

# 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 1120. Fundamentals of Nursing Lecture and Laboratory

### 6 Credits (4+6P)

This course will introduce the nursing student to foundational theoretical concepts of professional nursing practice, the nursing process, and fundamental nursing skills. It includes developmental concepts related to clients across the lifespan. Clinical experiences in various healthcare settings will provide the student with the opportunity to apply learned skills to provide total care to meet client needs and to develop care planning skills related to actual problems. May be repeated up to 6 credits.

**Corequisite:** NURS 1154.

#### 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, standards of care and nursing leadership and management skills 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 1121. 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 fundamental nursing skills. It includes developmental concepts related to clients across the lifespan. Clinical experiences in various healthcare settings will provide the student with the opportunity to apply learned skills to provide total care to meet client needs and to develop care planning skills related to actual problems.

**Prerequisite/Corequisite:** NURS 1134, NURS 1134L, NURS 1121L.

#### 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 1121L. Foundations of Nursing Lab

### 2 Credits (6P)

This course will introduce the nursing student to foundational theoretical concepts of professional nursing practice, the nursing process, and fundamental nursing skills. It includes developmental concepts related to clients across the lifespan. Clinical experiences in various healthcare settings will provide the student with the opportunity to apply learned skills to provide total care to meet client needs and to develop care planning skills related to actual problems.

**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, standards of care and nursing leadership and management skills 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 1125. Medical Surgical Nursing I

### 4 Credits (4)

This course introduces nursing care and management of the adult client with common medical-surgical conditions.

**Prerequisite:** NURS 1134, NURS 1134L, NURS 1121, NURS 1121L.

**Prerequisite/Corequisite:** NURS 1130, NURS 1125L.

#### 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.

- Utilize varied communication technologies, electronic healthcare databases, and electronic health records to plan nursing care for patients with chronic illnesses across the lifespan.

### **NURS 1125L. Medical/Surgical Nursing I Clinical**

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

Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe patient care to adults in a variety of settings.

**Prerequisite:** NURS 1134, NURS 1134L, NURS 1121, NURS 1121L.

**Prerequisite/Corequisite:** NURS 1130, NURS 1125L.

#### **Learning Outcomes**

- 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.
- 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.
- 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).
- Quality Improvement:** Demonstrate adherence to policies, procedures, and standards of care for the provision of care in healthcare delivery systems.
- Safety:** Apply strategies to reduce the risk of harm to self or others while providing professional nursing care.
- 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 1131. 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.

#### **Learning Outcomes**

- 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.
- 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.
- 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.
- Demonstrate adherence to policies, procedures, and standards of care for the administration of pharmacological therapy in healthcare delivery systems.
- Apply strategies to reduce the risk of harm to self or others while providing professional nursing care.

- 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 1134. Foundation of Nursing Skills and Assessment**

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

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.

**Corequisite:** NURS 1134L, NURS 1121, NURS 1121L.

#### **Learning Outcomes**

- Describe personally held values, attitudes, and beliefs related to health and wellness as measured by: Describe modifications to nursing care based on client cultural and religious influences; Demonstrate physical assessment skills for clients across the lifespan utilizing appropriate equipment and techniques.
- Describe scopes of practice, roles and values of health care team members as measured by: Identify independent and collaborative nursing interventions.
- Describe an evidence-based practice approach to provision of patient care and professional nursing practice across the lifespan as measured by: Demonstrate safe performance of basic nursing procedures; Identify quality sources of information to verify skills and interventions are based on evidence.
- Identify policies, procedures, and standards of care related to the provision of professional nursing care as measured by: Identify need/situation where reporting of incident/event/irregular occurrence/variance is appropriate.
- Describe strategies that reduce the risk of harm to self and others as measured by: Identify methods utilized to provide safe and effective care; Identify and document changes in patient status.
- Identify essential information that must be available in a common database to support patient care across the lifespan as measured by: Select standard technology utilized to provide basic care to clients across the lifespan; Identify approved abbreviations and standard terminology for documenting care.

### **NURS 1134L. Foundation of Nursing Skills and Assessment Laboratory**

#### **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.

**Corequisite:** NURS 1134, NURS 1121, NURS 1121L.

#### **Learning Outcomes**

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

**NURS 1150. Medical Terminology****3 Credits (3)**

Study and understanding of medical terminology. Emphasis will be placed on learning the basic elements of medical words, appropriate spelling and use of the terms, and abbreviations.

**Learning Outcomes**

1. Demonstrate proficient interpretation of medical abbreviations.
2. Explain the importance of utilizing medical terms/abbreviations in the medical field.
3. Define medical terms correctly.
4. Interpret medical language including roots, prefixes and suffixes.
5. Pronounce medical terms correctly.
6. Spell medical terms correctly.

**NURS 1153. Medication & Dosage Calculation****2 Credits (2)**

Techniques of dosage calculation for medication and fluid administration. May be repeated up to 2 credits.

**Learning Outcomes**

1. Utilize the nursing process, clinical judgment, evidenced based information and knowledge from the arts and sciences to provide safe client centered care.
2. Coordinate and collaborate effectively through verbal, nonverbal, and technological means with individuals, families and the interdisciplinary team.
3. Integrate accountability and responsibility for practice within the legal and ethical standards of the nursing profession.
4. Apply the principles of delegation, management and leadership in providing client centered care.
5. Participate in activities that promote professional development and personal growth.

**NURS 1154. 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. Laboratory experiences provide an opportunity to practice assessment skills on patients across the lifespan in a variety of settings.

