta Pi
- Alpha Phi
- Chi Omega
- Delta Delta Delta
- Delta Gamma
- Kappa Alpha Theta
- Kappa Delta
- Kappa Kappa Gamma
- Pi Beta Phi

Zeta Tau Alpha

Men interested in rush should attend the IFC smoker in the fall; however, social fraternities require that a young man shall have been enrolled for one full semester before pledging. Inquiries regarding fraternities should be directed to the:

Interfraternity Council
in care of:
Office of Student Life
Box 4259
Texas Tech University
Lubbock, Texas 79409

National Social Fraternities

- Alpha Gamma Rho
- Alpha Tau Omega
- Beta Theta Pi
- Chi Psi
- Delta Chi
- Delta Sigma Phi
- Farmhouse
- Kappa Alpha Order
- Kappa Sigma
- Lambda Chi Alpha
- Phi Delta Theta
- Phi Gamma Delta
- Phi Kappa Psi
- Pi Kappa Alpha
- Pi Kappa Phi
- Sigma Alpha Epsilon
- Sigma Chi
- Sigma Nu
- Sigma Phi Epsilon
- Tau Kappa Epsilon

PROFESSIONAL SOCIETIES

A chapter of Sigma Theta Tau, the international nursing honors society, exists at the School of Nursing. Membership is by invitation and is based on outstanding scholarly activities. Further information is available through the Iota Mu chapter counselors or the Student Services office.

STUDENT COUNCIL

The Student Council of the School of Nursing is comprised of 2 elected representatives from each of 4 class levels in the School. This group is the "official" organization of the students.

NURSING STUDENTS' ASSOCIATION

A local chapter of the Texas Nursing Students' Association is available. Membership in the TTUHSC chapter is voluntary in this pre-professional society. Information is available in the TNSA chapter office of the Student Services office.

AMBASSADORS

The School of Nursing has a special student service group. Selection is competitive. Criteria are available in the Ambassadors' office or the Student Services office.

INTERNATIONAL STUDENTS

Almost 900 foreign students from about 75 countries are enrolled at Texas Tech University and the Health Sciences Center, bringing with them languages, value systems, and information about events and conditions in their countries. Such unique skills and viewpoints can be shared with American students to enhance their understanding of other countries and to enable Americans to see how they are understood by foreign students. The International Programs Office provides this cross-cultural exchange on the Texas Tech

campus.

CONVOCATION

At the successful completion of N3410 (the last nursing process course), students are eligible to participate in Convocation, a formal ceremony held each December to recognize progression to the upper division. During this public ceremony students receive a cap or tie, which has historical and cultural roots in West Texas and nursing.

GRADUATION AWARDS

Awards are traditionally presented to outstanding graduating seniors. The faculty developed the awards and criteria used in the selection. They select the winners by the elective process. The winners are announced during the degree awarding ceremony at graduation each year. These awards are: Excellence in Writing, Excellence in Clinical Performance, Excellence in the Practice of Community Health, Human Potential Award, Outstanding Service to the School of Nursing, and Excellence in Nursing Practice.

LIBRARY OF THE HEALTH SCIENCES

The Library of the Health Sciences at Texas Tech University Health Sciences Center was developed in a record time span of 11 months, and presently contains more than 101,869 bound volumes. More than 60,198 periodicals published both

domestically and in foreign countries are received and bound regularly.

There are associated libraries in the Amarillo, El Paso and Odessa Regional Academic Health Sciences Centers with a collection of about 66,000 volumes and growing daily.

Besides offering its bound volumes and periodical as a valuable reference collection, the library houses a Media Library comprised of audio-visual materials, films, tapes and other non-book media to aid in the learning experience. Teaching devices such as a medical injectable teaching arm and a heart-sound simulator are available for use. Computers, for learning, testing and word processing are available to students.

Computerized searching services with access to more than 200 data bases on a variety of subjects ranging from medicine, nursing and engineering to education, agriculture and many others are available. These data bases come from sources nationwide, especially the National Library of Medicine, Bethesda, Md. A few of the data bases available include MEDLINE, TOXLINE, AGRICOLA, NTIS, and others. NURSE SEARCH, a program for nursing literature searches is also available.

Student carrels and other student facilities are provided within the library and the teaching-learning centers for students, faculty and residents.

Nursing students also have access to the Texas Tech University Library, which contains more than 1.5 million items including U.S. Government documents and substantial holdings in the sciences, and the Law Library.

BSN PROGRAM

BACCALAUREATE DEGREE PROGRAM PHILOSOPHY

The curriculum for the baccalaureate program in nursing is based upon the philosophy of the School of Nursing. Reintegration, as a guiding principle, is manifested in the construct of the curriculum to facilitate whole role development. Furthermore, we believe that "the process of assisting individuals, families or other groups to meet basic human needs in order to achieve or maintain a desired state of health and to do so in a fashion which acknowledges the person as an integrated being, rather than as a series of isolated systems or functions, the family as an integrated system and the society as a whole."¹ Although nursing is closely related in both purpose and activity to other health care professions, it, like each of those other disciplines, has its own unique contributions. In contrast with many other disciplines whose primary focus is on cure, nursing's unique contribution is its interactive process which emphasizes care, that element which promotes the comfort of individuals and the development or restoration of their resources for self care.

While nursing care may be provided with a view toward the ultimate benefit of a family or a community, the basic units of interaction in the process of nursing care are the nurse and the individual patient(s) or client(s). As human beings, these individuals have

in common certain requirements for basic existence and, past that, for certain conditions which make life satisfying and meaningful. These requirements serve to motivate the behavior of humans as interactive beings. Because each person's perceptions are affected by numerous factors, including inherited characteristics, cultural influences, learning experiences, beliefs and values, each individual's world is, in a way, unique. This uniqueness affects the way in which each person will interpret and act to meet his or her needs, both those for basic existence and also those for meaning and satisfaction. Whatever the person's view of life, he or she is worthy of respect as a person and of recognition of his or her rights and responsibilities as a human being.

When the individual's needs are unmet for any reason, a threat to that person's well being exists, since the person responds and interacts as a whole person, rather than as a series of discrete needs or as a two-part physical-mental unit. When well being is threatened and the person does not have the desire, ability, skill, or knowledge to maintain or regain the desired level of well being, nursing care may be required to help the person regain the ability for self care or achieve a peaceful death.

Each person's attitudes and beliefs about health care are uniquely created by his/her other perceptions, also. As

a result, the level of expectation about health and the ability and willingness to participate in activities directed toward maintenance of good health and prevention of disease vary widely also. The nurse's function then, is to acknowledge each individual as a whole person, as a member of a family, group, and the community, and to provide nursing care in a manner consistent with that individual's personal frame of reference and directed toward increasing levels of personal responsibility and accountability for health.

Because these same individual characteristics are true of nurses and nursing students, we believe that professional nursing is best practiced and taught with holism² as a guiding concept, in understanding both the recipients of nursing care as well as the nurse. Both perspectives, nurse and recipient, are equally important since nursing is an interactive process.

We believe the basic educational preparation for professional nursing is currently the baccalaureate degree in nursing. At this time, other educational programs have been created to provide other levels of practice or other practice roles based on a circumscribed scope of functions or a type of practice setting with unique needs. The fact that health care is constantly becoming more complex and the public's expectations in regard to health care continue to rise

¹ "Statement of Philosophy," Texas Tech University Health Sciences Center School of Nursing, 1980.

² "The philosophical theory, based on the presupposition of emergent evaluation, that entirely new things or wholes are produced by a creative form within the universe. They are consequently more than mere rearrangements of particles that already exist. In other words, an entity is greater in its wholeness than the sum of its parts, and a new plateau of existence is reached when this new wholeness is obtained." *Inner Balance: The Power of Holistic Healing*, Elliott M. Goldwag, ed. (Englewood Cliffs, N.J.: Prentice-Hall, Inc.) 1979, p. 4-5.

indicated that professional nursing care, with its greater scientific depth and wider scope, will be increasingly in demand. In light of this demand and the resulting educational needs, we believe that it is possible for a curriculum to acknowledge and capitalize upon the education and experience gained by some of those prepared for other levels of nursing backgrounds for professional nursing practice. For this reason, we are committed to a curriculum plan which acknowledges previous learning and culminates in the baccalaureate degree.

As an interactive process, nursing is practice in collaboration with other health care providers in preventing illness, maintaining health and alleviating the effects of disease upon people. In order to achieve collaboration, graduates of nursing education programs must be geared to practice competently, apply research findings as appropriate and maintain functional competence in nursing practice. In addition, they must value their own competence and the contribution of other health care professionals and practice the communication skills basic to collaboration.

Education for professional nursing practice is based on a process which prompts students to integrate principles, facts, and theories from natural and behavioral sciences, the humanities and medical science with nursing science to produce a core of knowledge underlying nursing practice. This basic core is augmented by experiences designed to help the student prepare to function generally as a member of a professional group and in several roles in nursing

practice in entry level positions. Both of these sorts of educational experiences (core preparation and role preparation) are required to produce the knowledge, abilities, and attitudes necessary for the professional practice of nursing.

The student's role in this educational process is to assume responsibility for learning and to achieve increasing levels of self-direction in pursuit of learning and in accepting accountability for professional performance. The role of the faculty includes setting standards for student achievement, designing learning experiences which will prompt the student to achieve those standards, creating opportunities for personal and professional enrichment for students, evaluating the curriculum and serving as role models in clinical practice, in addition to other functions appropriate to university faculty.

