The discipline of nursing is concerned with how nurses interact with people in relation to their health and within their total environment. Nursing at its core is caring for people within their health experience. The effective nurse is able to think critically, feel deeply, communicate clearly, interact meaningfully, assume responsibility, exhibit a thirst for knowledge and act morally.

EMU nursing graduates are generalists prepared to function as beginning practitioners in a variety of settings with a focus on individuals, families, or groups of clients. They have the capacity to develop a personal art of nursing that grows from an excellent knowledge base, their own personal resources, a sense of the sacred in moments and places and a profound sense of respect for all people. Graduates are self-directed and engage in continual learning and development. They are accountable for their own actions but work collaboratively with clients, other health team members, and communities within which they practice. As professionals, they seek to improve health care by promoting justice through involvement in church, community, political and professional organizations.

The nursing concepts of health, person, environment and nursing provide a framework for the nursing program at EMU. The processes of problem-solving, decision-making, teaching and relating interpersonally are emphasized throughout the program. Relationships with clients/patients are viewed within a sacred covenant framework. This approach reminds nurses of the holy nature of our calling and vocation within a faith context. Faculty in the nursing department believe in the interdependence of a covenant relationship between faculty and students that fosters personal growth and prepares students to become

Faculty
Lisa Burkholder
Melody M. Cash (chair)
Wendy Carr
Kate Clark
Judith Hiett
Audrey Myers
Marcia Pusey
Donald L. Tyson
(graduate director)
Nancy Wise
Linda Witmer
(RN-BS director)
Laura G. Yoder
(undergraduate director)
Lela Faye Yoder

Major
› Nursing

Careers in Nursing include work in community based health services, primary care settings, education, long term care, mental health, emergency nursing, critical care nursing, medical-surgical nursing, pediatric nursing, obstetrical nursing, occupational health nursing, forensic nursing, home health nursing and international settings.
professional nurses. Mastery-based learning, within the covenant framework, is facilitated by faculty and students partnering together to enhance learning for students with diverse abilities.

The nursing program is accredited by the Virginia State Board of Nursing and the Commission on Collegiate Nursing Education. Upon graduation, individuals are eligible to sit for the National Council Licensing Examination-RN (NCLEX–RN) to become eligible for licensure as registered nurses.

Any student admitted to the university may declare a nursing major. Nursing requires a strong background in the natural sciences, mathematics and the social sciences. Nurses work with complex concepts and ever-changing technologies.

Admission to the clinical sequence (Level 1) of the program for all traditional tracks is contingent upon the following:

- being at least 18 years of age.
- having completed 58 semester hours prior to beginning Level 1 unless completing a semester cross-cultural while in the clinical level.
- obtaining a C or above in all prerequisite courses.
- not repeating more than two prerequisite courses.
- maintaining a minimum cumulative GPA of 2.8 or above at the time of application to the clinical level.
- Kaplan nursing entrance exam prior to application to the clinical level with overall score >50th percentile and Science subscore >50th percentile. The test may be repeated once during a subsequent application cycle.

Students entering EMU directly after high school graduation with significant college credit must complete a minimum of one full-time semester at EMU prior to entering the clinical level (Level 1). These students may apply for Level 1 prior to entering EMU if they have met all admission criteria.

Admission to Level 1 is subject to approval by the nursing department’s admissions committee. A separate application for Level 1 is required. Applications for fall semester are due by February 15. Applications for spring semester are due by June 15.

Students in the clinical nursing program are responsible for providing their own transportation to all clinical experiences. Car pools are encouraged and required by some hospitals.