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

**Corequisite:** NURS 1153, NURS 1120.

**Learning Outcomes**

1. Discuss the purpose, guidelines, safety factors, and equipment necessary for performing a physical exam.
2. Discuss and demonstrate techniques necessary to facilitate communication to obtain a health history.
3. Identify and demonstrate correct documentation of each body system.
4. Define ethical/legal implications as they relate to documentation and the physical assessment exam.
5. Identify and discuss the nutritional implications as they relate to the physical assessment exam.
6. Recognize key terms, exam techniques, and the anatomy and physiology on the assessment of each body system.
7. Discuss developmental and cultural differences in performing a physical assessment.
8. Identify and discuss components of the nursing process focusing on assessment and beginning to recognize self-care deficits.

9. Identify opportunities to promote self-care assessment within the physical exam. 1
10. Identify methods by which airing behaviors facilitate the nurse-patient relationship in the performance of a physical assessment.

**NURS 1157. Maternal/Child Health Deviations Lecture****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. Clinical experiences in the simulation laboratory, 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 concurrently enrolled in both the lecture and laboratory sections of the course. Students must be admitted into the Nursing Program to enroll in this course.

**Prerequisite:** NURS 1130, NURS 1134, NURS 1134L, NURS 1121, NURS 1121L, NURS 1125, NURS 1125L, NURS 2214, NURS 2214L.

**Prerequisite/Corequisite:** NURS 1157L.

**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 1157L. Maternal/Child Health Deviations Laboratory****2 Credits (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 laboratory, 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.

**Prerequisite:** NURS 1130, NURS 1134, NURS 1134L, NURS 1121, NURS 1121L, NURS 1125, NURS 1125L, NURS 2214, NURS 2214L.

**Prerequisite/Corequisite:** NURS 1157.

**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 2210. 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. May be repeated up to 1 credit.

**Prerequisite:** NURS 1154 and NURS 1120.

**Learning Outcomes**

1. Incorporate the values, preferences and expressed needs of maternal/child and pediatric clients in the administration of pharmacotherapeutics to these clients.
2. Apply principles of teaching/learning in education maternal/child and pediatric clients on the use, adverse effects and interactions of pharmacotherapeutic agents.
3. Explain how members of the health care team collaborate in the delivery of pharmacotherapeutics to maternal/child and pediatric clients.
4. Discuss pharmacokinetics and pharmacodynamics of drugs specific to the maternal/child and pediatric client.
5. Apply evidenced based information to the administration of pharmacotherapeutics to maternal/child and pediatric clients.
6. Give examples of policies, procedures and standards of care related to pharmacotherapeutics utilized in the care of maternal/child and pediatric clients.

**NURS 2214. Psychiatric Mental Health Nursing Theory**

**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.

**Prerequisite:** NURS 1134, NURS 1134L, NURS 1121, NURS 1121L.

**Prerequisite/Corequisite:** NURS 1130, NURS 2214L.

**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 2214L. Psychiatric Mental Health Nursing Clinical**

**1 Credit (3P)**

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 Laboratory, 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.

**Prerequisite:** NURS 1134, NURS 1134L, NURS 1121, NURS 1121L.

**Prerequisite/Corequisite:** NURS 1134, NURS 2214.

**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 2225. Medical Surgical Nursing II**

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

This course focuses on the care of adult clients with complex medical/surgical health problems. Emphasis is placed on helping clients and their families cope with alterations in body functions. Concepts of pharmacology, health promotion and education, evidence-based practice, and interdisciplinary collaboration will be integrated throughout the course.

#### **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 2225L. Medical Surgical Nursing Clinical II**

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

Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe care to clients and selected groups in a variety of settings.

**Prerequisite:** NURS 1130, NURS 1134, NURS 1134L, NURS 1121, NURS 1121L, NURS 1125, NURS 1125L, NURS 2214, NURS 2214L.

**Corequisite:** NURS 2225, NURS 1157, NURS 1157L.

#### **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 2235. Medical Surgical Nursing III**

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

This course focuses on advanced concepts of nursing care as they relate to patients across the lifespan with complex, multisystem alterations in health. Emphasis is placed on implementing time management and organizational skills while managing the care of patients with multiple needs and collaborating with the interdisciplinary team. Complex clinical skills, as well as priority setting, clinical judgment, and tenets of legal and ethical practice, are integrated throughout the course.

**Prerequisite:** NURS 1130, NURS 1134, NURS 1134L, NURS 1121, NURS 1121L, NURS 1125, NURS 1125L, NURS 2214, NURS 2214L, NURS 1157, NURS 1157L, NURS 2225, NURS 2225L.

**Prerequisite/Corequisite:** NURS 2996, NURS 2235L.

#### **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 2235L. Medical Surgical Nursing III Clinical**

#### **4 Credits (12P)**

Clinical experiences provide the student an opportunity to apply theoretical concepts and implement safe care to clients and selected groups in a variety of settings. Experiences that facilitate entry into practice are included in this practicum.

**Prerequisite:** NURS 1130, NURS 1134, NURS 1134L, NURS 1121, NURS 1121L, NURS 1125, NURS 1125L, NURS 2214, NURS 2214L, NURS 1157, NURS 1157L, NURS 2225, NURS 2225L.

**Prerequisite/Corequisite:** NURS 2996, NURS 2235.

#### **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.

- 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.
- 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.
- 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 2996. Nursing Topics**

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

Varies.

**Prerequisite:** NURS 1130, NURS 1134, NURS 1134L, NURS 1121, NURS 1121L, NURS 1125, NURS 1125L, NURS 2214, NURS 2214L, NURS 1157, NURS 1157L, NURS 2225, NURS 2225L.

**Corequisite:** NURS 2235, NURS 2235L.

##### **Learning Outcomes**

- Varies.

#### **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**

- Identify the functional and structural (pathophysiology) alterations that occur in the human body.
- Relate the impact of functional and structural alterations on human health.
- Recognize the relationships of pathophysiology to the practice of professional nursing.
- Discuss the basic concepts of patterns of genetic inheritance of disease with related nursing implications and ethical considerations.
- Use medical terminology appropriately.
- 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**

- Examine Veterans' demographics and the impact of political, social, cultural, and environmental factors.