The increasing self-direction of students can only be ensured when faculty are committed to related change in their own roles in the teacher-student interaction, moving from that of relatively directive expert to collaborative mentor. As students progress through the program, they become increasingly responsible for their own academic and clinical career development.

Finally, the faculty believe that in our time, an age of rapid change, educational programs, especially those preparing practitioners for human services, must be constantly open to orderly efforts towards improvement and adaptation.

FOUR-YEAR BSN PROGRAMS		
TTUHSC School of Nursing Program		
Year		Entry Level
4	Nursing Courses	Science and Other General Academic Courses
3		
2		
1		
		A
Typical BSN Program		
Year		
4	Nursing Courses and a Few General Electives	
3	Admission	
2	Science and Other General Academic Courses	
1		

The unique design of the Texas Tech University Health Sciences Center School of Nursing allows the student to begin nursing courses UPON ENTRY to the FOUR-YEAR PROGRAM, as illustrated above.

Unlike the more typical BSN programs, also illustrated, Texas Tech has NO PREREQUISITE non-nursing courses. A student with NO NURSING BACKGROUND should expect to be enrolled for at least four years after he/she begins the program. Licensed Vocational Nurses and Registered Nurses attending full-time should expect to be enrolled for at least three and two years respectively.

BACCALAUREATE PROGRAM OBJECTIVES

The baccalaureate program is designed to produce a graduate who is prepared to enter practice as a professional nurse. This graduate is one who:

1. provides high quality nursing care to individuals, families, and groups. In providing this care the graduate
 - bases nursing care decisions and actions on theories and concepts from a variety of basic and applied sciences;
 - uses a systematic process to unite the collection of relevant information and the activities of critical thinking and evaluation with the various techniques of nursing intervention, producing comprehensive professional nursing care; and
 - acknowledges individual human differences resulting from biological, psychological and sociocultural factors as elements affecting both providers and recipients of care.
2. functions as a competent nurse generalist in a variety of entry level professional nursing positions and exhibits special competence in at least one practice area.
3. manages the provision of elements of nursing care in health care organizations by other nursing personnel.
4. accepts personal accountability for practice based upon an understanding of legal and ethical factors affecting nursing practice and a recognition of continued learning as a basic requirement for professional competence.
5. collaborates effectively with other health care professionals and professional nurses in providing

- comprehensive health care.
6. analyzes scholarly work in nursing critically to gain further knowledge and to determine the relevance of that work for incorporation into nursing practice.
7. participates in activities directed toward the improvement of nursing practice and the development of the nursing profession.

CREDIT BY EXAMINATION

Several departments within the university prepare, administer, score, and award credit for their own examinations. Credit for specific courses is given upon satisfactory performance of the comprehensive examinations which are administered by the departments responsible for the courses recommended by the deans of the respective colleges. In order to be eligible to attempt credit by departmental examination, a student must not have previously audited, enrolled in, or attempted credit-by-examination in the course. A student must apply in writing to the responsible department at least 30 days prior to taking a departmental examination. Application information should be secured directly from the academic department concerned.

The School of Nursing offers examination for credit for the majority of courses in the nursing major. Students are encouraged to consider the course descriptions of the various courses and determine whether they have knowledge sufficient to meet the course objectives. Credit requirements for any prerequisite course (or advanced placement) must be met, just as when enrolling for the course. To be eligible for credit by examination, a student must not have previously audited, enrolled in, or

attempted credit by examination in the course. These examinations are offered three times yearly, according to a schedule published each semester approximately one month before the end of a semester. A student enrolled in a course which is prerequisite to one in which he or she wishes to seek credit by examination may be allowed to take the examination if the instructor in the prerequisite course validates that, at the time of the examination, the student is passing the prerequisite course. For application procedures and schedules or further description of the examinations, contact the School of Nursing, Student Services Office.

Matriculated students may attempt examinations in courses in which they have knowledge and ability sufficient to meet the course objectives. The total amount of credit gained by credit by examination in both nursing and non-nursing courses, shall not preclude the requirement for 30 semester hours of the degree to be taken in residence for a grade and for 15 semester hours of that credit to be in nursing courses. Success results in notation on the transcript of "Cr." Non-success results in enrollment in the course.

DEGREE REQUIREMENTS

Residence Credit

The minimum actual residence required of each student is 30 hours at Texas Tech University and Texas Tech University Health Sciences Center, but these may include a maximum of 6 semester hours in correspondence course work and/or credit-by-examination.

The term "residence" as a degree requirement should not be confused with "residence" in the State of Texas for enrollment purposes. Residence

credit as used here means credit for work done while enrolled in and attending classes at Texas Tech University/Texas Tech University Health Sciences Center.

Required History and Political Science

Under state law, all students who receive a bachelor's degree from a state-supported institution must complete 6 hours in American History. Students will normally fulfill this requirement by completing HIST 2300 and 2301. However, this requirement may be satisfied by completing any 6 hours from among the upper division American History courses listed under the Department of History portion of the Texas Tech University catalog. Also, 3 semester hours in the History of Texas may be substituted for 3 of the American History hours. (Students who receive the maximum of 6 hours credit by examination for HIST 2300, 2301 must take or have taken an additional 3 hour classroom U.S. History course to meet the state requirement for graduation.)

Under state law, all students also must have received credit for 6 semester hours in Political Science, covering the federal and Texas constitutions. Students will normally fulfill this requirement by completing POLS 1301, which is a prerequisite for all other Political Science courses, and POLS 2302. If a student earns a grade of A or B in POLS 1301, he/she may substitute in place of POLS 2302 one of the upper level courses designated (by an asterisk) in the course list under the Department of Political Science portion of the TTU catalog. (Permission of the instructor may be required for such substitution.) Students who receive the maximum of

6 hours credit by examination of POLS 1301, 2302 must take or have taken an additional 3 hour classroom Political Science course to meet the state requirement for graduation.

Graduation Under a Particular Catalog

A student is expected to complete the degree requirements set forth in a particular *School of Nursing Bulletin*. Normally this will be the catalog in effect at the time the student enters the program. Only with the specified approval of the Academic Dean may a different catalog be selected. In no case may a student complete the requirements set forth in a catalog more than seven years old. When necessary, a catalog issued later than the student's first registration may be selected by the Academic Dean in conference with the student. Students who have withdrawn will be sent notification of major curriculum changes one year prior to the change being instituted. This notification will be sent to the last address noted in the student's file.

The *School of Nursing Bulletin* is published at least biennially, and its provisions are applicable during the following school years, September through August. However, a student who registers for the first time in the University or Health Sciences Center during a summer session is subject to the degree requirements set forth in the catalog effective for the fall semester immediately following the initial enrollment.

Required Skills Testing

The Texas State Education Code requires that all students "...who enter public institutions of higher education

in the fall of 1989 and thereafter must be tested for reading, writing and mathematics skills." This includes all "...full-time and part-time freshmen enrolled in a certificate or degree program...", any non-degree students prior to the "accumulation of nine or more (college) credit hours or the equivalent," and "...any transfer students with fewer than 60 semester credit hours or the equivalent who has not previously taken the test."

Performance on the test will not be used as a condition of admission.

A student may not "...enroll in any upper division course (the) completion of which would give the student 60 or more semester credit hours or the equivalent until the student's test results meet or exceed the minimum standards in all test scores." Other assessment procedures may be used in exceptional cases to allow a student to enroll in upper division courses "...in cases where student test results do not meet minimum standards" (Texas Education Code, Sec. 51.306).

The test fee will be paid by the student.

Second Bachelor's Degree/Minors

No second bachelor's degree is conferred until the candidate has completed at least 24 semester hours in addition to the courses counted toward the first bachelor's degree. Because most second degree opportunities exist at the University, early consultation with the Academic Dean is advised.

Students with interests in other fields may pursue a minor in addition to the BSN. Approval for a minor is obtained by both the major and minor advisor after consultation with both. A minor is not noted on the transcript or the diploma.

**CURRICULUM PATTERN
BACHELOR OF SCIENCE
IN NURSING**

Total semester hours required for degree	134
Required non-nursing course hours	57-59
Non-nursing elective hours (minimum)	6
Required nursing course hours	65
Nursing elective hours (minimum)	6
Total elective hours necessary in degree plan (nursing & non-nursing)	12
Nursing course ratio of clinical hours/semester credit hours	3:1

REQUIRED NON-NURSING COURSES

Required Lower Division Courses

English 1301	Essentials of College Rhetoric (3:3:0)
English 1302	Advanced College Rhetoric (3:3:0)
Psychology 1300	General Psychology (3:3:0)

Sociology 1301 <u>OR</u> Anthropology 2302	Introduction to Sociology (3:3:0) Cultural Anthropology (3:3:0)
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Chemistry 1305 and Laboratory 1101	Essentials of Chemistry I (3:3:0) Experimental General Chemistry I (1:0:3)
Chemistry 1306 and* Laboratory 1102	Essentials of Chemistry II (3:3:0) Experimental General Chemistry II (1:0:3)

OR

Chemistry 1307 and Laboratory 1103	Principles of Chemistry I (3:3:0) Principles of Chemistry I (1:0:3)
Chemistry 1308 and* Laboratory 1104	Principles of Chemistry II (3:3:0) Principles of Chemistry II (1:0:3)

Zoology 2403	Human Anatomy and Physiology I (4:3:3)
Zoology 2404	Human Anatomy and Physiology II (4:3:3)

Food and Nutrition 3340 <u>OR</u> Food and Nutrition 3320	Human Nutrition (3:3:0) Nutrition and Diet Therapy for Allied Health Professionals (3:3:0)
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Microbiology 3300 <u>OR</u> Microbiology 3400	Public Health Microbiology (3:3:0) Microbiology (4:3:4)
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Additional Courses Required for Degree

History 2300	History of the United States to 1877 (3:3:0)
History 2301**	History of the United States since 1877 (3:3:0)
Political Science 1301	American Government Organization (3:3:0)
Political Science 2302**	American Public Policy (3:3:0)

Philosophy 2310 <u>OR</u> Philosophy 1310	Logic (3:3:0) Reasoning (3:3:0)
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Mathematics 2300 <u>OR</u> Psychology 3403 <u>OR</u> Sociology 3391	Statistical Methods (3:3:0) Statistical Methods (4:3:2) Introduction to Social Research I (3:3:0)
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HSN 3410	Advanced Integrated Life Science (4:4:0)
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Management 3376 <u>OR</u> GTEC 4331	Behavioral Science in Business and Industry (3:3:0) Special Topics in Technology (3:3:0)
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**Non-nursing Electives
(6 credits)**

* 1988-91 students in the Permian Basin may substitute a "science" course for 1 Chemistry course. See Associate Dean, Permian Basin for details.

