

# NURS-NURSING

## NURS 1110. Pre-Nursing Freshman Seminar

### 1 Credit (1)

This Freshman seminar provides an introduction to the university and its resources, an orientation to the pre-nursing curriculum, and overview of concepts for professional nursing practice. Emphasis is placed on exploring the nurse's role as an integral member of the healthcare team across multiple contexts and settings, and developing a professional identity. Consent of Instructor required.

### Learning Outcomes

1. Develop strategies for transitioning to university life and a pathway to the nursing program, through evaluating knowledge, skill, and experience strengths and deficits.
2. Understand the role nurses and other interprofessional partners play in addressing issues regarding the patient experience across multiple healthcare settings.
3. Identify and examine cultural, professional and personal beliefs and values of nurses as they relate to patient care and working in multidisciplinary teams.
4. Begin to explore nursing careers in a variety of healthcare settings, across the nation.

## NURS 120. Health Information Introduction to Pharmacology

### 3 Credits (3)

Introduction to the principles of pharmacology, including drug terminology; drug origins, forms, and actions; routes of administration; as well as the use of generic name drugs, trade name drugs and categories of drugs to treat multiple and specific body systems. Crosslisted with: HIT 120. Restricted to Community Colleges campuses only.

### Learning Outcomes

1. List and define the major pharmacological drugs and common generics used in healthcare.
2. Distinguish between local, systemic, therapeutic, allergic, and side effects of the drugs.
3. Describe the pharmacological action of common drugs and drug categories used to treat each body system, including usage, dosage, adverse effects, contraindications, indications, and key client education information.
4. Identify basic laws and ethics associated with pharmacological preparation and distribution.
5. Describe the principle mechanisms of actions, usage, dosage, adverse effects, contraindications, indications, and key client education information for drug classifications affecting multiple body systems. List several routes of drug administration and describe their advantages and disadvantages.

## NURS 127. Medication & Dosage Calculation

### 2 Credits (2)

General principles of medication administration including computation of medication dosage, preparation, safe administration, and documentation of multiple forms of drugs. Includes instruction on various systems of measurement. Applies critical thinking in the administration of oral, topical, enteral, and parenteral medications. Restricted to: Nursing and Medical Assisting Majors. May be repeated up to 2 credits.

### Learning Outcomes

1. The student will demonstrate accurate dosage calculation; discuss the principles of medication administration, identify the classification of drugs used for various disorders of the systems, administration

safety and identify the elements of accurate documentation of medication administration.

## NURS 130. Foundations of Pharmacology

### 5 Credits (5)

This course provides the nursing student with an introduction to the foundations of pharmacology including: science of drug action, principles of medication administration, accurate calculation of drug doses, medication therapy across the lifespan, application of medications to treat health alterations, normal and adverse responses by the client to medication therapy, medication safety, medication regulation, national patient safety goals, and appropriate nursing interventions to achieve the desired goals of medication therapy. Students must be admitted into the Nursing Program to enroll in this course. Restricted to: Nursing Majors and Community Colleges only.

### Learning Outcomes

1. Recognize personally held values and demonstrate assessment of the values held by diverse patients, as well as their preferences and expressed needs related to pharmacological therapy.
2. Communicate with other members of the healthcare team to establish a plan to meet the needs of individuals, including commonly related to adverse or side effects of pharmacological therapy throughout the lifespan.
3. Compare an individualized patient care plan utilizing an evidence-based approach for patient(s) across the lifespan to outcomes related to the administration of pharmacological therapy.
4. Demonstrate adherence to policies, procedures, and standards of care for the administration of pharmacological therapy in healthcare delivery systems.
5. Apply strategies to reduce the risk of harm to self or others while providing professional nursing care.
6. Utilize varied communication technologies, electronic healthcare databases, and electronic health records to plan nursing care for the administration of pharmacological therapy across the lifespan.

## NURS 134. Foundation of Nursing Skills and Assessment

### 1 Credit (1)

This course provides nursing students with introductory nursing concepts related to implementation and evaluation of nursing skills and assessment including: techniques of fundamental nursing care, basic and intermediate nursing skills, and foundational physical assessment techniques associated with care across the lifespan. Students must be admitted into the Nursing Program to enroll in this course. Restricted to: Nursing Majors and Community Colleges only.

**Corequisite:** NURS 134L, NURS 136, NURS 136L.

### Learning Outcomes

1. Describe personally held values, attitudes, and beliefs related to health and wellness.
2. Describe scopes of practice, roles and values of health care team members.
3. Describe an evidence-based practice approach to provision of patient care and professional nursing practice across the lifespan.
4. Identify policies, procedures, and standards of care related to the provision of professional nursing care.
5. Describe strategies that reduce the risk of harm to self and others.
6. Identify essential information that must be available in a common database to support patient care across the lifespan.

## NURS 134L. Foundation of Nursing Skills and Assessment Lab

### 2 Credits (6P)

This course provides nursing students with introductory nursing knowledge related to performance of nursing skills and assessment including: techniques of fundamental nursing care, basic and intermediate nursing skills, and foundational physical assessment techniques associated with care across the lifespan. Students must be admitted into the Nursing Program to enroll in this course. Students must be admitted into the Nursing Program to enroll in this course. Restricted to: Nursing majors and Community Colleges only.

**Corequisite:** NURS 134, NURS 136, NURS 136L.

#### **Learning Outcomes**

1. Describe personally held values, attitudes, and beliefs related to health and wellness.
2. Describe scopes of practice, roles and values of health care team members.
3. Describe an evidence-based practice approach to provision of patient care and professional nursing practice across the lifespan.
4. Identify policies, procedures, and standards of care related to the provision of professional nursing care.
5. Describe strategies that reduce the risk of harm to self and others.
6. Identify essential information that must be available in a common database to support patient care across the lifespan.

#### **NURS 136. Foundations of Nursing Practice**

##### **4 Credits (4)**

This course will introduce the nursing student to foundational theoretical concepts of professional nursing practice, the nursing process, and foundational nursing skills. It includes developmental concepts related to clients across the lifespan. Clinical experiences in the simulation lab, long-term care, the community, and rehabilitation settings will provide the student with the opportunity to apply learned skills to provide total care to meet needs of one adult client and to develop care planning skills related to actual problems. Students must be concurrently enrolled in both the lecture and lab sections of the course. Students must be admitted into the Nursing Program to enroll in this course. Restricted to: Nursing Majors and Community Colleges only.

**Prerequisite/Corequisite:** NURS 134, NURS 134L, NURS 136L.

#### **Learning Outcomes**

1. Describe personally held values, attitudes, and beliefs related to health and wellness.
2. Describe scopes of practice, roles and values of health care team members.
3. Describe an evidence-based practice approach to provision of patient care and professional nursing practice across the lifespan.
4. Identify policies, procedures, and standards of care related to the provision of professional nursing care.
5. Describe strategies that reduce the risk of harm to self and others.
6. Identify essential information that must be available in a common database to support patient care across the lifespan.

#### **NURS 136L. Foundations of Nursing Practice Lab**

##### **2 Credits (6P)**

This course will introduce the nursing student to foundational theoretical concepts of professional nursing practice, the nursing process, and foundational nursing skills. It includes developmental concepts related to clients across the lifespan. Clinical experiences in the simulation lab, long-term care, the community, and rehabilitation settings will provide the student with the opportunity to apply learned skills to provide total care to meet needs of one adult client and to develop care planning skills related to actual problems. Students must be concurrently enrolled in both the lecture and lab sections of the course. Students must be

admitted into the Nursing Program to enroll in this course. Restricted to: Nursing Majors and Community Colleges only.

**Prerequisite/Corequisite:** NURS 134, NURS 134L, NURS 136.

#### **Learning Outcomes**

1. Describe personally held values, attitudes, and beliefs related to health and wellness.
2. Describe scopes of practice, roles and values of health care team members.
3. Describe an evidence-based practice approach to provision of patient care and professional nursing practice across the lifespan.
4. Identify policies, procedures, and standards of care related to the provision of professional nursing care.
5. Describe strategies that reduce the risk of harm to self and others.
6. Identify essential information that must be available in a common database to support patient care across the lifespan.

#### **NURS 137. Care of Geriatric Patient**

##### **3 Credits (3)**

This course will introduce the nursing student to foundational concepts of age-appropriate/specific care of the older adult who represents the largest population of individuals placing demands on the healthcare system. It includes basic and complex concepts and issues related to care of the older client across the care continuum, provision of cost-effective care in a resource sparse environment. Students must be admitted into the nursing program to enroll in this course. Restricted to: NURS majors. Restricted to Community Colleges campuses only. May be repeated up to 3 credits.

#### **Learning Outcomes**

1. Recognize personally held values and demonstrate assessment of the values held by older adults related to chronic illness and age-related changes, as well as their preferences and expressed needs as measured by: a. Give examples of cultural, religious, socioeconomic, environmental, and internal influences on the health and illness of an older adult; b. Select health protection, health promotion, and disease prevention strategies related to care of older adults; c. Relate own beliefs and attitudes related to aging that might impact ability to provide care to the older adult.
2. Communicate with other members of the healthcare team to establish a plan to meet the needs of older adults with commonly occurring chronic illness or age-related changes as measured by: a. Locate care delivery settings and sources for referral and coordination of healthcare needs for older adults.
3. Compare an individualized patient care plan utilizing an evidence-based approach for older adults to outcomes related to the administration of pharmacological therapy as measured by: a. Describe sources of information regarding evidenced-based protocols for care of older adults; b. Use principles of ethical practice in delivery of care to the older adult.
4. Demonstrate adherence to policies, procedures, and standards of care related to the provision of professional nursing care of older adults with chronic diseases as measured by: a. Give examples of healthcare policies and national standards of care related to the provision of care to older adults.
5. Apply strategies to reduce the risk of harm to self or others while providing professional nursing care pertinent to the provision of care to older adults: a. Recognize potential and actual safety issues that are pertinent to the provision of care to older adults; b. Apply nursing interventions that reduce risk of harm to older adults.
6. Utilize varied communication technologies, electronic healthcare databases, and electronic health records to plan nursing care to

support care of older adults as measured by: a. Discuss issues with use of technology related to the care of older adults; b. Discuss essential information that needs to be in a common database relevant to care of the older adult.

### **NURS 140. Pathophysiology for Allied Health Professionals 3 Credits (3)**

Introduction to the nature of disease and its effect on body systems. Deals with the disease processes affecting the human body via an integrated approach to specific disease entities. Includes a review of normal functions of the appropriate body systems. Diseases are studied in relationship to their etiology, pathology, physical signs and symptoms, diagnostic procedures, complication, treatment modalities, and prognosis. Restricted to Allied Health and Health Information Technology majors. Restricted to: Community Colleges only.

### **NURS 144. Pharmacology, Essentials of Medication Safety 2 Credits (2)**

This course introduces the nursing student to pharmacological nursing practice across the lifespan. The student identifies the nurse's professional role related to pharmacotherapeutics in diverse populations. Safety issues and minimization of risk potential associated with pharmacotherapeutics, complementary, and alternative medicines are discussed. Health care system protocols, communication methods, and informatics related to pharmacotherapeutics are included in the course content. Common drug classes and the pharmacotherapeutics, pharmacodynamics, and pharmacotherapeutics associated with each class are included in this course. Restricted to NURS Majors.

**Prerequisite:** NURS 127.

#### **Learning Outcomes**

1. Discuss drug classifications including the uses, actions, pharmacodynamics, indications, pharmacokinetics, contraindications, adverse effects, and nursing implications.
2. Provide patient with education regarding a newly prescribed medication.

### **NURS 146. Common Health Deviations 6 Credits (4+6P)**

Common health deviations and the manner by which they alter various body functions are explored. The role of the licensed practical nurse in assisting clients with common health deviations is presented. Ethical and legal implications and the role of the practical nurse are also considered. The licensed practical nursing student will utilize the application of knowledge to client care situation both in the subacute and acute care settings. The nursing process is presented as guide for coordinating client care. Grade of C or better. Restricted to: NURSING majors. May be repeated up to 6 credits.

**Prerequisite:** (NURS 127 or NURS 153), NURS 156, NURS 154, NURS 157, and NURS 210 OR consent of program director.

#### **Learning Outcomes**

1. Utilize critical thinking and systematic problem-solving process as a framework for providing care for adult patients in structured health care setting with complex health care needs.
2. Utilize critical thinking and problem solving skills in prioritizing the management and coordination of all aspects of care.

### **NURS 147. Adult Health I 6 Credits (4+6P)**

This course focuses on application of the nursing process and theoretical concepts of care for adults with commonly occurring health problems. Selected clinical learning experiences in the simulation lab, acute care, and community settings will allow the student to continue development

of: prioritization skills, proficiency in performance of nursing skills, collaborative skills with clients, families, peers and health care team members, care planning skills related to patient actual, psychosocial, and potential problems in the delivery of total nursing care to meet needs of one adult client. Students must be concurrently enrolled in both the lecture and lab sections of the course. Students must be admitted into the Nursing Program to enroll in this course.

#### **Learning Outcomes**

1. Recognize personally held values and demonstrate assessment of the values held by diverse patients, as well as their preferences and expressed needs related to health and wellness as measured by: a. Give examples of how personal values, values of patients, families, and medical personnel impacts the involvement of patients in their care related to selected course topics for adult clients with chronic and acute illness; b. Select health protection, health promotion, and disease prevention strategies related to selected course topics for adult clients; c. Relate the scope, risk factors, physiologic processes, attributes, and clinical management of chronic disease to selected course topics for adult clients.
2. Communicate with other members of the healthcare team to establish a plan to meet the needs of individuals, including commonly occurring chronic and acute health care problems throughout the lifespan as measured by: a. Locate significant information to report to other disciplines; b. Select resources for continuity of patient care related to selected topics; c. Apply the principles of delegation to selected course topics.
3. Compare an individualized patient care plan utilizing an evidence-based approach for patient(s) across the lifespan to outcomes for the patient(s) as measured by: a. Implement individualized patient care utilizing an evidence-based approach related to selected course topics; b. Use principles of ethical practice in the delivery of nursing care for patients with chronic or acute illness.
4. Demonstrate adherence to policies, procedures, and standards of care for the provision of care in healthcare delivery systems as measured by: a. Give examples of policies, procedures, and standards of care related to selected course topics.
5. Apply strategies to reduce the risk of harm to self or others while providing professional nursing care as measured by: a. Identify variations in physiologic integrity related to selected course topics; b. Apply nursing interventions to reduce risk of harm related to selected course topics.
6. Utilize varied communication technologies, electronic healthcare databases, and electronic health records to plan nursing care for patients with chronic illnesses across the lifespan as measured by: a. Discuss available technology for delivery of nursing care related to selected topics.

### **NURS 147L. Adult Health I Lab 2 Credits (6P)**

This course focuses on application of the nursing process and theoretical concepts of care for adults with commonly occurring health problems. Selected clinical learning experiences in the simulation lab, acute care, and community settings will allow the student to continue development of: prioritization skills, proficiency in performance of nursing skills, collaborative skills with clients, families, peers and health care team members, care planning skills related to patient actual, psychosocial, and potential problems in the delivery of total nursing care to meet needs of one adult client. Students must be admitted into the Nursing Program to enroll in this course.