- Analyze the mission of the Veterans Health Administration with a focus on healthcare system and services.
- Evaluate health concerns, issues, and health seeking behaviors within the diverse Veteran population.
- 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**

- 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**

- 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**

- Explore strategies to improve memory and make learning easier.
- Compare and contrast the common myths with scientifically-backed facts about learning.
- Utilize APA formatting guidelines to properly format a given writing assignment, including citations and references.
- 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.

##### **Learning Outcomes**

- Utilize information sources, such as bibliographic databases and electronic resources and experts, to locate existing knowledge relevant to healthcare and nursing practice.
- 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 prepares nurse administrators and healthcare leaders to be engaged in the process of continuous quality improvement on interprofessional healthcare teams. Healthcare improvement principles and practice will focus on improving patient care and outcomes, lowering costs, reducing healthcare disparities, and increasing access to healthcare. 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. Examine the role of health policy and national standards in guiding quality improvement initiatives.

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

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

This course is designed to meet the needs of the doctoral nurse of practice and master's prepared nurse in acquiring informatics knowledge for the use of information technology in meeting today's health care challenges. Areas of concentration examine the implications of informatics for practice, including nursing, public health, and healthcare in general, electronic health record issues, related ethical, legislative, standardization and political issues in health informatics and explore global and future informatics issues. Restricted to: NURS, NUSC, NURP majors.

##### **Learning Outcomes**

1. Analyze the rationale for the development of informatics competencies at all levels of nursing practice.
2. Synthesize knowledge management principles with the advanced practice and nurse leadership role.
3. Use the knowledge of information technology to inform and guide the design of databases that generate meaningful evidence for nursing practice.
4. Analyze critical elements necessary for the selection, use, and evaluation of healthcare information systems and patient care technology.
5. Appraise the impact of the legal, ethical and policy issues surrounding technological advances in health care systems

to include the use of information, information technology, communication networks and patient care technology.

6. Evaluate programs that monitor outcomes of care, care systems and quality improvement including consumer use of healthcare information systems.

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

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

Course provides a conceptual approach to understanding and analyzing the environment of professional nursing practice. Focus on the impact of health care economics, financing, law and regulation, ethics and health policy on individual and collaborative nursing practice. Restricted to: NURS, NUSC, NURP majors.

##### **Learning Outcomes**

1. Demonstrates an understanding of the interdependence of policy and practice.
2. Advocate for ethical policies that promote access, equity, quality, and cost.
3. Analyze ethical, legal, and social factors influencing policy development.
4. Demonstrate ability to contribute to the development of health policy.
5. Analyze the implications of health policy in the development of collaboration, interdisciplinary, and inter-organizational practices.
6. Evaluate the impact of globalization on health care policy development.
7. Advocate for policies for safe and healthy practice environments.

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

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

This course provides an overview of the advance practice nurse's role in affecting health behavior change. Relationships among health behaviors and health status are examined to include education and structural approaches to the modification of those behaviors, ethics of health promotion, sites for health promotion activities, and evaluation of health promotion. Theoretical models of behavior change, and primary, secondary, and tertiary prevention concepts serve as a basis for developing nursing interventions that promote behavior change.

##### **Learning Outcomes**

1. Identify determinants of health-related behavior, behavior change, and relevant outcomes.
2. Describe the relationships between health promotion intervention activities, expected changed in behavior, and expected outcomes.
3. Apply theories of health behavior, learning, and changes as a basis for planning health promotion programs.
4. Conduct a needs assessment that includes the use of epidemiological methods to determine learning needs of a specific community, group of individuals, or health-related organization.
5. Evaluate the effectiveness of educational methods and materials in achieving behavior changes using appropriate measures of health-related behavior change.
6. Develop a nursing intervention with an evaluation plan to promote behavior change in a given population.
7. Explore the use/integration of an array of interdisciplinary paraprofessionals and professional health providers along with that of the advance education nurse in efforts to promote behavior change.

#### **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.

#### **Learning Outcomes**

1. Develop strategies for managing the ethical concerns inherent to in-patient care, the health care organization, and research.
2. Demonstrate knowledge required to initiate and guide change, work collaboratively with other professionals for the improvement of healthcare practices and outcomes.
3. Apply leadership, change, and management theories to practice at the organizational and individual levels.
4. Develop written and verbal communication skills necessary to advance innovations in health care systems and health care practice.
5. Develop strategies that promote/improve access to quality, cost-effective health care.
6. Apply the principles of persuasion, influence, negotiation, and consensus-building to lead high-reliability teams.

#### **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.

#### **Learning Outcomes**

1. Demonstrate an understanding of the economic and market factors that affect health care organizations.
2. Demonstrate understanding of financial reports common to health care organizations.
3. Utilize common strategies and techniques for fiscal planning and management in health organizations.
4. Demonstrate understanding of the legal and regulatory environment of health care organizations that influence fiscal planning and management.
5. Address current issues facing Human Resource managers and organizational leaders, from a nursing perspective.
6. Determine how organizational vision sets the context for strategic objectives and action plans.
7. Demonstrate application of human resources management through case analysis.
8. Enhance leadership skills in performance evaluation, motivation and professional development.
9. Evaluate how an organization improves administrative effectiveness, productivity, and systems.
10. Analyze ethical, legal, and regulatory issues in Human Resource Management and organizational leadership.

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

This course is designed for role preparation for the nurse administrator as manager, leader, collaborator and change agent. It involves synthesis of concepts from management and nursing as a basis for role effectiveness in nursing administration.