** See page 17

REQUIRED NURSING COURSES

Lower Division

N1400	Human Development and Human Behavior (4:4:0)
N1420 (CL)	Nursing Process I—Techniques of Basic Assessment and Intervention in Nursing (4:1:9)
N1300	Adaptation, Dysfunction and Pathological Processes in Humans I (3:3:0)
N1500 (CL)	Nursing Process II—Nursing in Conditions of Human Adaptation, Dysfunction and Pathology (5:1:12)
N2300	Adaptation, Dysfunction and Pathological Processes in Humans II (3:3:0)
N2500 (CL)	Nursing Process III—Nursing in Conditions of Human Adaptation, Dysfunction and Pathology (5:1:12)
N2200	Concepts of Family and Group Development and Interaction (2:2:0)
N2400 (CL)	Nursing Process IV—Nursing of Childbearing and Child Rearing Families—Adaptation, Dysfunction and Pathological Processes (4:1:9)
N1410 (CL)*	Basic Concepts for Professional Nursing Process (4:3:4)

Upper Division

N3100	Wellness and Illness, Concepts of Health and Views of Health Care Providers (1:1:0)
<u>N3410 (CL)*</u>	Nursing Process V—Comprehensive Nursing Care (4:1:9)
N3310	Teaching in Health Care Situations (3:2.5:1.5)
N3200	Complex Pharmacology in Nursing Practice (2:2:0)
N3320	History and Philosophy of Nursing (3:3:0)
N3600 (CL)	Roles in Nursing Practice I—The Nurse as a Decision Maker in Secondary Care Settings (6:2.5:10.5)
N4600 (CL)	Roles in Nursing Practice II—The Nurse as a Collaborating Professional in Primary Care (6:1:15)
N4200	Methods of Systematic Inquiry in Nursing (2:2:0)
N4410 (CL)	Roles in Nursing Practice III—The Nurse as a Manager of Nursing Care (4:1:9)
N4420 (CL)***	Roles in Nursing Practice IV—The Nurse as a Competent Professional (4:1:9)
Nursing Electives	(6 credits)

The following pairs of courses are companion courses, generally to be taken simultaneously, with the (CL) course in the pair organized mainly as a clinical laboratory course.

N1400 and N1420 (CL)	N2300 and N2500 (CL)
N1300 and N1500 (CL)	N2200 and N2400 (CL)

* N1410 (CL) cannot be completed by advanced placement, transfer, or credit by examination. All Licensed Vocational Nurses entering with advanced standing in nursing courses or transfer of credit complete this course with a grade of C or better as prerequisite to progression to 2000 level nursing courses.

** N3410 (CL) cannot be completed by advanced placement, transfer, or credit by examination. All Registered Nurses entering with advanced standing or transfer of credit complete this course with a grade of C or better as prerequisite to upper division study.

*** N4420 (CL) cannot be completed by advanced placement, transfer, or credit by examination.

DEGREE REQUIREMENTS

Non-Nursing	Credit hours
English	6
History	6
Political Science	6
Psychology	3
Sociology or Anthropology	3
Chemistry	*6-8
Anatomy and Physiology	8
Nutrition	3
Logic or Reasoning	3
Microbiology	3
Statistics	3
Advanced Integrated Life Science	4
Management or Biomedical Instrumentation	3

Required non-nursing courses	57-59
Non-nursing electives	6
	63-65

Nursing	Credit hours
Required nursing courses—Lower Division	30
Required nursing courses—Upper Division	35
Required nursing courses—Total	65
Upper division nursing electives	6

71

Combined Requirements	Credit hours
Nursing credits	71
Non-nursing credits	63-65
Total semester credit hours required for degree	134

* 1988-91 students in the Permian Basin may substitute a "science" course for 1 Chemistry course. See Associate Dean, Permian Basin for details.

GRADE POINTS

The grades of A, B, C, and D earn grade points of 4, 3, 2 and 1, respectively, multiplied by the number of semester hours of credit value for the course in which the grade is received. All other grades have no grade points assigned them.

GRADE POINT AVERAGES

The School of Nursing uses three grade point averages (GPA) to determine progressions within the program:

1. The nursing GPA for a semester is determined by dividing the total number of grade points acquired during that semester by the total number of semester hours taken in nursing in which the student was registered, exclusive of courses in which a grade of W is received.
2. The overall GPA for a semester is determined by dividing the total number of grade points acquired during that semester by the total number of semester hours of all courses (both TTU and TTUHSC) in which the student was registered in that semester, exclusive of courses in which a grade of W, P, or Cr is received.
3. The cumulative overall GPA is obtained by dividing the total number of grade points earned in all courses taken in the degree program at TTU and TTUHSC by the total number of semester hours of all courses taken in the degree program for which the student has registered at TTU and TTUHSC, including hours of F and WF. Repeated registrations are counted in the total.

A student may repeat courses for credit with the prior approval of the

academic dean. When a course is repeated, both grades are used in calculating the GPA and both grades appear on the transcript.

Only courses taken and grades received at TTU and TTUHSC are used in calculating GPAs.

GRADING PRACTICES

A grade is assigned for all courses in which a student is regularly enrolled during any semester or summer term. Only through regular enrollment can a grade be earned. A passing grade may be earned only if the student is enrolled for the duration of the course and a grade, once given, may not be changed without the approval of the student's dean.

Grades and their interpretations are: A, excellent; B, good; C, average; D, inferior (passing, but not necessarily satisfying degree requirements); F, failure; P, passing; PR, in progress; I, incomplete; W, withdrawal; WF, withdrawal failing. The letter R designates a course repeated to remove an I.

The grade of I is given only when a student's work is satisfactory in quality but, due to reasons beyond his or her control, has not been completed. It is not given in lieu of an F. The instructor assigning the grade will stipulate, in writing, at the same time the grade is given the conditions under which the I may be removed. The I will be replaced with an F after it has remained on record for a year without completion. The I may be replaced by an R if the course is repeated. The appropriate grade will be given for the second registration.

A PR is given when a course may extend over more than one semester. A PR in a course automatically registers the student in the course for the following semester and consequently

the student will pay additional tuition for the course. A PR is not given in lieu of an F. A PR will be replaced with an F after it has remained on record for a year without completion.

The grade of W is given for a course officially dropped during the first five weeks of a term or appropriate time in summer terms and for a course officially dropped after that time, provided the student's work is passing at the time the course is dropped. A student should continue to attend a class until authorized by the academic dean to drop a course.

After the first five weeks of a semester, the grade of WF is given when the student's work is not passing at the time the course is dropped or when the student is required by the dean to drop the course for failure to attend the class.

An X is shown on the grade report in those instances where, for any reasons, one of the above grades is not reported by the faculty. The designation X is not used in determining grade point averages.

Grade point averages are calculated at the end of Fall and Spring semesters and at the end of Summer Session II. Credits attempted and points earned at both the Health Sciences Center and the University constitute the basis for grade point average consideration.

HEALTH REQUIREMENTS

In addition to the health history and report of examination which are required upon admission, each student is expected to have a yearly update of the health record including documentation of nasopharyngeal cultures performed before beginning courses in which newborn and infants or other infection-vulnerable individuals are a part of the clinical

laboratory activity as stipulated by agency agreement, tuberculin screening tests and appropriate immunization. These completed records are a requirement for progression year and are the responsibility of the student. Failure to maintain the requirements stated in the *Student Handbook* may result in exclusion from clinical practice.

MINIMUM ACADEMIC REQUIREMENTS

The minimum grade point average for continuance in the Baccalaureate Program is 2.00 in each semester and 2.00 cumulative overall.

Courses in which the grade W is received are not counted in determining total hours attempted by the student.

A student who receives a grade of D or lower in a nursing course is eligible to repeat that course one time upon recommendation of the course

director. Failing two or more nursing courses in a semester or failing one course two times is cause for academic dismissal.

PROGRESSION TO THE UPPER DIVISION— BACCALAUREATE PROGRAM

A student may progress to the upper division courses in the nursing major when the following conditions are met:

1. The grade point average is 2.00 or above cumulative.
2. All lower division course requirements are complete.
3. The faculty in N3410 recommend the student for progression through the upper division as indicated by a grade of C or better in the course and a specific narrative statement describing the student's level of performance.

