

Nursing

This nursing website is currently under construction. Courses listed below represent practical and associate degree (RN) nursing courses that are taught among institutions within the Dakota Nursing Program. Please contact the nursing education program at the college or university of your choice.

The following matrix indicates those courses deemed transferable among institutions listed across the top of the matrix. The numbers on the matrix represent the number of semester hours associated with the course at each institution and which institutions have agreed to transfer the commonly numbered course in each row.

You can view the group leaders at the bottom of the page. If you are interested in printing this page, please note that it is best to print in landscape mode.

Prefix	Number	Gerta	Course Title	Members of the Dakota Nursing Program				
				BSC	LRSC	WSC	DCB	NHSC
NURS	100		Nurse Assistant Training	2				
NURS	120		Foundations of Nursing	3	3	3	3	3
NURS	121		Practical Nursing I	3	3	3	3	3
NURS	122		Clinical Practice I	3	3	3	3	3
NURS	124		Clinical Practice II	3	3	3	3	3
NURS	126		Clinical Practice III	3	3	3	3	3
NURS	127		Practical Nursing II: Introduction to Medical Surgical Nursing	2	2	2	2	2
NURS	129		Practical Nursing III	4	4	4	4	4
NURS	145		Introduction to Maternal Child	2	2	2	2	2
NURS	224		Professional Role Development	2	2	2	2	2

				Members of the Dakota Nursing Program				
Prefix	Number	Gerta	Course Title	BSC	LRSC	WSC	DCB	NHSC
NURS	225		Alterations in Health I	3	3	3	3	3
NURS	226		Maternal Child Nursing	3	3	3	3	3
NURS	227		Clinical Application I	4	4	4	4	4
NURS	228		Alterations in Health II	4	4	4	4	4
NURS	229		Health Promotion and Psychosocial Nursing	2	2	2	2	2
NURS	237		Clinical Application II	5	5	5	5	5
NURS	259		Role Transition	1	1	1	1	1

NURS 100 Nurse Assistant Training

The Nurse Assistant Training program provides classroom instruction and supervised clinical practice to those preparing for employment as a nurse assistant in a skilled nursing facility, acute care or home health care.

NURS 120 Foundations of Nursing

This course introduces concepts related to the practical nurse's roles and responsibilities in today's society. Emphasis is placed on effective communication, microbiology concepts, basic human needs, critical thinking, research, and ethical-legal and professional issues. Health promotion and disease prevention concepts are introduced. Upon completion the student will be able to understand the nursing process as it relates to the socially and culturally diverse clients along the health-illness continuum.

Upon completion of the course the learner will be able to:

1. Describe the legal and ethical roles and responsibilities of the Licensed Practical Nurse as a member of the interdisciplinary healthcare team.
2. Define effective communication techniques when caring for individuals and interacting with families along the health-illness continuum.

3. Describe infectious organisms, the body's response to those organisms, and nursing interventions related to infection control.
4. Describe the basic human needs (safety, infection control, hygiene, oxygenation, comfort and sleep, mobility, skin integrity, wound healing, sensation, perception, cognition, fluid, electrolyte and acid-base balance, elimination) of socially and culturally diverse clients as they interact with their environment as a member of society across the lifespan.
5. Identify the components of critical thinking for problem solving, and decision making.
6. Define evidence based nursing practice.
7. Describe the four step nursing process for the Licensed Practical Nurse.
8. Discuss health promotion, disease prevention and holistic nursing care across the life span.
9. Describe the healthcare delivery system and social forces affecting nursing.

NURS 121 Practical Nursing I

This course introduces students to core concepts of mental health nursing, nutrition, and health assessment as they related to the nursing profession. Students will learn concepts of mental health and mental illness, health promotion and disease prevention related to nutrition; and the data collection processes of health assessment.

Upon completion of the course the learner will:

1. Discuss ethical, legal and documentation issues relating to nutrition and health assessment.
2. Identify the physiological value of nutrients.
3. Describe the role of proper nutrition in health promotion and disease prevention throughout the lifespan.
4. Utilize online technology for research and information evidence-based nursing practice.
5. Define normal and abnormal findings of a physical assessment across the life span.

6. Describe interpersonal, technical, and organizational skills needed in the data collection process.
7. Discuss the effects of age, gender, culture, and lifestyle choices on nutrition and health assessment.
8. Discuss therapeutic communication as an interdisciplinary member of the health care team interacting with clients along the health illness continuum
9. Describe common mental health disorders and appropriate interventions for clients across the lifespan.