**Major in Nursing**

The nursing major requires the following prerequisites:

- CHEM 105 Chemistry for the Life Sciences ...................... 2
  (May be waived for students who have earned a B or better in high school honors chemistry)
- BIOL 112 Human Anatomy and Physiology I ................... 3
- BIOL 122 Human Anatomy and Physiology II .................. 3
- BIOL 205 Microbiology .......................... 3
- BIOCH 152 Human Biochemistry ...................... 2
- BIOL 145 Nutrition Fundamentals  ........... 2
- PSYC 202 Developmental Psychology .3
- SOC 101 Introduction to Sociology OR Other selected sociology, social work, or PXD courses .................. 3
- Any statistics course at the collegiate level ...................... 2-3

The nursing major requires the following courses:

- NURS 301 Holistic Health Inquiry....3
- NURS 302 Pathophysiology and Pharmacology for Nursing........4
- NURS 303 Foundations of Professional Nursing ...................... 4
- NURS 304 Fundamentals Practicum ....3
NURS 310 A Conceptual Framework of Nursing ........................................ 2
NURS 320 Adult Health Practicum I ........................................ 3
NURS 321 Nursing Care of the Adult I .......................................... 4
NURS 323 Psychosocial Nursing ................................................ 3
NURS 325 Nursing Care of Children ........................................... 3
NURS 326 Nursing and the Beginning Family ................................. 3
NURS 420 Adult Health Practicum II .......................................... 3
NURS 421 Nursing Care of the Adult II ........................................ 4
NURS 426 Nursing and the Family in the Community ....................... 3
NURS 427 Professional Issues in Nursing ...................................... 3
NURS 429 Leadership Practicum .............................................. 3
NURS 431 Community Health ................................................ 3
NURS 433 Evidence Based Practice for Nursing ......................... 2
NURS 434 Crisis Intervention .................................................... 2
NURS 440 Transition to Practice .............................................. 3
NURS 436 Population Health Colloquium .................................. 2
NRS 350 (Online) Health Care Policy ........................................ 4

**Registered Nurse Options**

Registered nurse options include: traditional daytime program, accelerated hybrid (Lancaster only), or online. Eleven credits in sciences of the human organism are required for either program. These may include but are not limited to: anatomy, physiology, microbiology, chemistry (inorganic, organic or biochemistry), nutrition, genetics, immunology, advanced (mammalian) physiology, pathophysiology, neuro-immunology and pharmacology. The RN to BS director or department chair can approve additional courses. In addition, at least one psychology and sociology course is required. RN students must be licensed to practice nursing in the United States.

**Full-Time RN Curriculum Plan – Harrisonburg Daytime Program (28 SH)**

NURS 301 Holistic Health Inquiry ........................................... 3
NURS 311 Conceptual Framework Bridge Course ......................... 3
NURS 426 Nursing and the Family in the Community .................... 3
NURS 429 Leadership Practicum ............................................. 3
NURS 431 Community Health ............................................... 3
NURS 433 Evidence Based Practice for Nursing ....................... 2
NURS 434 Crisis Invention .................................................... 2
NURS 440 Transition to Practice ........................................... 3
NURS 436 Population Health Colloquium ................................ 2
NRS 350 (Online) Health Care Policy ........................................ 4

**RN to BS Program**

The RN to BS program is offered in a hybrid or fully online format.

The RN to BS program is designed to fit the lives of nurses who are busy with professional and/or family commitments. The accelerated program is tailored for a mature, interactive learning style. Students are admitted as part of a cohort learning community allowing them to form close relationships with the same group of peers throughout the entire series of courses. The program capitalizes on the skills and knowledge of the experienced nurse.

To be considered for admission to the RN to BS program a student must satisfy the following requirements:

- A minimum of 60 SH of transferable credit from accredited colleges or universities (Waived for diploma nurses).
- A cumulative GPA of 2.0 or above.
- Current employment or involvement with an organization which enhances the learning outcomes of the program.
- Current state licensure as an RN
A satisfactory writing sample.

