
RESEARCH COLLEGE OF NURSING

Administration

<i>President/Dean</i>	Nancy DeBasio, Ph.D., R.N.
<i>Associate Dean for Academic Programs and Community Partnerships</i>	Bobbie Siler, Ph.D., R.N.
<i>Director of Financial Aid</i>	Stacie Withers, B.A.
<i>Director of Student Affairs</i>	Graham Houston, M.A.
<i>Director of Learning Resource Center</i>	Christine Thurlow, M.S.N., R.N.
<i>Director, Web-Based Education</i>	Sheryl Max, M.N., R.N.
<i>Director of Transfer and Graduate Admissions</i>	Leslie Mendenhall, B.A.
<i>Curriculum Team Leaders</i>	Elaine Darst, Ph.D., R.N.
	Julie Nauser, M.S.N., R.N.
	Terri Smith, M.S.N., R.N.
<i>Accelerated B.S.N. Option Director</i>	Karin Roberts, Ph.D., R.N.
<i>Graduate Program Director</i>	Lynn Warmbrodt, Psy.D., R.N.

Introduction

Research College of Nursing was founded in 1979 and admitted its first class in 1980. Research College of Nursing, in partnership with Rockhurst University, offers a Bachelor of Science in Nursing. (The Bachelor of Science in Nursing degree is awarded jointly by the two institutions.) Research College of Nursing is a private non-sectarian institution of higher learning sponsored by Research Medical Center.

The Bachelor of Science in Nursing (B.S.N.) is organized and available to qualified students in two undergraduate options: the traditional option and the accelerated option.

The traditional B.S.N. option is for first-time-in-college students, transfer students and adult students. It is designed to be completed in four years on a full-time basis.

The accelerated B.S.N. option is for students who have completed a baccalaureate degree in a field other than nursing at a regionally accredited institution. The nursing component of the option is designed to be completed in a calendar year (twelve months).

Students of the nursing program are enrolled at both institutions. The B.S.N. degree consists of a minimum of 128 credit hours in nursing, liberal arts, and science courses. The majority of the liberal arts and science courses are taken prior to the nursing courses.

Research College of Nursing offers a Master of Science in Nursing degree with three tracks. The Family Nurse Practitioner (FNP) track prepares nurses for an advanced practice role as a health care provider in a variety of primary care settings. The second track, Executive Nurse Practice: Health Care Leadership (ENP), is offered in collaboration with Helzberg School of Management, and provides nurses with the skill sets necessary to function in management roles in complex health care delivery systems. The Nurse Educator track prepares nurse educators with knowledge and strategies for teaching in both clinical and academic settings. In addition, other tracks are available through the Jesuit Conference of Nursing Programs graduate consortium. For further information, contact Research College of Nursing.

The faculty and administration of both institutions have carefully designed the nursing program to provide a consistent, integrated educational experience. While some information about purposes, curriculum, and policies of Research College of Nursing are provided in this Catalog, students and other interested persons should also review the *Research College of Nursing Catalog*.

Accreditations and Affiliation

Research College of Nursing is accredited by the Commission on Collegiate Nursing Education, the North Central Association of Colleges and Schools and the Missouri State Board of Nursing. Research College of Nursing holds membership in the Greater Kansas City Collegiate Nurse Educators, the National League for Nursing, the Missouri League for Nursing, the Jesuit Conference of Nursing Programs, the Missouri Higher Education Council, the American Association of Colleges of Nursing, the American Association of Higher Education, and the National Organization of Nurse Practitioner Faculties.

Purposes

The purposes of the Research/Rockhurst Joint Bachelor of Science in Nursing Program are to:

1. Prepare a professional nurse who can practice as a generalist in health promotion and with clients experiencing alterations in health in a variety of health care settings.
2. Prepare an individual with a commitment to learning as a lifelong endeavor with the foundation necessary for graduate education, and
3. Prepare a professional nurse who is an active citizen in the community and assumes responsibility for improving the health care of society.