SEMESTER HOURS AND COURSE LOADS

The semester hour is the unit of measure for credit purposes. Didactic hours are measured on a one-to-one basis; clinical/laboratory hours are on a one-to-three basis. The student is expected to spend approximately two hours in preparation for each hour of lecture or recitation and an appropriate amount of time for preparation for clinical activity.

The number of semester hours a student may carry (course load) is regulated by the Academic Dean. In determining this load, the Academic Dean takes into account the quality of scholastic work performed by the student, the types of courses involved, the student's health and extracurricular interests and activities. Specific permission is needed to enroll in more than 20 hours per semester.

ADMISSION INFORMATION

Applicants can seek admission to the School of Nursing through one of the three applicant groups which reflect the three entry points in the school's curriculum. Those three applicant groups are described below:

- A. Entering freshmen or those with no previous nursing education background. This group would include those entering directly from high school as well as those with college credit in non-nursing courses.
- B. Vocational Nurses—This group comprises graduates of state-approved practical or vocational nurse programs who hold a current license to practice vocational nursing in Texas.
- C. Registered Nurses—Licensure to practice as a registered nurse and graduation from a program accredited by the National League for Nursing are the requirements for consideration in this applicant pool.

Although the general qualities of students considered in determining admission are the same for each entry point (each applicant pool), the information which can be provided by applicants to each of those points varies. Therefore, the materials required for admission consideration vary from one applicant group (entry point) to another. The general qualities which are considered in selecting students at each entry point are:

1. Academic performance and aptitude;
2. Ability to perform capably in positions of responsibility for self and others;
3. Experience with individuals of cultures other than their own; and

4. Career commitment to nursing.

Applicants to the B.S. in Nursing program should identify the entry point to which they seek admission (A, B, or C above). Following that, they should consult the information below to determine their basic eligibility for *consideration* at that level. Then, based on an understanding of these applicant pools and the *minimum standards* for admission consideration, potential applicants may secure application materials or additional information (see Application, p. 25).

MINIMUM STANDARDS FOR CONSIDERATION FOR ADMISSION (by Entry Level)

A. Entering Freshmen

1. Graduation from an accredited high school
2. Presentation of the following whole units of high school credit:

	Whole Units
English	4
Mathematics (such as algebra, geometry, trigonometry)	3
Social Science	2½
Lab Science	2
Electives	3½

3. Acceptable scores on either the SAT or ACT exam
4. Cumulative grade point average of 2.00 or higher

B. Licensed Vocational Nurses

1. High school graduation or G.E.D. equivalent. (If G.E.D. is less than five years old, applicants are required to take

Texas Tech University's Non High School Graduate Test.)

2. Graduation from a state-approved program of vocational or practical nursing.
3. Class standing in the nursing program, year of graduation, at or above the 70th percentile and a cumulative grade point average of 2.00 or higher.
4. Current licensure to practice as a licensed vocational nurse.

C. Registered Nurses

1. Graduation from a National League for Nursing accredited school of nursing.
2. Class standing, at graduation, at the 50th percentile or above or a cumulative grade point average of 2.00 on 30 or more semester hours of credit at an accredited college or university.
3. Current licensure to practice as a registered nurse.

Recognition of Previous Learning

The basic premise of TTUHSC's unique baccalaureate degree program in nursing includes an emphasis on acknowledging previous learning in order to provide for career mobility unhampered by unnecessary delays. This is, of course, balanced against a concern for maintaining high quality in the educational program and assuring the public of the quality of the education of graduates. In order to provide recognition of previous learning, the previous academic activities of all students admitted will be analyzed to determine their placement in the program and the specific program required for degree completion. Three different methods are used, depending on the student's

background, to acknowledge previous learning. They are transfer of credit, credit by examination, and advanced placement. Those methods and the policies related to each are described below.

A. Transfer of Credit

In general, all credit hours with a grade of C or higher earned at another accredited educational institution will be accepted for transfer to Texas Tech University Health Sciences Center School of Nursing. Application of these credits toward the degree are based on analysis of course equivalents with those courses required for the degree.

The number of credit hours acceptable for transfer from a junior college should not exceed one-half of the total number of hours required for the degree program. Work taken at a junior college cannot be transferred as upper division (junior or senior) level credit.

Applicants should consult an advisor in the school to identify specific course equivalencies for transfer.

B. Advanced Placement

Students who are graduates of diploma or vocational certificate programs in nursing are eligible to receive advanced placement in the nursing program. Decisions regarding the specific level of advancement are based on careful review of the student's previous academic background and subsequent validation of that previous learning.

C. Credit by Examination

It is the general policy of the University, Health Sciences Center and School of Nursing to recognize academic achievement of students gained by means other than through

performance in organized classes. Students will be given the opportunity to receive credit by special examination in all courses where proficiency may be practicably determined by examination.

In the University, a grade of Pass (P) will be given on the examination to those earning credit. Cr is used in the Health Sciences Center, but the grade will not be considered in determining grade-point averages. Course credit earned by examination is recorded by the University registrar on the student's transcript as "(Number) hours of credit via credit-by-examination program in (course equivalent)," or by the Health Sciences Center registrar as "(Course number)-Cr," and no grade points are awarded. Course credit by examination may not be used to satisfy the 30-hour minimum residence credit requirement for graduation. The student is responsible for complying with the following procedures:

1. The student is responsible for having test scores sent to the School of Nursing office and for completing tests for lower level courses in sufficient time to qualify for registration for higher level classes.
2. After the 12th class day, credit-by-examination may be attempted for a University course one is enrolled in only upon written approval of the dean's office.

Credit earned will not be awarded until the student enrolls at the University or Health Sciences Center.

There are four separate programs by which a student may earn course credit by examination. These include:

1. Specified College Entrance Examination Board (CEEB) Achievement Tests

2. CEEB Advanced Placement examinations which are a part of the Advanced Placement Programs (APP) available in a limited number of secondary schools.
3. Specified subject examinations on the CEEB College Level Examination Program (CLEP), and
4. Departmental examinations prepared, administered and scored by faculty members who teach the related course.

The student is responsible for taking tests early enough to allow sufficient time for scores to be reported to the University and the Health Sciences Center and to be processed by the School of Nursing. Many courses in the credit-by-examination program are prerequisites for higher level courses; therefore, student seeking credit-by-examination must plan ahead so that this credit can be assured before registering for advanced courses. Students may not receive credit-by-examination for a course if they have already passed a more advanced course in the same subject area. The deadline for registering to take the CEEB Achievement and CLEP examinations either at Texas Tech University or at another testing center is four to six weeks before the scheduled test date. Generally, test results or scores are mailed four to five weeks after the test date. Information regarding test dates and fees for national standardized examinations is available from the Testing and Evaluation Division at Texas Tech University. It is the students' responsibility to request that his or her CEEB test scores be sent to the Health Sciences Center.

Information concerning each of the testing programs follows.

1. Credit for CEEB Achievement Tests.

The CEEB Achievement Tests are a part of the CEEB Admissions Testing Program. Each year there are several national administrations of the CEEB Achievement Tests. Students should plan to take the specified tests at national testing centers during their senior year of high school at an early testing date in order that scores may be reported to the Health Sciences Center by June. In addition to the national administrations, there are limited administrations of the Achievement Tests recognized for credit by Texas Tech University during the Early Registration Conferences held on the campus each summer. Further information concerning the CEEB Achievement Tests may be obtained from high school counselors or principals; the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540; or the Testing and Evaluation Division of Texas Tech University.

2. Credit for CEEB Advanced Placement Program Examinations (APP).

The Advanced Placement Examination is the final examination for a nationally standardized course offered in a limited number of secondary schools under the auspices of the CEEB Advanced Placement Program. The objective of the APP is to allow students to begin work toward college credit while still in high school. Students should check with their high school counselor or principal as to the availability of the APP examinations in their school. The APP is offered once a

year during May at participating high schools.

3. Credit for CEEB College Level Examination Program (CLEP) Examinations.

Under the College Level Examination Program, the University will award credit for only the specified examinations. As with the other CEEB testing programs, a student may attempt a CLEP examination at a national CLEP testing center before enrolling and have the scores reported to the Health Sciences Center. The examinations are offered on the campus during the Early Registration Conferences held by the university each summer, several times each year to students currently enrolled, and monthly at national CLEP test centers. Further information concerning the CLEP tests may be obtained from high school counselors or principals; College Level Examination Program, Box 1821, Princeton, New Jersey 08540; or the Testing and Evaluation Division of Texas Tech University.

4. Credit by Departmental Examination.

Several departments within the University prepare, administer, score, and award credit for their own examinations. Credit for specific courses is given upon satisfactory performance of the comprehensive examinations which are administered by the departments responsible for the courses recommended by the deans of the respective colleges. In order to be eligible to attempt credit by departmental examination, a student must not have previously audited, enrolled in, or attempted credit by

examination in the course. A student must apply in writing to the responsible department at least 30 days prior to taking a departmental examination for credit. Further information regarding any credit by departmental examination should be secured directly from the academic department concerned.