**Prerequisite:** NURS 134, NURS 134L, NURS 136, NURS 136L.

**Prerequisite/Corequisite:** NURS 130, NURS 147L.

**Learning Outcomes**

1. Patient Centered Care: Recognize personally held values and demonstrate assessment of the values held by diverse patients, as well as their preferences and expressed needs related to health and wellness.
2. Teamwork and Collaboration: Communicate with other members of the healthcare team to establish a plan to meet the needs of individuals, including commonly occurring chronic and acute health care problems throughout the lifespan.
3. Evidenced Based Practice: Prepare an individualized patient care plan utilizing an evidence- based approach for patient(s) across the lifespan to outcomes for the patient(s).
4. Quality Improvement: Demonstrate adherence to policies, procedures, and standards of care for the provision of care in healthcare delivery systems.
5. Safety: Apply strategies to reduce the risk of harm to self or others while providing professional nursing care.
6. Informatics: Utilize varied communication technologies, electronic healthcare databases, and electronic health records to plan nursing care for patients with chronic illnesses across the lifespan.

**NURS 149. Mental Health Nursing****3 Credits (3)**

This course will allow the nursing student to develop skills necessary to provide nursing care for clients with mental health problems in various health care settings including: common mental health disorders, psychosocial dysfunction, psychosocial safety/substance abuse issues, violence, suicide, restraints, developmental age related pathophysiology, psychopharmacology, cultural/religious considerations, grief/loss, promotion of mental health, and therapeutic communication. Students must be admitted into the Nursing Program in order to enroll in the course. Restricted to: Nursing Majors and Community Colleges only.

**Prerequisite:** NURS 134, NURS 134L, NURS 136, NURS 136L.

**Prerequisite/Corequisite:** NURS 130, NURS 149L.

**Learning Outcomes**

1. Recognize personally held values and demonstrate assessment of the values held by diverse patients, as well as their preferences and expressed needs related to health and wellness.
2. Communicate with other members of the healthcare team to establish a plan to meet the needs of individuals, including commonly occurring chronic and acute health care problems throughout the lifespan.
3. Compare an individualized patient care plan utilizing an evidence-based approach for patient(s) across the lifespan to outcomes for the patient(s).
4. Demonstrate adherence to policies, procedures, and standards of care for the provision of care in healthcare delivery systems.
5. Apply strategies to reduce the risk of harm to self or others while providing professional nursing care.
6. Utilize varied communication technologies, electronic healthcare databases, and electronic health records to plan nursing care for patients with chronic illnesses across the lifespan.

**NURS 149L. Mental Health Nursing Lab****1 Credit (6P)**

This course will allow the nursing student to develop skills necessary to provide nursing care for clients with mental health problems in various health care settings including: common mental health disorders, psychosocial dysfunction, psychosocial safety/substance abuse issues, violence, suicide, restraints, developmental age related pathophysiology,

psychopharmacology, cultural/religious considerations, grief/loss, promotion of mental health, and therapeutic communication. Selected clinical learning experiences in the simulation lab, acute care, and community settings will allow the student to develop ability to develop: proficiency in performance of nursing skills, collaborative skills with clients, families, peers and health care team members, care planning skills related to patient actual, psychosocial, and potential problems in the delivery of total nursing care to meet needs of one client across the life span with acute/chronic mental health needs. Students must be admitted into the Nursing Program in order to enroll in the course. Restricted to: Nursing majors and Community Colleges only.

**Prerequisite:** NURS 134, NURS 134L, NURS 136, NURS 136L.

**Prerequisite/Corequisite:** NURS 130, NURS 149.

**Learning Outcomes**

1. Recognize personally held values and demonstrate assessment of the values held by diverse patients, as well as their preferences and expressed needs related to health and wellness.
2. Communicate with other members of the healthcare team to establish a plan to meet the needs of individuals, including commonly occurring chronic and acute health care problems throughout the lifespan.
3. Compare an individualized patient care plan utilizing an evidence-based approach for patient(s) across the lifespan to outcomes for the patient(s).
4. Demonstrate adherence to policies, procedures, and standards of care for the provision of care in healthcare delivery systems.
5. Apply strategies to reduce the risk of harm to self or others while providing professional nursing care.
6. Utilize varied communication technologies, electronic healthcare databases, and electronic health records to plan nursing care for patients with chronic illnesses across the lifespan.

**NURS 150. Medical Terminology****3 Credits (3)**

Understanding of the basic elements of medical words. Use of medical abbreviations. Same as OEHO 120 and BOT 150. May be repeated up to 3 credits. Crosslisted with: BOT 150, AHS 120 and HIT 150.

**NURS 153. Medication and Dosage Calculation****1 Credit (1)**

Techniques of dosage calculation for medication and fluid administration. RR applicable. Students must meet NMSU basic skills requirement in mathematics to enroll in this course.

**Corequisite(s):** NURS 156 and NURS 154.

**NURS 154. Physical Assessment****2 Credits (2)**

Beginning techniques of physical assessment by systems will be presented using the nursing process as a guide for providing safe client centered care throughout the life span. Grade of C or better is required. Restricted to Nursing Majors. Restricted to Dona Ana Campus. May be repeated up to 2 credits.

**Prerequisite:** BIOL 1130 or BIOL 2210.

**Corequisite:** NURS 127, NURS 156.

**Learning Outcomes**

1. The student will demonstrate a systematic (head to toe) physical assessment to gather objective data
2. The student will explain the characteristics of growth and development of individuals throughout the lifespan
3. The student will obtain a thorough health history to gather subjective data

**NURS 155. Special Topics****1-4 Credits**

Specific subjects to be announced in the Schedule of Classes.

**NURS 156. Basic Nursing Theory and Practice****6 Credits (4+6P)**

Introduction to the nursing profession and the beginning skills of nursing practice as it relates to normalcy. The nursing process is presented as a means of guiding the student in providing safe client centered care. Ethical and legal aspects of nursing practice are also included. Basic clinical nursing skills will be presented and practiced in the nursing lab. The student will perform these skills with clients in an actual health care setting. Consent of Program Director requires. Restricted to: NURSING majors. Restricted to Dona Ana campus. May be repeated up to 6 credits.

**Corequisite:** NURS 154.

**Learning Outcomes**

1. Use evidence-based practice, critical thinking, and scientific rationales to plan safe care for adults who are experiencing alterations in health.
2. Utilize knowledge and concepts from the arts, sciences, and humanities to plan nursing care to enhance individual patient's health outcomes and quality of life.
3. Respect patients' unique responses to health and illness based on socio-cultural and physical environments.
4. Explore basic concepts of a community continuum of care, including the professional roles of interdisciplinary teams, community resource agencies, and family support systems.

**NURS 157. Maternal/Child Health Deviations****8 Credits (6+6P)**

This course introduces the student to the concepts and principles of nursing care of the family from conception to adolescence. Utilizing the assessment, analyzing, planning, and implementation phases of the nursing process (the Care map), the student focuses on the supportive-educative nursing system to assist members of the family in meeting self-care requisites and how they are affected by the health deviations common to each developmental level beginning with conception and ending with adolescence. Knowledge gained in theoretical instruction is then applied to the patient care situation. After an introduction to the necessary clinical skills in the campus laboratory setting, students will participate in clinical experiences with the focus on the family from conception to adolescence. The assessment, analysis, planning, and implementation phases of the nursing process are emphasized as a tool to assist patients in meeting universal and developmental self-care requisites. Utilizing the nursing process, the student provides safe, client-centered care to diverse clients and families. Theoretical instruction is applied to client care situations. Students collaborate with clients, families, and the interdisciplinary team in meeting health care needs. Experiences may occur in the physician's office, local health department, day care centers, schools, or the hospital. Grade of C or better required. Restricted to: NURSING majors. Restricted to Carlsbad campus only.

**Prerequisite:** NURS 156, NURS 153, and NURS 154.

**Corequisite:** NURS 210.

**Learning Outcomes**

1. Determine how values of clients, families and medical personnel impact the involvement of clients in their health care related to maternal/child and pediatric clients.
2. Implement individualized client care utilizing an evidenced based approach related to maternal/child and pediatric clients.
3. Choose health protection, health promotion, and disease prevention strategies in the care of maternal/child and pediatric clients.

4. Apply the scope, risk factors, physiologic processes, and clinical management strategies to maternal/child and pediatric clients.
5. Choose resources for continuity of client care related to maternal/child and pediatric clients.
6. Give examples of significant information to report to other disciplines.
7. Apply the principles of delegation in the provision of client care with maternal/child and pediatric clients.
8. Utilize evidenced based information to implement a plan of care and employ nursing interventions for maternal/child and pediatric clients.
9. Use the principles of ethical practice in the delivery of nursing care for maternal/child and pediatric clients. 1
10. Apply policies, procedures and standards of care related to maternal/child and pediatrics in the provision of client care. 1
11. Apply nursing interventions to reduce risk of harm to self and others related to maternal/child and pediatric clients. 1
12. Choose available technology for delivery of nursing care related to maternal/child and pediatric clients.

**NURS 201. Special Topics****3 Credits (3)**

Specific topics NCLEX course will help prepare students for the predictability exam and NCLEXRN. This course assists students in being emotionally, didactically and technically prepared to take both examinations. Students will review how to prepare to take this examination through a series of sample tests, quizzes and group discussions. A variety of core content subject matter will be covered to allow the student to be prepared to take the comprehensive examinations. At the conclusion of this course, the student will take a comprehensive predictability exam. Students must be admitted into the Nursing Program to enroll in this course.

**Prerequisite:** NURS 130, NURS 134, NURS 134L, NURS 136, NURS 136L, NURS 147, NURS 147L, NURS 149, NURS 149L, NURS 224, NURS 224L, NURS 226, NURS 226L.

**Corequisite:** NURS 236, NURS 236L.

**Learning Outcomes**

1. Utilize diverse patients' values, preferences, and expressed needs to drive development of the plan of care for acute and chronically ill patients through application to NCLEX style questions.
2. Evaluate ability to function within own scope of practice as a member of the healthcare team to deliver care to individuals and families across the lifespan with complex health alterations through application to NCLEX style questions.
3. Demonstrate the use of evidence-based approaches for the delivery and evaluation of care to patients across the lifespan through application to NCLEX style questions.
4. Formulate a plan of care for the provision of care in healthcare delivery systems using policies, procedures and standards of care through application to NCLEX style questions.
5. Interpret effective use of strategies to reduce risk of harm to self or others while providing professional nursing care including evidence-based practice, national patient safety goals, and core measures through application to NCLEX style questions.
6. Utilize information management tools to monitor outcomes of care processes and deliver nursing care to patients with chronic or acute illness across the lifespan through application to NCLEX style questions.

**NURS 209. Independent Study****1-4 Credits**

Individual studies to meet identified student needs. May be repeated for a maximum of 10 credits. Restricted to: Community Colleges only.

**Prerequisite:** admission to the nursing program.

**NURS 210. Pharmacological Requisites of the Childbearing Family  
1 Credit (1)**

Basic concepts of pharmacology including pharmacokinetics, pharmacodynamics, and pharmacotherapeutics, and their relationship to nursing care will be discussed focusing on medications commonly utilized with the childbearing family. Medication classes to be discussed include labor and delivery, analgesic, vitamins, respiratory, gynecological, endocrine, and anti-microbial/anti-infective drugs. Grade of C or better required.

**Prerequisite(s):** NURS 153, NURS 154 and NURS 156.

**Corequisite(s):** NURS 157.

**Learning Outcomes**

1. Effective communication skills in reading, writing, listening, and speaking.
2. Basic critical thinking skills including problem identification, evidence acquisition, evidence evaluation, and reasoning/conclusion.
3. An understanding of personal and social responsibility.
4. An ability to apply the fundamental concepts of quantitative reasoning in mathematics and science.
5. Appropriate information and digital literacy, and skills for personal and professional use.

**NURS 211. Pharmacological Requisites of Simple Health Deviations  
1 Credit (1)**

Basic concepts of pharmacology including pharmacokinetics, pharmacodynamics, and pharmacotherapeutics, and their relationship to nursing care are addressed focusing on medications related to the psychiatric, gastrointestinal, musculoskeletal, gynecological, hematological, and anti-neoplastic client. Grade of C or better required. Restricted to: Carlsbad campus only.

**Prerequisite(s):** BIOL 2210 and BIOL 2225 and NURS 153, NURS 154, NURS 156, NURS 157 and NURS 210.

**Corequisite(s):** NURS 246 and NURS 258.

**NURS 212. Pharmacological Requisites of Complex Health Deviations  
1 Credit (1)**

Basic concepts of pharmacology including pharmacokinetics, pharmacodynamics, and pharmacotherapeutics, and their relationship to nursing care is examined focusing on medications related to complex health deviations. Drug classes to be discussed include cardiovascular, renal, endocrine, and neurological. Grade of C or better required.

**Prerequisite(s):** NURS 153, NURS 154, NURS 156, NURS 157, NURS 246, NURS 258, NURS 210 and NURS 211.

**Corequisite(s):** NURS 256 and NURS 260.

**Learning Outcomes**

1. Apply principles of teaching/learning in educating clients on the use, adverse effects and interactions of pharmacotherapeutic agents used to treat complex health deviations.
2. Collaborate with members of the health care team in the delivery of pharmacotherapeutics to clients with complex health deviations.
3. Give examples of commonly prescribed drugs used to treat clients with complex health deviations and related pharmacokinetics and pharmacodynamics.
4. Discuss the relationship between the use of pharmacotherapeutics and the treatment of disease in clients with complex health deviations.

5. Identify safety issues and minimize risk potential associated with pharmacotherapeutics.

**NURS 224. Maternal Child Nursing  
5 Credits (5)**

This course provides the intermediate nursing student with an in-depth review of care of the childbearing woman, family structures and roles, and nursing care of the child from birth through adolescence. Emphasis includes the care of pre-partum, intra-partum and postpartum clients, the neonate and health deviations in pediatric clients. Students must be admitted into the Nursing Program to enroll in this course. Restricted to: Nursing Majors and Community Colleges only.

**Prerequisite:** NURS 130, NURS 134, NURS 134L, NURS 136, NURS 136L, NURS 147, NURS 147L, NURS 149, NURS 149L.

**Prerequisite/Corequisite:** NURS 224L.

**Learning Outcomes**

1. Utilize diverse patients' values, preferences, and expressed needs to drive development of the plan of care for the child bearing woman (19-65 years) and pediatric client (newborn-18).
2. Evaluate ability to function within own scope of practice as a member of the healthcare team to deliver care to individuals and families across the lifespan with complex health alterations as it relates to the child bearing woman (19-65 years) and pediatrics.
3. Demonstrate the use of evidence-based approaches for the delivery and evaluation of care to patients across the lifespan as it relates to the child bearing woman (19-65 years) and pediatric client (newborn-18).
4. Formulate a plan of care for the provision of care in healthcare delivery systems using policies, procedures and standards of care as it relates to the child bearing woman (19-65 years) and pediatric client (newborn-18).
5. Interpret effective use of strategies to reduce risk of harm to self or others while providing professional nursing care including evidence-based practice, national patient safety goals, and core measures as it relates to the child bearing woman (19-65 years) and pediatric client (newborn-18).
6. Utilize information management tools to monitor outcomes of care processes and deliver nursing care to patients with chronic or acute illness across the lifespan as it relates to the child bearing woman (19-65 years) and pediatric client (newborn-18).