Nursing Licensure

Graduates earning the Bachelor of Science in Nursing degree may be eligible to apply to write the NCLEX-RN, National Comprehensive Licensure Examination—Registered Nurse. Graduation does not automatically ensure eligibility to write the licensure examination. Each graduate will be expected to schedule a date for the licensure examination. Upon passing the NCLEX-RN, the nurse is able to practice in the state where she/he applied for licensure. Nurses practice under the provisions of each state's nurse practice act. In Missouri, it is the Nursing Practice Act, Missouri Statutes Chapter 335. The Missouri State Board of Nursing enforces the Act. The State of Missouri Nursing Practice Act governs the practice of professional nursing in Missouri. Sections of the Act pertaining to refusal or revocation of license are published in the *Research College of Nursing Catalog* and the *Guide to Student Life*. Nursing students should be familiar with the Missouri Nurse Practice Act.

Admission

Admission to the Research/Rockhurst Joint Bachelor of Science in Nursing program is based on the applicant's academic record, evidence of scholastic ability, and interest in the goals of the institutions. Students make application for one of the two program options. Information in the section entitled "Undergraduate Admission & Academic Policies" regarding admission is applicable to the traditional B.S.N. option. Information regarding admission to the accelerated B.S.N. option can be found in the current *Research College of Nursing Catalog* and on the college website: <http://researchcollege.edu>. Interested students may also call the Director of Transfer and Graduate Admissions at Research College of Nursing.

Students who wish to transfer from another college where nursing course work has been completed must follow regular admission procedures. In addition, the student must:

1. Present a letter of recommendation from the dean or chairperson of the nursing program attended.
2. Schedule an interview with Research College of Nursing Associate Dean for Academic Programs.

Financial Aid

Freshman and sophomore students of the Research/Rockhurst Joint Bachelor of Science in Nursing Program who wish to apply for financial aid should do so through Rockhurst University. Junior, senior, accelerated and graduate nursing students should apply for financial aid through Research College of Nursing. More detailed information regarding financial aid may be found in the section “Undergraduate Admission & Academic Policies,” and in the *Research College of Nursing Catalog*.

Academic Policies and Advising

For details regarding the academic policies of the nursing program, students should refer to the current *Research College of Nursing Catalog*.

Upon admission students are assigned to faculty advisors from Research College of Nursing who assist them in selecting courses, reviewing grade reports and completing degree requirements. Faculty facilitate the successful retention and progression of students through an effective and knowledgeable advising process. Academic advising is under the general supervision of the Associate Dean for Academic Programs of Research College of Nursing. Students experiencing problems may consult their academic advisor, individual faculty or the Counseling or Learning Centers at Rockhurst for assistance.

Academic Program Requirements

Degree Offered

Research College of Nursing and Rockhurst University confer the Bachelor of Science in Nursing degree for graduates of the joint program. This degree enables the graduate to apply to write the National Comprehensive Licensure Examination for Registered Nurses (NCLEX-RN) to become a licensed registered nurse (R.N.) and to pursue graduate education if so desired.

This section contains a description of degree requirements for students entering the traditional B.S.N. option with no previous college credit. Information on the distinguishing characteristics of the accelerated B.S.N. option, beyond what is provided here, may be found in the *Research College of Nursing Catalog*. Each option is designed to provide as much flexibility as possible for the student population it serves.

Transfer students in the traditional B.S.N. option and students with a degree will need to have an evaluation of all transcripts of credit to determine what courses will be needed to meet the degree requirements for the B.S.N. It is recommended that students meet with their advisors to develop a plan of study projecting ahead as far as possible. As circumstances dictate the plan may be revised.