Students in the RN to BS program complete the following:

**EMU Core Requirements**

**CHRISTIAN FAITH**
Anabaptist Biblical Perspectives (included in cohort curriculum) ......... 3

**COMMUNICATION**
College Writing (prerequisite for Professional Nurse) ............. 3
Speech ......................... 2
Writing Intensive Designates (included in cohort program) ...... 2 courses

**CROSS-CULTURAL LEARNING**
Cultural Perspectives (included in cohort curriculum) .............. 3
Global Trends in Health (included in cohort curriculum) ............. 3

**CRITICAL THINKING**
Statistics (prerequisite for Evidence Based Practice) ............... 3
Natural Sciences .................. 3
Social and Behavioral Sciences ....... 3
Creative Arts ..................... 3
History or Literature .............. 3
Senior Seminar (included in cohort curriculum) .................. 3
TOTAL .................................. 32

**Required cohort courses for RN to BS +**
NRS 325 Art and Science of Effective Communication ............... 3
NRS 320 Transitions in Professional Nursing Practice .............. 3
NRS 341 Professional Nurse ........... 4
CCSSC 440 Cultural Perspectives ........ 3
NRS 350 Health Care Policy ........... 4
NRS 461 Family Health ............... 4
NRS 410 Community Health ............ 4
SRSEM 450 Issues and Values .......... 3
CCUS 310 Global Trends in Health ...... 3
NRS 405 Evidence Based Practice for Nursing ...................... 4
NRS 420 Principles of Nursing Management and Leadership ...... 3
BIST 390 Biblical Perspectives .......... 3
NRS 430 Evidence-Based Practice Project .......................... 2

+ A 2 or 3 SH Health Assessment course with a head-to-toe assessment is required for graduation. An option for auditing the Health Assessment course is available if a transferred course did not include a head-to-toe assessment.

+11 SH in sciences of the human organism are required.

**LPN Option**
The nursing curriculum can be accelerated for LPNs who have work experience. A total of 350 clinical hours across the life span is required. Upon successful completion of NURS 301, NURS 302, and NURS 311, LPNs will be awarded 7 SH recognized to satisfy content covered in NURS 303 and NURS 304. LPNs are also awarded 150 hours of direct clinical hours based on their LPN program.

**Required Nursing Courses for LPNs:**
NURS 301 Holistic Health Inquiry ........ 3
NURS 302 Pathophysiology and Pharmacology for Nursing ...... 4
NURS 311 Conceptual Framework Bridge Course ..................... 3
NURS 320 Adult Health Practicum I ... 3
NURS 321 Nursing Care of the Adult I .............................. 4
NURS 323 Psychosocial Nursing .......... 3
NURS 325 Nursing Care of Children .... 3
NURS 326 Nursing and the Beginning Family ........................ 3
NURS 420 Adult Health Practicum II ... 3
NURS 421 Nursing Care of the Adult II ................................ 4
NURS 426 Nursing and the Family in the Community ............... 3
NURS 427 Professional Issues in Nursing .......................... 1
NURS 429 Leadership Practicum .... 3
NURS 431 Community Health .... 3
NURS 433 Evidence Based Practice for Nursing ............... 2
NURS 434 Crisis Intervention .... 2
NURS 435 Critical Thinking for the Graduate Nurse ........... 1
NURS 436 Population Health Colloquium ..................... 2
NURS 440 Transition to Practice .... 3

**Traditional Program Second Degree Option**

Persons with a bachelor’s degree in a field other than nursing may enter the second degree option of the nursing program. Prerequisite requirements are the same as those for a traditional nursing major. The social science courses (one course each in psychology and sociology) may be taken with nursing courses, load permitting and with approval of the department chair.

Each applicant’s academic record will be reviewed individually. The length of the program for second degree students who have completed prerequisites is four semesters during fall and spring.

**Accelerated Second Degree Program Option**

The EMU Nursing Department offers an accelerated second degree program as well as the traditional second degree program. Persons with a bachelor’s degree in a field other than nursing are invited to apply. This accelerated 15 month program will begin early May each year and run through August of the following year. The first and final semesters will be condensed into approximately 10-12 week semesters during the summer months. The second and third semesters will follow a traditional fall/spring semester format. Students in this program may find it difficult to hold employment and may be expected to complete 12-hour and/or weekend clinical rotations. Applications are accepted on a rolling basis from August through January 15.