NURS 122 Clinical Practice I

This course takes place in the nursing laboratory and in health care facilities. The student will apply social, biological, behavioral and nursing science principles as they are acquired in the Foundations of Nursing and Practical Nursing I courses. Basic nursing skills and procedures are demonstrated and applied in a supervised laboratory/clinical setting. Beginning Practical Nursing Students will begin to participate with the nursing process for clients across the lifespan.

Upon completion of the course the learner will:

1. Demonstrate competence in calculating drug dosages, safely preparing, administering, and monitoring medications.
2. Utilize basic concepts of the nursing process in caring for an assigned client experiencing alterations in basic human needs across the lifespan.
3. Demonstrate effective verbal and written communication with clients and colleagues as a member of the interdisciplinary healthcare team.
4. Perform basic nursing skills and health assessment needed to care for a client along the health-illness continuum both in the nursing laboratory and in the clinical facility.
5. Demonstrate safe and appropriate client care as a beginning nursing student within the ethical and legal framework of the nursing profession.

NURS 124 Clinical Practice II

This course takes place in the nursing laboratory and in health care facilities. Complex nursing skills are introduced in the

laboratory and applied in the clinical setting utilizing current technology. Clinical experiences will include nursing interventions, pain management, nutrition and drug therapy for disease and infectious processes of culturally diverse clients across the lifespan. Health promotion activities and disease prevention techniques will be incorporated into nursing care of the culturally diverse client. Mental health and therapeutic communication concepts are applied in caring for clients along the health illness continuum. Evidenced based practice is applied in the holistic care of clients across the lifespan. Upon completion the student will assist in the nursing process as a member of the interdisciplinary health care team.

Upon completion of the course the learner will:

1. Demonstrate complex nursing skills in the laboratory setting.
2. Apply holistic nursing interventions, pain management techniques, nutrition management, and drug therapy to clients experiencing stable and predictable health problems across the lifespan.
3. Participate in teaching self care, health promotion, and disease prevention techniques to culturally diverse clients across the lifespan.
4. Apply therapeutic communication techniques as an interdisciplinary member of the health care team interacting with clients along the health illness continuum.
5. Apply evidence based nursing interventions utilizing current technology for clients across the lifespan.
6. Demonstrate critical thinking when planning and providing nursing care for clients across the lifespan.
7. Participate in the nursing process as a member of the interdisciplinary health care team when providing care for clients across the lifespan.

NURS 126 Clinical Practice III

This clinical takes place in a variety of clinical settings. The student will apply evidence based nursing knowledge and skills in caring for clients across the lifespan with stable or predictable health problems and assisting with those whose conditions are critical or unpredictable. Critical thinking, effective and therapeutic communication, nursing process, management of nursing care, and delegation of unlicensed assistive persons are incorporated into the clinical experience. The student will provide safe and effective nursing care in a legal and ethical manner for clients along the health-illness continuum as an interdisciplinary member of the health care team. Upon completion of this clinical course, the student will

have the knowledge and experience to practice in the role of a practical nurse.

Upon completion of the course the learner will:

1. Prioritize nursing care demonstrating professional responsibility and accountability in the role of a practical nurse as an interdisciplinary member of the health care team caring for clients across the lifespan in a variety of clinical settings.
2. Apply delegation skills to manage client care for clients across the health-illness continuum in collaboration with other members of the health care team.
3. Use information management to provide research based information for client care.
4. Demonstrate safe, effective nursing care, incorporating therapeutic communication for the client across the lifespan with stable or predictable health problems and assist with those whose conditions are critical or unpredictable.
5. Apply the nursing process to care for clients in the role of the practical nurse.

NURS 127 Practical Nursing II: Introduction to Medical Surgical Nursing

This didactic course expands on prior learning to increase evidenced based knowledge of nursing interventions, pain management, surgery, cancer, trauma and drug therapy for disease and infectious processes of the biopsychosocial individual along the health-illness continuum. This course will integrate teaching and learning activities that enhance critical thinking skills, involvement of clients in decision-making, self-care, health promotion, disease prevention and intervention to responses to illness. Upon completion the student will describe the application of the nursing process in caring for culturally unique clients across the lifespan in an ethical and legal manner.

The student will:

1. Apply critical thinking skills to the nursing process as used by the practical nurse.
2. Discuss ethical and legal issues as an interdisciplinary member of the health care team interacting with clients along the health illness continuum.
3. Explain health promotion and disease prevention activities for the culturally diverse client across the lifespan.