**Corequisite:** NURS 5240.

#### **Learning Outcomes**

1. Differentiate between levels of preparation for nursing practice at the graduate level.
2. Differentiate the nature and scope of the role of the nurse administrator among the roles of various healthcare team members.
3. Analyze role expectations of selected career options for the graduate prepared nurse administrator.
4. Articulate the role of the nurse administrator in relation to the health of vulnerable populations and elimination of health disparities.
5. Synthesize theories from the disciplines of nursing, business, organizational, fiscal, and human resource management for the application to the role of the nurse administrator.
6. Evaluate leadership responsibilities of the nurse administrator in health care organizations in relation to the accepted scope and standards for that role.
7. Analyze and evaluate evidence-based practice for effective administration in health care organizations.

#### **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.

#### **Learning Outcomes**

1. Analyze organizational processes observed/experienced in the clinical setting and the roles of nursing administrators in these processes.
2. Utilize research findings as a basis for nursing administration practice.
3. Establish networking relationships with colleagues in nursing administration and related areas.

#### **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 interprofessional survey course will provide the student with a theoretical foundation in population health approaches to improving systems of care and health outcomes. The student will analyze empirical evidence in population health and appraise interprofessional population health strategies from a local, national, and international perspective. Students will identify and demonstrate methods for completing a community or health systems assessment and apply the assessment to the conceptualization of interprofessional strategies for improving population health systems of care.

#### **Learning Outcomes**

1. Analyze key concepts in population health.
2. Examine population-based services from a local, national and international perspective with an emphasis on opportunities for interprofessional collaborations and contributions.

3. Appraise the population health evidence-based literature on a topic of interest.
4. Develop a community health or health systems assessment within an interprofessional student team and propose strategies for improving the delivery of population health services within a community of interest.

### **NURS 6112. Population Health Leadership and Epidemiologic Decision-Making**

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

This course prepares advanced nursing students to integrate epidemiologic principles with population health strategies to improve outcomes across diverse populations. The course emphasizes data-driven decision-making, evidence-based interventions, interprofessional collaboration, and advocacy for health equity. Students will analyze disease patterns, assess community health needs, and design interventions to address social determinants of health, health disparities, and system-level barriers to care.

#### **Learning Outcomes**

1. Use epidemiologic methods to evaluate health disparities and needs in populations.
2. Evaluate the impact of social determinants of health on population health outcomes.
3. Synthesize evidence-based practices to inform equitable and culturally competent population health programs.
4. Develop a comprehensive program management plan, including budget analysis and evaluation strategies, to address a population health priority.

### **NURS 6115. Advanced Nursing Knowledge and the DNP Role**

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

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 scientific and disciplinary knowledge.

#### **Learning Outcomes**

1. Analyze 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. Conceptualize the role and function of the DNP within healthcare systems.

### **NURS 6120. Quality Improvement in Healthcare**

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

This course prepares advanced practice nurses to be leaders of interprofessional 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. Understand 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.
6. 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.

#### **Learning Outcomes**

1. Analyze epidemiological evidence for rigor and application in designing population-based intervention strategies for selected health issues.
2. Evaluate current legislative and regulatory policies that have influenced the impact of the epidemiological factors on health and disease in human populations.
3. Integrate knowledge of epidemiological concepts when evaluating population based public health nursing problems within diverse/undeserved populations.
4. Synthesize data from existing sources to assess, plan, implement and evaluate population-based interventions.

### **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**

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

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

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

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**

1. Survey the regional organization and topography of anatomical structures within the key clinical regions of the human body with a focus on neurovascular anatomy and internal organs.
2. Discover the structure and function of the central nervous system and the distribution of all of the major peripheral nerves in the body.
3. Classify the relationship between palpable anatomical landmarks and the deep anatomy of the head, neck, thorax, abdomen, pelvis and limbs.
4. Evaluate 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 and detailed exploration of human physiology from a molecular, cellular, tissue, organ, and system perspective. The course will cover individual differences in physiology and how they relate to culture, gender, race, age, and genetics. The knowledge gained in this course serves as a foundation for advanced nursing clinical assessment, pharmacology, clinical decision-making, and patient management. This course provides an in-depth exploration of human physiology with a focus on the principles and mechanisms relevant to advanced nurse practice. Students will study advanced concepts in cardiovascular, respiratory, renal, endocrine, and neurological systems. Emphasis is placed on understanding the physiological responses to critical care scenarios and how to manage patient homeostasis throughout. The course aims to enhance the student's ability to assess, analyze, and intervene in complex clinical situations, ensuring safe and effective advanced nursing care.

#### **Learning Outcomes**

1. Identify structures and normal physiologic physiological functions of the human body organs and Systems.
2. Demonstrate knowledge of the concept of homeostasis and be able to Analyze the physiological impact on different organ systems and apply this knowledge to clinical practice.
3. Summarize the complexities of normal human physiologic physiological multi-system interactions.
4. Discuss how principles of normal physiology impact advance practice nursing care of individuals and develop critical thinking skills to identify and manage complex physiological changes, complications, and emergencies related to anesthesia, using evidence-based practices to guide clinical decision-making.
5. Understand advanced physiological mechanisms within the cardiovascular, respiratory, renal, endocrine, and nervous systems, and how these systems are affected by disease processes and medications.

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

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

This course synthesizes the principles of math, inorganic chemistry, organic chemistry, biochemistry, and physics to advanced nursing practice, specifically nurse anesthesiology. 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**

1. Demonstrate proficiency in medical mathematics: algebraic equations, math conversions, and medical word problems.
2. Interpret physical and chemical principles related to concentration gradients, thermodynamics, the gas laws, solutions, fluids, volume and flow.
3. Evaluate and analyze basic and advanced bio-scientific concepts to normal and abnormal human physiologic states and critically assess the effectiveness and limitations of various types of clinical monitoring equipment in patient care.
4. Interpret basic and advanced bioscience concepts to assess hazards and implement electrical, fire, and radiation safety in the clinical anesthesia setting.
5. 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.