**NURS 224L. Maternal Child Nursing Lab  
1 Credit (6P)**

This course provides the intermediate nursing student with an in-depth review of care of the childbearing woman, family structures and roles, and nursing care of the child from birth through adolescence. Emphasis includes the care of pre-partum, intra-partum and postpartum clients, the neonate and health deviations in pediatric clients. Clinical experiences in the simulation lab, the community, and acute care settings will provide the student with the opportunity to apply learned skills to provide total care to meet needs of up to two adult, neonatal, or pediatric clients and to apply care planning skills related to actual, psychosocial and potential problems. Students must be admitted into the Nursing Program to enroll in this course. Restricted to Nursing Majors and Community Colleges only.

**Prerequisite:** NURS 130, NURS 134, NURS 134L, NURS 136, NURS 136L, NURS 147, NURS 147L, NURS 149, NURS 149L.

**Prerequisite/Corequisite:** NURS 224.

**Learning Outcomes**

1. Utilize diverse patients' values, preferences, and expressed needs to drive development of the plan of care for the childbearing woman (19-65 years) and pediatric client (newborn-18).
2. Evaluate ability to function within own scope of practice as a member of the healthcare team to deliver care to individuals and families across the lifespan with complex health alterations as it relates to the childbearing woman (19-65 years) and pediatric client (newborn-18).
3. Demonstrate the use of evidence-based approaches for the delivery and evaluation of care to patients across the lifespan as it relates to the childbearing woman (19-65 years) and pediatric client (newborn-18).
4. Formulate a plan of care for the provision of care in healthcare delivery systems using policies, procedures, and standards of care as it relates to the childbearing woman (19-65 years) and pediatric client (newborn-18).
5. Interpret effective use of strategies to reduce risk of harm to self or others while providing professional nursing care including evidence-based practice, national patient safety goals, and core measures as it relates to the childbearing woman (19-65 years) and pediatric client (newborn-18).
6. Utilize information management tools to monitor outcomes of care processes and deliver nursing care to patients with chronic or acute illness across the lifespan as it relates to the childbearing woman (19-65 years) and pediatric client (newborn-18).

**NURS 226. Adult Health II****4 Credits (4)**

This course focuses on application of nursing process and theoretical concepts of care for adults with complex health alterations. Selected learning experiences will allow the student to apply: prioritization skills, collaborative skills with clients, families, peers and health care team members, and care planning skills related to patient actual, psychosocial, and potential problems in the delivery of nursing care to meet needs of three adult clients. Students must be admitted into the Nursing Program to enroll in this course. Restricted to: Nursing majors and Community Colleges only.

**Learning Outcomes**

1. Utilize diverse patients' values, preferences, and expressed needs to drive development of the plan of care for the adult client with acute illness.
2. Evaluate ability to function within own scope of practice as a member of the healthcare team to adult clients with acute illness.
3. Demonstrate the use of evidence-based approaches for the delivery and evaluation of care to patients across the lifespan as it relates to adult clients with acute illness.
4. Formulate a plan of care for the provision of care in healthcare delivery systems using policies, procedures and standards of care as it relates to adult clients with acute illness.
5. Interpret effective use of strategies to reduce risk of harm to self or others while providing professional nursing care including evidence-based practice, national patient safety goals, and core measures as it relates to adult clients with acute illness.
6. Utilize information management tools to monitor outcomes of care processes and deliver nursing care to adult clients with acute illness.

**NURS 226L. Adult Health II Lab****2 Credits (6P)**

This course focuses on application of nursing process and theoretical concepts of care for adults with complex health alterations. Selected

clinical learning experiences in the simulation lab, acute care, and community settings will allow the student to apply: prioritization skills, maintain proficiency in performance of nursing skills, collaborative skills with clients, families, peers and health care team members, and care planning skills related to patient actual, psychosocial, and potential problems in the delivery of nursing care to meet needs of three adult clients. Students must be admitted into the Nursing Program to enroll in this course. Restricted to: Nursing Majors and Community Colleges only.

**Prerequisite:** NURS 130, NURS 134, NURS 134L, NURS 136, NURS 136L, NURS 147, NURS 147L, NURS 149, NURS 149L.

**Corequisite:** NURS 226, NURS 224, NURS 224L.

**Learning Outcomes**

1. Utilize diverse patients' values, preferences, and expressed needs to drive development of the plan of care for the adult client with acute illness.
2. Evaluate ability to function within own scope of practice as a member of the healthcare team to adult clients with acute illness.
3. Demonstrate the use of evidence-based approaches for the delivery and evaluation of care to patients across the lifespan as it relates to adult clients with acute illness.
4. Formulate a plan of care for the provision of care in healthcare delivery systems using policies, procedures and standards of care as it relates to adult clients with acute illness.
5. Interpret effective use of strategies to reduce risk of harm to self or others while providing professional nursing care including evidence-based practice, national patient safety goals, and core measures as it relates to adult clients with acute illness.
6. Utilize information management tools to monitor outcomes of care processes and deliver nursing care to adult clients with acute illness.

**NURS 235. Nursing Leadership and Management****1 Credit (1)**

This course introduces the intermediate nursing student to professional practice principles of nursing leadership and management including: health policy and politics, fiscal management & budgeting, conflict management, decision making, interdisciplinary practice, working with teams, roles in disaster planning and management, application of standards of care to risk management, organization of care delivery, health care systems, processes, and practice environments. Students must be admitted into the Nursing Program to enroll in this course. Restricted to: NUR majors. Restricted to Community Colleges campuses only. May be repeated up to 1 credit.

**Learning Outcomes**

1. Utilize diverse patients' values, preferences, and expressed needs to drive development of the plan of care for acute and chronically ill patients as measured by: a. Discuss how personal values impacts the delivery of care to clients across the lifespan.
2. Evaluate ability to function within own scope of practice as a member of the healthcare team to deliver care to individuals and families across the lifespan with complex health alterations as measured by: a. Employ the principles of delegation to the assignment of nursing team duties and patient room assignments; b. Analyze effective communication with health care team members; c. Apply effective communication strategies in common nursing activities; d. Discuss methods to resolve conflict.
3. Demonstrate the use of evidence-based approaches for the delivery and evaluation of care to patients across the lifespan as measured by: a. Analyze personal values that influence approaches to ethical issues and decision-making; b. Describe ways in which nursing research can be used to guide nursing practice.

4. Formulate a plan of care for the provision of care in healthcare delivery systems using policies, procedures and standards of care as measured by: a. Discuss the use of key indicators to measure performance; b. Recognize tools and processes for continuous quality improvement.
5. Interpret effective use of strategies to reduce risk of harm to self or others while providing professional nursing care including evidence-based practice, national patient safety goals, and core measures as measured by: a. Discuss ways to improve care while reducing costs; b. Incorporate an understanding of legal risks into the practice of professional nursing and recognize how to minimize risk.
6. Utilize information management tools to monitor outcomes of care processes and deliver nursing care to patients with chronic or acute illness across the lifespan as measured by: a. Discuss the necessity of using recognized taxonomies and standardized nursing languages in nursing documentation.

### **NURS 236. Nursing Preceptorship - Adult Health III 3 Credits (3)**

This course is the final course involving care of the patient with acute or chronic illness. It focuses on care of patients with complex or multi-system problems allowing the graduating nursing student to discuss and apply all the skills learned in previous nursing courses. Selected learning experiences will allow the student to: organize care of a group of clients, collaborate with clients, families, peers and health care team members, and support care planning skills related to patient actual, psychosocial, and potential problems in the delivery of nursing care to meet needs of clients. Only students who have been admitted to the nursing program and have successfully completed all level 1, 2 and 3 nursing courses may enroll in this course. Restricted to: Nursing majors and Community Colleges only.

**Prerequisite:** NURS 130, NURS 134, NURS 134L, NURS 136, NURS 136L, NURS 147, NURS 147L, NURS 149, NURS 149L, NURS 224, NURS 224L, NURS 226, NURS 226L.

**Prerequisite/Corequisite:** NURS 201, NURS 236L.

#### **Learning Outcomes**

1. Integrate the values, preferences, attitudes, and expressed needs of the acutely ill patient into the plan of care related to the care of the adult client with complex health deviations.
2. Integrate the contributions of other members of the healthcare team into the delivery of nursing care for individuals across the lifespan with complex or multi-system health alterations related to the care of the adult client with complex health deviations.
3. Discriminate between valid and invalid reasons for modifying evidence-based clinical practice based on clinical expertise or patient/family preferences in the creation of a plan of care for delivery and evaluation of care for patients across the lifespan related to the care of the adult client with complex health deviations.
4. Evaluate the use of policies, procedures and standards of care in healthcare delivery systems and adapt the care as appropriate related to the care of the adult client with complex health deviations.
5. Interpret and analyze effective use of strategies to reduce risk of harm to self or others while providing professional nursing care, creating a structure for implementation of evidence-based practice, national patient safety goals, and core measures in the care of the adult client with complex health deviations.
6. Integrate use of appropriate technology and information management tools to support safe delivery of care to the adult client with complex health deviations.

### **NURS 236L. Nursing Preceptorship - Adult Health III Lab 3 Credits (6P)**

This course is the final course involving care of the patient with acute or chronic illness. It focuses on care of patients with complex or multi-system problems allowing the graduating nursing student to discuss and apply all the skills learned in previous nursing courses. Selected clinical learning experiences in the simulation lab, acute care, and community settings will allow the student to: organize care of a group of clients, maintain proficiency in performance of nursing skills, collaborate with clients, families, peers and health care team members, and support care planning skills related to patient actual, psychosocial, and potential problems in the delivery of nursing care to meet needs of the preceptors group of clients. Students must be concurrently enrolled in both the lecture and lab sections of the course. Only students who have been admitted to the nursing program and have successfully completed all level 1, 2 and 3 nursing courses may enroll in this course. Clinical may include inpatient or outpatient care, days, evenings, nights, or weekend experiences. Students must be admitted into the Nursing Program to enroll in this course. Restricted to: Nursing majors and Community Colleges only.

**Prerequisite:** NURS 130, NURS 134, NURS 134L, NURS 136, NURS 136L, NURS 147, NURS 147L, NURS 149, NURS 149L, NURS 224, NURS 224L, NURS 226, NURS 226L.

**Prerequisite/Corequisite:** NURS 201, NURS 236.

#### **Learning Outcomes**

1. Integrate the values, preferences, attitudes, and expressed needs of the acutely ill patient into the plan of care related to the care of the adult client with acute, chronic, or complex health deviations.
2. Integrate the contributions of other members of the healthcare team into the delivery of nursing care for individuals across the lifespan with complex or multi-system health alterations related to the care of the adult client with acute, chronic, or complex health deviations.
3. Discriminate between valid and invalid reasons for modifying evidence-based clinical practice based on clinical expertise or patient/family preferences in the creation of a plan of care for delivery and evaluation of care for patients across the lifespan related to the care of the adult client with acute, chronic, or complex health deviations.
4. Evaluate the use of policies, procedures, and standards of care in healthcare delivery systems and adapt the care as appropriate related to the care of the adult client with acute, chronic, or complex health deviations.
5. Interpret and analyze effective use of strategies to reduce risk of harm to self or others while providing professional nursing care, creating a structure for implementation of evidence-based practice, national patient safety goals, and core measures in the care of the adult client with acute, chronic, or complex health deviations.
6. Integrate use of appropriate technology and information management tools to support safe delivery of care to the adult client with acute, chronic, or complex health deviations.

### **NURS 246. Health Deviations I 7 Credits (4+9P)**

Introduction to medical/surgical clients, whose health care needs are routine and predictable. Focus is on simple health deviations, including concepts relative to health promotion and maintenance. The nursing process is utilized to provide evidenced based, safe client centered care. Students are expected to apply clinical judgment, communicate and collaborate with clients and the interdisciplinary team in providing care for a group of two to three clients. Grade of C or better required. May be

repeated up to 7 credits. Restricted to: Nursing majors. Restricted to Carlsbad campus only.

**Prerequisite(s):** NURS 153, NURS 156, NURS 154, NURS 157 and NURS 210.

**Corequisite(s):** NURS 211, NURS 258.

### **NURS 256. Health Deviations II**

#### **8 Credits (6+12P)**

Concepts and principles applied to clients with complex health deviations. Building upon knowledge gained in NURS 246, focus will be on acutely ill clients. The nursing process continues to serve as a guide to provide safe, client centered care. The student collaborates with the interdisciplinary team in all aspects of client care. Student experiences the role of the staff nurse under the guidance and direction of the nursing instructor. Grade of C or better required. May be repeated up to 8 credits. Restricted to: Nursing majors. Restricted to Carlsbad campus only.

**Prerequisite(s):** NURS 153, NURS 154, NURS 156, NURS 157, NURS 210, NURS 211, NURS 246, and NURS 258.

**Corequisite(s):** NURS 212, NURS 260.

#### **Learning Outcomes**

1. Apply each step of the nursing process as a method of organizing the nursing care for patients with complex health deviations.
2. Discuss the patient's health care needs that occur as a result of complex health deviations.
3. Explain methods the nurse can employ in allowing the patient to assume the right and responsibility for his own care.
4. Incorporate the concepts and principles derived from the biological, developmental, social, nutritional and computer sciences and nursing knowledge that relate to the nursing care of patients with complex health deviations.
5. Explain the roles and functions of the members of the health care team including ancillary personnel as they relate to the care of patients with complex health deviations.
6. Explain the rationale for the performance of the following technical skills: a. EKG monitoring; b. Rhythm strip interpretation; c. Hemodynamic monitoring and interpretation; d. Tracheal suctioning
7. Recognize the nurse's role in establishing a therapeutic relationship with patients experiencing complex health deviations.

### **NURS 258. Psychosocial Requisites: A Deficit Approach**

#### **3 Credits (2+3P)**

Nursing theory and practice as it relates to the care of the client experiencing psychosocial health deviations. The role of the nurse is discussed along with the ethical and legal aspects of care for the client with psychosocial disorders. Building upon the communication skills of listening and responding, the student develops the therapeutic skills of interpersonal relationships. Grade of C or better is required. May be repeated up to 3 credits. Restricted to: Nursing majors. Restricted to Carlsbad campus only.

**Prerequisite(s):** NURS 153, NURS 154, NURS 156, NURS 157, NURS 210, and NURS 246.

**Corequisite(s):** NURS 211, NURS 246.

### **NURS 260. Management of Patients with Health Deviations**

#### **2 Credits (2)**

A capstone course to the nursing program in which principles in management and delegation to less prepared personnel is explored. A review of leadership roles, legal issues, quality initiatives, informatics and scope of practice is included. Preparation for the NCLEX is an integral portion of the course. Grade of C or better is required. May be repeated up to 2 credits. Restricted to: Nursing majors. Restricted to Carlsbad campus only.

