

# 2020-2021 Pre-Nursing Guide



## FIRST YEAR - 1st Semester

Course	SGR/IGR	Credits
ENGL 101 Composition I	SGR1	3
MATH 103 or MATH 114	SGR5	3
CHEM 106/L Chemistry Survey	SGR6	4
PSYC 101 General Psychology	SGR3	3
A Fine Arts Course	SGR4	3
NURS 119 First Year Seminar	Major	1
<b>Semester Credits:</b>		<b>17</b>

## FIRST YEAR -2nd Semester

Course	SGR/IGR	Credits
ENGL 201 Composition II	SGR1	3
CMST 101 Fundamentals of Speech	SGR2	3
PHGY 220/L Anatomy & Physiology I	SGR6	4
HSC 250 Healthcare Terminology	Major	3
Elective		3
<b>Semester Credits:</b>		<b>16</b>

## SECOND YEAR - 1st Semester

Course	SGR/IGR	Credits
PHGY 230/L Anatomy & Physiology	SGR6	4
SOC 100 Introduction to Sociology	SGR3	3
PHIL 220 Introduction to Ethics	SGR4	3
HLTH 422 Nutrition	Major	3
PSYC 321 Lifespan Development	Major	3
<b>Semester Credits:</b>		<b>16</b>

## SECOND YEAR -2nd Semester

Course	SGR/IGR	Credits
NURS 315 Pathophysiology	Major	4
MICR 230 Basic Microbiology	Major	3
MICR 232 Basic Microbiology Lab	Major	1
NURS 311 Professionalism, Values	Major	3
PSYC 451 Abnormal Psychology	Major	3
<b>Semester Credits:</b>		<b>14</b>

USD encourages students to take 15 credits per semester or 30 credits within the year in order to graduate in 4 years. To help students complete their academic degree program in four years, we provide a sample academic plan. Students must apply and be accepted to the Nursing Major prior to enrolling in third and fourth year NURS courses. Refer to [www.usd.edu/nursing](http://www.usd.edu/nursing) for admission criteria, deadlines, and application procedure. Students must begin nursing application process 4-6 weeks prior to posted deadlines. **Student Learning Outcomes:**

1. Students will comprehensively explore issues, ideas, artifacts and events before accepting or formulating an opinion or conclusion, and combine or synthesize existing ideas, images or expertise in original ways reflecting a high degree of innovation, divergent thinking, and risk taking.
2. Students will be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.
3. Students will design, evaluate, and implement a strategy to answer an open-ended question or achieve a desired goal.
4. Students will interact with other students and evaluate the effort put into team tasks, interactions with others, and the quantity and quality made to team discussions.
5. Students will connect ideas and experiences in order to synthesize and transfer learning to new, complex situations within and beyond the campus.
6. Students will intentionally engage with diversity in ways that increase awareness, content knowledge, cognitive sophistication, and empathic understanding of the complex ways individuals interact within systems and institutions leading to opportunities for equal access to participation in educational and community programs for all members of society.
7. Integrate leadership and communication (written, verbal, nonverbal and technological) skills to effectively implement patient safety and quality improvement initiatives within the context of Interprofessional team.
8. Relate how finance and regulatory environments shape responses to organizational, local, national, and global issues of equity, access, affordability and social justice in health care.
9. Collaborate with other health care professionals for improving health through clinical prevention in national, international and global societies.
10. Integrate evidence, clinical judgment, Interprofessional perspectives, and patient preferences in planning, implementing, and evaluating outcomes of care.
11. Manage holistic, safe patient-centered care that reflects an understanding of the arts and sciences in the nursing and medical management across the lifespan for individuals and populations in all health care settings.
12. Demonstrate accountability for individual actions and behaviors, including civility, professional engagement, practice and lifelong learning.