**Admission Requirements:**

- First degree must be completed by the time of application
- Five of the eight prerequisite courses must be completed by time of application
- Minimum cumulative GPA of 2.8
- Minimum GPA of 3.0 for all prerequisites
- Anatomy/Physiology I and II
- One chemistry course (general, inorganic, organic, or biochemistry)
- One psychology course (developmental preferred, general or abnormal accepted)
- One sociology course
- Microbiology
- Nutrition
- One statistics course

**Faith Community Nurse Certificate (3 SH)**

Faith Community Nurses assist the members of their faith community to maintain and/or regain wholeness in body, mind, and spirit. The course explores the personal and professional dimensions of spirituality and the process of developing a health and wellness ministry within a community of faith. The curriculum follows the guidelines recommended by the Westberg Institute for Faith Community Nursing who issues the certificate. The course also prepares nurses to apply for a certification in Faith Community Nursing from the American Nurses Association.

Course enrollment is limited to students who have an active RN license and are currently practicing as an RN.

NRS 391 Faith Community Nurse .... 3
Undergraduate Traditional Nursing Level 1 (NURS)

Level 1 is one semester in length.

301 Holistic Health Inquiry 3
Includes interviewing, documenting, understanding normal findings on physical examination and geriatric considerations, and assessment of psychosocial and spiritual needs. Introduces beginning professional and therapeutic communication skills with clients and professional teams, including managing conflict. Laboratory and community settings are used for practice and mastery experiences.

302 Pathophysiology and Pharmacology for Nursing 4
Addresses the pathophysiology and pharmacological treatment of the most common diseases encountered in the adult population. The course begins with basic principles of pharmacology and then is organized by body system or major disease group classification: fluid and electrolyte balance, neurological, heart and vascular, endocrine, immune/infection, musculoskeletal, respiratory, gastrointestinal, and cellular/cancer.

303 Foundations of Professional Nursing 4
Introduces the fundamental concepts of nursing including actions basic to nursing care, promoting healthy physiologic and psychosocial responses, and aging. Processes key to functioning effectively as a professional nurse are included: the nursing process, clinical decision making, and teaching and learning. Covers professional roles and issues such as the nurse as team member, legal and ethical concerns, documentation, priority setting, and safety.

304 Fundamentals Practicum 3
Skill acquisition in the learning laboratory through simulation, skill demonstrations (e.g. urinary indwelling catheter insertion, wound care, vital signs and glucometer). Clinical experiences take place in a nursing home, acute care setting, schools, and other community settings. Corequisites: NURS 301 Holistic Health Inquiry and NURS 303 Foundations of Professional Nursing

310 A Conceptual Framework of Nursing 2
Introduces the concepts basic to nursing practice: persons, health, environment and nursing. Incorporating spirituality into nursing practice will be emphasized. Taken during the sophomore year or with Level 1.

Clinical experiences for Level 1 generally take place on Tuesdays and Thursdays.

Undergraduate Traditional Nursing Level 2 (NURS)

Level 2 is two semesters in length. Level 1 is prerequisite for Level 2

320 Adult Health Practicum I 3
Clinical experiences are in medical surgical settings where the student applies the nursing process in caring for 1-2 clients. (Clinical experience: 11 days)

321 Nursing Care of the Adult I 4
Addresses the needs of clients with problems involving endocrine, regulation, gastrointestinal, fluid balance and immune systems. Clinical experience in hemodialysis.
323 Psychosocial Nursing  
Gives an overview of psychosocial nursing and addresses nursing care of clients with psychosocial illnesses. Application occurs in a state mental hospital. (Clinical experience: 6 days in a psychiatric hospital).

325 Nursing Care of Children  
Focuses on the nursing care of children in a developmental setting, rehabilitation setting and an acute hospital setting. Explores the transitional and situational crises this brings to the family. (Clinical experience: 6.5 days)

326 Nursing and the Beginning Family  
Focuses on the family during the childbearing cycle. Clinical application occurs in a mother-baby hospital unit, childbirth classes and prenatal settings. (Clinical experience: 4 days)

420 Adult Health Practicum II  
Clinical experiences are in medical surgical settings where the student masters complete care for 2-3 clients. (Clinical experience: 10 days). Prerequisite: NURS 320.

421 Nursing Care of the Adult II  
Addresses the needs of clients with problems involving the cardiovascular, respiratory, neurological and sensory systems.