**Prerequisite(s):** NURS 153, NURS 154, NURS 156, NURS 157, NURS 210, NURS 211, NURS 246, and NURS 258.

**Corequisite(s):** NURS 212, NURS 256.

#### **Learning Outcomes**

1. Discuss nursing practice concepts relevant to the practice of professional nursing.
2. Evaluate principles of quality improvement and safety into nursing practice within healthcare organizations and systems.
3. Apply leadership concepts through the application of policies that apply to healthcare delivery.
4. Promote a culture of safety through anticipating and eliminating potentially harmful situations.
5. Collaborate in systems analysis when clinical errors or near misses occur to reduce harm, minimize blame, and encourage transparency.
6. Integrate evidence in determining best clinical practice.
7. Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments, including local, state, national, and global healthcare trends.
8. Use an ethical framework to evaluate the impact of policies of healthcare, especially for vulnerable populations.

### **NURS 3110. Human Pathophysiology Foundation for Nursing**

#### **4 Credits (4)**

Human pathophysiology concepts of adaptation and alteration in function and structure across the life span and their implications for nursing practice. Restricted to: BSNR, BSN, BSNP or consent of instructor majors. May be repeated up to 4 credits.

**Prerequisite:** Grade of C- or better in both (BIOL 353 & BIOL 2221/BIOL 354), or (BIOL 2210 & BIOL 2225), or (SPMD 2210 & SPMD 3210).

**Corequisite:** NMNC 3110, NMNC 3135.

#### **Learning Outcomes**

1. Identify the functional and structural (pathophysiology) alterations that occur in the human body.
2. Relate the impact of functional and structural alterations on human health.
3. Recognize the relationships of pathophysiology to the practice of professional nursing.
4. Discuss the basic concepts of patterns of genetic inheritance of disease with related nursing implications and ethical considerations.
5. Use medical terminology appropriately.
6. Relate the impact of socio-cultural, legal-ethical factors, and scientific advances on pathophysiology.

### **NURS 3115. Care of the Veteran Population**

#### **3 Credits (3)**

This course prepares healthcare and other professionals to care for the Veteran population. Specific topics and health issues explored include military and veteran culture, women in the military, post-traumatic stress disorder, traumatic brain injury, military sexual trauma, and chemical exposures. An overview of the Veterans Health Administration, the largest healthcare system in the USA, will be provided. May be repeated up to 3 credits.

#### **Learning Outcomes**

1. Examine Veterans' demographics and the impact of political, social, cultural, and environmental factors.
2. Analyze the mission of the Veterans Health Administration with a focus on healthcare system and services.
3. Evaluate health concerns, issues, and health seeking behaviors within the diverse Veteran population.

4. Appraise available evidence on delivering culturally sensitive care that addresses the needs of the Veteran patient and their family.

#### **NURS 3996. Special Topics**

##### **1-9 Credits (1-9)**

Specific subjects to be announced in the Schedule of Classes. May be repeated up to 21 credits.

##### **Learning Outcomes**

1. Varies

#### **NURS 4110. Strategies for Student Success**

##### **3 Credits (3)**

This course is designed to assist and support students as they identify learning needs and develop a plan for successfully mastering nursing knowledge. Course activities and assignments will be designed to address student's self-identified learning goals to enhance their opportunity for success. Restricted to NURS, BSN, BSNP, BSNR majors. May be repeated up to 3 credits.

#### **NURS 4997. Independent Study**

##### **1-3 Credits (1-3)**

Individual studies with prior approval of department head. May be repeated up to 3 credits.

##### **Learning Outcomes**

1. Varies

#### **NURS 5105. Scholarly Preparation for the Doctor of Nursing Practice**

##### **1 Credit (1)**

This course is designed to enhance students' scholarly writing skills while fostering an effective school and study mindset. Students will explore current research on the science of learning, delving into evidence-based practices that improve student learning outcomes. Students will also identify techniques and habits that support an effective school/study mindset, essential for academic success. By the end of the course, students will be equipped with practical skills to enhance their academic performance and produce high-quality scholarly writing.

##### **Learning Outcomes**

1. Explore strategies to improve memory and make learning easier.
2. Compare and contrast the common myths with scientifically-backed facts about learning.
3. Utilize APA formatting guidelines to properly format a given writing assignment, including citations and references.
4. Identify key characteristics of professional writing, such as clarity, conciseness, proper grammar, and appropriate tone.

#### **NURS 5110. Evidence-Based Practice for Healthcare Leaders**

##### **3 Credits (3)**

This course is designed to prepare nurse administrators and other healthcare leaders with the skills and knowledge needed to critically analyze and synthesize scholarly evidence to promote high quality evidence-based practice. May be repeated up to 3 credits.

##### **Learning Outcomes**

1. Utilize information sources, such as bibliographic databases and electronic resources and experts, to locate existing knowledge relevant to healthcare and nursing practice.
2. Critically appraise selected research designs, methods of data collection (quantitative and qualitative), and data analytic methods in relation to selected clinical practice and healthcare systems problems.
3. Discuss the relevance of theory and conceptual frameworks to health care research and practice.

4. Evaluate the use of evidence-based practice models to investigate clinical practice and healthcare systems problems.
5. Discuss the ethical, cultural, and professional concerns with human subjects in nursing research and considerations for evidence-based practice.
6. Propose a clinical practice change utilizing evidence-based practice guidelines.

#### **NURS 5115. Quality Improvement for Healthcare Leaders**

##### **3 Credits (3)**

This course is designed to prepare nurse administrators and other healthcare leaders with the skills and knowledge needed to critically analyze and synthesize scholarly evidence to promote high quality evidence-based practice. Restricted to: exclude Online MSN in Nursing Administration majors.

##### **Learning Outcomes**

1. Explain the value of improvement science in healthcare and its impact on healthcare quality.
2. Articulate the role of administrators in leading and facilitating change in healthcare systems through quality improvement processes.
3. Compare and contrast conceptual models and frameworks that guide quality improvement work in healthcare systems.
4. Articulate the principles for selecting a systems-level problem for continuous quality improvement action.
5. Demonstrate the use of quality improvement methods, tools and clinical data to address a systems-level problem in the clinical setting.
6. Understand the role of health policy and national standards in guiding quality improvement initiatives.

#### **NURS 5120. Nursing Informatics**

##### **3 Credits (3)**

This course provides the foundational knowledge necessary to integrate systems and information technologies. Topics include informatics, knowledge management, healthcare information systems/telehealth including the electronic health record. Focuses on using available technology to enhance safety and monitor the health status and outcomes of populations. Restricted to: NURS, NUSC, NURP majors. May be repeated up to 3 credits.

#### **NURS 5125. Health Policy for Advanced Nursing Practice**

##### **3 Credits (3)**

Course provides a conceptual approach to understanding health policy including the social, legal, political and ethical factors that influence policy development. Strategies for influencing policy direction and change are examined. Restricted to: NURS, NUSC, NURP majors. May be repeated up to 3 credits.

#### **NURS 5130. Promoting Health Behavior**

##### **3 Credits (3)**

Emphasis is on the role of the advanced practice nurse in facilitating health behavior change. The impact of health status on health behavior, ethical issues relate to health promotion, and the processes for promoting healthy behaviors are explored. Theoretical models of behavior change and primary, secondary, and tertiary prevention concepts serve as a basis for developing nursing interventions that promote behavior change. May be repeated up to 3 credits.

#### **NURS 5210. Advanced Leadership in Healthcare**

##### **3-5 Credits (3+1-2P)**

Analysis of leadership theories as they pertain to the nurse executive and the advanced practice nurse in complex health care organizations. Emphasis will be placed on organizational change and conflict

management in working with interdisciplinary health care teams. Clinical component included for DNP students only. Restricted to: NURS, NUSC, NURP majors. May be repeated up to 5 credits.

**NURS 5220. Management of Human and Fiscal Resources in Nursing**  
**4 Credits (3+3P)**

This graduate level course examines and applies contemporary concepts of human and fiscal resource management for the nurse administrator. Focus is placed on achieving quality outcomes through effective management of human assets and organizational resources in health care settings. The course includes a clinical component. May be repeated up to 4 credits.

**NURS 5230. Seminar in Nursing Administration- Roles**  
**3 Credits (3)**

Role preparation for the nurse administrator as manager, leader, collaborator and change agent. Synthesis of concepts from management and nursing as a basis for role effectiveness in nursing administration. May be repeated up to 3 credits.

**Corequisite:** NURS 5240.

**NURS 5240. Advanced Field Work in Nursing**  
**1-3 Credits (1P)**

A practicum in Nursing Administration. Application of concepts from management and nursing to the clinical, educational, or community setting. Restricted to: MSN, DNP, PHD majors. May be repeated up to 12 credits.

**Prerequisite:** NURS 5210.

**Corequisite:** NURS 5230.

**NURS 5996. Special Topics**  
**1-3 Credits (1-3)**

Specific subjects to be announced in the Schedule of Classes. May be repeated up to 12 credits.

**NURS 5997. Independent Study**  
**1-10 Credits (1-10)**

Individual studies and directed research with prior approval of department head. May be repeated up to 20 credits.

**NURS 6110. Introduction to Population Health**  
**1 Credit (1)**

This required course for the Doctor of Nursing Practice program prepares the student to implement specialty population-based disease prevention and health promotion activities to achieve national and international goals of improving worldwide health status. The course focuses on a spectrum of issues affecting health, which include emerging infectious diseases, emergency preparedness, disparities in health and healthcare services, and the impact of behavior and lifestyle choices on health.

**Learning Outcomes**

1. Analyze data to identify potential and emerging health hazards in individuals and communities.
2. Evaluate care delivery models to address disease prevention and population health.
3. Identify gaps in the care of individuals, aggregates, or populations.
4. Identify gaps in the care of individuals, aggregates, or populations.

**NURS 6115. Advanced Nursing Knowledge and the DNP Role**  
**2 Credits (2)**

This course provides an exploration of advanced nursing knowledge and the pivotal role of the Doctor of Nursing Practice (DNP) in healthcare. Students will examine the theoretical foundations and advanced practices that underpin the DNP role and review nursing's disciplinary and scientific knowledge. Concepts for nursing practice will be explored and the role of the DNP in healthcare will be examined.

**Learning Outcomes**

1. Analyze nursing and other disciplines' theoretical concepts, principles, and processes to create a framework for advanced nursing practice.
2. Discuss the history and structure of nursing knowledge.
3. Assess the roles of the DNP from a nursing theory lens.
4. Propose maximizing DNP role functions within healthcare settings based on the current evidence of DNP practice and outcomes.
5. Develop a conceptual framework for your DNP practice role.

**NURS 6120. Quality Improvement in Healthcare**  
**3 Credits (3)**

This course prepares advanced practice nurses to be leaders of inter-professional teams engaged in the process of continuous quality improvement in healthcare settings. Healthcare quality improvement principles and practice will focus on improving patient care and outcomes, lowering costs, reducing health disparities, and increasing access to healthcare. May be repeated up to 3 credits.

**Learning Outcomes**

1. Explain the value of improvement science in healthcare and its impact on healthcare quality.
2. Articulate the role of the doctorally-prepared nurse in leading and facilitating change in healthcare systems through quality improvement processes.
3. Compare and contrast conceptual models and frameworks that guide quality improvement work in healthcare systems.
4. Articulate the principles for selecting a systems-level problem for continuous quality improvement action.
5. Demonstrate the use of quality improvement methods, tools and clinical data to address a systems-level problem in the clinical setting.
6. Analyze the role of health policy and national standards in guiding quality improvement initiatives.

**NURS 6125. Evidence-Based Practice in Healthcare**  
**3 Credits (3)**

This course is designed to prepare nurse practitioners and other advanced practice nurses with the skills and knowledge needed to critically analyze and synthesize scholarly evidence to promote high quality evidence-based practice. Restricted to: Family Nurse Practitioner; Psych/Mental Health Nursing; Nursing Practice; Family Nurse Practitioner Certificate; and Psych/Mental Health Nursing Certificate majors.

**Prerequisite:** NURS 6120.

**Learning Outcomes**

1. Utilize information sources, such as bibliographic databases and electronic resources and experts, to locate existing knowledge relevant to healthcare and nursing practice.
2. Critically appraise selected research designs, methods of data collection (quantitative and qualitative), and data analytic methods in relation to selected clinical practice and healthcare systems problems.
3. Discuss the relevance of theory and conceptual frameworks to health care research and practice.
4. Evaluate the use of evidence-based practice models to investigate clinical practice and healthcare systems problems.
5. Discuss the ethical, cultural, and professional concerns with human subjects in nursing research and considerations for evidence-based practice.

- Propose a clinical practice change utilizing evidence-based practice guidelines.

### **NURS 6130. Epidemiology for Advanced Nursing Practice**

#### **2 Credits (2)**

Emphasis is on the practical application of the principles of epidemiology in the measurement and evaluation of population health. Epidemiological literature will be critiqued and synthesized to evaluate population-based public health nursing problems. Issues related to disease surveillance, causation, genetic patterns, screening and social trends in population health will be examined. Use of existing data bases and technology programs are covered. Restricted to: NURP, NURS, NUSC majors. May be repeated up to 2 credits.

### **NURS 6135. Interdisciplinary Leadership and Role Development for Practice Excellence**

#### **3 Credits (3)**

This required course prepares students for organizational and systems leadership and knowledge and skills critical to role development in independent and inter and intra-disciplinary practice. Content includes communication, conflict resolution, collaboration and negotiation, leadership, and team functioning to maximize success in the establishment of safe, effective patient-centered care in complex environments.

#### **Learning Outcomes**

- Evaluate interdisciplinary care delivery models from a systems perspective using evidence-based findings.
- Incorporate principles of specialty practice management, quality improvement, and interdisciplinary teamwork in order to meet the health needs of the specialty population served.
- Analyze effective strategies for the management of ethical dilemmas, incorporation of sensitivity to diverse cultures, and elimination of health disparities incorporating appropriate communication techniques.
- Differentiate among the multiple roles in advanced nursing practice with a focus on working effectively in inter-professional teams.
- Evaluate leadership styles in a team environment in the analysis of complex practice and organizational issues.
- Incorporate consultative and leadership skills with inter and intra-disciplinary teams to facilitate change using effective communication strategies.

### **NURS 6150. Advanced Anatomy**

#### **3 Credits (3)**

This course presents an extensive exploration of human anatomy from a topographical and regional perspective. The knowledge gained in this course serves as a foundation for advanced clinical assessment for anesthesia practice, clinical decision-making, and patient management.

#### **Learning Outcomes**

- Describe the regional organization and topography of anatomical structures within key clinical regions of the human body with a focus on neurovascular anatomy and internal organs.
- Describe the structure and function the central nervous system and the distribution of all of the major peripheral nerves in the body.
- Identify the relationship between palpable anatomical landmarks and the deep anatomy of the head, neck, thorax, abdomen, pelvis and limbs.
- Identify major anatomical structures in the human body using radiographs, ultrasound, CT, MRI images.

### **NURS 6155. Advanced Physiology**

#### **3 Credits (3)**

This course presents an extensive exploration of anatomy and physiology of the human body's organs and systems. Topics are covered from a molecular, cellular, tissue, organ, and system perspective. Individual differences in physiology as related to culture, gender, race, age, and genetics will also be covered. The knowledge gained in this course serves as a foundation for advanced clinical assessment, pharmacology, clinical decision-making, and patient management.

#### **Learning Outcomes**

- Identify structures and normal physiologic functions of the human body organs and systems.
- Demonstrate knowledge of the concept of homeostasis.
- Summarize the complexities of normal human physiologic multi-system interactions
- Recognize physiologic differences related to culture, gender, race, age, and genetics
- Discuss how principles of normal physiology impact advance practice nursing care of individuals.