Degree Requirements

Traditional B.S.N. Option

To earn a Bachelor of Science in Nursing a student must:

1. Successfully complete a minimum of 128 semester hours which must include:
 - A. All Research College of Nursing students in the traditional B.S.N. option are required to complete liberal core requirements of Rockhurst University. A total of 37 hours in the Modes of Inquiry as follows:

• Artistic	1 level-one course	(3 credits)
• Historical	1 level-one course	(3 credits)
• Literary	1 level-one course	(3 credits)
• Either Historical or Literary	1 level-two course	(3 credits)
• Scientific Causal (must include a laboratory)	1 level-one course	(4 credits)
• Scientific Relational	1 level-one course	(3 credits)
• Either Scientific Relational or Scientific Causal	1 level-two course	(3-4 credits)
• Philosophical	1 level-one course	(3 credits)
	1 level-two course	(3 credits)
• Theological	1 level-one course	(3 credits)
	1 level-two course	(3 credits)
• Either Philosophical or Theological	1 level-two course	(3 credits)
• Elective from a different area	1 level-one or -two course	(3 credits)
 - B. Courses in the Liberal Arts & Sciences designated to meet proficiency requirements.
 - C. Courses in the Liberal Arts & Sciences designated as required support courses to the nursing major.
 - D. A total of 62 semester hours in the nursing major. For specific nursing curriculum course requirements, consult the *Research College of Nursing Catalog*.
2. Achieve a minimum grade of C in all science and math courses.
3. Achieve a final cumulative grade point average of 2.0 in all courses and a minimum grade of C in all nursing courses.
4. Have a minimum cumulative GPA of 2.7 to initially enroll in any nursing course and maintain a cumulative GPA of 2.0 to progress to upper-division nursing courses.
5. Meet the residency requirement by completing 15 semester hours at Research, 15 semester hours at Rockhurst and the final 30 semester hours at either Research or Rockhurst.

Accelerated B.S.N. Option

Students in the accelerated B.S.N. option are considered to have met the general education requirements (liberal arts and sciences) with their prior degree. There are, however, certain prerequisites necessary for successful completion of the nursing major. An evaluation of transcripts of credit will determine which of these may already be met by previous study. Students should refer to the current *Research College of Nursing Catalog* for degree requirements and course prerequisites specific to this option.

Course Descriptions

The following section provides course descriptions for the nursing major. Courses with a last digit of 1 are for accelerated option B.S.N. students. The descriptions for the liberal arts courses required for the degree can be found in the College of Arts and Sciences section of this Catalog.

