

**NURS 3000 (F/S) Pathophysiology.** This course examines the pathophysiology of disease processes throughout the life span. The processes of genetic mutation, cellular injury and proliferation, fluid and electrolyte imbalances, and inflammatory, immune and stress responses are integrated into alterations in body systems. Body systems covered in this course include the neurological, cardiovascular, respiratory, gastrointestinal, renal, musculoskeletal, hematological, integumentary, endocrine and reproductive. Implications for nursing care posed by these system alterations are also presented. Registration requires faculty approval prior to acceptance to nursing program ..... 4 s.h.  
Prerequisite: BIOL 1010, 1020, 2500, CHEM 1010 or 1020

**NURS 3004 (F/S) Basic Medical Terminology and Math for Medications Administration.** This course is designed to introduce students to medical abbreviations, prepare students to read medication documents and accurately calculate medical dosages and solutions. Course will introduce the basic structure of medical words, including prefixes, suffixes, word roots, combining forms, and singular/plural forms. Emphasis is on spelling, definitions and pronunciation of diagnostic, therapeutic, and symptomatic terminology of all body systems, as well as medical and surgical terminology. Course will also include dimensional analysis method of calculation, systems of measurements, medication administrations, intravenous flow rates, and dosage calculations. Students are expected to be proficient in basic math including addition, subtraction, fractions, decimals, percentages, and roman numerals prior to the first class. Students are required to pass the final Dosage Calculations exam with a score of 90% or better prior to progression to courses requiring clinical placement. Registration requires faculty approval prior to acceptance to nursing program ..... 2 s.h.  
Prerequisite: MATH 1560  
Co-requisite: NURS 3015

**NURS 3005 (F/S/U) The Science of Human Pathophysiology.** This course examines the pathophysiology of disease processes throughout the life span. The processes of genetic mutation, cellular injury, and proliferation, fluid and electrolyte imbalances, and inflammatory, immune and stress responses are integrated into alterations in body systems. Body systems covered in this course include the neurological, cardiovascular, respiratory, gastrointestinal, renal, musculoskeletal, hematological, integumentary, endocrine and reproductive. Implications for nursing care posed by these system alterations are also presented..... 4 s.h.  
Prerequisite: NURS 3310, 3315, TCOM 2410

**NURS 3015 (F/S) Foundations of Contemporary Nursing Practice.** This course introduces students to the basic care nursing skills essential to the nursing role. Emphasizes theoretical and practical concepts of nursing skills and roles within the context of the nursing process, holistic care, and a variety of health care settings. Students will be challenged to use evidence-based research, critical thinking and problem solving in developing the ability to apply an integrated nursing therapeutics approach for clients experiencing health alterations across the lifespan. Campus lab

experience is used initially; off campus clinical experience completes the hands-on portion. Credit for this course requires satisfactory completion of clinical experience in related healthcare setting ..... 5 s.h.  
Prerequisite: BIOL 1010, 1020, 2500, MATH 1560, CHEM 1020 or 1010, PSYC 3330  
Pre/Co-requisite: NURS 3004

**NURS 3020 (F/S) Health Assessment.** This course focuses on development of skills in conducting a comprehensive client health history and physical exam. Students will learn developmentally and culturally appropriate approaches in interview techniques, the use of standard assessment instruments and tools, how to analyze data to identify areas of health maintenance or promotion and appropriate documentation of collected data. Registration requires faculty approval prior to acceptance to nursing program ..... 4 s.h.  
Prerequisite: BIOL 1010, 1020, CHEM 1020 or 1010, PSYC 3330  
Co-requisite: NURS 3015

**NURS 3115 (S/F) Nursing in Adult Health Care I.** This course introduces the junior level nursing student to health promotion topics, minor disease processes, diagnostic and laboratory testing, and nursing care management across the health-illness continuum to include the elderly population. Special emphasis is placed on the nursing process which will assist the nursing student to perform physical, behavioral, psychological, spiritual, socioeconomic, and environmental assessments ..... 6 s.h.  
Prerequisite: NURS 3000, 3004, 3015, 3020  
Co-requisite: NURS 3130