5. Credit by Examination (School of Nursing).

The School of Nursing offers examination for credit for the majority of courses in the nursing major. Students are encouraged to consider the course descriptions of the various courses and determine whether they have knowledge sufficient to meet the course objectives. Credit requirements for any prerequisite courses (or advanced placement) must be met, just as when enrolling for the course. To be eligible for credit by examination, a student must not have previously audited, enrolled in, or attempted credit by examination in the course. These examinations are offered three times yearly, according to a schedule published each semester, approximately one month before the end of a semester. A student enrolled in a course which is prerequisite to one in which he or she wishes to seek credit-by-examination may be allowed to take the examination if the instructor in the prerequisite course validates that, at the time of the examination, the student is passing the prerequisite course. For application procedures and schedules or further description of the examinations, contact the School of Nursing, Student Services Office.

ADMISSION OF TRANSFER STUDENTS

Undergraduate students who have attended another accredited college may be accepted for admission to Texas Tech University Health Sciences Center School of Nursing provided they meet certain general requirements, as well as the specific requirements for admission to the School of Nursing.

They must present official transcripts of their entire academic record from **all** institutions in which they have been or are enrolled.

All transcripts must be submitted at the time of application. The only additional transcripts that will be accepted for degree requirements will be those reflecting work completed from the time of acceptance into the School of Nursing until actual enrollment.

A transfer student must be eligible to return to the institution from which he or she is transferring and must have a grade average of C or higher in all previous college work attempted or for each of the last two semesters of attendance provided he or she was a full-time student. Summer attendance of not fewer than 10 hours can be considered as one semester. All courses for which a student has enrolled are used in computing

the grade point average; however, one- or two-hour courses in band, choir, orientation, physical education, ROTC, etc., are not included in meeting the admission requirements.

A student who has fewer than 30 semester hours of transferable credit or who has been enrolled for only a semester term or session must also submit scores from the SAT or ACT test and a high school transcript.

The transfer student must have a minimum of 30 semester hours of transferable credit if he or she did not graduate from high school.

A former student of Texas Tech University Health Sciences Center who has afterward attended another institution will be considered a transfer student when applying for readmission and will be required to meet the standards for such students.

APPLICATION

All qualified applicants are carefully evaluated by the appropriate committee with regard to their potential for successfully completing a professional curriculum. Transcripts, test scores and other application information constitute the core factors for admission. There is no discrimination based on race,

creed, sex or national origin.

Applicants with completed forms and appropriate supporting materials constitute the pool of applicants considered for admission.

All information required for an application must be furnished accurately and completely. Intentional falsification of any part of the application information is cause for dismissal from the School of Nursing.

Notification of admission occurs from as soon after the deadline as the application is complete until the class is filled.

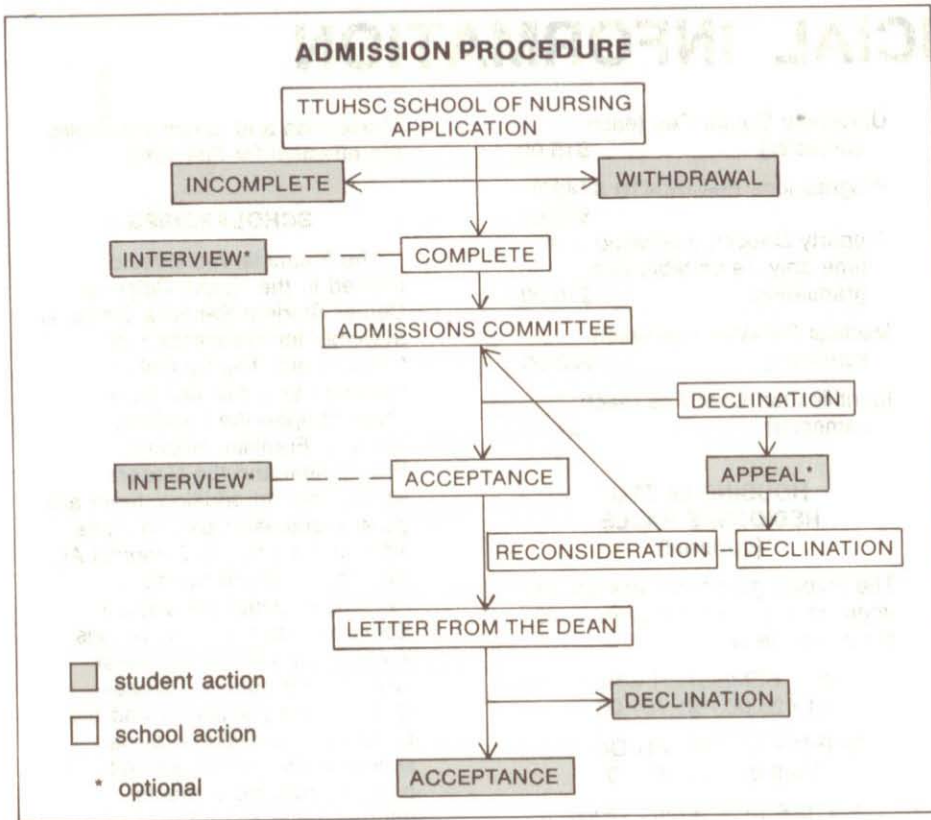
Applicant response to the admission acceptance offer must occur within two weeks. A deposit fee (applicable to fees) and orientation fee (non-refundable) is due on acceptance.

Application packets for the School of Nursing are available from:

Student Services Office
Texas Tech University
Health Sciences Center
Lubbock, Texas 79430
(806) 743-2737

or

The Baccalaureate Program
at the Permian Basin
Texas Tech University
Health Sciences Center
School of Nursing (Permian Basin)
Odessa, Texas 79761



Beginning with the academic year 1984-85, multiple admissions are available. Each applicant group will have two opportunities for admission each year. Deadlines for applications are listed in the following table. Late applications are considered on a space available basis.

Level	Spring	Summer	Fall
	A B	B C*	A C**
Application Deadline	October 16, 1988	February 16, 1989 (Lubbock campus) April 25, 1989 (Permian Basin campus)	May 15, 1989

Level A Entering Freshmen, no previous nursing education
 Level B Licensed Vocational Nurses
 Level C Registered Nurses

* The only semester in which Registered Nurses are admitted to the Permian Basin campus.

** The only semester in which Registered Nurses are admitted to the Lubbock campus.

FINANCIAL INFORMATION

Students bear only a small part of the cost of their education at Texas Tech since the University's and Health Sciences Center's main support comes from taxes paid by the citizens of Texas. Students enrolled in the Texas Tech University Health Sciences Center School of Nursing can expect to spend the following amounts:

Immediately upon acceptance of an offer of admission, the student pays:

\$50 deposit which will be applied toward HSC tuition the first semester in which the student takes a nursing course

\$20 orientation fee that provides a student nametag, a sleeve patch and a 1 year subscription to the *American Nurse*. The orientation fee is not refundable.

TUITION (TTU and HSC)*

\$16/credit hour (Texas residents)
\$120/credit hour (non-residents)

FEES (TTU and HSC)

Laboratory Fees (per lab course)
(assessed only if student is enrolled in a lab course) \$8.00

Building Use Fee (per credit hour) \$6.00

Student Services Fee (per credit hour) (maximum \$64) \$5.95

University Center Fee (each semester) \$15.00

Progressions Fee (N3410 & 4420) \$39.00

Property Deposit (assessed one time only, refundable upon graduation) \$10.00

Medical Services Fee (each semester) \$25.00

Identification Card Fee (each semester) \$1.00

HOUSING IN TTU RESIDENCE HALLS (optional)

The following amounts are based upon double room occupancy, 20 meals per week.

FALL SEMESTER ONLY
\$1,425.00 - \$1,751.00

SPRING SEMESTER ONLY
\$949.00 - \$1,167.00

ENTIRE ACADEMIC YEAR
\$2,374.00 - \$2,918.00

MISCELLANEOUS EXPENSES (approximate amounts)

Books and supplies
\$150/semester

Liability insurance
\$25/year

Campus parking permit
Reserved dorm space
\$54 for 9 months

Commuter parking
\$21 for 12 months

These fees and tuition schedules are effective for Fall 1988.

SCHOLARSHIPS

The Financial Aid Director housed in the Health Sciences Center Student Services Office, is available for assistance with financial aid. The School of Nursing has a few dedicated scholarships—the Larabee, Roberts, Franklin, Holland, Presidential and the General scholarship. In addition, there are general scholarships and loans administered by the Financial Aid Director for which School of Nursing students are eligible. Some community organizations such as the United Methodist Women, the Lubbock-Crosby-Garza Medical Auxillary and the Lubbock Foundation provide scholarships on a consistent basis for nursing students. Information is posted at appropriate times to alert students to application procedures and deadlines.

For further information, contact:

Financial Aid Director
Earl Hudgins
Texas Tech University
Health Sciences Center
Office of Financial Aid
2B 194
Lubbock, Texas 79430
743-3025

* The minimum tuition for both TTU and HSC is \$100. School of Nursing students will pay the minimum at only one of the two institutions. If the student is taking courses at both TTU and HSC, the minimum will be paid to HSC since HSC is the primary academic institution for nursing students.

MSN PROGRAM

GRADUATE PROGRAM PHILOSOPHY

The curricula for the graduate program in nursing are based upon the philosophies of the School of Nursing and the Baccalaureate Degree Program and on the following beliefs which are consistent with those philosophies. As stated in the School philosophy, we believe that nursing is "the process of assisting individuals, families or other groups to meet basic human needs in order to achieve or maintain a desired state of health and to do so in a fashion which acknowledges the person as an integrated being, rather than a series of isolated systems, or functions, the family as an integrated system and the society as a whole." (Statement of Philosophy, 1980) We further believe that nursing's unique contribution to health care is its interactive process which emphasizes care, that element which promotes the comfort of individuals and the development or restoration of their resources for self care.