### **NURS 6160. Chemistry and Physics for Anesthesia**

#### **3 Credits (3)**

This course applies principles of math, inorganic chemistry, organic chemistry, biochemistry, and physics as they pertain to nursing practice at the graduate educational level. Topics are covered from a molecular, cellular, tissue, organ, and system perspective. The knowledge gained in this course serves as a foundation for advanced clinical assessment, pharmacology, clinical decision-making, and patient management.

#### **Learning Outcomes**

- Upon successful completion of this course, the student is expected to: Demonstrate proficiency in algebraic equations, math conversions, and medical word problems.
- Explain physical and chemical principles related to concentration gradients, thermodynamics, the gas laws, solutions, fluids, volume and flow.
- Apply basic and advanced bio-scientific concepts to normal and abnormal human physiologic states and various types of clinical monitoring equipment.
- Apply basic and advanced bioscience concepts to detect hazards and implement electrical, fire, and radiation safety in a clinical setting.
- Formulate solutions to patient and equipment clinical dilemmas using the scientific underpinnings of bio-scientific principles.

### **NURS 6210. Professional Roles for Advanced Practice Clinical Nursing**

#### **3 Credits (3)**

This course will focus on providing an in depth understanding of the legal, historical, political, social, and ethical aspects of advanced practice nursing. Traditional and emerging roles for advanced practice nursing are examined. Students must be Admitted to the DNP program. Restricted to DNP majors. May be repeated up to 3 credits.

**Prerequisite:** NURS 6430 OR NURS 6520.

### **NURS 6215. Professional Aspects of Nurse Anesthesiology Practice**

#### **3 Credits (3)**

This course examines professional role development of the nurse anesthetist with an emphasis on the history and evolution of nurse anesthesiology practice, as well as scope, standards, legal aspects, ethics, quality, and regulations. Professional advocacy topics and the business of anesthesiology practice will be appraised. This course also addresses the risks of the role related to wellness and substance use

disorder. Cultural competence modules for healthcare workers will be completed during this course.

#### **Learning Outcomes**

1. Discuss the history and evolution of nurse anesthesiology practice.
2. Analyze the professional components of nurse anesthesiology practice, emphasizing scope, standards, legal aspects, ethics, and regulation.
3. Differentiate between state, national, and international anesthesia organization roles and functions.
4. Identify quality assessment tools in anesthesiology practice.
5. Compare various business models of anesthesia, reimbursement methods, payment policies, reimbursement, and nurse anesthesiology practice patterns.
6. Examine the impact of wellness and substance use disorder on anesthesia providers.
7. Demonstrate cultural awareness and sensitivity of patient background characteristics including, but not limited to race, ethnicity, socioeconomic status, age, gender and sexuality.
8. Examine professional advocacy and other selected current issues affecting nurse anesthesiology practice.

#### **NURS 6220. Advanced Pathophysiology for Clinical Nursing 3 Credits (3)**

In-depth study of the physiological and pathological bases of altered health states of patients across the life span. Case studies facilitate application of complex concepts to clinical nursing practice. Restricted to: NURS, NUSC, NURP majors. May be repeated up to 3 credits.

#### **NURS 6224. Diagnostic Reasoning and Advanced Health Assessment 3 Credits (3)**

This course is designed to assist students to refine history taking, psychosocial assessment and physical assessment skills. Content focuses on assessment of individuals throughout the lifespan. Emphasis is placed on detailed health history taking, differentiation, interpretation and documentation of normal and abnormal findings. Diagnostic reasoning skills are emphasized as students develop processes to formulate differential diagnoses for acute and chronic physical and mental illnesses in the primary care setting across the lifespan.

**Prerequisite:** NURS 6235.

#### **Learning Outcomes**

1. Analyze and use the most effective communication methods to obtain a health history and to develop a therapeutic relationship.
2. Differentiate variations in normal and abnormal health and physical data.
3. Explore processes of diagnostic reasoning and potential cognitive biases.
4. Using data from the health and physical assessment, formulate differential diagnoses for given physical and mental illnesses across the lifespan.
5. Demonstrate advanced clinical judgment by using data from the health and physical assessment to design and implement clinically safe and patient-focused interventions.

#### **NURS 6226. Advanced Health Assessment Practicum 1 Credit (1P)**

Assessment skills for advanced clinical practice. Emphasis on assessment of patients across the life span. May be repeated up to 3 credits.

**Corequisite:** NURS 6225.

#### **Learning Outcomes**

1. Conduct a comprehensive and systematic assessment of health and illness in complex situations.
2. Collect and interpret health data related to the health history, chief complaint, and history of the present illness.
3. Use effective communication methods to obtain a health history and to develop a therapeutic relationship
4. Assess variations in normal and abnormal health and physical data.
5. Document advanced clinical judgment by using data from the health and physical assessment to determine a health status.

#### **NURS 6230. Advanced Clinical Pharmacology 3 Credits (3)**

Principles of clinical pharmacology for advanced clinical practice. Focus on pharmacology as it relates to human physiology and pathophysiology across the lifespan. Restricted to: NURS, NUSC, NURP majors. May be repeated up to 3 credits.

#### **NURS 6235. Advanced Pathophysiology for Nurse Anesthesiology Practice 4 Credits (4)**

This course focuses on pathophysiology of diseases relevant to nurse anesthesiology practice. Evidence-based practice resulting from relevant research will be incorporated in discussions related to anesthesia management of patients with health status alterations. Students will utilize this information to build a foundation for anesthesia clinical reasoning and principles of nurse anesthesiology practice.

#### **Learning Outcomes**

1. Analyze the relationship between normal physiology and pathologic consequences produced by selected disease states.
2. Demonstrate understanding of selected biochemical, genetic, and cellular mechanisms that lead to common health alterations that occur in individuals across the lifespan.
3. Identify various pathologic alterations relevant to anesthesia practice.
4. Integrate the clinical application of pathophysiology into the practice of nurse anesthesiology.
5. Discuss the relationship between pathophysiology of various systems and anesthesia planning and management.

#### **NURS 6240. Advanced Health Assessment for Nurse Anesthesiology Practice 4 Credits (3+1P)**

This course focuses on development of knowledge and skills necessary to conduct comprehensive and focused health assessments for patients across the lifespan with special attention given to nurse anesthesiology practice. Principles of conducting detailed health histories, physical examinations, and diagnostic study interpretations will be featured. Students will obtain and document detailed culturally sensitive health histories and physical examinations. They will use critical thinking to identify and/or interpret pertinent diagnostic studies related to alterations in health patterns. Emphasis is placed on differentiation between normal and abnormal health history, physical assessment, and diagnostic findings.

#### **Learning Outcomes**

1. Demonstrate a systematic approach to the collection and documentation of data for health history and physical assessment while maintaining confidentiality and respecting privacy.
2. Collect and interpret health data related to the health history, history of the present illness, laboratory and other diagnostic findings.

3. Document relevant findings for both comprehensive and focused health histories and physical assessments.
4. Identify potential anesthesia risks based on patient health history, physical exam findings, and current literature.
5. Conduct and document a comprehensive preanesthesia evaluation to include health and surgical history, physical examination, and interpretation of diagnostic data using effective communication while maintaining confidentiality and respecting privacy.

#### **NURS 6245. Advanced Pharmacology for Nurse Anesthesiology Practice 3 Credits (3)**

This course builds upon the advanced clinical pharmacology course and is designed to provide an evidence-based in-depth foundation of pharmacology and its application to anesthesiology practice across the lifespan. The primary focus will be on topics such as pharmacodynamics, pharmacokinetics, pharmacotherapeutics, pharmacy, and toxicology of currently used anesthetic agents

##### **Learning Outcomes**

1. Identify general pharmacokinetic, pharmacodynamic, pharmacogenetic, and pharmacotherapeutic principles related to anesthetic agents and adjunct drugs
2. Discuss the uptake and distribution of primary anesthetic agents and adjunct drugs.
3. Summarize indications/contraindications for selected anesthetic agents and adjunct drugs.
4. Calculate accurate doses of selected anesthetic agents and adjunct drugs.
5. Review potential adverse effects and drug interactions of selected anesthetic agents and adjunct drugs.
6. Describe evidence-based anesthetic considerations of anesthetic agents and adjunct drugs used for various procedures and various patients across the lifespan with diverse comorbidities and demographics.

#### **NURS 6250. Healthcare Policy and Ethics**

##### **3 Credits (3)**

This course examines complex challenges faced in the US healthcare system for nurses in advanced practice roles within an ethical framework. Ethical, social, and political issues that affect the provision of health care, communities, and society are critically analyzed with an emphasis on interprofessional roles in health care. Concepts that support advocating for social justice, reducing healthcare disparities, improving quality, promoting ethical aspects of care, and cost containment are overarching themes in the course discussions and assignments. Students use self-reflection, case studies and presentations to apply ethical principles, develop healthcare policy recommendations to improve care access, and reduce disparities in professional practice and population health.

##### **Learning Outcomes**

1. Analyze the historical evolution of health care systems and their influence on the development of institutional, local, state, federal and international health policy.
2. Critique socioeconomic, legal, ethical, and political issues relevant to policymaking and provision of equitable, safe, and quality health care at the local, state, and national levels.
3. Assess health policies, infrastructure, financing, and complex systems in the US in contrast to other nations.
4. Critically analyze bioethical issues in clinical practice settings as they impact policy, disparities, advocacy, ethics, improved patient outcomes and reduced costs.

5. Synthesize the principle of human rights and ethics in conduct of health care research and policy design.
6. Interpret the value and importance of advanced practice nursing role(s) to policy makers, health care professionals, and consumers.

#### **NURS 6255. Innovations and Health Care Organizations**

##### **3 Credits (3)**

Examines complexity and innovation within health care systems, health care delivery, and population health. Areas of focus are systems, organizations, health disparities, and ethical decision making. Emphasis is on improvement in services and outcomes. Restricted to: NURS, NUSC, NURP majors. May be repeated up to 3 credits.

#### **NURS 6260. Population Health and the Environment**

##### **3 Credits (3)**

This course will examine and evaluate prevention strategies, healthcare quality measures, diversity principles, and patient safety considerations related to population health. There is a focus on how environmental health can be integrated into nursing education, practice, research, and policy/advocacy efforts. Students will explore community, environmental, cultural, and socioeconomic dimensions of care as evidenced by completion of a community assessment.

**Prerequisite:** NURS 6110.

##### **Learning Outcomes**

1. Analyze theoretical frameworks/conceptual models for relevance to population health.
2. Analyze the impact of a population health focus on the health of individuals, families and communities.
3. Differentiate the impact of biologic factors, the natural environment, built environment and altered environment on health.
4. Describe the impact of discrimination, sexism, and racism on equity and inclusion in healthcare and on health.
5. Analyze the relationship between human health, animal health and ecosystem health.
6. Apply the principles of patient and community engagement for population health improvement
7. Discriminate between population growth, health and development as factors in global health.
8. Examine institutional, local/state/federal, and global policies that address the relationship between population health and the environment.

#### **NURS 6265. Strategic and Financial Planning for Population Health Programs**

##### **3 Credits (3)**

This course explores the role of nurses in advanced nursing practice within a rapidly changing healthcare system. Theories of leadership, quality, risk outcomes, and financial structures for healthcare organizations are discussed providing a framework for change within advanced nursing practice specialties. Accounting, finance, and marketing principles are presented enabling students to complete a financial plan for an evidence based practice change.

**Prerequisite:** NURS 6270.

##### **Learning Outcomes**

1. Use the principles of population focused program planning, development, implementation, and evaluation to develop an evidence-based population focused strategy to address a health priority issue.
2. Analyze the potential influence of cultural, ethical, and public health policy issues when working with diverse populations.
3. Analyze aspects of organizational culture and planned change that may influence success of planned interventions.

- Evaluate feasibility issues related to implementing planned interventions such as cost, time, and available resources.
- Integrate principles of program evaluation to determine impact and sustainability of evidence-based interventions.
- Analyze the impact of financial models on costs, quality and health outcomes.

#### **NURS 6270. Clinical Data Management and Analysis**

##### **2 Credits (2)**

This required course provides students with the knowledge base to understand, collect, manage, and measure clinical data. Students will explore data collection and management processes, levels of measurement, basic statistics, and measurement for improvement in order to effectively use clinical data. Data entry exercises employed through analytical tools and statistical software packages will allow the students practice and apply the basic data management and analysis skills needed for the evaluation of clinical data and evidence-based practice.

##### **Learning Outcomes**

- Apply principles of sound data collection and management.
- Create a database to collect and aggregate data.
- Apply levels of measurement.
- Perform basic statistics including descriptive, parametric, and non-parametric statistics.
- Perform basic analysis of aggregate population level data.
- Use common tools (excel) and statistical software packages (SPSS) for data collection, entry, management, and analysis.

#### **NURS 6305. Introduction to the DNP Project**

##### **1 Credit (1)**

This required course is designed to assist the student in exploring a clinical problem and selecting an area of interest within a practice specialization, and in demonstrating professional competencies related to an area of interest to begin foundational development of the DNP scholarly project. The student will document previously acquired abilities and competencies while developing an understanding of the DNP project process. Students will work towards selection of a setting (hospital, long-term, primary care or community health agency) where concepts, theories, and principles of leadership, administration, and management can be applied.

##### **Learning Outcomes**

- Examine the role of the DNP in the development and implementation of evidence based change of practice projects.
- Identify a DNP Project practice site and clinical advisor.
- Develop a portfolio demonstrating expertise in the specialty area of interest and understanding of a clinical problem.

#### **NURS 6307. DNP Project Practicum**

##### **1-3 Credits (1-3P)**

This leadership practicum courses provide for the development of a population health leader as demonstrated through the DNP project. The student will conduct an assessment of a population, community and/or organization where evidence-based leadership activities may be employed. Once a problem or issue is identified in the practice setting, the student will develop an evidence-based project designed to positively impact population-specific and/or patient care outcomes. After approval of the DNP project proposal, the student will implement an evidence-based project designed to positively impact population health and/or patient/client care outcomes. The culmination of the DNP project is evaluation and dissemination of the evidence-based changes. May be repeated up to 9 credits.

##### **Learning Outcomes**

- Demonstrate competence in the role of population health leader who delivers advanced practice nursing, including educators, clinicians, administrators, and translators of research.
- Execute the DNP Project that meets the needs of diverse populations
- Collaborate with DNP committee and the organization to establish an intra- and inter-professional continuous quality improvement process for achievement of the desired outcomes
- Exhibit consistent professional behavior, performance, accountability, and responsibility within a population health leadership role

#### **NURS 6310. DNP Project I**

##### **1 Credit (1)**

This is the first in a three-course series that culminates in the implementation, evaluation and dissemination of scholarly work that demonstrates the student's synthesis of the Essentials of Doctoral Education for Advanced Practice Nursing (i.e., the DNP Essentials). The project must use evidence to improve clinical practice, healthcare delivery and/or patient outcomes. Upon completion of this course, students will identify a problem in healthcare, explore the existing evidence and develop a preliminary proposal for a project that demonstrates synthesis of DNP coursework and lays the groundwork for future scholarship.