#### **Learning Outcomes**

1. Analyze the development, functions and roles of advance practice nurse in multidisciplinary and collaborative settings.
2. Use conceptual and analytical skills to evaluate the links among practice, organizational, population, fiscal, and policy issues related to advance practice nurses.
3. Create a practice framework for entry into advanced practice with a complex, multicultural health care system.

4. Articulate the role of the advance practice nurse in resolution of ethical and legal, and policy issues within a complex health care system.
5. Analyze the role of the Advance Practice Nurse in promoting positive changes in the health status of individuals, families, groups, communities and populations.
6. Describe the role of the Advance Practice Nurse in dissemination of nursing knowledge.

#### **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.

##### **Learning Outcomes**

1. Identify the functional alterations that occur as a result of illness in individuals across the life span.
2. Recognize risk factors, signs, and symptoms produced by the physiological changes to frequently occurring illnesses as a basis for health care, evidence-based practice, and therapeutic nursing interventions.
3. Analyze the concepts of altered molecular and cellular function related to selected disease processes.
4. Critically analyze the impact of alterations in structure and function including the relationship of genetics and environment on the individual as a system.
5. Discuss effective and ineffective adaptations to stressors by the human body across the lifespan.

#### **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 2 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 and the related human physiology and pharmacology for advanced clinical practice.

##### **Learning Outcomes**

1. Relate associated physiology.
2. Classify drugs based on their mechanism of action.
3. Examine and discuss the pharmacokinetics, pharmacodynamics, contraindications, and anesthesia implication for the following drug categories: Sympathomimetic and Sympatholytic, Respiratory pharmacology, Vasodilators, Antiarrhythmic, Neurologically active drugs, Diuretics, Lipid-lowering drug, Antacids, gastrointestinal motility, and antiemetics, Hypothyroidism and hyperthyroidism, Glucose regulation, Other endocrine drugs, Antimicrobials, antiseptics, and disinfectants, Chemotherapeutic, Psychopharmacologic.
4. Articulate and correlate drug characteristics and rationale for use in a professional manner.

5. Apply, appraise, and evaluate pharmaceutical characteristics when applied to a clinical scenario.
6. This course covers the following NCE content: Pharmacokinetics, Pharmacodynamics, Sympathomimetic and Sympatholytic, Respiratory pharmacology, Vasodilators, Antiarrhythmic, Neurologically active drugs, Diuretics, Lipid-lowering drugs, Antacids, gastrointestinal motility, and antiemetics, Hypothyroidism and hyperthyroidism, Glucose regulation, Other endocrine drugs, Antimicrobials, antiseptics, and disinfectants, Chemotherapeutic, Psychopharmacologic.

**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.

#### **Learning Outcomes**

1. Apply knowledge of organizational practices and complex systems to improve health care delivery.
2. Facilitate the development of health care systems that address the needs of culturally diverse populations, providers, and other stakeholders.
3. Evaluate the impact of health care delivery on patients, providers, other stakeholders, and the environment.
4. Analyze organizational structure, functions, and resources to improve the delivery of care.
5. Evaluate the relationships among access, cost, quality, and safety and their influence on health care.
6. Evaluate how organizational structure, care processes, financing, marketing, and policy decisions impact the quality of health care.

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

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

This course provides an overview of the core principles in environmental health. Emphasis is on the integration of key concepts of environmental health into nursing education, practice, research, and policy/advocacy efforts. Students will apply the key concepts to address specific environmental hazards that affect the health of individuals and populations.

**Prerequisite:** NURS 6110.

#### **Learning Outcomes**

1. Describe the scope and nature of environmental health sciences and relevance to population health, nursing research and practice, and theory.
2. Analyze the impact of environmental health hazards including mechanisms of exposure, health effects of exposure, and populations more vulnerable to exposure.
3. Apply risk management and risk communication strategies for environmental health exposures.
4. Appraise the impact of climate change on population health and its implications for nursing practice.
5. Describe the effect of regional, national, and international legislation on environmental health.
6. Discuss the role of advocacy and justice in environmental health in achieving equity and countering injustice in the form of systemic and structural conditions such as racism and privilege.

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

#### **NURS 6266. Strategic and Financial Decision-Making in Healthcare Systems**

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

This course prepares graduate nursing students to lead within complex healthcare organizations. The course emphasizes the clinical leader's role in understanding the structure, function, and financing of healthcare systems and organizations. Students will develop systems-based practice competencies, financial literacy, and strategic planning skills necessary to guide evidence-based organizational change.

#### **Learning Outcomes**

1. Evaluate healthcare systems as complex adaptive environments, integrating organizational learning and interconnected subsystems to inform strategic decision-making.
2. Apply financial literacy and financial stewardship principles to assess revenue streams, cost structures, and ethical resource management in healthcare organizations.
3. Analyze healthcare financing models, reimbursement structures, and economic influences to support ethical financial decision-making and long-term sustainability.
4. Develop a comprehensive strategic plan that incorporates budgeting methodologies, technology-driven decision-making, and community relations to advance healthcare innovation.

#### **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**

1. Apply principles of sound data collection and management.
2. Create a database to collect and aggregate data.
3. Promote internal and external validity by identifying appropriate levels of measurement.
4. Organize data through use of Microsoft Excel and/or IBM SPSS Statistics Software.
5. Perform basic statistical analysis using descriptive, parametric, and non-parametric statistics appropriately.

- Construct statistical analyses while preventing the introduction of errors.

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

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

This 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 scholarly project. The student will document previously acquired abilities and competencies while developing an understanding of the scholarly 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 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.