The faculty believes that nursing care influences individuals, groups and societies. Although the latter two are beneficiaries of quality care, it is usually through the interaction of two individuals, a nurse and a client/patient, that nursing care is rendered. Individuals, as clients/patients, or as members of groups or societies, are dynamic, complex organisms who respond in holistic ways to a threat to their well-being and to attempts to improve their health.

While all health care clients/patients can benefit from the care provided by a nurse with graduate preparation, we

believe specific client/patient groups receive major benefits. These groups include those individuals and families in rural areas with limited access to the spectrum of health care providers, as well as to those requiring intensive, complex care in life threatening situations and those through the extremes of the age span, perinatal and gerontological clients/patients.

The best environment in which clinical graduate nursing education occurs is an academic milieu, which combines the strength of a health sciences center with a university and has access to rich clinical experiences. Further, we believe faculty contribute most positively to student learning by using all facets of the nursing role including teaching, practice, scholarly activities and service. We believe an established continuing nursing education program, which incorporates programming in the rural areas, enriches the curricula for both faculty and students through exposure to a wider variety of clinical sites and roles.

The faculty believes that the first degree for the practice of professional nursing is currently the baccalaureate in nursing. The advanced degree, Master of Science in Nursing, provides opportunities for specialization in a clinical and functional area in order to provide leadership and a more intense level of quality care. Due to the increasing complexity of health care and the public's increasing expectations regarding health care, improvement of the quantity and quality of health care in West Texas requires a nurse who has an increasing depth of nursing knowledge.

The emphasis of graduate education in nursing traditionally has been on the functional areas of education, administration and research. These, coupled with the roles of provider and consultant, are appropriate components at the graduate level. Further, we believe these are essential components that are appropriately applied to clinical aspects and reflect the kinds of nursing care clients need. Thus, while we recognize the need for and value of research, the faculty of the School of Nursing believes that based on societal needs, rapidly changing technology and the advancement of nursing theory, research is most appropriately incorporated in a clinically focused degree.

We believe that the educational process that best prepares nurses to function in clinical settings in defined roles is one which allows options in program planning, and conserves faculty resources. Inherent in these curricula are the following components: scientific depth and scope, analyses of nursing as a practice profession, exploration of professional leadership roles, nursing therapies related to nursing diagnoses, the development of professionalism as well as professionalism (Styles, 1982), concept formulation, testing and use of nursing therapies and integration and facilitation of medical diagnoses and therapies.

Increased depth of knowledge is not sufficient in itself; therefore, the graduate program focuses on promoting application of knowledge, generating knowledge and initiating change to facilitate both application and generation of knowledge in health

care systems and delivery. Application and generation of knowledge is best accomplished through a focus on special rather than general areas. This is not to say application and generation of knowledge cannot be made in relation to general populations; rather, the focus on specialities heightens nurses' abilities to provide quality care, especially in primary care situations.

Synthesis of principles, facts, theories and therapies requires a grasp of nursing as an interactive process focusing on the full spectrum of health, which ranges from wellness to acute illness and death. Inherent in this process is the recognition that perceptions influence both the client/patient and the nurse. This synthesis involves both clinical and functional components in order to meet society's current and future needs. Synthesis further is enhanced by the inclusion of sciences and the humanities that contribute to the development and betterment of nursing science. As graduate students, nurses are expected to assume direction of their program, within stated parameters, and determine their level of contribution to the

identification, use and evaluation of nursing therapies. Students who assume a major leadership role in identification and evaluation do so through longevous exposure to decision-making opportunities. As mentors, faculty facilitate the growth of students in their decision-making capabilities and in their role as collaborators in health care. Students function in collegial roles with their peers in nursing as well as in other health care professions.

Finally, the faculty believes that improving quantity and quality of health care in West Texas cannot be static in nature; thus, both faculty and students are continuously engaged in promoting orderly improvement and adaptation.

*Statement of Philosophy, (1980).
Texas Tech University Health
Sciences Center School of Nursing.*

Styles, M. (1982). On nursing: Toward a new endowment. St. Louis: C.V. Mosby Company.

PURPOSE AND OBJECTIVES

The graduate program is designed

to produce a nursing leader who is prepared to identify, use and evaluate nursing therapies that relate to specified nursing diagnoses. This graduate integrates a clinical specialty with the role necessary to promote the practice of the specialty. In doing so, the graduate:

1. initiates, uses and evaluates nursing therapies in providing high quality care to defined individuals, groups and society.
2. evaluates issues of legal and ethical accountability and demonstrates, as well as promotes, accountability in defined clinical area and role.
3. collaborates with other health care providers to assure a holistic approach to client care.
4. integrates the roles of provider, administrator and facilitator of learning and scholarly works within a defined primary role.
5. contributes to the advancement of the nursing professional through clinical competence and scholarly endeavors.

MINIMAL REQUIREMENTS FOR THE DEGREE MASTER OF SCIENCE IN NURSING

<u>Course Number</u>	<u>Title</u>	<u>Credits</u>
N5330	Theories and Therapies	3
N5390	Foundations of Nursing Research	3
N5370	Issues in Nursing	3
<i>A minimum of 6 credits is required from a combination of any of the following courses:</i>		6
N5300	Primary Care I: Foundations of Primary Care in Nursing	(3)
N5301	Primary Care II: Role Design and Implementation	(3)
N5310	Families I: Foundations of Perinatal Nursing Care	(3)
N5311	Families II: Role Design and Implementation	(3)
N5320	Gerontics I: Foundations of Gerontic Nursing	(3)
N5321	Gerontics II: Role Design and Implementation	(3)
<i>A minimum of 6 credits is required from a combination of any of the following courses:</i>		6
N5410	Facilitating Learning	(4)
N5210	Developing Nursing Education Program	(2)
N5230	The Middle Manager in Nursing	(2)
N5240	Managerial Role Development	(2)
N6220	The Manager as Leader	(2)
Non-Nursing Cognates		
	Physiology	3
	Statistics	3
	Computer Science	3
N6300	Thesis	6
		TOTAL 36
N6360	Nursing Practicum	(3) 6

*Practitioner Option

MINIMUM STANDARDS FOR CONSIDERATION FOR ADMISSION

1. R.N. licensure in Texas
2. Baccalaureate degree from NLN accredited program
3. Successful completion of an undergraduate statistics course
4. Experience—1 year F.T.E. in nursing (by time of enrollment)
5. GPA of 3.0 or better in upper division work (on 4.0 scale) and any graduate level work, if such applies
6. GRE (1000 on verbal, quantitative or analytic sections) or Miller's Analogies (50)
7. Acceptable references (4)
 - (1) faculty member in the Baccalaureate program
 - (2) immediate supervisor in most recent employment setting
 - (3) peer in the work setting (R.N. only)
 - (4) one other reference
8. Cultural Diversity
9. Career Goals
10. A sample of the applicant's writing skill (term papers, manuscripts, or reports)
11. Interview with Admission Committee Member (optional)

APPLICATION

All qualified applicants are carefully evaluated by the appropriate committee with regard to their potential for successfully completing a professional curriculum. Transcripts, test scores, and other application information constitute the core factors for admission. There is no discrimination based on race, creed, sex or national origin.

Applicants with completed forms and appropriate supporting materials constitute the pool of applicants considered for admission.

All information required for an application must be furnished accurately and completely. Intentional falsification of any part of the application information is cause for dismissal from the School of Nursing.

Notification of admission occurs from as soon after the deadline as the application is complete until the class is filled.

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Texas Tech University
Health Sciences Center
Lubbock, Texas 79430
(806) 743-2737

COURSE DESCRIPTIONS

BACCALAUREATE PROGRAM

REQUIRED COURSES

Respective campuses should be consulted regarding frequency of course offerings. All required courses are offered at least annually.

N1400
(4:4:0)

Human Development and Human Behavior
Theories of human development throughout the life span. Emphasis is placed on a comparative study of several theoretical views of human psychosocial development and behavior. These are further contrasted with a holistic approach to understanding normal behavior and development.

N1420(CL)
(4:1:9)

Nursing Process I-Techniques of Basic Assessment and Intervention in Nursing
An introduction to nursing as a systematic process with emphasis on gaining skill in techniques of basic assessment and intervention. Includes content about basic data collection including structured patient interview, vital signs and inspection; techniques of nursing intervention including comfort and hygiene measures; basic asepsis; administration of medications, except parenteral; and other necessary techniques for documenting nursing process. Also includes orientation to the professional nursing role. (Pre-nursing requisite admission to the program; pre- or co-requisite N1400 and ZOO 2403.)

N1300
(3:3:0)

Adaptation, Dysfunction and Pathological Processes in Humans I
Concepts of human function in altered states from adaptation through dysfunction to pathological processes. Concepts included are stress, adaptation, coping, crisis, inflammation, immune mechanisms, infection, metabolic dysfunctions, altered nutritional states, dysfunction and pathology interrupting internal environments such as gas exchange and fluid and electrolyte balance. (Prerequisite: Successful completion of N1400/1420; pre- or co-requisite:ZOO2404.)

N1500(CL)
(5:1:12)

Nursing Process II-Nursing in Conditions of Human Adaptation, Dysfunction and Pathology

Nursing process with persons experiencing conditions which are examples of the concepts presented in N1300. Focuses also on developing skills in the phases of nursing process with adults, young through elderly, and children. Special emphasis on nursing diagnosis, planning and intervention in nursing process. (Prerequisite: Successful completion of N1400/1420; pre- or co-requisite; N1300.)

