

NURSING (NURS)

NURS 130 Special Topics 1-3

NURS 220 Nutrition for Nurses 3

This course will provide accurate and scientific evidence-based information on human nutrition. Topics covered include food choices that affect health; the digestive system; metabolism; the effects of both macro and micronutrients on health; nutrition's applications to both health and disease and nutrition requirements throughout the life cycle. Students will incorporate their Christian values into an appreciation of nutrition's role in their own personal health and in the lives of others they serve.

NURS 230 Special Topics 1-3

NURS 250 Academic Nursing Essentials 3

This course introduces students to the essentials in nursing including critical thinking, medical terminology, and academic skills for success. Students will examine influences on professional nursing practice, evidenced based practice, and demonstrate scholarly written and oral communication. The importance of critical thinking is explored utilizing the nursing process, NCSBN judgement model and concept maps.

NURS 280 Introduction to Professional Nursing Nursing 3

This course focuses on the caring, scientific, political and artistic nature of the nursing profession, the role of nurses as health care providers and nurses' self care. Historical and theoretical foundations of the nursing profession in addition to providing nursing care in today's healthcare environment will be explored from a Christian perspective. Emphasis is placed on the interconnected relationships of the body, mind, and spirit when providing nursing care to individuals. By exploring diverse psychosocial, spiritual, sexual and cultural dimensions of persons, students understand how the nursing process can meet the health needs of clients.

NURS 305 Physical Assessment 3

This course combines a holistic approach to nursing care of clients with the sciences of anatomy and physiology to obtain an accurate assessment of patient needs.

NURS 310 Pathophysiology/Pharmacology 4

This course focuses on core concepts of alterations of human homeostatic processes and pharmacokinetics, pharmacodynamics, and pharmacotherapeutics. Causes of pathophysiology in select body systems are discussed along with corresponding physical effects and responses. Pharmacologic therapeutic agents are discussed in relation to their effects on body systems experiencing disease pathology throughout the lifespan. Nursing responsibilities regarding safe medication administration, client teaching, laboratory data analysis and current research trends in pharmacology for the treatment of human diseases are discussed. Ethical/legal and cultural considerations of medication administration are discussed.

Prerequisites: NURS-250 and NURS-320; Minimum grade C+

NURS 320 Introduction to Professional Holistic Nursing 3

This course explores the historical and theoretical foundations of the profession of nursing from a Christian worldview. Special attention is given to the caring, scientific and artistic nature of the profession as well as the characteristics of its professional practitioners. Key roles of the nurse include care provider, designer/manager/coordinator of care, and member of a profession are explored. Emphasis is placed on the synergy of the body, mind and spirit that is essential to consider when providing nursing care to individuals throughout the lifespan. By looking at the holistic nature of persons, nurses can develop comprehensive therapeutic strategies. By exploring diverse psychosocial, spiritual, sexual, and cultural dimensions of persons, nurses can tailor their interventions to meet the needs of clients seeking mental and physical health.

NURS 330 Special Topics 1-3

NURS 330A Nursing Outreach: Providing Healthcare to Underserved Populations 2

This course will focus on understanding the needs of a population experiencing health care disparity, and the social, political, and economic factors influencing the delivery of health care, and participating in the delivery of health care in this setting. National and international, public, private, and faith-based organizations are examined. This course will support student learning during travel to the area to provide nursing care to communities, families, and individuals. The course is aimed at preparing the student to use their developing nursing knowledge and skills in this setting, as well as identifying factors in the location that promote or limit the health of the population. Following the travel, opportunities provided to reflect on the sustainability of the current health care efforts, and the impact of the experience on their personal lives and nursing careers.

Prerequisites: Take NURS-340; Minimum grade of C+

NURS 340 Fundamentals of Nursing Practice 5

In this course, students learn to use knowledge from the liberal arts and sciences as a basis for the development of professional values for holistic nursing practice. The fundamentals of the nursing process and of basic clinical nursing skills are taught as caring behaviors within a Christian worldview. Course content areas include communication skills, legal and ethical considerations for holistic nursing care, assessment of basic health needs, and select psychomotor skills needed for beginning nursing practice. In addition, students learn information management skills of documentation, medical terminology and abbreviations. Students then practice and hone these skills in the clinical setting.