**Prerequisite:** NURS 6120 and NURS 6125.

##### **Learning Outcomes**

- Systematically review the existing evidence pertaining to selected clinical problem, generating a written review of the existing evidence.
- Identify a theoretical framework or model that will guide the development of a solution or intervention and/or the execution of the DNP project.
- Identify a theoretical framework or model that will guide the development of a solution or intervention and/or the execution of the DNP project.
- Defend the DNP project proposal in front of the student's project committee and submit to IRB

#### **NURS 6320. DNP Project II**

##### **1 Credit (1)**

This is the second in a three-course series that culminates in the implementation, evaluation and dissemination of scholarly work that demonstrates the student's synthesis of the Essentials of Doctoral Education for Advanced Practice Nursing (i.e., the DNP Essentials). The project must use evidence to improve clinical practice, healthcare delivery and/or patient outcomes. Upon completion of this course, students will have designed and defended a plan for implementation and evaluation of the proposed project, submitted an IRB application, and initiated the project upon obtaining IRB approval.

**Prerequisite:** NURS 6310.

##### **Learning Outcomes**

- Execute the approved DNP project implementation and evaluation plan.
- Develop a plan for local, regional and/or national dissemination of the DNP project outcomes as scholarly work.
- Identify the DNP Essentials that are represented in the project and describe how the project addressed the requirement.

#### **NURS 6330. DNP Project III**

##### **1 Credit (1)**

This is the third in a three-course series that culminates in the implementation, evaluation and dissemination of scholarly work that demonstrates the student's synthesis of the Essentials of Doctoral Education for Advanced Practice Nursing (i.e., the DNP Essentials).

The project must use evidence to improve clinical practice, healthcare delivery and/or patient outcomes. Upon completion of this semester, students will demonstrate the ability execute the proposed project plan. If additional time is needed to complete the proposed DNP project, the student must register for NURS 6340 in subsequent semesters until the project outcomes are successfully defended in front of the project committee.

**Prerequisite:** NURS 6320.

#### **Learning Outcomes**

1. Defend the DNP project outcomes in front of the student's project committee and a public audience.
2. Generate a comprehensive written paper (i.e., professional manuscript, white paper, or technical report) that outlines the DNP project problem statement, objectives, review of evidence, implementation, and outcomes.

#### **NURS 6340. Clinical Scholarly Project**

##### **1-4 Credits (1-4)**

Building on the practice expertise of the DNP student, this series of credits is to provide the student with the opportunity to design an innovative clinical practice improvement project/program addressing an actual health care concern. Through mentored activities, the DNP student will identify, develop, implement, evaluate, and disseminate an independent analytic. Graded: S/U Grading (S/U, Audit). Students must be Admitted to the DNP program. Restricted to: NURP majors. May be repeated up to 4 credits.

#### **NURS 6352. Integrated Care for Diverse Populations**

##### **2 Credits (2)**

This course examines integrated health care as an approach to health care delivery characterized by a high degree of collaboration and communication among health professionals. Students expand their knowledge of interprofessional competencies and learn the concepts of the development of comprehensive treatment plans to address the biological, psychological and social needs of the patient in diverse patients across care settings. The focus is on delivering behavioral or biomedical health interventions relevant to everyday clinical practice across disciplines and practice settings. There is a strong emphasis on feasible brief interventions in a fast-paced clinical context and on adapting interventions to each patient's unique biopsychosocial, socioeconomic, and cultural context.

**Prerequisite:** NURS 6410 or NURS 6510.

#### **Learning Outcomes**

1. Analyze the relationship between behavioral and biomedical health and cultural contexts, including an understanding of the common health/illness presentations;
2. Compare and contrast models of integrated health.
3. Develop a treatment plan for a given patient addressing the investigation and management of the patient's illness, and the personal and social issues to which the illness may give rise;
4. Identify strategies for communicating clearly and sensitively with patients and their families and with other health professionals;
5. Analyze inter-professional team members roles in collaboration and cooperation with other team members as an integral component of team function;

#### **NURS 6405. Psychopharmacology for Advanced Practice**

##### **3 Credits (3)**

Principles of clinical psychopharmacology with emphasis on clinical application of major drug classifications including decision making,

prescribing, drug monitoring and patient education. May be repeated up to 3 credits.

#### **NURS 6410. PMHNP Across the Lifespan I**

##### **3 Credits (3)**

This is the first in a series of three didactic for the psychiatric mental health nurse practitioner (PMHNP) student. This course introduces the PMHNP student to the scope and standards of practice; legal and ethical issues; comprehensive psychiatric assessment and evaluation; developmental theories; and the theory and practice of psychotherapy. Emphasis is placed on individuals across the lifespan from diverse populations. May be repeated up to 6 credits.

**Prerequisite:** NURS 6220, NURS 6230.

**Corequisite:** NURS 6411.

#### **Learning Outcomes**

1. Synthesize the current scientific evidence along with theoretical models for personality development into therapeutic interventions within a healthy environment.
2. Promote and evaluate the role of the Advanced Practice Nurse in the management of evidence-based interventions with individuals experiencing psychosocial and neurobiological disorders.
3. Apply theoretical concepts and psychotherapeutic modalities to develop age appropriate therapeutic alliances with mental health individuals during developmental transitions and life-style adjustments across the lifespan, including focus on vulnerable populations at risk for mental health problems, based on current evidence and clinical practice guidelines.
4. Evaluate strategies to promote the negotiation of mutually acceptable and collaborative treatment plans.
5. Apply evidence-based findings to develop and improve practice.

#### **NURS 6411. PMHNP Across the Lifespan I Practicum**

##### **3,4 Credits (3,4P)**

This is the first in a series of three clinical practicum courses for the psychiatric mental health nurse practitioner (PMHNP) student. This course provides the family psychiatric nurse practitioner student opportunities to work with a preceptor to gain advanced practice skills in individual therapies, comprehensive psychiatric evaluation, personality development concepts, dual diagnoses and psychotherapy principles; including management of health promotion, health maintenance and disease prevention activities. Students will work in practice settings that see patients across the lifespan to include: children, adolescents, women, men and older adults. Multiple clinical settings may be required; however, students must spend a minimum of 64 clock hours in each clinical setting and should have no more than two clinical settings per semester. 1 P = 64 clock hours of practicum. May be repeated up to 6 credits.

**Prerequisite:** NURS 6220, NURS 6230.

**Corequisite:** NURS 6410.

#### **Learning Outcomes**

1. Utilize communication skills and ethical strategies to develop and terminate therapeutic relationships.
2. Promote and evaluate the role of the Advanced Practice Nurse in the management of evidence-based interventions with individuals experiencing psychosocial and neurobiological disorders.
3. Demonstrate knowledge of psychotherapeutic theories and concepts by independently conducting psychotherapy with individuals with mental illness or at risk for mental health problems, under the supervision of a preceptor.
4. Apply theoretical concepts and psychotherapeutic modalities to develop age appropriate therapeutic alliances with mental

health individuals during developmental transitions and life-style adjustments across the lifespan, including focus on vulnerable populations at risk for mental health problems.

5. Use current evidence and clinical practice guidelines in the assessment and management of patients across the lifespan.

#### **NURS 6420. PMHNP Across the Lifespan II**

##### **3 Credits (3)**

This is the second in a series of three didactic courses for the psychiatric mental health nurse practitioner (PMHNP) student. This course provides further theoretical foundations, knowledge and evidence-based practice experiences in differential diagnosis for mental health conditions; family and group therapy; and integrated management of mental health conditions. Emphasis is placed on working with families from diverse populations. May be repeated up to 6 credits.

**Prerequisite:** NURS 6410.

**Corequisite:** NURS 6421.

##### **Learning Outcomes**

1. Evaluate core professional values and ethical/legal standards in the implementation of the nurse practitioner role, identifying and maintaining professional boundaries to preserve the integrity of the therapeutic process.
2. Integrate history, laboratory and physical exam data with the knowledge of pathophysiology and psychopathology of acute and chronic diseases across the life span, to construct comprehensive and concise biopsychosocial assessments and diagnosis of individuals with common psychiatric disorders.
3. Identify age appropriate theoretical concepts and psychotherapeutic modalities to develop age-appropriate therapeutic alliances with individuals and families during developmental transitions and life-style adjustments across the lifespan.

#### **NURS 6421. PMHNP Across the Lifespan II Practicum**

##### **3-4 Credits (3-4P)**

This is the second in a series of three clinical practicum courses for the psychiatric mental health nurse practitioner (PMHNP) student. The student gains knowledge and evidence-based practice experiences in differential diagnosis for mental health conditions; family and group therapy; and integrated management of mental health conditions. The course involves working with a preceptor to develop and implement comprehensive treatment plans that include psychotherapy and psychopharmacology in inpatient and/or outpatient settings. May be repeated up to 8 credits.

**Prerequisite:** NURS 6411.

**Corequisite:** NURS 6420.

##### **Learning Outcomes**

1. Demonstrate self-awareness of core professional values and ethical/legal standards in the implementation of the nurse practitioner role.
2. Integrate history, laboratory and physical exam data with the knowledge of pathophysiology and psychopathology of acute and chronic diseases across the life span, to construct comprehensive and concise biopsychosocial assessments and diagnosis of individuals with common psychiatric disorders.
3. Demonstrate interdisciplinary communication and care coordination by seeking consultation with colleagues to improve clinical outcomes for individuals with mental health problems and psychiatric disorders.
4. Recognize cultural diversity, spiritual preferences, values, and beliefs to create a climate of patient-centered care demonstrating confidentiality, privacy, comfort, emotional support, mutual trust, and respect.

5. Apply theoretical concepts and psychotherapeutic modalities to develop age-appropriate therapeutic alliances with individuals and families during developmental transitions and life-style adjustments across the lifespan based on current evidence and clinical practice guidelines.
6. Demonstrate increasing independence in the application of supportive, psychodynamic principles, cognitive-behavioral and other evidence-based psychotherapy/-ies to both brief and long-term individual encounters, family therapy and group therapy.

#### **NURS 6430. PMHNP Across the Lifespan III**

##### **1 Credit (1)**

This third course in the series of PMHNP didactic courses provides further knowledge and skills for the psychiatric nurse practitioner student to refine competencies in neuropsychology, assessment, diagnosis and treatment. Emphasis will be placed on individuals, families and groups across the lifespan in a multicultural environment. May be repeated up to 5 credits.

**Prerequisite:** NURS 6420.

**Corequisite:** NURS 6431.

##### **Learning Outcomes**

1. Synthesize current scientific evidence, differential and diagnostic reasoning along with theoretical models for group dynamics into therapeutic interventions.
2. Apply theoretical concepts, evidence-based psychotherapeutic modalities, and knowledge of psychopharmacology to develop comprehensive treatment plans for psychiatric patients across the lifespan.
3. Evaluate the role of the advanced practice nurse in the management of evidence-based interventions with groups and individuals experiencing psychosocial and neurobiological disorders.

#### **NURS 6431. PMHNP Across the Lifespan III Practicum**

##### **3,4 Credits (3,4P)**

This third course in the series of PMHNP clinical courses provides further knowledge and skills for the psychiatric nurse practitioner student to refine competencies in neuropsychology, assessment, diagnosis and treatment of patients with mental health illness. Emphasis will be placed on psychotherapeutic and psychopharmacologic treatment of individuals, families and groups across the lifespan in a multicultural environment. May be repeated up to 6 credits.

**Prerequisite:** NURS 6421.

**Corequisite:** NURS 6430.

##### **Learning Outcomes**

1. Demonstrate self-awareness of core professional values and ethical/legal standards in the implementation of the nurse practitioner role, identifying and maintaining professional boundaries to preserve the integrity of the therapeutic process.
2. Independently integrate history, laboratory and physical exam data with the knowledge of pathophysiology and psychopathology of acute and chronic diseases across the life span, to construct comprehensive and concise biopsychosocial assessments and diagnosis of individuals with common psychiatric disorders.
3. Demonstrate interdisciplinary communication and care coordination by seeking consultation with colleagues to improve clinical outcomes for individuals with mental health problems and psychiatric disorders.
4. Apply theoretical concepts and psychotherapeutic modalities to develop age-appropriate therapeutic alliances with individuals and/or families during developmental transitions and life-style adjustments across the lifespan based on current evidence and clinical practice guidelines.

5. Demonstrate theoretical concepts, evidence-based psychotherapeutic modalities, and knowledge of psychopharmacology to independently develop, implement and document comprehensive treatment plans.

**NURS 6432. PMHNP Across the Lifespan Residency**  
**2 Credits (2P)**

The nurse practitioner student will be expected to fully immerse in the role of the Psychiatric Mental Health Nurse Practitioner (PMHNP) with increasing levels of autonomy, under the supervision of qualified preceptors. Students will demonstrate efficacy in practice, management, and treatment of broad types of mental health issues that present in children, adolescents, adults and/or geriatric individuals and families in a variety of settings. The student will demonstrate the ability to utilize psychopharmacological and psychotherapeutic (individual, family and group) interventions in specialty or subspecialty clinical settings, particularly those that are of clinical relevance to the student's area of intended practice. In this course, the student will demonstrate proficiency in the PMHNP role in integrated healthcare settings. Students must complete psychiatric mental health clinical rotation hours treating patients across the lifespan while offering opportunities for board certification exam preparation. Restricted to Nursing majors. May be repeated up to 4 credits.

**Prerequisite:** NURS 6421.

**Corequisite:** NURS 6431.

**Learning Outcomes**

1. Fully integrate the mental health nurse practitioner role in the implementation of practice in diverse practice settings.
2. Provide high quality, safe, cost-effective, patient centered care recognizing cultural diversity and the patient or designee as a full partner in decision-making.
3. Appropriately diagnose, manage, and develop treatment plans for patients experiencing mental health care problems, to maximize the patient's health potential using psychosocial, psychopharmacologic and psychotherapeutic interventions.
4. Demonstrate the highest level of accountability for ethical professional practice.
5. Evaluate patient outcomes and responses, and modify the patient plan of care accordingly.
6. Participate in opportunities for board certification exam preparation

**NURS 6450. Advanced Concepts in the Treatment of Substance Use Disorders**

**1 Credit (1)**

This course examines scope of practice, epidemiology, cultural issues, and common co-occurring psychiatric, medical and legal problems related to substance use disorders, including opioid use disorder. Students will review theories and research as the basis for psychometric screening and evidence-based interventions, including medication-assisted treatment for substance use disorders. Emphasis is placed on individuals across the lifespan from diverse populations. Consent of Instructor required.

**Learning Outcomes**

1. Demonstrate the significance of professionalism and self-awareness by maintaining professional, ethical and legal standards, preserving the integrity of the therapeutic process, demonstrating commitment to the health and well-being of individuals and society ethical practice, and upholding high personal standards of behavior.
2. Recognize addictive disorders as developmental biopsychosocial disorders using a model of interconnection encompassing neurobiology, genetic, medical and mental health co-morbidities,

familial, social, environmental, cultural, spiritual influences as contributors of substance use disorders.