4. Explain normal functions and alterations of fluid and electrolyte balance, acid-base balance and hemodynamics in the biopsychosocial individual across the lifespan.
5. Explain diagnostic tests used to measure fluid and electrolytes, acid-base balance and imbalance, and hemodynamics in clients across the lifespan.
6. Discuss nursing interventions for the client with fluid, electrolyte and acid-base imbalance; hemodynamics, infection, pain, requiring surgery and/or treatment of shock, emergent conditions and drug therapy in clients across the lifespan.
7. Present researched information utilizing critical thinking and the nursing process to describe nursing care of the client with fluid, electrolyte, acid-base and hemodynamic.

NURS 129 Practical Nursing III

This course will continue the learning of evidenced based nursing interventions, nursing process, nutrition and drug therapy for disease processes of the culturally diverse client across the lifespan along the health-illness continuum. Additional information presented will include accountability, roles, responsibilities and ethical, legal and professional issues of the entry level Practical Nurse. The principles of therapeutic communication are expanded and the impact of technology on nursing care is addressed.

NURS 145 Introduction to Maternal Child

This didactic course focuses on nursing care of the culturally diverse woman, infant, and child. Emphasis is placed on health maintenance and selected study of diseases and disorders affecting women, infants, children, and families. Growth and development of the infant and child, and common childhood illnesses are presented. The importance of family centered care and therapeutic communication is addressed. This course will integrate teaching and learning activities that enhance involvement of clients in decision-making, self-care, health promotion and disease prevention.

The student will:

1. Discuss therapeutic communication as an interdisciplinary member of the health care team interacting with women, children and their families.
2. Develop a teaching plan for the culturally diverse childbearing client that integrates involvement in decision-making and self-care.

3. Describe nursing care interventions for the culturally diverse woman, pediatric client and infant.
4. Explain growth and developmental concepts of the fetus, infant and child.
5. Describe ethical and legal issues that impact nursing care of clients across the lifespan.
6. Explain health promotion and disease prevention activities for the culturally diverse client across the lifespan.

NURS 224 Professional Role Development

This course is designed to assist the licensed practical nurse and/or graduate of the Dakota Practical Nursing Program in transition to the role of the associate degree nurse. Emphasis is placed on the role of the registered nurse, evidence based practice, nursing process, and therapeutic communication. Historical trends of nursing will be discussed and management concepts will be introduced. Upon completion, students should be able to articulate professional aspects of the practice of nursing.

1. Explain the concepts of nursing practice including the legal, ethical dimensions, historical trends, and roles in nursing.
2. Analyze the five steps of the nursing process used in developing a plan of care to meet the needs of diverse individuals experiencing alterations in health across the life span.
3. Evaluate the principles and techniques of therapeutic communication and information management, and group dynamics as they relate to the nursing care of individuals along the health illness continuum.
4. Explore individual professional responsibilities within the discipline of nursing.
5. Analyze the relationship of the nursing process and evidenced based nursing practice in caring for diverse individuals across the life span.

NURS 225 Alterations in Health I

This course introduces concepts related to the nursing care of individuals experiencing acute and chronic alterations in health that build on concepts, knowledge and skills introduced in practical nursing programs and the supporting sciences. Emphasis is placed on utilizing scientific principles and the nursing process as a framework for providing and managing

nursing care to individuals along the health-illness continuum. Upon completion, students will incorporate basic decision-making skills and therapeutic communication to meet basic human needs for individuals experiencing acute and chronic alterations in health across the lifespan including end-of-life issues.

Upon completion of the course the learner will be able to:

1. Utilize the nursing process as a framework to prioritize nursing care for unique individuals experiencing acute and chronic alterations in healthcare.
2. Build on previously-learned principles of medical surgical nursing including concepts of pharmacology and nutrition.
3. Explain the pathophysiology and diagnostic measures for unique individuals experiencing acute and chronic alterations in health care.
4. Plan therapeutic measures and nursing interventions for unique individuals experiencing acute and chronic alterations in health care.
5. Analyze therapeutic communication, safety, infection control, and basic decision-making skills in the management of nursing care to unique individuals along the health-illness continuum.
6. Support the use of evidence-based practice and teaching-learning principles that promote self care as they relate to unique individuals experiencing acute and chronic alterations in health care across the lifespan including end-of-life issues.