Prerequisites: NURS-250 and NURS-320; Minimum grade C+

NURS 340C Fundamentals of Nursing Practice Clinical 0

NURS 340L Fundamentals of Nursing Practice Lab 0

NURS 350 Health Promotion & Education & Physical Assessment 5

This course is focused on the concepts of health promotion and the skills of physical assessment. Students learn the key elements of nursing assessment, which include performing a health history, physical assessment, and psychosocial-spiritual assessment throughout the lifespan. Emphasis is given to the role of the professional nurse in health promotion and the provision of health education. Students have the opportunity to discuss and apply teaching and learning theories through the identification of client education needs.

Prerequisites: NURS-250 and NURS-320; Minimum grade C+

NURS 350L Health Promotion & Education & Physical Assessment Laboratory 0

NURS 360 Nursing Care of Adults I 4

In the classroom, emphasis is placed on the use of knowledge within a Christian worldview for health promotion and the prevention of illness involving selected body systems. Students utilize the nursing process by applying nursing assessment data for holistic identification and prioritizing client health problems, formulating client goals, development and use of nursing interventions, and evaluation of client goal achievement throughout the lifespan. This first clinical practicum will give students the opportunity to demonstrate beginning competence in skills necessary for the professional nurse in outpatient, long term care, and/or (low acuity) acute care settings.

Prerequisites: NURS-310, NURS-340 and NURS-350; Minimum grade C+

NURS 360C Nursing Care of Adults I Clinical 0**NURS 370 Nursing Care of Adults II 5**

This course emphasizes the application of nursing care to clients experiencing health problems that require increasingly intensive care. Students are introduced to hospitalized adults in various states of illness. Holistic nursing care concepts are emphasized through further development of communication skills, physical assessment skills, application of the nursing process, and critical thinking skills. The clinical practicum is designed to facilitate transition into the acute care setting. Students are given the opportunity to demonstrate competence as a provider/designer/coordinator/manager of care roles in acute care clinical settings for clients throughout the lifespan.

Prerequisites: NURS-360, NURS-380, NURS-390 and NURS-404; Minimum grade C+

NURS 370C Nursing Care of Adults II Clinical 0**NURS 380 Nursing Care in Mental Health and Illness 4**

This course focuses on theory and practice of nursing in mental health and illness from a holistic, caring, relationship-centered perspective. The historical, theoretical, empirical, legal, and ethical foundations of nursing in mental health and illness are discussed. Emphasis is placed on neuroscience, theories of human behavior and nursing theories applied to situations involving mental health and illness. The epidemiology and clinical course of major mental disorders as experienced by the whole person are central to the course. Consideration is given to issues in care, interventions, and the mental health of special populations. Opportunities to demonstrate critical thinking and practice nursing skills involving mental health and illness in a variety of community and mental health care clinical practicum settings are provided.

Prerequisites: NURS-310, NURS-340 and NURS-350; Minimum grade C+

NURS 380C Nursing Care in Mental Health and Illness Clinical 0**NURS 390 Maternal-Child Nursing Care 4**

This course provides the theoretical and clinical base for nursing care of the childbearing family throughout the childbearing year. Emphasis is placed on holistic care from a Christian worldview for the childbearing woman, her baby, and the family. Attention is given to the diverse needs of women and families with respect to differences in age, culture, and psychosocial attributes. Course content includes maternal and newborn care, selected women's health issues, contemporary issues and trends, global issues in the care of women and newborns, and the nurse's role in the care of childbearing families. Clinical experiences provide opportunities for the student to participate in the care of the woman and her baby during the antepartum, intrapartum, and postpartum periods.

Prerequisites: NURS-310, NURS-340 and NURS-350; Minimum grade C+

NURS 390C Maternal-Child Nursing Care Clinical 0**NURS 402 Leadership in Nursing Practice 3**

Principles of leadership related to the organization and delivery of nursing care are studied within this course. Organizational management, power, decision-making, and change theories are examined in relationship to the independent role of the nurse.