N2300
(3:3:0)

Adaptation, Dysfunction and Pathological Processes in Humans II

Concepts of human function in altered states from adaptation through dysfunction to pathological processes. Concepts included are loss, body image disturbances, grief, neurological dysfunction, neoplasia, alterations in thought and dysfunction in human affiliation. (Prerequisite: Successful completion of N1300/N1500.)

N2500(CL)
(5:1:12)

Nursing Process III-Nursing in Conditions of Human Adaptation, Dysfunction and Pathology

Nursing process with persons who exemplify the concepts presented in N2300. Focus on developing skills in the phases of nursing process with people throughout the life span. Special emphasis on assessment, planning and evaluation and on therapeutic communication as intervention mode in nursing process. (Prerequisite: Successful completion of N1300/N1500; pre- or co-requisite: N2300)

- N2200**
(2:2:0) **Concepts of Family and Group Development and Interaction**
Development and interaction in human groups with the family as one special function group. Systems theory, Symbolic interaction theory, social exchange theory, role theories, and communication theories (among others), as perspectives for analyzing and understanding behavior in these units. Cultural variations and cultural influences on groups are considered. (Prerequisite: Successful completion of N1300/1500.)
- N2400(CL)**
(4:1:9) **Nursing Process IV-Nursing of Childbearing and Child Rearing Families-Adaptation, Dysfunction and Pathological Processes**
Nursing processes with individuals in the childbearing and child rearing process. Focuses on developing skills during the phases of nursing process in working with all members of the childbearing/child rearing family unit. Special emphasis on assessment of family unit, cultural differences in the approach to the childbirth and child rearing experiences, traditional and alternative arrangements for the birth experience, techniques of nursing intervention and evaluation. (Prerequisite: Successful completion of N1300/1500; pre- or co-requisite: N2200.)
- N3410(CL)**
(4:1:9) **Nursing Process V-Comprehensive Nursing Care**
Practicum in which the student integrates the concepts presented in lower division courses in the curriculum to provide comprehensive nursing care. Emphasizes skillful combination of the several phases of nursing process. (Prerequisite: Successful completion of N2300/2500 and N2200/2400 or admission at Level C; pre- or co-requisite: Successful completion of all lower division requirements.)
- N3100**
(1:1:0) **Wellness and Illness, Concepts of Health and Views of Health Care Providers**
Interdisciplinary course, open to all health care professional students. Focus is on objective presentation of individuals' views of health and their health related behaviors and on the several health professions' views of their roles in providing health care. Cultural differences in health behavior are considered as are several interprofessional issues affecting health care. (Prerequisite: Upper division standing in nursing major or consent of instructor.)
- N3200**
(2:2:0) **Complex Pharmacology in Nursing Practice**
Focuses on complex medication therapy and case studies from several clinical areas. Includes use of previous pharmacology knowledge and an understanding of medication therapy for common health disorders. (Prerequisite: Upper division standing in the nursing major and successful completion of HS 3410.)
- N3310**
(3:2.5:1.5) **Teaching in Health Care Situations**
Teaching as a major technique and process of nursing intervention. Focuses on assessment of learning needs and learner reactions and implementing planned learning experiences and evaluation. Relates concepts of teaching to individual and cultural group health values. Practice in the use of a variety of teaching strategies in simulated and real health care situations. (Prerequisite: Upper division standing in the nursing major or consent of the instructor.)
- N3320**
(3:3:0) **History and Philosophy of Nursing**
Study of the historical trends in nursing as they affect modern nursing and health care practice. Also analysis of several philosophical/theoretical views of nursing and the relationship of these to the individual nurse's developing conceptual frameworks for practice. (Prerequisite: Upper division standing in the nursing major or consent of the instructor.)
- N3600(CL)**
(6:2.5:10.5) **Roles in Nursing Practice I-The Nurse as a Decision Maker in Secondary Care Settings**
Combines an emphasis on decision making process as a major role in professional nursing practice with detailed study of the problems of care which are predominant in secondary care settings. Also introduces the use of other conceptual frameworks for nursing (in addition to Maslow's hierarchy) as a basis for understanding human needs. (Prerequisite: Progression to upper division in nursing major.)

N4600(CL) **Roles in Nursing Practice II—The Nurse as a Collaborating Professional in Primary Care**
(6:1:15)

Combines an emphasis on collaboration as a professional behavior with detailed study of nursing in primary care settings. Includes clinical experience in community health agencies as well as other primary care settings such as ambulatory clinics. Also introduces the use of another conceptual framework for nursing (in addition to those previously studied). (Prerequisite: Successful completion of N3600.)

N4200 **Methods of Systematic Inquiry in Nursing**

(2:2:0)

Develops ability to function as a competent consumer of research in nursing and related fields. Examines relationships of theory to research processes and analyzes various models of inquiry in nursing. (Prerequisite: Upper division standing in the nursing major and successful completion of Philosophy 1310 or 2310 and the statistics requirement.)

N4410 (CL) **Roles in Nursing Practice III—The Nurse as a Manager of Nursing Care**
(4:1:9)

Develops the ability to function as a first level manager in nursing as an element of the practice roles in nursing. Also examines the use of a selected conceptual or theoretical approach to nursing when functioning in a managerial role. (Taught in ½ semester.) (Prerequisite: Successful completion of N4600.)

N4420 (CL) **Roles in Nursing Practice IV—The Nurse as Competent Professional**
(4:1:9)

Practice in a selected clinical practice role, chosen from those which require integration of concepts of processes and practice of nursing considered in previous courses. Focuses on the role of change agent—change participant as a mechanism for nurse involvement in improvement of health care. Also examines the prospect of personal experience of change from student to that of practicing professional nurse utilizing an anticipatory socialization approach. (Taught in ½ semester.) (Prerequisite: Successful completion of N4410; pre-or co-requisite: Successful completion of required nursing and non-nursing courses.)

N1410 (CL) **Basic Concepts for Professional Nursing Process**
(4:3:3)

Study of the major concepts basic to the curriculum conceptual framework in order to assure an orientation to nursing as a professional endeavor. The focus of clinical activity is on the application of the concepts to the clinical practice of nursing. Completion of this course, with a grade of C or better, is required for progression to 2000 level and subsequent nursing courses by all Licensed Vocational Nurses who enter the program. (Prerequisite: Licensed Vocational/Practical Nurse and admission to the Program; pre- or co-requisite: ZOO 2403 and 2404.)

HEALTH SCIENCES CENTER COURSES

HSN3410 **Advanced Integrated Life Science**

(4:4:0)

This course is designed to enable the student who has a grounding in basic physiology and biochemistry to see human function as an integrated whole: it focuses on a number of common and exemplary human dysfunctions that can be fully understood only by approaching them from several physiological and biochemical perspectives. (Prerequisite: Enrollment in HSC and ZOO 2403, 2404 and the chemistry sequence.)

ELECTIVE COURSES*

N3130, 3230, Independent Study in Nursing
3330

Topic and objectives of study are mutually agreed upon by student and selected faculty member. Independent study agreement formalizes the plan for study and guides evaluation. Credit varies from 1 to 3 semester hours (indicated by second digit of course number) and course may be repeated as topic and/or objective of study change. (Prerequisite: Upper division standing in the nursing major and/or consent of instructor.)

N3140, 3240, Special Topics in Nursing
3340, 4240,
4340

Courses designed to focus on subjects of special interest to groups of students. May be repeated for credit as topics vary.

* Offered at select times as faculty and interest are present.

(Prerequisite: Upper division standing in the nursing major and/or consent of instructor.)

N3341

Holistic Health Practices in Stress Management

Introduction to holistic health in stress management. Includes role of the mind, body and universe in attaining high level wellness, stress and its relationship to health and interaction of holistic health practices in the management of stress.

N3342

Philosophical Issues and Problems in Human Caring

Exploration of different avenues of approaching philosophical dilemmas in providing care to clients whose behaviors and value systems are difficult to accept. Examines select issues from the standpoints of philosophy and nursing.

N4241

Techniques for Assisting the Aging—The Three Rs: Reality Orientation, Remotivation, Reminiscing

The three Rs of group work with the aging person are the focus of the course. The purpose is to provide three techniques that assist in improving the quality of life for the aging person through group activities. Concepts include selecting groups, developing a leader's sensitivity and empathy, and evaluating outcomes of specific activities in relation to reality orientation, remotivation and reminiscing.

N4341

Caring for Aged Populations

Interdisciplinary course provides basic content on gerontics plus strategies for caring for elders—especially frail elderly. Emphasis on knowledge and strategies, caring qualities needed by caregivers, and on psychosocial caring for elders who are experiencing motivational, nutritional, pharmacological, and/or psychological health problems.

N3250, 3350, 4350, 4450 **Client Populations and Their Nursing Needs**

The courses in this series focus on the characteristics of particular populations and the implications of these characteristics for nursing and health care. (Prerequisite: Upper division standing in the nursing major or consent of instructor if interdisciplinary course.)

N3154, 3654 **Foundations for Maternal/Infant/Gynecological Nursing**

Includes changes in maternal/infant/gynecological nursing practice roles and the evolution of holistic nursing practice from the perspective of women, infants and mothers as depicted historically through art, literature and music. Includes the contributions of women, infants and mothers involved in parenting, nurturing, creative, leadership, social, and cultural roles as depicted historically in music, literature, and art. An esthetic study of women, infants and mothers in various roles allows students to develop individual objectives for focus, course grade, and course value (number of credit hours—one to six). (Prerequisite: Successful completion of N3410.)