NURS 226 Maternal Child Nursing

This course integrated prior learning to provide expanded knowledge of the neonate, developing child, women's health, and childbearing family. Maintenance and study of diseases and disorders affecting diverse neonates, children, women, and families along the health/illness continuum and during the end stages of life are examined. Emphasis is placed on therapeutic communication, the role of the registered nurse, ethical/legal issues, and health promotion and maintenance during life stages of growth and development for neonates, children, and women. As a member of the interdisciplinary health care team, the student will explore the needs of diverse neonates, children, and women utilizing the nursing process as a framework.

Upon completion of the course the learner/student will be able to:

1. Create an appropriate method of teaching and learning utilizing evidenced based practice information to promote self-care for the needs of children, and women.
2. Analyze the steps of the nursing process that are used in caring for diverse neonates, children, and women including end of life issues along the health/illness continuum.
3. Examine therapeutic communication techniques utilized in caring for diverse children and women.
4. Analyze diseases and disorders affecting diverse neonates, children, women, and families along the health/illness continuum.
5. Compare and contrast the role of the licensed practical nurse and the associate degree registered nurse in caring for diverse neonates, children, and women.
6. Integrate legal and ethical concerns when discussing issues related to the nursing care of neonates, children, and women.

NURS 227 Clinical Application I

Utilizing the nursing process, the associate degree nursing student will administer care to meet the needs of individuals across the lifespan. The student will demonstrate assessment skills, and apply scientific principles and aseptic technique in caring for individuals across the lifespan. The student will apply therapeutic communication in the management of patient care, and as a member of the interdisciplinary health care team.

Upon completion of the course and through utilizing the multidisciplinary approach to patient care and Maslow's hierarchy of needs, the student will be able to:

1. Apply the nursing process, using critical thinking in planning care for patients and families with complex health needs along the life continuum
2. Draw upon principles from the various disciplines in planning care for patients and families with complex health needs along the life continuum
3. Integrate into the plan of care the psychosocial, cultural, spiritual, and developmental needs which influence patient's response to disease processes and treatment modalities.

4. Integrate in the plan of care the results of diagnostic studies of patients with complex health needs along the life continuum.
5. Prioritize nursing diagnoses within the framework of Maslow's hierarchy of needs.
6. Implement safe practices and sound judgment in the administration of medications and treatment.
7. Apply the principles of good communication.
8. Reach patients and/or families, at their level of comprehension, regarding health care principles.
9. Evaluate effectiveness of the nursing care plan and make revisions as needed

NURS 228 Alterations in Health II

This course continues the study of acute and chronic alterations in health. Nursing care of individuals experiencing complex alterations in health is discussed. Emphasis is placed on the nurse's role as a member of an interdisciplinary team and as a manager of care for individuals across the lifespan. The student will analyze personal and professional values, leadership and management, and quality improvement processes. Upon completion, students will be able to provide comprehensive nursing care for individuals with acute, chronic, and complex alterations in health.

Upon completion of the course the learner will be able to:

1. Examine the pathophysiology and diagnostic measures to manage care for diverse individuals experiencing acute, chronic and complex alterations in health care.
2. Outline therapeutic measures and nursing interventions to manage care for diverse individuals experiencing acute, chronic, and complex alterations in health care.
3. Examine quality improvement processes as it relate to the management of care to the individual along the health-illness continuum.
4. Analyze personal and professional values that impact on decision-making in leadership, care management, and the role of the registered nurse as a member of the interdisciplinary team.

5. Utilize the nursing process as a framework to prioritize nursing care for individuals across the lifespan experiencing acute, chronic, and complex alterations in healthcare.
6. Support the use of evidence-based practice and teaching-learning principles as they relate to individuals experiencing acute, chronic, and complex alterations in health care across the lifespan including end-of-life issues.

NURS 229 Health Promotion and Psychosocial Nursing

This course includes concepts related to the nursing care of individuals experiencing alterations in social and psychological functioning. Utilizing the nursing process the students will explore human needs of individuals with mental health alterations. Utilization of therapeutic communication techniques, use of self and cultural awareness is stressed. Emphasis is also placed on health promotion, health maintenance, and accident/illness prevention for diverse individuals across the lifespan

Upon completion of the course the learner will be able to:

1. Analyze the principles of therapeutic communication for interaction with diverse individuals throughout the lifespan.
2. Explain the legal/ethical responsibilities of caring for individuals with mental illness.
3. Describe the use of the nursing process in providing nursing care to meet the health needs of the individual with mental health disorders.
4. Analyze teaching-learning principles in relation to identified needs of the individual along the health illness continuum.
5. Support the use of evidence based research as it relates to psychosocial nursing care and health promotion activities for individuals across the lifespan.
6. Explain management principles utilized in organizing care for individuals with health disorders.