Prerequisites: NURS-360, NURS-380, NURS-390 and NURS-404; Minimum grade C+

NURS 403 Holistic Family/Community Nursing Practice 4

This course focuses on healthcare needs of families and communities. Epidemiological principles are emphasized. Students identify need(s) for change and design nursing strategies to meet these needs. Students participate with other health care providers in delivering family/community health care and services as advocates for healthcare consumers. The clinical practicum will provide students with the opportunity to provide nursing care in community health settings.

Prerequisites: NURS-360, NURS-380, NURS-390 and NURS-404; Minimum grade C+

NURS 403C Holistic Family/Community Nursing Practice Clinical 0**NURS 404 Nursing Research 3**

The research process is examined as systematic problem solving for the improvement of healthcare. Emphasis is placed on analysis and evaluation of research findings for application to nursing practice.

Prerequisites: Semester students must take NURS-310, NURS-340 and NURS-350; Minimum grade of C+

NURS 440 Nursing Care of Adults III 5

This course focuses on caring for clients and families who are experiencing critical and complex health problems that may be life-threatening. Students use critical thinking skills in the planning and delivery of health care needs to acutely ill adults and their families. Students are given the opportunity to demonstrate competence as provider/designer/coordinator/manager of care roles in critical care settings.

Prerequisites: NURS-370, NURS-402, NURS-403 and NURS-450; Minimum grade C+

NURS 440C Nursing Care of Adults III Clinical 0**NURS 450 Pediatric Nursing 4**

This course focuses on the role of the nurse as the provider of optimum care to the pediatric client and family. A developmental approach to the management of children from birth through adolescence is used. Course content incorporates a comprehensive view on normal growth and development throughout childhood, health promotion and maintenance and the management of acute and chronic childhood dysfunctions. A holistic approach is utilized which encompasses family dynamics, developmental tasks, health beliefs, cultural, spiritual, educational and economic issues. Appropriate methods of client/family teaching, anticipatory guidance, nursing support and guidance are taught as well as demonstrated by the student. Clinical experiences provide opportunities for the student to participate in the care of children and their families.

Prerequisites: NURS-360, NURS-380, NURS-390 and NURS-404; Minimum grade C+

NURS 450C Pediatric Nursing Clinical 0

NURS 460 Nursing Care and Chronic Illness 4

This course focuses on holistic nursing practice in situations involving the chronically ill of all ages. In the classroom, emphasis is placed on health promotion, maintenance, and restoration for clients and families with chronic illnesses and disabilities. The clinical practicum will provide students with the opportunity to demonstrate advanced competence in skills necessary for the professional nurse in outpatient, long term care, and (low acuity) acute care settings.

Prerequisites: NURS-370, NURS-402, NURS-403 and NURS-450; Minimum grade C+

NURS 460C Nursing Care and Chronic Illness Clinical 0**NURS 480 Nursing Capstone: The Art of Nursing 3**

Throughout this capstone course the larger questions related to the aesthetics of the discipline of nursing practice will be explored. Shared personal experiences of illness (phenomenological perspective) derived from the literature will illuminate responses to both illness and healthcare providers. The ways in which relationship and loving care bolster nurses' and clients' resiliency will be analyzed. These insights guide us toward self-healing and the facilitation of healing in others. In addition, creative and purposeful strategies for improving quality, safety, teamwork, leadership and outcomes evaluation that enhance nurses' ability to manifest healing environments will be examined. This course must be the last course taken in the RN/BSN program.

Prerequisites: NURS-370, NURS-402, NURS-403 and NURS-450; Minimum grade C+

NURS 485 Synthesis of Nursing Knowledge 3

This course provides the opportunity for synthesis of academic, evidence-based, and clinical nursing knowledge gained during the prerequisite nursing courses. Students will apply knowledge to clinical practice through the use of simulation and problem based learning. This course will assist students to prepare for successful completion of the NCLEX-RN? and achievement of licensure as a professional nurse.