426 Nursing and the Family in the Community  
Focuses on nursing with the family as a unit in the community system from conception to late adulthood. Clinical application occurs in home visits with families. Prerequisite: NURS 314.

427 Professional Issues in Nursing  
This seminar course addresses current issues in nursing from the standpoint of ethics, economics, policy, research, and legal considerations. Students identify an area of health concern and use research and evidence-based resources to develop and deliver an oral presentation.

Undergraduate Traditional Nursing Level 3 (NURS)

Level 3 is one semester in length.

429 Leadership Practicum  
This course includes practical clinical experiences at the leadership level in acute care, medical-surgical settings. Concepts of delegation, time-management, and prioritization are emphasized.

432 Community Health  
Focuses on community health nursing with clinical application to individuals, families and communities. Change theory, epidemiology, communicable diseases and health care systems are considered. Prevention in populations is a special emphasis in this course. (Clinical experience: 9 days plus community project) Prerequisite: NURS 426.

433 Evidence Based Practice for Nursing  
Guides the student in understanding the research process and becoming a critical consumer of research. Students apply research findings to their Professionhood III capstone presentation.
434 **Crisis Intervention**  
Crisis theory is applied with clients and their families in the acute stages of a health-related situational crisis and in disaster situations. Clinical experiences occur in the emergency department and critical care units. (Clinical experience: 4 days). Prerequisites: NURS 320, NURS 321, NURS 420, NURS 421.

435 **Critical Thinking for the Graduate Nurse**  
Focuses on critical thinking, including inference, predicting outcomes and setting priorities based on surveillance, in order to enhance clinical decision making in practice settings and in the licensure exam (NCLEX-RN) required for nursing practice. Prerequisites: Level 1 and 2.

436 **Population Health Colloquium**  
This course draws together principles of community health and leadership in order to prepare students to be active participants within the communities and agencies in which they will work. Application of course content occurs through a semester-long population-focused group project and a professional presentation that utilizes evidence-based literature.

440 **Transition to Practice**  
Examines professional issues and the role development of the professional nurse transitioning into practice. In class discussions and in writing a philosophy paper, students identify personal beliefs and ethical issues and challenges that will affect their voice as a nurse. Students present an evidence-based project and advocate for a legislative policy change.

### Additional Nursing Courses (NURS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>311</td>
<td>Conceptual Framework Bridge Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Provides an overview of the conceptual framework utilized in the EMU nursing department and reviews certain nursing process skills that include decision making, teaching, research and process recordings. This course is taken by LPN and RN students in the day program.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>319</td>
<td>Family Respite Caregiving: Interprofessional Perspectives</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>This community learning course is open to non-nursing majors and includes 40 clock hours during which students provide family caregivers in our community with respite care. Students engage with various professional perspectives (e.g., nursing, social work, medicine, chaplaincy, and others) to learn about the needs of the aging population and family caregiving.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>438</td>
<td>Concepts of Nursing in Crisis and Disaster</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>Provides an overview of crisis theory and disaster planning with application to case studies.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>439</td>
<td>Professionhood III: Issues and Values</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>This senior seminar course covers professional issues and the role development of the professional nurse transitioning into practice. In class discussions and in writing a philosophy paper, students identify personal beliefs and ethical issues and challenges that will affect their voice as a nurse. Students present an evidence-based project and advocate for a legislative policy change. (ASD program only)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>480</td>
<td>Adult Health Practicum III</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Clinical experiences are in medical surgical settings where the student masters complete care for 2-3 clients. For students on an extended schedule (clinical experience: 5 days)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>499</td>
<td>Independent Study</td>
<td>1-3</td>
</tr>
<tr>
<td></td>
<td>Independent study is an elective and may be taken by arrangement.</td>
<td></td>
</tr>
</tbody>
</table>

Nursing • 189
Cohort RN to BS, Hybrid or Online

Required 43 SH.