Academic Courses

- NU 2020/NU 2021. Nursing Skills** (2)
In this course, students learn selected nursing skills, in which they are expected to be proficient upon graduation. Learning experiences occur in the college laboratory and selected clinical settings. Prerequisites: BL 2830/2831; BL 2940/2941 (concurrently with approval); MT 1190 (or satisfy math proficiency).
- NU 2040/2041. Nursing Health Assessment** (3)
In this course students learn to assess all aspects of client health across the lifespan. The emphasis is on normal assessment findings and recognition of deviations from normal. Learning experiences occur in the classroom, college laboratory and selected clinical settings. Prerequisites: BL 2830/2831; BL 2940/2941 (concurrently with approval); PY 1000.
- NU 2750. Normal Nutrition** (2)
This course focuses on principles of nutrition which promote health and normal growth across the lifespan. Nutritional practices which enhance health are explored. Factors which affect food habits and nutritional practices are examined. Common nutritional problems are discussed. The student is introduced to methods to assess nutritional status across the lifespan. Prerequisites: Enrollment in nursing courses or permission of instructor.
- NU 2850. Pathophysiology** (3)
This course focuses on alterations in biologic processes that affect the body's internal homeostasis. A conceptual approach is used to emphasize general principles of pathophysiology. The etiology, pathogenesis, clinical manifestations, and sequelae of various alterations of human structure and function are examined. Knowledge from the basic and clinical sciences are integrated. Prerequisites: CH 1050/1060; BL 2830/2831; BL 2940/2941 (concurrently with approval). Concurrently: BL 3100/3101.
- NU 3020/3021. Health Management I** (4)
This course is designed to provide the conceptual foundations for nursing practice and health management. Nursing management of the client's health and health problems across the life span is introduced, utilizing selected conceptual foundations. Concepts of nursing practice focus on providing safe client care and meeting needs of clients across the lifespan. Major systems addressed in this course are musculoskeletal, integument, and sensory perceptual (EENT). This course provides the foundation for subsequent health management courses. Prerequisites: All NU 2000 courses; PY 3400 Developmental Psychology; CT 2000 Fundamentals of Communication.
- NU 3040/3041. Health Management II** (4)
This course utilizes the conceptual foundations introduced in Health Management I. Health promotion, health protection, and disease prevention provide the framework for health care management content. Selected health alterations across the lifespan from the immune, endocrine, pulmonary, genitourinary, and gastrointestinal systems are addressed. The cardiovascular and neurological systems across adulthood are also a focus. Prerequisites: NU 3020/3021; NU3120/3121; NU 3450/3451; NU 3550/3551; sociology elective.
- NU 3060/3061. Health Management III** (4)
This course utilizes the conceptual foundations introduced in Health Management I. Morbidity and mortality rates are used to guide content. Health promotion, health protection, and disease prevention provide the framework for health management. Selected health alterations across the lifespan from the hematologic and reproductive systems, and across childhood and adolescence from the neurologic and cardiovascular systems are addressed. Health care management of the child-bearing family is included, as well as psychiatric disorders across the life span. Prerequisites: NU 3020/3021; NU 3120/3121; NU 3450/3451; NU 3550/3551; sociology elective.
- NU 3120/3121. Professional Nursing Practice I** (5)
Student clinical experiences take place in settings such as same day surgery, schools, rehabilitation centers, hospitals, long term care facilities, and patients' homes. Students work one-on-one with a professional nurse, or in a small clinical group with a faculty member. Student activities include collaborating, communicating, promoting health, and becoming accountable and responsible for their nursing actions. The focus is clinical application of foundational nursing concepts, using nursing skills and health assessment. Prerequisites: All NU 2000 courses; PY 3400 Developmental Psychology; CT 2000 Fundamentals of Communication.