3. Apply an evidence-based approach to detecting substance use disorders by recognizing medical, psychological, social, and functional indicators of subclinical addiction disorders through use of validated standardized substance use disorder screening instruments, and accurately interpret screening results indicative of hazardous and harmful substance use. Integrate positive substance use screening results with therapeutic and counseling strategies appropriate to the patient's readiness to change, by assessing the patient's background, ethnicity, and belief system to accommodate and respect the values and attitudes of various cultures.
4. Recognize the indications, contraindications, duration and utilization of evidence-based medication-assisted treatment and pharmacotherapy for substance use disorders including medications for acute withdrawal and relapse prevention.
5. Diagnose substance use disorders and existing co-occurring mental health and/or medical disorders, and match appropriate level of care, secure consultation and referrals for specialty treatment of addiction and other medical and psychiatric conditions.

**NURS 6506. Health Needs of Women and Children**  
**3 Credits (3)**

The course will examine patient and family perspectives as well as health care system variables and societal issues affecting the organization and delivery of primary care for women, adolescent, and pediatric populations. Emphasis includes a focus on ways in which poverty, politics, racial and ethnic disparities affect the health of families, women, children, and adolescents. Content addresses comprehensive diagnosis and management of common health problems, including appropriate diagnostic procedures, laboratory tests, and follow-up care for patients with both acute and chronic conditions. There is a strong focus on health promotion, disease prevention, the care of underserved populations, and culturally competent care.

**Prerequisite:** NURS 6220, NURS 6225, NURS 6230.

**Learning Outcomes**

1. Analyze the etiology, pathophysiology, presentation, and prognosis of women and children's conditions as they present in clinical settings.
2. Assess the public health impact of clinical problems for both women and children in the community, including the epidemiology of common risk factors and early intervention strategies.
3. Synthesize scientific and evidence-based knowledge along with theory to promote health, prevent illness and treat common acute and chronic conditions of women and children.
4. Apply the principles of health care ethics to the care of women and children with an understanding of legal implications within the sociopolitical environment.
5. Formulate a plan to investigate and manage the health state of women and children taking into account the values and preferences of the patient and addressing the personal and social issues to which the health status may give rise.

**NURS 6510. FNP Across the Lifespan I**  
**3 Credits (3)**

This is the first in a series of three didactic courses for the family nurse practitioner (FNP) student. This course introduces the FNP student to the scope and standards of practice; legal and ethical issues; differential diagnosis; as well as the identification and management of specific symptoms and conditions. Emphasis is placed on individuals across the lifespan from diverse populations. May be repeated up to 6 credits.

**Prerequisite:** NURS 6220, NURS 6230.

**Corequisite:** NURS 6511.

### **Learning Outcomes**

1. Apply evidence-based knowledge and theory related to the prevention, diagnosis and management of selected common acute health problems in clients across the lifespan.
2. Plan collaborative care to assist clients and their families from diverse backgrounds to maximize functional health status
3. Formulate patient centered therapeutic plans based on holistic health assessment, risk reduction and safety for the treatment and prevention of select, uncomplicated and common, acute illnesses.
4. Evaluate the current use of professional values, leadership, and ethical/legal/policy standards in the implementation of the advanced practice role.

### **NURS 6511. FNP Across the Lifespan Practicum I 3-4 Credits (3-4P)**

This is the first in a series of three clinical courses for the family nurse practitioner (FNP) student. Working with a preceptor students will use advance skills in patient history taking, performing physical assessments, and interpreting laboratory and other test results. Development of a plan of care with health promotion components is also expected. Students will work in practice settings that see patients across the lifespan to include: children, adolescents, women, men and older adults. Multiple clinical settings may be required; however, students must spend a minimum of 64 clock hours in each clinical setting and should have no more than two clinical settings per semester. 1 P = 64 clock hours of practicum. May be repeated up to 8 credits.

**Prerequisite:** NURS 6220, NURS 6230.

**Corequisite:** NURS 6510.

### **Learning Outcomes**

1. Integrate, implement and evaluate evidence-based therapeutic interventions in complex acute care practice situations.
2. Develop and sustain therapeutic relationships with patients across the life span (child, adolescents, young adult, adult, older adult, seniors) and other professional to optimize patient-centered outcomes.
3. Demonstrate advanced clinical judgment based on current standards of practice.
4. Use clinical judgment, systems thinking, and accountability to provide evidenced based care to patients across the lifespan.
5. Synthesize knowledge of acute and chronic illness, pharmacological interventions, legal and ethical principles and the social determinants of health in the development, implementation and documentation of appropriate comprehensive treatment plans, including referrals to other specialties and services.

### **NURS 6520. FNP Across the Lifespan II 3 Credits (3)**

This is the second in a series of three didactic courses for the family nurse practitioner (FNP) student. This course provides further theoretical foundations, knowledge and evidence-based practice experiences in the differential diagnosis and management of acute and chronic diseases. Emphasis is placed on individuals across the lifespan from diverse populations. Building on knowledge and skills from the previous course, students will be expected to manage patients with an increasing complexity of health issues and multiple co-morbidities. May be repeated up to 6 credits. NURS 6511.

**Prerequisite:** NURS 6510.

**Corequisite:** NURS 6521.

### **Learning Outcomes**

1. Integrate knowledge of pathophysiologic and psychosocial changes associated with common chronic health problems into immersion in practice decision-making.
2. Demonstrate an advanced knowledge base of normal changes and common patterns across the life span, including the physiologic, psychological, social, and spiritual domains.
3. Demonstrate an advanced knowledge base of common pathologies across the life span, and the diagnosis and treatment of common chronic health problems, including referral and follow-up.
4. Evaluate the relationships between access, cost, quality, and safety and their influence on health care.

### **NURS 6521. FNP Across the Lifespan II Practicum 3,5 Credits (3,5P)**

This is the second in a series of three clinical courses for the family nurse practitioner (FNP) student. This course builds on knowledge and skills from the previous course, students will be expected to manage patients with an increasing complexity of health issues and multiple co-morbidities. This course involves working with a preceptor to refine skills in assessment and differential diagnosis as well as the development and implementation of comprehensive treatment plans, that include referrals to other specialties and services. Students are expected to work within Integrated Health Care settings for a minimum of 64 hours of practicum. May be repeated up to 10 credits.

**Prerequisite:** NURS 6510, NURS 6511.

**Corequisite:** NURS 6520.

### **Learning Outcomes**

1. Apply conceptual frameworks to and compare strategies for risk analysis and reduction, screening, disease and injury prevention, and health promotion across the life span.
2. Integrate relevant research findings in management of selected health care conditions across the life span.
3. Use the principles of case management process to coordinate effective therapeutic interventions, referrals, and collaboration with other health care providers for clients/patients with chronic illness across the life span.
4. Demonstrate cultural competence related to the individual's ethnicity, culture and lifestyle when considering prevention strategies or developing the health promotion and disease management plan for chronic conditions across the life span.
5. Analyze client and patient outcomes to identify the effectiveness of treatment, the need for change, and the health status of client/patient across the life span in an integrated care setting.
6. Apply inter-professional competencies in addressing integrated health needs of patients across the lifespan.

### **NURS 6530. FNP Across the Lifespan III 1 Credit (1)**

This is the final didactic course for the family nurse practitioner (FNP) student. The course continues the development of knowledge and skills for the nurse practitioner student for the assessment and management of selected common acute and chronic health conditions across the lifespan. Emphasis will be placed on primary health care of individuals and their families in a multicultural environment. This course includes preparation for the FNP board certification exam. May be repeated up to 5 credits.

**Prerequisite:** NURS 6520, NURS 6521.

**Corequisite:** NURS 6531.

**Learning Outcomes**

1. Integrate knowledge of pathophysiologic and psychosocial changes associated with common chronic health problems into clinical decision-making.
2. Demonstrate an advanced knowledge base of normal changes and common patterns across the life span, including the physiologic, psychological, social, and spiritual domains.
3. Demonstrate an advanced knowledge base of common pathologies across the life span, and the diagnosis and treatment of common chronic health problems, including referral and follow-up.
4. Translate knowledge of acute and chronic illness to the development, implementation and documentation of appropriate comprehensive treatment plans, including referrals to other specialties and services.
5. Use self-reflection to evaluate progress in professional development as an integral member of the interprofessional team.
6. Integrate ethical principles in decision-making and demonstrate core professional values in the implementation of the nurse practitioner role.

**NURS 6531. FNP Across the Lifespan III Practicum****3-4 Credits (3-4P)**

This is the final clinical course for the family nurse practitioner (FNP) student. In this course, the student works with a preceptor to develop mastery of skills required to assess, diagnose and manage acute and chronic conditions in primary care settings. Advancement of knowledge and skills attained through previous practicum experiences, as well as this final course, produces a capable, qualified provider, who will transition into a safe, novice, primary care nurse practitioner. May be repeated up to 8 credits.

**Prerequisite:** NURS 6521.

**Corequisite:** NURS 6530.

**Learning Outcomes**

1. Apply theoretical concepts of patient-centered care with emphasis on health promotion, disease prevention, guidance/counseling, disease management, and palliative care during developmental transitions and life-style adjustments.
2. Incorporate primary/secondary prevention guidance into comprehensive treatment plans for patients across the lifespan.
3. Integrate history, physical examination laboratory and other test data with knowledge of pathophysiology of acute and chronic diseases/conditions to develop appropriate differential diagnoses.
4. Identify pharmacological interventions in the treatment and management of illness for diverse populations.
5. Integrate evidence-based clinical guidelines into the diagnosis and management of illness in patients across the lifespan.
6. Translate knowledge of acute and chronic illness to the development, implementation and documentation of appropriate comprehensive treatment plans, including referrals to other specialties and services.

**NURS 6610. Nurse Anesthesiology Principles I****4 Credits (3+1P)**

This is the first of four sequential nurse anesthesiology principles courses and introduces the student to advanced nursing practice in anesthesia with integration of theoretical perspectives from anatomy, physiology, physics, chemistry, and related mathematics. This course focuses on the development of foundational knowledge to deliver safe, effective anesthesia care across the lifespan. Emphasis is on perioperative preparation, management, and evaluation of the patient, anesthetizing area, and equipment.

**Learning Outcomes**

1. Review fundamentals of safe evidence-based anesthesia practice related to anesthesia techniques, airway management techniques, perioperative patient/anesthetizing area preparation, anesthesia planning, safety measures, appropriate use of equipment and monitoring devices, and anesthesia complications.
2. Demonstrate a comprehensive equipment check and proper utilization and/or interpretation of anesthesia delivery systems, airway equipment, monitoring devices, communication techniques, documentation, and patient positioning.
3. Assess patient fluid status and calculate, initiate, and manage fluid/blood component therapy.
4. Examine chemistry, physics, biochemistry, and imaging principles and their relationship to anesthesia.
5. Differentiate between acute and chronic pain management based on the neuroscience of pain.
6. Integrate anesthesia research and best practices related to basic anesthesia care, anesthesia equipment, technology, and pain management into anesthesia planning and delivery.

**NURS 6620. Nurse Anesthesiology Principles II****4 Credits (3+1P)**

This is the second of four sequential nurse anesthesiology principles courses and builds upon knowledge gained from previous courses. This course emphasizes evidence-based anesthesia techniques, complications, and considerations for a variety of patients undergoing a variety of procedures such as intraabdominal, extrathoracic, neck, extracranial, orthopedic, perineal, pelvic, laser, non-operating room, and ambulatory. This course also focuses on providing students with a foundation to incorporate safe, evidence-based regional anesthesia techniques, including ultrasound-guided principles, into their clinical practice. Enhanced recovery after anesthesia and hypotensive techniques will be examined.

**Learning Outcomes**

1. Discuss the integration of anesthesia principles, pathophysiology, physiology, and pharmacology for the planning of safe evidence-based anesthesia care for diverse patients undergoing a variety of surgical procedures.
2. Describe the indications and benefits of neuraxial and peripheral nerve blockade for diverse populations, as well as management of associated complications.
3. Identify via ultrasound key anatomy relevant to peripheral nerve blockade and demonstrate proper approach to performing common neuraxial and peripheral nerve blockade techniques.
4. Discuss anesthesia techniques, considerations, and complications (and their management) related to a variety of common procedures.
5. Explain patient selection, preparation, and monitoring needs of patients undergoing common procedures, enhanced recovery after surgery, hypotensive, and/or regional techniques.
6. Integrate anesthesia research and best practice guidelines into anesthesia planning and delivery for patients undergoing common procedures and/or regional anesthesia techniques.

**NURS 6630. Nurse Anesthesiology Principles III****4 Credits (3+1P)**

This is the third of four sequential nurse anesthesiology principles courses and builds upon knowledge gained from previous courses. This course emphasizes evidence-based anesthesia techniques, complications, and considerations for special populations across the

lifespan including neonatal, pediatric, obstetric, geriatric, and obese patients.

#### **Learning Outcomes**

1. Discuss the integration of anesthesia principles, pathophysiology, physiology, and pharmacology for the planning of safe evidence-based anesthesia care for special populations across the lifespan undergoing a variety of surgical procedures.
2. Examine common anesthesia techniques utilized for special populations across the lifespan undergoing a variety of procedures.
3. Identify modifications required for anesthesia planning and management of special populations across the lifespan related to their physiology, comorbidities, and congenital anomalies as applicable.
4. Discuss management of anesthesia complications related to special populations across the lifespan.
5. Integrate anesthesia research and best practice guidelines into anesthesia planning and delivery for special populations across the lifespan.

#### **NURS 6640. Nurse Anesthesiology Principles IV**

##### **4 Credits (3+1P)**

This is the final of four sequential nurse anesthesiology principles courses and builds upon knowledge gained from previous courses. This course emphasizes evidence-based anesthesia techniques, complications, and considerations for more complex procedures including thoracic, vascular, neuroskeletal, diagnostic/therapeutic, trauma, burns, organ procurement/transplantation, and other pertinent procedures.

#### **Learning Outcomes**

1. Discuss the integration of anesthesia principles, pathophysiology, physiology, and pharmacology for the planning of safe evidence-based anesthesia care for diverse patients undergoing a variety of complex procedures.
2. Identify common comorbid conditions of patients undergoing complex procedures.
3. Examine anesthesia techniques, considerations, and complications (and their management) of diverse patients undergoing a variety of complex procedures.
4. Integrate anesthesia research and best practice guidelines into anesthesia planning and delivery for diverse patients undergoing a variety of complex procedures.

#### **NURS 6650. Nurse Anesthesiology Principles V**

##### **4 Credits (3+1P)**

This is the final of five sequential nurse anesthesiology principles courses and builds upon knowledge gained from previous courses. This course emphasizes evidence-based anesthesia techniques, complications, and considerations for administering regional anesthesia including spinal, epidural and nerve block procedures and management protocols.

#### **Learning Outcomes**

1. Discuss the integration of anesthesia principles, pathophysiology, physiology, and pharmacology for the planning of safe evidence-based anesthesia care for diverse patients undergoing regional anesthesia.
2. Examine regional anesthesia techniques, considerations, and complications (and their management) of diverse patients undergoing a variety of complex procedures.
3. Integrate anesthesia research and best practice guidelines into anesthesia planning and delivery for diverse patients undergoing procedures for regional anesthesia.

#### **NURS 6700. Introduction to the Clinical Residency**

##### **1 Credit (1P)**

This introductory clinical course provides students with the opportunity to begin developing the advanced nursing practice role in anesthesiology. Students begin integrating basic principles of perioperative anesthesia care, patient assessment, anesthesia set-up, postoperative patient assessment and management, and clinical documentation. Principles of operation, calibration, and interpretation of data from monitors and other equipment will be applied fundamental to the anesthetic management of the patient across the lifespan.