#### **Learning Outcomes**

- Within the context of the chosen clinical problem, identify an evidence-based, system-level change or intervention that has the potential to address the problem.
- Develop a detailed implementation plan to guide the execution of the proposed DNP project.
- Develop a detailed evaluation plan that includes the identification of outcome measures that will allow the student to determine whether the project objectives were met.
- Identify the DNP Essentials that are represented in the project and describe how the project addresses the requirement.
- Defend the DNP project proposal in front of the student's project committee.
- After successfully defending the DNP project proposal, submit an Institutional Review Board (IRB) application for the proposed project.
- Initiate the approved DNP project implementation and evaluation plan.

### **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**

- Analyze the relationship between behavioral and biomedical health and cultural contexts, including an understanding of the common health/illness presentations.
- Compare and contrast models of integrated health.
- 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 6404. Neurobiology of Mental Disorders**

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

This course advances foundational knowledge of anatomy, physiology, and pathophysiology, focusing on the neurobiological mechanisms that sustain homeostasis within the brain and body. It explores the multifactorial etiology of mental disorders, including genetic, developmental, traumatic, infectious, and degenerative influences. The curriculum focuses on important biological theories, exploring how psychiatric disorders interact with brain structures, chemical pathways, and the related behaviors and symptoms. Mental disorders across the lifespan, including autism spectrum disorder, obsessive-compulsive disorder, attention deficit hyperactivity disorder, and substance use disorders, are critically analyzed.

##### **Learning Outcomes**

1. Synthesize foundational concepts of anatomy, physiology, and pathophysiology to understand the neurobiological mechanisms that maintain homeostasis within the brain and body.
2. Evaluate the multifactorial causes of major mental disorders, including genetic, developmental, traumatic, infectious, and degenerative factors.
3. Investigate the relationship between psychiatric disorders and their associated neuroanatomical structures and neurochemical pathways.
4. Identify the genetic etiology and neuropathological alterations associated with major mental disorders and substance use disorders.
5. Incorporate current research findings to inform evidence-based approaches to the care of individuals with mental health disorders.

#### **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.

##### **Learning Outcomes**

1. Utilize scientific and evidence-based findings to understand the molecular-physiological bases and chemical action of psychopharmacological agents.
2. Evaluate the clinical pharmacotherapeutics of broad categories of drugs along with alternative therapies needed for the therapeutic interventions.
3. Evaluate the legal, financial, policy and ethical issues with administering psychopharmacological agents.
4. Implement and analyze the role of the advanced practice nurse in delivering safe and effective psych pharmacotherapeutic agents for patient-centered care.
5. Serve as a role model for advanced practice nursing when administering psychopharmacological agents in collaborative settings.
6. Apply evidence-based findings to develop and improve practice.

#### **NURS 6408. PMHNP Role in Diagnostics and Screening**

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

This course explores the diagnostics and screening of mental health disorders across the lifespan, focusing on advanced assessment techniques, diagnoses, and care strategies. Students will engage in

risk assessment and develop individualized treatment plans based on relevant theoretical frameworks.

##### **Learning Outcomes**

1. Apply advanced assessment techniques to effectively evaluate mental health conditions across the lifespan.
2. Formulate individualized care strategies informed by relevant theoretical frameworks and best practices.
3. Utilize appropriate assessment tools to facilitate accurate diagnoses based on the DSM-5-TR.
4. Analyze cultural aspects of clinical practice to provide effective care for diverse populations and promote optimal outcomes.
5. Identify risk assessment strategies and tools to identify potential challenges and needs of individuals with mental health disorders.
6. Apply ethical considerations and legal requirements relevant to mental health practice.

#### **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**

##### **2-4 Credits (2-4P)**

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 is the third in a series of three didactic/clinical courses for the psychiatric mental health nurse practitioner (PMHNP) student. This course provides further knowledge and skills for the family 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 and use current scientific evidence, differential and diagnostic reasoning along with theoretical models for group dynamics into therapeutic interventions.
2. Utilize communication skills, self-reflection, and ethical strategies to develop and terminate therapeutic relationships.
3. Promote and evaluate the role of the advanced practice nurse in the management of evidence-based interventions with groups experiencing psychosocial and neurobiological disorders.
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 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 or 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 6507. Pediatric Primary Care**

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

This didactic course provides foundational knowledge and clinical decision-making skills necessary for Family Nurse Practitioner (FNP) students to provide safe, developmentally appropriate, and evidence-based care to pediatric patients from infancy through adolescence. The course addresses common acute and chronic pediatric conditions, growth and development milestones, anticipatory guidance, and preventive care, including immunizations, screenings, and nutritional counseling.

##### **Learning Outcomes**

1. Provide evidence based assessments and screenings using age appropriate frameworks.
2. Develop differential diagnoses and evidence-based treatment plans for common pediatric conditions.
3. Identify developmental, behavioral, and family-centered care needs in pediatric populations.
4. Apply principles of health promotion, immunization, and disease prevention in managing care across pediatric age groups.
5. Analyze how social, cultural, and environmental determinants influence child health outcomes.

#### **NURS 6510. FNP Across the Lifespan I**

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

The course provides the Family Nurse Practitioner student with advanced theoretical knowledge and practice in the assessment and management of health promotion, health maintenance and disease prevention activities across the lifespan; including the assessment and management of common acute and chronic health concerns. Emphasis will be placed on primary health care of individuals and their families in a multicultural environment. 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 case 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.

#### **NURS 6511. FNP Across the Lifespan Practicum I**

##### **2-4 Credits (2-4P)**

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. Develop physical exam competency.
2. Integrate, implement and evaluate evidence-based therapeutic interventions in complex acute care practice situations.
3. 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.
4. Demonstrate advanced clinical judgment based on current standards of practice.
5. Synthesize clinical judgment, systems thinking, and accountability to provide evidenced based care.