- NU 3140/3141. Professional Nursing Practice II (5)**
Students implement the nursing process while caring for adult clients on medical/surgical inpatient units, including critical care areas. Students apply management principles while providing health care to clients. Prerequisites: NU 3020/3021; NU 3120/3121; NU 3450/3451; NU 3550/3551; sociology elective.
- NU 3160/3161. Professional Nursing Practice III (5)**
Students implement the nursing process while caring for clients across the life span in the community and for psychiatric, pediatric and childbearing clients in selected settings. Students apply management principles while providing health care to clients. Prerequisites: NU 3020/3021; NU 3120/3121; NU 3450/3451; NU 3550/3551; sociology elective.
- NU 3450/3451. Nursing Seminar I: Introduction to Professional Role (2)**
This course focuses on socialization into professional nursing practice. Topics include the history of professional nursing, standards of practice, and professional nursing relationships. Theories and frameworks of use to professional nursing practice are introduced. Communication skills, the socio-cultural dimension, and issues affecting health care delivery are examined. Students participate in Grand Rounds. Prerequisites: All NU 2000 courses; PY 3400 Developmental Psychology; CT 2000 Fundamentals of Communication.
- NU 3460/3461. Nursing Seminar II: Application of Professional Role to Practice (2)**
This course focuses on continuing socialization into professional nursing practice. Themes include group process, the leadership role, spirituality, and ethical decision making. Clinical experiences in Professional Practice courses provide the context for student facilitated small group discussion. Students are expected to utilize written communication in self-reflection and to apply critical thinking skills to professional issues. Students participate in Grand Rounds. Prerequisites: NU 3020/3021; NU 3120/3121; NU 3450/3451; NU 3550/3551; sociology elective.
- NU 3480/3481. Nursing Seminar III: Application of Professional Role to Practice (2)**
This course focuses on continuing socialization into professional nursing practice. Themes include sociocultural issues that impact families and communities. Selected nursing roles are discussed as they relate to professional practice and therapeutic intervention. Students are expected to utilize written communication in self-reflection, to apply critical thinking skills to professional issues, and to participate in professional activities. Students participate in Grand Rounds. Prerequisites: NU 3020/3021; NU 3120/3121; NU 3450/3451; NU 3550/3551; sociology elective.
- NU 3550/3551. Pharmacology (2)**
This course is designed to provide foundational knowledge and understanding of pharmacological therapy. The content is organized according to the following pharmacological classifications: infectious agents, autonomic nervous system, cardiovascular, hematological, respiratory, pain, gastrointestinal, neurologic and neuromuscular, anti-inflammatory, endocrine, psychogenic, and visual, auditory and integument. Emphasis is placed on nursing implications and responsibilities in pharmacologic therapy. Prerequisite: All NU 2000 courses.
- NU 3570/3571. Introduction to Nursing Research (2)**
The primary focus of this course is the introduction of basic research methodology and statistical techniques as they relate to research design and its application to nursing. The evolution of nursing research, the research process, research design and analysis and reporting of collected research are introduced. Emphasis is placed on the development of critical thinking by analyzing nursing research as it applies to nursing practice. The unique role of the nurse as related to nursing research is presented. Prerequisite: All NU 2000 courses.
- NU 4040/4041. Health Management IV (2)**
This course focuses on the concepts needed to provide nursing health management for the health of the public or nation, including large groups, special populations, and global society. Management and leadership concepts such as organizational planning, budgeting, systems and program evaluation and performance evaluation are emphasized. Prerequisites: All NU 3000 courses.
- NU 4140/4141. Professional Nursing Practice IV (3)**
Clinical experiences provide opportunities for autonomous practice, independent learning, integration of previous course content and clinical practice. Clinical settings include inpatient settings, outpatient and community organizations. Experiences involve integrating the management role in a selected setting, participating in community planning and policy implementation, and influencing political, professional and organizational processes. Prerequisites: All NU 3000 courses.
- NU 4460/4461. Nursing Seminar IV: Integration of Professional Role in Practice (2)**
This course focuses on the culmination of socialization into professional nursing practice. Topics include the application of personal philosophy and nursing theory to professional practice, career planning and development, and effecting and responding to change in the practice environment. Students discuss and analyze actual clinical cases and experiences. Students participate in Grand Rounds. Prerequisites: All NU 3000 courses.

NU 4570/4571. Professional Nursing Capstone (4)

This clinical practicum provides the opportunity to synthesize all previous nursing courses through a concentrated clinical experience. The capstone provides for autonomous and collaborative functioning in a clinical setting, with consideration of student preference. Clinical performance includes an integration of knowledge, skills, and attitudes requisite to professional nursing practice. Prerequisites: All NU 3000 courses.

Nursing Electives

Nursing electives afford the student the opportunity to pursue an area of interest to develop knowledge and skills beyond the core content of the curriculum. The variety of course offerings or faculty-guided independent study in a given term is subject to availability of faculty and institutional resources. Selected courses in Arts and Sciences may be cross-listed as nursing electives.

NU 3560. Diversity Issues in Health Care (2)

This seminar format course will explore diversity issues in popular and health literature, and relate these issues to health care. It is aimed at stimulating the student to critically think, reflect and dialogue about available literature concerning diverse groups. Special emphasis is given to cultural, spiritual, socioeconomic, and gender orientation issues. Students will work with faculty in the selection of readings to discuss at specified intervals during the semester. Prerequisites: 2000-level nursing courses and/or instructor approval.

NU 3600. Feminist Values for Nursing (2)

Feminist literature is analyzed and discussed so that personal feminist values relating to nursing practice are identified. Knowledge from previous or concurrent science, humanities, philosophy and theology courses is considered foundational. Students have an opportunity to develop a feminist value system that is consistent with assumption of professional responsibility and an emphasis on human dignity and worth. Prerequisites: 2000-level nursing courses and/or instructor approval.