#### **Learning Outcomes**

1. Integrate knowledge of anesthesiology principles, anatomy, physiology, pathophysiology, and pharmacology into evidence-based anesthesia planning and delivery of safe anesthesia care.
2. Formulate a comprehensive history and physical assessment and begin to formulate an evidence-based anesthesia plan of care based on the patient's underlying health status, culturally relevant information, and the surgical or medical procedure.
3. Demonstrate basic anesthesia skills/techniques and incorporate new skills with guidance.
4. Demonstrate safe use of anesthesia monitors and equipment operation, calibration, and interpretation of data.
5. Demonstrate selection of drugs according to surgical patients across the lifespan.
6. Develop and use effective communication and documentation skills with diverse patients, families, other healthcare workers, and ancillary personnel to facilitate safe patient care.
7. Demonstrate patient positioning requirements for a given surgical procedure and implement appropriate safeguards to protect patients from physiologic compromise or injury.
8. Demonstrate integrity, ethics, honesty, and accountability in professional interactions in accordance with the AANA professional practice standards and code of ethics.

#### **NURS 6710. Nurse Anesthesiology Clinical Residency I**

##### **3 Credits (3P)**

This is the first of six clinical residency courses and provides students with the opportunity to begin developing the advanced nursing practice role in anesthesiology. Students are expected to integrate didactic knowledge learned in previous courses and co-requisite courses into perianesthesia care of the patient. Students begin to incorporate evidence-based research practices with an emphasis on patient safety and vigilance, culturally competent care of the patient throughout the peri-anesthesia continuum, interpersonal communication, and integration of critical and reflective thinking of an anesthesia provider.

#### **Learning Outcomes**

1. Integrate knowledge of anesthesiology principles, anatomy, physiology, pathophysiology, and pharmacology into evidence-based anesthesia planning and delivery of safe anesthesia care.
2. Conduct a comprehensive history and physical assessment and formulate an evidence-based anesthesia plan of care based on the patient's underlying health status, culturally relevant information, and the surgical or medical procedure.
3. Administer safe evidence-based, culturally competent perianesthesia care to a variety of patients undergoing surgical and medical procedures with guidance.

#### **NURS 6720. Nurse Anesthesiology Clinical Residency II**

##### **3 Credits (3P)**

This is the second of six clinical residency courses and builds upon the didactic knowledge, clinical knowledge, and foundational concepts developed in Clinical Residency I and in-hospital experiences. Students continue to incorporate evidence-based research practices with an emphasis on patient safety and vigilance, culturally competent care of the patient throughout the peri-anesthesia continuum, interpersonal communication, and integration of critical and reflective thinking of an anesthesia provider. Students progressively assume more responsibility for patients as they gain skills and knowledge.

#### **Learning Outcomes**

1. Integrate knowledge of anesthesiology principles, anatomy, physiology, pathophysiology, and pharmacology into evidence-based anesthesia planning and delivery of safe anesthesia care
2. Conduct a comprehensive history and physical assessment and formulate an evidence-based anesthesia plan of care based on the patient's underlying health status, culturally relevant information, and the surgical or medical procedure.
3. Administer safe evidence-based, culturally competent perianesthesia care to a variety of patients undergoing surgical and medical procedures with minimal guidance.

#### **NURS 6730. Nurse Anesthesiology Clinical Residency III 2 Credits (2P)**

This is the third of six clinical residency courses and builds upon the didactic knowledge, clinical knowledge, and foundational concepts developed in previous clinical residency courses and in-hospital experiences. Students continue to incorporate evidence-based research practices with an emphasis on patient safety and vigilance, culturally competent care of the patient throughout the peri-anesthesia continuum, interpersonal communication, and integration of critical and reflective thinking of an anesthesia provider. As students complete clinical experiences in various specialties, they will provide anesthesia services to patients with more complex alterations in health patterns requiring more expertise in anesthesia management.

#### **Learning Outcomes**

1. Integrate knowledge of anesthesiology principles, anatomy, physiology, pathophysiology, and pharmacology into evidence-based anesthesia planning and delivery of safe anesthesia care.
2. Conduct a comprehensive history and physical assessment and formulate an evidence-based anesthesia plan of care based on the patient's underlying health status, culturally relevant information, and the surgical or medical procedure.
3. Administer safe evidence-based, culturally competent perianesthesia care to a variety of patients undergoing surgical and medical procedures with minimal guidance.

#### **NURS 6740. Nurse Anesthesiology Clinical Residency IV 3 Credits (3P)**

This is the fourth of six clinical residency courses and builds upon the didactic knowledge, clinical knowledge, and foundational concepts developed in previous clinical residency courses and in-hospital experiences. Students continue to incorporate evidence-based research practices with an emphasis on patient safety and vigilance, culturally competent care of the patient throughout the peri-anesthesia continuum, interpersonal communication, and integration of critical and reflective thinking of an anesthesia provider. As students complete clinical experiences in various specialties, they will provide anesthesia services autonomously to patients with more complex alterations in health patterns requiring more expertise in anesthesia management.

#### **Learning Outcomes**

1. Integrate knowledge of anesthesiology principles, anatomy, physiology, pathophysiology, and pharmacology into evidence-based anesthesia planning and delivery of safe anesthesia care.
2. Conduct a comprehensive history and physical assessment and formulate an evidence-based anesthesia plan of care based on the patient's underlying health status, culturally relevant information, and the surgical or medical procedure
3. Autonomously administer safe evidence-based, culturally competent perianesthesia care to a variety of patients undergoing surgical and medical procedures.
4. Autonomously demonstrate basic anesthesia skills/techniques and incorporate new skills.
5. Autonomously identify perianesthesia patient physiologic alterations and/or equipment alterations and initiate appropriate management utilizing evidence-based problem solving and decision making.
6. Autonomously provide anesthesia services in a rural community.
7. Use effective communication and documentation skills with diverse patients, families, other healthcare workers, and ancillary personnel to facilitate safe patient care.
8. Demonstrate integrity, ethics, honesty, and accountability in professional interactions.

#### **NURS 6750. Nurse Anesthesiology Clinical Residency V 3 Credits (3P)**

This is the fifth of six clinical residency courses and builds upon the didactic knowledge, clinical knowledge, and foundational concepts developed in previous clinical residency courses and in-hospital experiences. Students continue to incorporate evidence-based research practices with an emphasis on patient safety and vigilance, culturally competent care of the patient throughout the peri-anesthesia continuum, interpersonal communication, and integration of critical and reflective thinking of an anesthesia provider. Students are expected to provide anesthesia services independently to patients with more complex alterations in health patterns requiring more expertise in anesthesia management

#### **Learning Outcomes**

1. Integrate knowledge of anesthesiology principles, anatomy, physiology, pathophysiology, and pharmacology into evidence-based anesthesia planning and delivery of safe anesthesia care.
2. Conduct a comprehensive history and physical assessment and formulate an evidence-based anesthesia plan of care based on the patient's underlying health status, culturally relevant information, and the surgical or medical procedure.
3. Independently administer safe evidence-based, culturally competent perianesthesia care to a variety of patients undergoing surgical and medical procedures.
4. Independently demonstrate basic anesthesia skills/techniques and incorporate new skills.
5. Independently identify perianesthesia patient physiologic alterations and/or equipment alterations and initiate appropriate management utilizing evidence-based problem solving and decision making.
6. Independently provide anesthesia services in a rural community.
7. Use effective communication and documentation skills with diverse patients, families, other healthcare workers, and ancillary personnel to facilitate safe patient care.
8. Demonstrate integrity, ethics, honesty, and accountability in professional interactions.

### **NURS 6760. Nurse Anesthesiology Clinical Residency VI 2 Credits (2P)**

This is the final clinical residency course and builds upon the didactic knowledge, clinical knowledge, and foundational concepts developed in previous clinical residency courses and in-hospital experiences. Students continue to incorporate evidence-based research practices with an emphasis on patient safety and vigilance, culturally competent care of the patient throughout the peri-anesthesia continuum, interpersonal communication, and integration of critical and reflective thinking of an anesthesia provider. Students are expected to provide anesthesia services independently to patients with more complex alterations in health patterns requiring more expertise in anesthesia management.

#### **Learning Outcomes**

1. Integrate knowledge of anesthesiology principles, anatomy, physiology, pathophysiology, and pharmacology into evidence-based anesthesia planning and delivery of safe anesthesia care.
2. Conduct a comprehensive history and physical assessment and formulate an evidence-based anesthesia plan of care based on the patient's underlying health status, culturally relevant information, and the surgical or medical procedure.
3. Independently administer safe evidence-based, culturally competent perianesthesia care to a variety of patients undergoing surgical and medical procedures.
4. Independently demonstrate basic anesthesia skills/techniques and incorporate new skills.
5. Independently identify perianesthesia patient physiologic alterations and/or equipment alterations and initiate appropriate management utilizing evidence-based problem solving and decision making.
6. Independently provide anesthesia services in a rural community.
7. Use effective communication and documentation skills with diverse patients, families, other healthcare workers, and ancillary personnel to facilitate safe patient care.
8. Demonstrate integrity, ethics, honesty, and accountability in professional interactions.

### **NURS 6770. Rural Health Anesthesiology Seminar 3 Credits (3)**

This course focuses on unique issues and challenges surrounding the provision of nurse anesthesiology services in rural communities. Topics covered include working with scarce resources, needs of individuals/populations living in rural communities, regulatory issues, health policy, reimbursement practices, cultural issues, technology, and local/state/federal aspects that impact rural nurse anesthesiology practice.

#### **Learning Outcomes**

1. Define unique needs of individuals and/or populations living in rural communities.
2. Identify challenges of working with scarce resources.
3. Discuss regulatory, policy, reimbursement, and cultural issues unique to rural nurse anesthesiology practice.
4. Illustrate local, state, and/or federal issues that impact rural nurse anesthesiology practice.

### **NURS 6771. Anesthesiology Integration/Clinical Correlation I 4 Credits (4)**

This course is the first of a two-course sequence and is designed to further develop critical thinking skills and foster continued integration of theoretical knowledge into clinical practice. Clinically relevant evidence-based research and anesthesia topics will be presented by students and faculty. This course also includes student participation in discussion of clinical experiences and case presentations. Students will critically

analyze, synthesize, and evaluate the knowledge gained in all previous nurse anesthesiology courses in preparation for the comprehensive exam, national certification examination, and clinical practice

#### **Learning Outcomes**

1. Demonstrate the ability to critically review pertinent literature and its application to clinical practice.
2. Deliver case-based presentations that incorporate current evidence-based best practices and culturally relevant information.
3. Synthesize knowledge gained from previous nurse anesthesiology coursework.
4. Analyze performance on the comprehensive exam.
5. Create an action plan to pass the National Certification Exam

### **NURS 6772. Anesthesiology Integration/Clinical Correlation II 2 Credits (2)**

This course is the second of a two-course sequence and continues to further develop critical thinking skills and foster continued integration of theoretical knowledge into clinical practice. Clinically relevant evidence-based research and anesthesia topics will be presented by students and faculty. This course also includes student participation in discussion of clinical experiences and case presentations. Students will continue to critically analyze, synthesize, and evaluate the knowledge gained in all previous nurse anesthesiology courses in preparation for the national certification examination and clinical practice.

#### **Learning Outcomes**

1. Demonstrate the ability to critically review pertinent literature and its application to clinical practice.
2. Deliver case-based presentations that incorporate current evidence-based best practices and culturally relevant information.
3. Demonstrate consistent professional growth and development through discussion, presentation, interaction, and individual and/or group participation.
4. Complete the student self-evaluation of graduate standards form.
5. Implement the previously created action plan to pass the NBCRNA NCE and revise it as needed.

### **NURS 6990. Advanced Practice Nursing Immersion 1-4 Credits (1-4)**

Practicum experience for advanced practice students. Focus will be on a practice issue chosen by the student for further development as an evidence-based doctoral project. Clinical practice hours as needed to meet DNP requirements. Up to 24 credits may be completed by student. Restricted to: NURP majors. May be repeated up to 24 credits.

**Prerequisite:** NURS 6220, NURS 6530 or enrollment in post-masters track.

### **NURS 6991. DNP Project Development 1,2 Credits (1,2+1,2P)**

The DNP Project course is repeated for a minimum of three (3) semesters and is the culmination of the DNP coursework. The three semesters of coursework include development, implementation, evaluation and dissemination of scholarly work that demonstrates the student's synthesis of the Essentials of Nursing Education, Advanced Level. The project must use evidence to improve clinical practice, healthcare delivery and/or patient outcomes. Students will actively participate with their DNP project chair each semester to develop a learning contract with individualized learning objectives based on the student's progression in the DNP project process. The student will register for a minimum of 2 credits which will include 1 hour of didactic and 1 hour of practicum credit (for leading the DNP Project) each semester following NURS 6305 (Intro to the DNP Project) until project completion and a minimum of six (6) credit hours during the course of the program of study. Students

who have not completed the DNP Project will repeat the course until the student has met all DNP project requirements for graduation. S/U PR grading. May be repeated up to 8 credits.

**Prerequisite:** NURS 6305.

**Learning Outcomes**

1. Synthesize knowledge from experience and specialty literature for application to the project area of interest.
2. Demonstrate the ability to complete a organizational needs assessment, literature review, executive summary, IRB application and write a scholarly manuscript for public dissemination.
3. Identify a theoretical framework or model that will guide the development of a solution or intervention and/or the execution of the DNP project.
4. Incorporate elements of scientific inquiry into a defined project in the specialty practice area or area of clinical interest.
5. Demonstrate the ability to present in a scholarly fashion for the DNP project proposal comprehensive examination and the DNP project final defense.
6. Develop a portfolio demonstrating expertise in the specialty practice area.

**NURS 6993. Doctoral Nursing APRN Seminar**

**1 Credit (1P)**

Seminar to build APRN clinical skills, consisting of a 32-40 hour on-site immersion with skills labs and Objective Structured Clinical Evaluation using standardized patients that are used as formative and summative evaluation. May be repeated up to 6 credits.

**Prerequisite:** NURS 6220, NURS 6224.

**Learning Outcomes**

1. Apply clinical decision making skills to diagnose and treat given patient cases in area of specialty.
2. Integrate screening and diagnostic tools into diagnosis and treatment of given patient cases in area of specialty.
3. Use advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings.
4. Develop skills in the interpretation of commonly used diagnostic tests in management of patient conditions in area of specialty.
5. Perform procedures commonly used in the treatment of patients in area of specialty.

**NURS 6997. Independent Study**

**1-6 Credits (1-6)**

Individual studies and directed research with prior approval of department head. May be repeated up to 12 credits.

**NURS 7000. Doctoral Dissertation**

**1-9 Credits (1-9)**

Dissertation may be repeated to maximum of 30 credits. Minimum requirements are 21 credit hours. Comprehensive examine is included within these 21 credits. May be repeated up to 30 credits.

**Learning Outcomes**

1. Varies

**NURS 999. Practical Nursing Requirements Completed**

**99 Credits**

A phantom course created to indicate a student has met Practical Nursing requirements. Used to indicate this in academic history to replace an administrative message not converted from SOLAR to VISTAS. 01/97 May be repeated up to 99 credits.

**Learning Outcomes**

1. N/A