Prerequisites: NURS-370, NURS-402, NURS-403 and NURS-450; Minimum grade C+

NURS 498 Teaching Assistant 1-3**NURS 500 Fundamentals of Nursing (GEM) 5**

In this course, students learn to use knowledge from the liberal arts and sciences as a basis for the development of professional values for holistic nursing practice. The fundamentals of the nursing process and of basic clinical nursing skills are taught as caring behaviors within a Christian worldview. Course content areas include communication skills, legal and ethical considerations for holistic nursing care, assessment of basic health needs, and select psychomotor skills needed for beginning nursing practice. In addition, students learn information management skills of documentation, medical terminology and abbreviations. Students then practice and hone these skills in the clinical setting.

NURS 501 Health Promotion & Education & Physical Assessment 4

This course is focused on the concepts of health promotion and the skills of physical assessment. Students learn the key elements of nursing assessment, which include performing a health history, physical assessment, and psychosocial-spiritual assessment throughout the lifespan. Emphasis is given to the role of the professional nurse in health promotion and the provision of health education. Students have the opportunity to discuss and apply teaching and learning theories through the identification of client education needs.

NURS 502 Patho/Pharmacology (GEM) 4

This course focuses on core concepts of alterations of human homeostatic processes and pharmacokinetics, pharmacodynamics, and pharmacotherapeutics. Causes of pathophysiology in select body systems are discussed along with corresponding physical effects and responses. Pharmacologic therapeutic agents are discussed in relation to their effects on body systems experiencing disease pathology throughout the lifespan. Nursing responsibilities regarding safe medication administration, client teaching, laboratory data analysis and current research trends in pharmacology for the treatment of human diseases are discussed. Ethical/legal and cultural considerations of medication administration are discussed.

NURS 503 Nursing Care of Adults I (GEM) 5

In the classroom, emphasis is placed on the use of knowledge within a Christian worldview for health promotion and the prevention of illness involving selected body systems. Students utilize the nursing process by applying nursing assessment data for holistic identification and prioritizing client health problems, formulating client goals, development and use of nursing interventions, and evaluation of client goal achievement throughout the lifespan. This first clinical practicum will give students the opportunity to demonstrate beginning competence in skills necessary for the professional nurse in outpatient, long term care, and/or (low acuity) acute care settings.

NURS 504 Pediatric Nursing 4

This course focuses on the role of the nurse as the provider of optimum care to the pediatric client and family. A developmental approach to the management of children from birth through adolescence is used. Course content incorporates a comprehensive view on normal growth and development throughout childhood, health promotion and maintenance and the management of acute and chronic childhood dysfunctions. A holistic approach is utilized which encompasses family dynamics, developmental tasks, health beliefs, cultural, spiritual, educational and economic issues. Appropriate methods of client/family teaching, anticipatory guidance, nursing support and guidance are taught as well as demonstrated by the student. Clinical experiences provide opportunities for the student to participate in the care of children and their families.

NURS 505 Nursing Care in Mental Health and Illness (GEM) 4

This course focuses on theory and practice of nursing in mental health and illness from a holistic, caring, relationship-centered perspective. The historical, theoretical, empirical, legal, and ethical foundations of nursing in mental health and illness are discussed. Emphasis is placed on neuroscience, theories of human behavior and nursing theories applied to situations involving mental health and illness. The epidemiology and clinical course of major mental disorders as experienced by the whole person are central to the course. Consideration is given to issues in care, interventions, and the mental health of special populations. Opportunities to demonstrate critical thinking and practice nursing skills involving mental health and illness in a variety of community and mental health care clinical practicum settings are provided.

NURS 508 Legal/Mandated Responsibilities of the School Nurse 3

Legal and Mandated Responsibilities of the School Nurse is designed to introduce to the new or prospective school nurse the fundamentals of U.S. law and how these laws affect educational change as well as the legal issues that specifically affect the certified school nurse. Emphasis will be placed on the school nurse's responsibility to enhance the student's ability to learn, and to appraise, protect, and promote the health of students and school personnel. The course will explore current legal issues in school health. School nursing is viewed as a ministry within the Christian perspective. This course will also address multi-cultural and mental health issues in relation to school-age children, adolescents, families and communities.