NU 3610 (PY 3600) Psychology of Sexual Behavior (3)

A psychological perspective on human sexuality and patterns of behavior. Sexual functioning, gender identity, sexual disorders and treatment are considered. The role of personality, attitudes and emotional factors are emphasized. Prerequisites: PY1000; 2000-level nursing courses and/or instructor approval.

NU 3620 (PY 3700). Health Psychology (3)

Health psychology is one of the most rapidly expanding areas in the field of psychology. This course will discuss the role psychological factors play in physical problems. The role of psychological treatments for individuals with psychophysiological disorders will be discussed. This course will

NU 4600/4601. Health Care Economics (2)

This course is designed to examine the economics and management of health care. Content includes, but is not limited to, health care plans, resource utilization, market supply and demand, and balancing quality of care with cost effectiveness. Prerequisites: All NU 3000 courses or with faculty consent.

also address the role of the health psychologist in the health care system and topics such as chronic pain, obesity, nicotine addiction. Prerequisite: PY 1000.

NU 3640. Addictive/Compulsive Behavior and Nursing (2)

This course is designed to explore different theories as they apply to various addictive and compulsive behaviors and disorders. Topics could include, but are not limited to, alcoholism, problem drinking, eating disorders, obsessive/compulsive disorder, gambling, smoking, “addictive” relationships, cults, chemical abuse, compulsive working, shopping, and sexual behavior. Particular attention is given to the impaired nurse, characteristics of nurses, and nursing care in general. Family dynamics and broader issues related to societal impact are addressed. Students must be prepared to discuss their informed opinions in their particular area of interest. Prerequisites: 2000-level nursing courses and/or instructor approval.

NU 3650 (SO 3650). Medical Sociology (3)

Relationship of sociological concepts to health and medical care; cultural and class variations in health and health care; social and cultural aspects of health; medical roles; financing of medical care and medical care organization. Prerequisites: 2000-level nursing courses and/or instructor approval. (SRII)

NU 3700. Family Nursing (2)

This course is designed to provide students with a foundation in concepts, theories, and paradigms of family health care nursing across the lifespan and to explore the application of these ideas in a variety of health care settings. The student has opportunities to learn and apply special skills relating to nursing process in working with families. Alternative family life styles and cultures are addressed. Substantial student participation is required. Prerequisites: 2000-level nursing courses and/or instructor approval.

NU 3740. Complementary & Alternative Therapies in Health Care (2)

The purpose of this course is to increase student's knowledge in the areas of complementary and alternative therapies in relation to understanding and providing holistic health care. Examples of therapies included are acupuncture, biofeedback, herbal medicine, homeopathy, massage, reflexology, relaxation and visualization, therapeutic touch, chiropractic and osteopathy. Content related to these modalities are presented without endorsement or criticism. Course syllabus, reading assignments, and learning activities are provided on 3-1/2 inch computer disk. Students must have access to a personal computer with at least 8 megabytes of RAM. An IBM compatible (at least 386) is preferred or a MAC with at least 60 mhz is necessary to accommodate the program. The ability to send and receive e-mail is also essential. One Internet search is required during the course. Computers conforming to these capabilities are available at Rockhurst University. Prerequisites: 2000-level nursing courses and/or instructor approval.

NU 3760. Health Project in Guatemala (2)

This course is designed to provide students an opportunity to participate in a health project in a Third World country where extreme poverty prevails, leading to problems related to access to health care and education and to issues of social justice. It will offer students a collaborative experience with volunteer health care providers as well as with indigenous health staff in rural settings. Nursing students will participate in the outreach campaigns such as delousing, deparasiting, and immunization clinics in schools. Students will design projects that will be beneficial to the clinics and their clients in the future. Prerequisites: 2000-level nursing courses and/or instructor approval.