NURS 237 Clinical Application II

Utilizing the nursing process, the associate degree nursing student will meet the needs of individuals experiencing complex alterations in health as well as psychiatric/mental health issues across the lifespan along the health-illness continuum. Critical thinking, nursing process, group dynamics and management of nursing care are incorporated into the

clinical experience. Students will apply evidence-based nursing knowledge and skills in the implementation of health promotion activities. The student will utilize therapeutic communication and effective management skills in providing nursing care according to legal/ethical and professional standards.

Upon completion of the course the learner will:

1. Formulate a plan of care utilizing prioritized human needs, for diverse individuals with acute, chronic, and complex alterations in health across the lifespan.
2. Create health promotion and self care activities that include implementation of pre-established patient teaching plans for individuals across the lifespan.
3. Facilitate therapeutic communication and holistic nursing care for individuals across the lifespan, along the health-illness continuum.
4. Evaluate quality improvement and management in the delivery of evidence based nursing care for individuals across the lifespan along the health-illness continuum.
5. Incorporate nursing values, roles, and decision making skills, consistent with the associate degree nurse's scope of practice and professional standards, when managing, delegating and supervising evidence based nursing care.

NURS 259 Role Transition

This course assists the AD nursing student to prepare for the NCLEX RN (add trademark) examination and to become a member of the RN workforce. The theoretical component of this course will reinforce and complement prior knowledge gained in the nursing curriculum. Students will utilize the nursing process and critical thinking skills to review previously learned nursing concepts. The course will also provide the student with opportunities to apply basic interview techniques and resume preparation and develop skills for successful employment as a health care professional. It assists the student in making decisions concerning job choices and educational growth. The course stresses the requirement of ongoing education for the RN as a member of the health care team and benefits of professional organizations. Completion of the course will assist students to further prepare for NCLEX.

The following individuals are leaders for this discipline. Those marked with an asterisk (*) are chairs.

Name	Institution	Email Address	Phone Number
Annie Paulson	BSC	andrea.l.paulson@bismarckstate.edu	701-224-2468

DeShawn Lawrence	CCCC	Deshawn.lawrence@littlehoop.edu	701-627-8049
Dawn Romfo	DCB	dawn.romfo@dakotacollege.edu	701-228-5433
Mary Anne Marsh	DSU	maryanne.marsh@dickinsonstate.edu	701-483-2480
Jackie Mangnall	JC	mangnall@jc.edu	701-252-3467
Karen Clementich	LRSC	karen.clementich@lrsc.edu	701-662-1643
Julie Traynor	LRSC	julie.traynor@lrsc.edu	701-662-1492
Karen Latham	MCO-N	klatham@mohs.org	701-323-6271
Tami Such	MaSU	Tami.such@mayvillestate.edu	701-788-4716
Nicola Roed	MiSU	nicola.roed@minotstateu.edu	701-858-3526
Stacey Pfenning	NDBON	spfening@ndbon.org	N/A
Barb Diederick	NDSCS	barbara.diederick@ndscs.edu	701-671-2968
Ruth Gladen	NDSCS	ruth.gladen@ndscs.edu	701-671-2969
Carla Gross	NDSU	carla.gross@ndsu.edu	701-231-7840
Karen Latham	NDSU	karen.latham@ndsu.edu	701-231-3803
Lisa Johnson	NDUS	lisa.a.johnson@ndus.edu	701-328-4143
Jen Janecek-Hartman	NHSC	jjanec@nhsc.edu	701-627-8049
Melody Azure	SBC	melody.azure@sittingbull.edu	701-854-8020
Terri Martin-Parisien	TMCC	tmartinparisien@tm.edu	701-477-7862 ext. 2961
Glenda Reemts	UM	greemts@umary.edu	701-355-8173
Charles Gitter	UTTC	cgitter@uttc.edu	701-255-3285 exr. 3101
Betty Tykwinski	VCSU	betty.tykwinski@vcsu.edu	701-845-7681
Hilde VanGijssel	VCSU	hilde.vangijssel@vcsu.edu	701-845-7337
Gail Raasakka	WSC	gail.raasakka@willistonstate.edu	701-774-4290

[Click here to email everyone](#) on the above list.

[Director of Academic Affairs](#)