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

This is the first of four sequential nurse anesthesiology principles courses. The course introduces the student to advanced nursing practice in anesthesia and focuses heavily on anesthetic delivery systems.

The course design integrates theoretical perspectives from anatomy, physiology, physics, and chemistry. The lab will emphasize 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****5 Credits (4+1P)**

This is the second of four sequential nurse anesthesiology principles courses and expands the knowledge gained from the previous course to include advanced airway management, advanced and invasive monitoring, preoperative assessment and anesthesia plan of care development. This course emphasizes evidence-based anesthesia techniques for fluid volume assessment, fluid/blood component therapy replacement, total intravenous anesthesia (TIVA), monitored anesthesia

care (MAC), hypotensive techniques, intraoperative fire safety, and basic regional anesthesia knowledge and skills. Students will also learn anesthesia considerations and complications for a variety of patients undergoing selected procedures. The simulation lab focuses on the application of knowledge and skills from the didactic course.

#### 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 the brachial plexus and femoral (adductor canal) peripheral nerve blockade.
4. Demonstrate proper approach and peripheral nerve block technique for the brachial plexus and femoral nerve(s).
5. Analyze the key anatomical structures when demonstrating correct techniques for a subarachnoid and epidural block.
6. Discover anesthesia techniques, considerations, and complications (and their management) related to intra-abdominal, extra thoracic, extracranial, orthopedic, perineal, pelvic, non-operating room, robotic, pediatric, obstetrics, and geriatric procedures.
7. Integrate anesthesia research and best practice guidelines into anesthesia planning and delivery for patients undergoing intra-abdominal, extra thoracic, extracranial, orthopedic, perineal, pelvic, non-operating room, robotic, pediatric, obstetrics, and geriatric procedures and/or regional anesthesia techniques.

#### NURS 6630. Nurse Anesthesiology Principles III

##### 4 Credits (4)

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 and complications in special populations across the lifespan, as well as selected surgical procedures. The course also addresses scope of practice, standards of practice, central nervous system monitoring devices, massive transfusion protocols, thromboelastography, enhanced recovery after surgery (ERAS), postanesthesia care and respiratory therapy.

**Corequisite:** NURS 6700.

#### 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 intracranial, cardiac, non-cardiac intrathoracic, neck, spine, and vascular surgical procedures.
2. Identify modifications required for anesthesia planning and management for obese patients across the lifespan related to their physiology, comorbidities, and congenital anomalies as applicable.
3. Individualize common anesthesia techniques across the patients' lifespan undergoing intracranial, cardiac, non-cardiac intrathoracic, neck, spine, and vascular surgical procedures.
4. Identify common comorbid conditions of patients undergoing complex procedures.
5. Integrate anesthesia research and best practice guidelines into anesthesia planning and delivery for patients' undergoing intracranial, cardiac, non-cardiac intrathoracic, neck, spine, and vascular surgical procedures.

6. Examine anesthesia techniques, considerations, and complications (and their management) of diverse patients undergoing a variety of complex procedures.

#### NURS 6640. Nurse Anesthesiology Principles IV

##### 3 Credits (3)

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 and strategies to mitigate risk from anesthesia complications, as well as considerations for the following special populations: substance use disorder, immunocompromised and oncology populations and selected procedures. A major focus of this course is on pain theory, pain management, imaging, imaging safety and wellness.

**Corequisite:** NURS 6710.

#### 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 non-operating room anesthesia (NORA), trauma, burns, organ transplants, organ procurement, and laser procedures.
2. Discuss management of anesthesia complications related to special populations across the lifespan.
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

##### 3 Credits (3P)

This introductory clinical course provides students extensive simulation in preparation for the clinical environment and the clinical role of advanced nursing practice in anesthesiology. The student will apply concepts in a simulated perioperative environment and begin to learn communication and documentation skills. The student will analyze data from monitors and other equipment to ensure safe delivery of anesthesia care

**Learning Outcomes**

1. Integrate knowledge of anesthesiology principles, anatomy, physiology, pathophysiology, and pharmacology into evidence-based anesthesia planning and delivery of safe simulated 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. In a simulated environment, develop effective communication strategies and documentation skills in the perioperative environment 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. Model 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. Summarize knowledge of anesthesiology principles, anatomy, physiology, pathophysiology, and pharmacology into the planning and delivery of an evidence-based safe anesthetic.
2. Translate a comprehensive history and physical assessment into 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. Develop new anesthesia skills/techniques with guidance while maintaining basic/foundational anesthesia skills/techniques.
4. Make use of safe use of data from anesthesia monitors, equipment operation, and calibration.
5. Choose a selection of drugs according to surgical patients across the lifespan.
6. Compare and use effective communication and documentation skills with diverse patients, families, other healthcare workers, and ancillary personnel to facilitate safe patient care.
7. Implement appropriate safeguards to protect patients from physiologic compromise or injury due to patient positioning requirements for a given surgical procedure.
8. Build integrity, ethics, honesty, and accountability in professional interactions in accordance with the AANA professional practice standards and code of ethics.

**NURS 6720. Nurse Anesthesiology Clinical Residency II****4 Credits (4P)**

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. Organize knowledge of anesthesiology principles, anatomy, physiology, pathophysiology, and pharmacology into evidence-based anesthesia planning and delivery of safe anesthesia care.
2. Utilize an evidence-based anesthesia plan of care based on a comprehensive history and physical assessment that takes into account the patient's underlying health status, culturally relevant information, and the surgical or medical procedure.
3. Utilize basic anesthesia skills/techniques and discover new skills with guidance.
4. Analyze data from the anesthesia monitors, equipment operation, and calibration to increase patient safety.
5. Dissect selection of drugs according to surgical patients across the lifespan.
6. Construct effective communication and documentation skills with diverse patients, families, other healthcare workers, and ancillary personnel to facilitate safe patient care.
7. Utilize patient positioning requirements for a given surgical procedure and implement.
8. Dissect integrity, ethics, honesty, and accountability in professional interactions in accordance with the AANA professional practice standards and code of ethics.