NURS 509 School Nurse and the Exceptional Child 3

This course is designed to give an awareness of the uniqueness of the role of the school nurse in meeting the needs of children with handicapping, chronic, and emotional conditions, as well as those students with developmental disabilities who are served under IDEA and other related legislation. The course is structured to prepare school nurses to function effectively on interdisciplinary, crisis intervention and individual education planning teams.

NURS 515 Curriculum and Health Education for Diverse Populations - School Nurses 3

This graduate level course is designed to increase the school health professional's knowledge of curriculum development in health education and promotion. Content will include an overview of health education, learning, and teaching strategies inclusive of the special population and the diverse learner. Course emphasis will be placed on cultural awareness and development towards cultural competence .

NURS 530 School Nurse Clinical Practicum 3-6

This course is designed for prospective school nurses. The focus is to acquaint the student with the role of the nurse as a member of the educational community. Emphasis is placed on the assessment, implementation and evaluation of the health care needs of the school aged population. It is structured to provide a forum for lecture and discussion as well as supervised field experience for the student to observe and participate in health care delivery in the school setting. The practicum consists of 100 hours of clinical experience. The clinical experience should be divided equally among elementary, middle and high schools with at least one component involving children with special needs.

NURS 542 Advanced Pathophysiology 3

This course focuses on the physiological principles that underlie the altered states leading to pathogenesis at the molecular, histologic, and systemic levels. The pathophysiological processes in the pediatric, adolescent, adult, geriatric, and pregnant patient are discussed. Included are the genetic, environmental, behavioral, and organic contributions to the dysfunctional conditions. This course contributes to the student's formation of clinical competence and diagnostic skills.

Prerequisites: Take NURS 560, NURS 552, NURS 564, NURS 562, and NURS 568

NURS 543 Advanced Physical Assessment 4

This course builds upon the basic skills of physical assessment. Students will practice health assessment and physical examination skills in the classroom, laboratory and clinical settings. Emphasis is on clinical decision-making for populations across the lifespan. Differentiation of normal vs abnormal findings and the integration of the history and physical findings for diverse populations will be explored. Topics will include: a) communication and taking the health history; b) holistic assessment including life span development, nutrition, and activities of daily living; c) cultural considerations; d) advanced physical assessment of the skin, hair, nails, face, head, neck, eyes, ears, nose, mouth, throat, lymphatic system, breasts, respiratory system, cardiovascular system, abdomen, musculoskeletal system, neurological system, male and female genitalia, and anus and rectosigmoid region; e) family assessment; f) assessing special populations including pediatric, pregnant, aging, and functionally limited clients; g) case presentations; h) focused physicals; i) common systemic problems; and j) differential medical diagnoses. There will be 45 contact hours of laboratory hands-on practice and 45 hours of direct patient care with a clinical evaluation required.

Prerequisites: Take NURS 560, NURS 552, NURS 564, NURS 562, and NURS 568

NURS 544 Advanced Pharmacology 3

This course will cover selected topics in pharmacology and clinical therapeutics that are important in advanced nursing roles. Lectures cover the basics of pharmacologic mechanisms, dose-response relationships, pharmacokinetics across the lifespan and factors that alter a drug's bioavailability. In addition, this course will discuss safe prescribing methods. The implications of pharmacokinetics and pharmacotherapeutics on drug action will be considered.

Prerequisites: Take NURS 560, NURS 552, NURS 564, NURS 562, and NURS 568

NURS 552 Information, Technology & Communication 3

This course focuses on the use of nursing informatics, communication techniques, and systems to improve quality, safety, and advocacy in advanced nursing education and practice. Patient-care technologies used to coordinate and deliver care within a collaborative, interdisciplinary team model are explored. Interpersonal and relational strategies, such as team building, feedback, and consulting to enhance communication and collaboration within the teaching and health care environment are investigated. Evidence based tools related to quality improvement and safety within organizations are studied to examine complex communication and information systems and their impact in nursing education and practice.