NU 3780. Issues in Critical Care (2)

This course is designed to explore issues, concepts, tools, and technologies in critical care. Students will be expected to utilize the nursing process, concepts in pathophysiology, and current nursing

research to facilitate case analysis. Prerequisites: 2000-level nursing courses and/or instructor approval.

NU 3800. Introduction to Statistics (3)

This course is designed for undergraduate students to become familiar with introductory key terms and concepts for elementary statistics. Students will become familiar with the nature of data, descriptive statistics, the use of inferential statistics in hypothesis testing, the types of inferential statistics, and commonly used correlational techniques. The course is offered in an online format.

NU 3820. Humor and Health (2)

In this course, students examine the history, art, and science of mirth and humor as well as its application to professional and personal life. The connections between humor and health will be explored. Prerequisite: 2000-level nursing courses and/or instructor approval.

NU 3840. Nursing for Wellness in Older Adults (2)

This course provides students the opportunity to help older adults achieve the highest level of wellness and functioning possible. Students will examine their attitudes and beliefs towards their own aging process. Through a variety of experiences in the community, students will form relationships with successfully aging elders and identify and maximize factors that enhance their health and quality of life. Prerequisite: 2000-level nursing courses and/or instructor approval.

NU 3880. History of Nursing (2)

This course is designed to examine the rich development of nursing as a discipline and profession, from a historical perspective. Past nursing issues will be identified and discussed. The social, philosophical, and political forces which have impacted the course of nursing history will be examined. Prerequisites: 2000-level nursing courses and/or instructor approval.

NU 4990. Independent Study (1-3)

FACULTY

Kathy Bock Scaletty (1992)

Assistant Professor

B.S.N., Avila College, 1975; M.S., University of Kansas, 1980.

Barbara A. Clemence (1985)

Professor Emeritus

B.S., University of Minnesota, 1959; M.A., New York University, 1964; D.N.Sc., Boston University, 1973.

Karen Cooper (1994)

Assistant Professor

B.S.N., University of Kansas, 1992; M.S.N., University of Kansas, 1996.

Diane Darrell (1994)

Assistant Professor

B.S.N., University of Missouri-Columbia, 1964; M.S.N., University of Missouri-Kansas City, 1993.

Elaine H. Darst (1983)

Professor

B.S.N., University of Kansas, 1967; M.N., University of Florida, 1969; M.A., University of Missouri-Kansas City, 1981; Ph.D., 1988.

Lana K. Davies (1992)

Assistant Professor

B.S.N., Central Missouri State University, 1972; M.S.N., University of Missouri, 1991.

Nancy O. DeBasio (1988)

Professor

B.S.N., Wagner College, 1968; M.A., New York University, 1970; Ph.D., University of Pennsylvania, 1987.

Connie Flowers (1999)

Assistant Professor

B.S.N., Medical College of Georgia, 1978; M.S.N., 1991.

Connie Gable (2000)

Instructor

B.S.N., University of Kansas, 1997; M.S.N., 1998.

Michele M. Haefele (1991)

Assistant Professor

B.A. Nursing, College of St. Catherine, 1979; M.S., University of Kansas, 1989.

R. Elaine Hardy (1982)

Professor

B.S.N., Central University of Arkansas, 1970; M.S.N., University of Missouri-Kansas City, 1979; Psy.D., Forest Institute of Professional Psychology, 1992.

Gale B. Hickenlooper (1990)

Assistant Professor

B.S.N., Syracuse University, 1969; M.P.H., University of Pittsburgh, 1977.

Susan E. Kasal-Chrisman (1984)

Associate Professor

B.S.N., Saint Louis University, 1980; M.S.N., Saint Louis University, 1984; Ph.D., University of Kansas, 1995.

Norma Lewis (1987)

Professor Emeritus

B.S.N., Avila University, 1958; M.S.N., University of Colorado, 1964; Ph.D., Kansas State University, 1983.