**NURS 6730. Nurse Anesthesiology Clinical Residency III****4 Credits (4P)**

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. Categorize knowledge of anesthesiology principles, anatomy, physiology, pathophysiology, and pharmacology into evidence-based anesthesia planning and delivery of safe anesthesia care.
2. Infer an evidence-based anesthesia plan of care based on a comprehensive history and physical assessment taking into account the patient's underlying health status, culturally relevant information, and the surgical or medical procedure.
3. Utilize new skills with guidance while maintaining basic anesthesia skills/techniques.
4. Interpret data for safe use of anesthesia monitors, equipment operation, and calibration.

5. Discover selection of drugs according to surgical patients across the lifespan.
6. Discover and simplify effective communication and documentation skills with diverse patients, families, other healthcare workers, and ancillary personnel to facilitate safe patient care.
7. Survey appropriate safeguards to protect patients from physiologic compromise due to patient positioning requirements for a given surgical procedure.
8. Judge integrity, ethics, honesty, and accountability in professional interactions in accordance with the AANA professional practice standards and code of ethics.

#### **NURS 6740. Nurse Anesthesiology Clinical Residency IV**

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

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. Appraise knowledge of anesthesiology principles, anatomy, physiology, pathophysiology, and pharmacology into evidence-based anesthesia planning and delivery of safe anesthesia care.
2. Design an evidence-based anesthesia plan of care based on a comprehensive history and physical assessment taking into account the patient's underlying health status, culturally relevant information, and the surgical or medical procedure.
3. Adapt new skills with guidance while maintaining basic anesthesia skills/techniques.
4. Deduct data from the use of anesthesia monitors, equipment operation, and calibration to increase patient safety.
5. Determine #effective communication and documentation skills with diverse patients, families, other healthcare workers, and ancillary personnel to facilitate safe patient care.
6. Evaluate patient positioning requirements for a given surgical procedure and implement appropriate safeguards to protect patients from physiologic compromise or injury.
7. Develop integrity, ethics, honesty, and accountability in professional interactions in accordance with the AANA professional practice standards and code of ethics.

#### **NURS 6750. Nurse Anesthesiology Clinical Residency V**

##### **5 Credits (5P)**

This is the last of five 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. Maximize knowledge of anesthesiology principles, anatomy, physiology, pathophysiology, and pharmacology into evidence-based anesthesia planning and delivery of safe anesthesia care.
2. Design an evidence-based anesthesia plan of care based on a comprehensive history and physical assessment taking into account the patient's underlying health status, culturally relevant information, and the surgical or medical procedure.
3. Identify new skills with guidance while mastering basic anesthesia skills/techniques.
4. Analyze data with the use of anesthesia monitors, equipment operation, and calibration to increase patient safety.
5. Modify selection of drugs according to surgical patients across the lifespan.
6. Adapt#effective communication and documentation skills with diverse patients, families, other healthcare workers, and ancillary personnel to facilitate safe patient care.
7. Improve patient positioning requirements for a given surgical procedure and implement appropriate safeguards to protect patients from physiologic compromise or injury.
8. Maximize integrity, ethics, honesty, and accountability in professional interactions in accordance with the AANA professional practice standards and code of ethics.

#### **NURS 6760. Nurse Anesthesiology Clinical Residency VI**

##### **5 Credits (5P)**

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. Adapt knowledge of anesthesiology principles, anatomy, physiology, pathophysiology, and pharmacology into evidence-based anesthesia planning and delivery of safe anesthesia care.
2. Improve an evidence-based anesthesia plan of care based on a comprehensive history and physical assessment attacking into account the patient's underlying health status, culturally relevant information, and the surgical or medical procedure.
3. Maximize new skills with guidance while solidifying mastery of basic anesthesia skills.
4. Interpret data with the use of anesthesia monitors, equipment operation and calibration to increase patient safety.
5. Invent selection of drugs according to surgical patients across the lifespan.
6. Imagine and originate effective communication and documentation skills with diverse patients, families, other healthcare workers, and ancillary personnel to facilitate safe patient care.
7. Construct appropriate safeguards to protect patients from physiologic compromise or injury given patient positioning requirements for a given surgical procedure and implement.
8. Internalize integrity, ethics, honesty, and accountability in professional interactions in accordance with the AANA professional practice standards and code of ethics.

**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 highlights the culmination of reflective learning that the nurse anesthesiology resident has accomplished over the three years of the program.

**Learning Outcomes**

1. Actively engage in professional advocacy by effectively representing the interests of the nurse anesthesiology profession, contributing to policy development, participating in the state and national organizations, and promoting ethical standards and social responsibility within anesthesia.
2. Prioritize sustainable personal and professional wellness practices by integrating strategies for physical, emotional, and mental well-being, maintaining work-life balance, managing stress effectively, and fostering resilience to support long-term career success and personal fulfillment.
3. Improve leadership and interpersonal effectiveness by applying emotional intelligence, communication, teamwork, adaptability, conflict resolution, and problem-solving skills to lead and collaborate within diverse professional settings.
4. Examine foundational financial literacy principles in both personal and business contexts, including budgeting, debt management, investment planning, financial decision-making, and understanding basic accounting and entrepreneurship practices.
5. Produce educational content using evidence-based teaching strategies, communication techniques, and presentation skills to facilitate learning in academic, clinical, or public settings.
6. Demonstrate readiness for professional practice and certification through active participation in simulation-based assessments, development and execution of a personalized study plan, and successful completion of comprehensive final evaluations that integrate theoretical knowledge with practical application.

**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