NURS 554 Pathophysiology, Assessment, and Therapeutics I 3

This systems-based course focuses on advanced knowledge and practice related to pathophysiology, pharmacology, and assessment of the whole person while building upon a foundation of knowledge established at the baccalaureate level. Alterations in physiological systems across the life span and special populations will be explored through a holistic lens. Cultural and environmental influences are considered part of the holistic assessment and therapy.

NURS 556 Pathophysiology, Assessment, and Therapeutics II 3

This systems-based course continues to build upon the advanced knowledge and practice related to pathophysiology, pharmacology and assessment of the whole person while building upon learning from NURS 554. Alterations in physiological systems across the life span and special populations will be explored. Cultural and environmental influences are considered as part of assessment and therapy.

Prerequisites: Prerequisite: NURS-554 and NURS-566 Minimum grade C, TR, CR

NURS 560 Translating Research for Evidence Informed Practice 3

In this course, students will critically reflect upon and appraise research, and apply findings within healthcare settings to resolve practice problems, initiate change, and improve quality. Application of findings and translation of evidence to practice settings will be the main focus with an emphasis on use in organizational decision making, improvement of academic and clinical environments, and nursing care. The research-oriented approach is explored from problem formulation to analysis and interpretation in both quantitative and qualitative methodologies. The opportunity to recognize a researchable problem in nursing and develop a plan for its study is provided.

Prerequisites: Take NURS-566

NURS 561 Community and Environmental Health 3

This graduate course is designed to increase the student's knowledge and awareness of how community and environmental health issues impact the individual, the nation, and the world. The role of community and government organizations, community planning, environmental policies, and health care services will be explored as they relate to disease prevention and control. Disaster preparedness will be investigated. Mental and spiritual health, substance abuse, consumer and environmental issues will be examined.

NURS 562 Population Health: Prevention, Promotion And Policy 3

This course prepares the student to evaluate systems and policies pertaining to population focused healthcare with the aim to improve quality of life for populations and to eliminate disparities through effective collaboration between health disciplines and health and human service organizations, adequate use of levels of prevention, engagement and advocacy for vulnerable groups, and policy development. Concepts related to epidemiology, genomics, culturally and linguistically appropriate services, and inter-professional collaboration are emphasized as tools for advancing quality in healthcare. The role of the master's prepared nurse as advocate and leader in promoting population health is emphasized.

Prerequisites: Take NURS-566

NURS 564 Foundations of Nursing Leadership 3

In this course, students will explore nursing leadership and its impact on knowledge, attitudes, and skills necessary to effect change in all types of healthcare-related environments. Students will examine the self through assessment and reflection, in relationship to individuals, groups, and organizations. The paradoxes and ambiguities of leadership will be scrutinized in various contexts.

Prerequisites: Take NURS-566

NURS 566 Foundations of Nursing Education 3

In this course, students will explore how people learn and how best to facilitate knowledge, information, and skills development. Relevant theories and determinants of learning are presented for students to research, discuss, and employ. Attention is given to the ethical and legal rights and responsibilities of nurses, educators, and learners.

NURS 568 Application of Nursing Theories 3

This course examines knowledge development in nursing. The student will focus on the extrapolation and application of various theoretical foundations and frameworks in advanced nursing practice in response to health-related human needs in diverse populations. The relationship of nursing practice and relevant theories is considered within historical and contemporary contexts as nursing knowledge, research, education, and current evidence-based practices are emphasized.

NURS 600 Special Topic: Pa School Nurses and Practitioners Annual Update in School Nursing 1**NURS 601 World Health Issues 3**

World Health Issues will explore global health problems that affect the developed and developing world. Understanding international health care needs and issues will better equip health care planners, educators and providers to deliver culturally competent care to diverse populations. Health, disease, and wholeness will be examined in relationship to the culture and the Biblical perspective. Specific diseases and their impact in various regions of the world will be studied with analysis of incidence, prevention, control and health program planning. This course provides an overview of the global perspective of health. International health concerns impact, directly and indirectly, the health care delivery system in the United States. An interdisciplinary approach to health needs and concerns will be examined from various cultures and countries, in addition to comparison with the current healthcare delivery system in the United States.