Susan H. Mahley (1983)

Assistant Professor

B.S.N., University of Iowa, 1974; M.N., University of Kansas, 1981.

Lydia Marien (1992)

Assistant Professor

B.S.N., St. Xavier University, Chicago, 1968; M.S.N., University of Kansas, 1989.

Sheryl A. Max (1980)

Assistant Professor

B.S.N., University of Kansas, 1978; M.N., University of Kansas, 1983.

Roberta P. McCanse (1992)

Professor

B.S., University of Kansas, 1973; B.S.N., 1977; M.A., University of Missouri-Kansas City, 1983; Ph.D., Texas Women's University, 1987.

Martha McElyea (1994)

Assistant Professor

B.S.N., Saint Louis University, 1974; M.S.N., Southern Illinois University, 1982.

Jean M. McNulty-Krieg (1985)

Assistant Professor

B.S.N., University of Missouri-Columbia, 1971; M.S.N., Wright State University, 1983.

Julie Nauser (1993)

Assistant Professor

B.S.N., Research College of Nursing, 1984; M.S.N., University of Missouri-Kansas City, 1993.

Mary C. Peterson (1983)

Assistant Professor

B.S.N., Creighton University, 1964; M.S.N., University of Missouri-Kansas City, 1976.

Karin K. Roberts (1977)

Professor

B.S.N., University of Kansas, 1977; M.N., 1981; Ph.D., University of Kansas, 1998.

Bobbie Siler (2002)

Professor

B.S.N., St. Xavier University, Chicago, 1969; M.S.N., 1978; Ph.D., Georgia State University, 1995.

Faye Smith (1999)

Assistant Professor

B.S.N., William Jewell College, 1979; M.S.N., University of Missouri-Kansas City, 1997.

Teresa Smith (1997)

Assistant Professor

B.S.N., University of Nebraska, 1985, M.S.N., University of Nebraska, 1989.

Sharon K. Snow (1982)

Assistant Professor

B.S.N., Avila College, 1972; M.S.N., University of Missouri-Kansas City, 1987.

Corazon O. Sorio (1985)

Assistant Professor

B.S.N., University of Santo Tomas, 1965; M.S.N.,
University of Missouri-Kansas City, 1978.

Shirley F. Spencer (1992)

Assistant Professor

B.S.N., University of Kansas, 1979; M.S.N., 1985.

Cheryl Stover (1992)

Assistant Professor

B.S.N., Case Western Reserve University, 1969;
M.S.N., University of Colorado, 1972.

Mary T. Sweat (1984)

Assistant Professor

B.S.N., Marymount College, M.S.N.; University of
Missouri-Kansas City, 1976.

Betty S. Tracy (1983)

Assistant Professor

B.S.N., Northwestern University (Louisiana),
1957; M.S.N., Washington University, 1963.

Lynn Warmbrodt (1982)

Professor

B.S.N., University of Missouri-Columbia, 1979;
M.S.N., University of Missouri-Kansas City, 1981;
Psy.D., Forest Institute of Professional
Psychology, 1992.

Donna Zimmerman (1995)

Assistant Professor

B.S.Ed., Northeast Missouri State University, 1977;
B.S.N., 1979; M.S.N., University of Missouri-
Columbia, 1983.

**Council for the Joint
Nursing Program**

Nancy O. DeBasio, Co-Chair

President/Dean, Research College of Nursing

William Haefele, Co-Chair

*Vice President of Academic Affairs,
Rockhurst University*

Marilyn N. Carroll

Professor, Sociology

Elizabeth Evans

Assistant Professor, Biology

Catherine Green

Assistant Professor, Philosophy

Koleen Kolenc

Assistant Dean, College of Arts and Sciences

Jean Krieg

Assistant Professor, Nursing

Bobbie Siler

*Associate Dean for Academic Programs and
Community Partnerships, Research College of Nursing*

Betty S. Tracy

Assistant Professor, Nursing

Lynn Warmbrodt

Professor, Nursing