N3355

Nursing the Patient with Diabetes Mellitus

Focuses on the characteristics of the patient with diabetes mellitus. Incorporates the most current research based knowledge regarding education and research needs. Clinical practice involves in-agency care, home care, outreach screening and patient education classes. Emphasizes the patient as the coordinator of his/her health care with the professional nurse as the primary health care provider.

N3351

Nursing and Health Care in Rural Communities

Considers unique features of rural communities as they affect health care of residents. Clinical activities include community assessment and practice in one or more rural health care facilities.

N3352

Prospects and Problems of Aging

Interdisciplinary course which considers several theories of aging, health related problems of aging, public policy issues related to the elderly, and alternative approaches to attaining a high quality of life for the aging.

N3353

Nursing Care of Children with Endocrine Disorders

Builds on the techniques of assessment, planning, intervention and evaluation in relation to children with endocrine disorders.

Explores physiological, pathophysiological, psychosocial and management aspects of care of the child with insulin dependent diabetes mellitus.

N3356

Care of the Patient During the Perioperative Period

Focuses on the care of the patient during the perioperative period and the nursing responsibilities inherent in this care. Clinical practice includes activities in each of the preoperative, intraoperative and post operative stages. (Prerequisite: completion of N2300 and N2500 or consent of the instructor).

N4351

Nursing the School Age Child

Study of special problems of the school age child and nursing functions in health promotion. Clinical experiences in selected school health settings and other related settings.

N4352

The Mexican-American Family—Values and Health Care

Interdisciplinary course. Considers predominant values and cultural beliefs of this population group as they affect health care.

N4353

Nursing Care of the High Risk Infant

Provides introductory knowledge about the psychosocial and pathophysiological aspects in the care of the high risk newborn and his/her family in a tertiary setting. (Prerequisite: Successful completion of N3600.)

N3360, 3460, 4360

Selected Roles in Nursing

The courses in this series offer the opportunity for in-depth exploration of some identified roles in nursing practice. (Prerequisite: Upper division standing in the nursing major and/or consent of instructor.)

N3361

Perioperative Nursing

Explores the role of the professional nurse in providing care during the perioperative period. Clinical practice includes activities in each stage of the intraoperative period.

N3362

Patient Education—Nursing Intervention and Nurse's Role

Considers research on patient education,

curriculum and techniques. Based on skills gained in N3310, the student becomes more proficient in use of education as a nursing intervention skill. (Prerequisite: N3310)

N3363

Clinical Role Exploration

Analysis of and practice in an entry level clinical nursing role. Seminar combines elements of anticipatory socialization and role theory. Clinical activity reflects this content as it focuses on the performance of all aspects of nursing process as they relate to provision of direct care in any setting except primary care. (Especially recommended for students who have had no previous nursing background before entering the program.) (Prerequisite: Successful completion of N3600.)

N3364

The Role of the Nurse in the Care of the Critically Ill Child

Focuses on role of the nurse with special emphasis on primary nursing and support of the critically ill child and his/her family. Includes application of concepts of human behavior, stress and adaptation and role analysis. (Prerequisite: Successful completion of N3410.)

N3460

The Nurse as a Patient Advocate in Tertiary Care Settings

Combines an emphasis on the advocacy function as an element of the professional nursing practice role with detailed study of the problems of care which are predominant in tertiary care settings.

N4360

Occupational Health Nursing

The roles and functions of the nurse in occupational health. Surveys laws and regulations affecting occupational health practices and health promotion activities as a special concern of the nurse. Clinical practice in selected occupational health sites.

N3270, 3370, 4370

Professional Development Topics

This series of courses includes opportunities to explore, in-depth, aspects of professional concerns which affect nursing and health care in general. (Prerequisite: Upper division standing in the nursing major and/or consent of instructor.)

- N3371 Legal and Ethical Issues in Health Care**
Interdisciplinary course surveying major legal and ethical issues in the delivery of health care.
- N3372 Quality Assurance in Health Care**
History and current status of quality assurance programs in health care. Examines purposes, techniques and effects of these programs.
- N3270 Collective Bargaining in Health Care—Pros and Cons**
Examines the history, processes and implications of collective bargaining activity in health care facilities.
- N4371 Utilization of Touch as a Therapeutic Intervention**
Interdisciplinary course which considers several theories and techniques that utilize touch as the primary source of intervention. Clinical experiences will provide the student with an opportunity to practice the methods discussed in various clinical settings.
- N4451 Adult Critical Care Nursing**
Focuses on nursing care of individuals experiencing severe physiological maladaptation and dysfunction. Concepts included are advanced pathological processes, critical care skills, psychosocial adaptation to critical illness, holism, stress management and professional issues in critical care nursing. (Prerequisite: N3600, Consent of Instructor.)

GRADUATE PROGRAM

REQUIRED COURSES

- N5300 (CL) Primary Care I: Foundations of Primary Care in Nursing**
(3:1:6)
Study of the major concepts basic to the development, implementation and evaluation of primary care. Clinical practice focuses on application of a nursing theory and pathophysiological concepts and exploration of nursing therapies, skills and techniques essential to the provision of primary care. (Prerequisite/Corequisite: N5330 and Physiology requirement.)
- N5301 (CL) Primary Care II: Role Design and Implementation**
(3:1:6)
Study of the nursing role components inherent in primary care. Identification of facilitators for and barriers to the implementation of primary care in health care settings. Clinical practice involves collaboration and implementation of the primary care role in selected health care settings. (Prerequisite: Successful completion of N5300 and N5330.)
- N5310 (CL) Families I: Foundations of Perinatal Nursing Care**
(3:1:6)
Study of the major concepts necessary to the provision of perinatal care. Clinical practice focuses on application of a nursing theory, the childbearing family and the nursing therapies appropriate to provisions of care for the childbearing family. (Prerequisite/Corequisite: N5330 and PHY5803)
- N5311 (CL) Families II: Role Design and Implementation**
(3:1:6)
Study of the nursing role components involved in collaboration and provision of perinatal care. Identification of high risk perinatal situations and populations are included. Clinical practice involves the childbearing family in a variety of settings. (Prerequisite: Successful completion of N5310 and N5330.)
- N5320 (CL) Gerontics I: Foundations of Gerontic Nursing**
(3:1:6)
Study of the major concepts essential to the development, implementation and evaluation of quality gerontic care. Clinical practice focuses on application of a nursing theory and pathophysiological concepts, and exploration of nursing therapies, skills and techniques associated with the provision of gerontic care. (Prerequisite/Corequisite: N5330 and Physiology requirement.)

- N5321 (CL)** **Gerontics II: Role Design and Implementation**
(3:1:6)
Study of the nursing role components basic to collaboration and provision of gerontic care. Includes study of family dynamics related to the extended family and identification of families at risk. Clinical practice focuses on provision of care in a variety of settings. (Prerequisite: Successful completion of N5320 and N5330.)
- N5210** **Developing Nursing Education Programs**
(2:2:0)
Curriculum concepts applied to various situations such as staff development and continuing education programs. Focuses on program level development and implementation including evaluation models. (Prerequisite: Successful completion of N5410.)
- N5230** **The Middle Manager in Nursing: A Conceptual Perspective**
(2:2:0)
Focuses on mid-level roles in health care organizations. Includes communication, social distancing, power relationships, professionhood, group processes, conflict management, budgeting, managerial process and counseling employees. Applies concepts of holism and human behavior to the work setting.
- N5240 (CL)** **Managerial Role Development**
(2:0:6)
A practicum emphasizing the application of concepts formulated in N5230. Emphasizes analyzing and designing managerial role to enhance the delivery of health care service and the adaptation and development of nursing therapies in specified areas such as rural settings, clinics and community services. (Prerequisite: Successful completion of one of the following courses—N5300, N5310 or N5320 or permission of the course director. Prerequisite/Corequisite: Concurrent enrollment or successful completion of N5230.)
- N5410 (CL)** **Facilitating Learning**
(4:3:3)
Concepts of assessing learning needs and learner reaction to design, implementing and evaluating educational activities. Emphasis is on nursing role development, professionhood and design and teaching strategies.
- N6220** **The Nurse Manager as Leader**
(2:2:0)
A seminar in contemporary issues in administrative circles. Explores issues from various professional, client and societal perspectives. Emphasizes leadership development and ethical perspectives. (Prerequisite: Successful completion of N5230 or N5240 or permission of the course director.)
- N5330** **Theories and Therapies**
(3:3:0)
Exploration of theories in nursing as a basis for nursing therapies. Analysis of existing theories, theory construction and concept formulation and common specialized therapies such as counseling, touch and comfort measures.
- N5370** **Issues in Nursing**
(3:3:0)
Analysis of issues confronting nursing today. Includes interdisciplinary issues as well. Emphasis is on synthesis of nursing professional knowledge applied to these issues, including their historical development.
- N5390** **Foundations of Nursing Research**
(3:3:0)
A survey of scientific inquiry, research design and methods. Emphasizes quantitative methodologies. Includes development of a clinical study proposal. (Prerequisite/ Corequisite: Statistics.)
- N6300 (CL)** **Thesis**
- N6360 (CL)** **Nursing Practicum**
(3:0:9)
A clinically focused practicum for individuals pursuing expectations beyond basic graduate degree requirements. (Prerequisite/Corequisite: Successful completion of clinical and functional courses.)

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