**NRS 325 Art and Science of Effective Communication** 3
This course is designed to enhance the written, oral and interpersonal communication ability of students. With an emphasis on academic integrity, the course will foster writing skills using American Psychological Association formatting. Other content will address information and media literacy, content creation, and the ethics inherent in their use. Communication skills will be enhanced through discussion of social media, crucial conversations, mediation, and therapeutic communication.

**NRS 320 Transitions in Professional Nursing Practice** 3
This course is designed to support a smooth transition for new to practice registered nurses who are employed in their initial professional positions. Successful transition into the role of a professional nurse will be fostered through faculty and peer coaching and support. An overarching aim of this Nurse Residency is professional socialization while fostering stress management, problem-solving, creative thinking, and durability in the new professional position.

**NRS 341 Professional Nurse** 4
This course presents the knowledge, skills, and abilities required for current professional nursing practice. Classroom activities focus on library usage skills, an introduction to nursing research, concepts of professional nursing, communication skills, nursing and crisis theories, the history of nursing, and spirituality. A paper is written in which professional nursing concepts are integrated into an individual philosophy of nursing.

**CCSSC 440 Cultural Perspectives** 3
This course focuses on the development of global awareness, faith, and management as it relates to cross-cultural understanding. Students will be challenged to look beyond their own culture and understand social systems and institutions from the perspective of people in another culture. Experiential learning will take place as students participate in an off-campus cross-cultural experience.

**NRS 350 Health Care Policy** 4
This course focuses on contemporary health care issues and their impact on current policy. An open systems model and change theory is used to explore the US healthcare system, health care organizations, health care policy, payment systems and the role of nurses within this system. Possibilities for health care reform and alternate systems are discussed. The effect of behaviors, attitudes, values and perceptions of participants in the system is examined.

**NRS 461 Family Health** 4
This course focuses on nursing with the family as the client. Theories of family nursing are examined and applied with the family experience. Family development and crisis theory are considered. Students home visits with a family and do a family health assessment.

**NRS 405 Evidence Based Practice for Nursing** 4
This course guides the student through the research process and teaches the art of becoming a critical consumer of research. Both qualitative and quantitative methods are examined. Students critically read and critique nursing research.
SRSEM 450 Issues and Values 3
In this course the student formulates a philosophy of life that provides the basis for professional ethics and accountability, respect for human rights, and a responsible lifestyle in our contemporary world. Ethical theories and personal values are examined through readings, analysis of the workplace, and classroom discussion.

NRS 410 Community Health 4
This course focuses on nursing with the community as the client. Theories of community nursing are examined and applied in community agencies. Epidemiology, communicable diseases, and crisis theory are considered. Students do a community assessment and project with a community organization.

CCUS 310 Global Trends in Health 3
This course will discuss health and health care that transcend geographic boundaries. The overall goal is for students to develop a worldview that comprehends the interrelationship between health and social systems, institutions, culture, politics, environmental factors, education, and economics. Some topics of discussion will include health disparities among nations, global environmental issues, poverty, human trafficking, and pharmaceuticals as it affects cultures.

NRS 420 Principles of Nursing Management and Leadership 3
This course presents motivational theory and its application to individual and group functioning. Leadership styles and governance models are examined. Legal issues are discussed. The effect of organizational change on nursing delivery systems is evaluated. The concepts of power, oppression, advocacy, delegation, stress, and change are addressed.

BIST 390 Biblical Perspectives 3
This course reflects the commitment of Eastern Mennonite University as a Christian liberal arts university. This is a commitment to nurture an appreciation for the rich resources of the scriptures for creative personal faith and human life in the modern world. It is designed to foster knowledge and understanding of the literature and history of the Bible and the integration of faith, learning, and living.

NRS 430 Evidence-Based Practice Project 2
In this course the nurse explores nursing research and applies it to a clinical problem. The course consists of writing, implementing, and orally presenting it as a capstone presentation to the instructor and learning group.

Faith Community Nursing

NRS 391 Faith Community Nurse 3
Faith Community Nurses assist the members of their faith community to maintain and/or regain wholeness in body, mind, and spirit. The course explores the personal and professional dimensions of spirituality and the process of developing a health and wellness ministry within a community of faith.