NURS 602 Holistic Health Care for Culturally Diverse Populations 3

This course will consider the health beliefs and practices of various cultural groups living in North America, with emphasis on the United States. Cultural incentives and barriers to wellness and health care will be examined. The provision of Christian service in combination with professional health care to meet the holistic needs of culturally diverse clients is the focus of this course.

NURS 608 Seminar for Supervisors 3

This organizational management seminar was developed to aid the student in analyzing the role of the supervisor. The factors that affect organizational management and the school environment as well as working relationships will be discussed. State and local law and the function of the school board in policy determination which will affect the school program will be discussed. Students will have the opportunity to design a school program along with the staff development and the budget process necessary to support that instructional program. Field Experience 60 hours.

NURS 614 Practicum for School Health Supervisors 3

The student will spend a minimum of 300 hours working with a nurse supervisor of Pupil Personnel services in a school district under the supervision of a faculty member from Eastern University. If the student is already an acting supervisor or coordinator in a school setting, the assignments will be fulfilled on the job with supervision from Eastern University. A prescribed number of assignments must be completed which include but are not limited to activities in program development, school nurse service improvement, policy determination, staff development, budgeting, and role analysis and program evaluation.

NURS 630 Innovations in Teaching and Learning 3

This student-centered course highlights the role and responsibilities of nurse educators in the point of care learning environment. The teaching and learning process is explored with focus on the development of critical thinking and clinical reasoning skills to facilitate positive patient care outcomes. The impact of culture on the teaching and learning process, as well as ways to effectively teach nurses to work with diverse populations and individuals with health disparities, is emphasized. The role of information resources including technologies for enhancement of learning, communication, coordination, and delivery of care is addressed. This course includes a student-selected 24-hour direct-care practicum focused on building specialty competencies, integrating new knowledge into practice, and enhancing physical assessment skills. (24 hours of practicum)

NURS 632 Curriculum Design and Revision 3

In this course, students will focus on the connection between institutional vision, mission, and program learning outcomes on curriculum design, development, delivery, and revision. Students will complete a 24-hour onsite direct-care practicum to achieve professional, specialty, and course-related outcomes. Direct care experiences will provide the student an opportunity to apply theory to practice, demonstrate comprehensive assessment skills, advance diagnostic and decision-making skills, and model best care practices to team members. (24 hours of practicum)

Prerequisites: Prerequisites: NURS-566, NURS-554, NURS-556, NURS-552, NURS-562, NURS-560, NURS-564, NURS-630.

NURS 634 Assessment and Evaluation Strategies in Nursing Education 3

In this course the student will examine assessment, measurement, and evaluation of learning outcomes and testing, as outcomes data pertaining to program quality and achievement of accreditation standards are explored. Systematic evaluation of a nursing education program is studied as it pertains to development, revision, and redesign of curriculum, and teaching learning activities. The student will also synthesize educational theories, concepts from the arts and sciences, and best practice- and evidence-based-models and construct a personal teaching and learning philosophy that will serve as a foundation for a role as nurse educator.

Corequisites: Corequisite: NURS-650A

NURS 650A Capstone: Part A 2

In this course, students will explore and analyze myriad issues and trends influencing the role of the masters' prepared nurse as educator. Students will generate innovative and evidence-based strategies to address contemporary nursing issues at the point of care that impact the role of the professional nurse. In addition, students will finalize the scholarly project proposal and begin implementation and completion of their projects. Students are required to complete 48 hours direct care practicum during the course. (48 hours of practicum)

Corequisites: Corequisite: NURS-634

NURS 650B Capstone: Part B 2

In this course, students will be challenged to generate innovative and evidence-based strategies to address contemporary issues in nursing education and healthcare. Students will complete implementation and dissemination of their culminating scholarly projects through written and oral presentations using a variety of teaching methods and technologies. Students will critically appraise the scholarly work presented. Students will complete the final 48 practicum hours of the program. (48 hours of practicum)

NURS 690 Directed Study 1-3

NURS 999C Nurs Clinical (admin Only) 0