**NURS 3130 (S/F) Pharmacology I.** This course focuses on introducing the relationship between pharmacologic and pharmacokinetic knowledge and nursing practice with emphasis placed on understanding the reasons behind selection of route, dose, and dosing schedules required for the safe administration of medications to individuals across the lifespan ..... 2 s.h.  
Prerequisite: NURS 3000, 3004, 3015, 3020  
Pre/Co-requisite: NURS 3115

**NURS 3140 (F/S) Nursing Research.** In this course, students obtain a basic understanding of how reliable evidence is used to form practice guidelines. Emphasis is placed on the research process including data collection, documentation, and dissemination of evidence. Students will learn to use their knowledge of the nursing process, communication skills, and critical thinking skills to promote evidence-based care within the inter-professional team. Course requires effective use of library and internet resources ..... 3 s.h.  
Prerequisite: NURS 3000,3004, 3015, 3020

**NURS 3165 (F/S) Nursing in Women's Health and Newborn Care.** In this course students gain knowledge in the care of women, newborns, and families during the normal childbearing cycle in the context of various demographic, socio-cultural, and environmental factors. Emphasis is focused on integrating knowledge related to perinatal and newborn care; assessing protective and predictive factors influencing health outcomes; incorporating the patient/family's health beliefs, values, attitudes, and practices related to the perinatal experience in developing interventions supported by current evidence-based clinical practice; and evaluating the effectiveness of the interventions. Credit for this course requires satisfactory completion of clinical experience in related healthcare setting ..... 4 s.h.  
Prerequisite: All 3000-level NURS courses

**NURS 3310 Dimensions of Professional Nursing.** This course introduces the student to the scope of professional practice, which builds on personal strengths and prior nursing knowledge acquired in lower-division nursing courses. The course also focuses on self-awareness and the transformation experience, which socializes the returning RN into the role of the baccalaureate nurse. The course will focus on the quest for self-knowledge, personal planning and career advancement, and the unending issues in practice aiming to sharpen critical thinking skills and to strengthen conceptual and theoretical nursing knowledge..... 4 s.h.  
Co-requisite: TCOM 2410

**NURS 3315 Introduction to Healthcare Informatics.** This course introduces the basic concepts relevant to healthcare informatics and the use of computerized information systems in healthcare organizations to registered nurse students. The main focus is to discover how computerized applications aid the healthcare team to evaluate health, wellness, and illness to provide and communicate positive patient outcomes across the lifespan ..... 4 s.h.  
Prerequisite: NURS 3310  
Co-requisite: TCOM 2410

**NURS 3330 Introduction to Evidence-Based Practice.** This course provides a basic understanding for registered nurse students of how reliable evidence is used to form practice guidelines. Emphasis is placed on effectively evaluating and utilizing research to promote evidence-based practice within the interdisciplinary team to improve patient outcomes across the lifespan ..... 4 s.h.  
Prerequisite: NURS 3310, 3315, TCOM 2410

**NURS 3410 Health and Physical Assessment.** This course is designed to improve and build upon health assessment skills the RN-BSN students are already familiar with. Through didactic and practice sessions, the students will build upon their knowledge of history taking and physical assessment. The focus will be on the assessments of adults who are healthy or have commonly occurring deviations from health. Skills taught and practiced include interview techniques, the use of standard assessment instruments, data analysis, documentation, and interventions to promote and/or maintain health. Skills related to knowledge integration, communication, and decision-making for a culturally diverse population will be emphasized..... 4 s.h.  
Prerequisite: NURS 3310, 3315, TCOM 2410

**NURS 3420 Spiritual and Cultural Considerations in Nursing.** This course promotes the provision of nursing care within a spiritual and cultural framework. Emphasis will be placed on the importance of understanding human behavior and of promoting, maintaining and restoring the holistic health of individuals, families and communities within their cultural, socioeconomic and religious contexts. Emphasis will also be placed on how cultural and spiritual beliefs influence a person's health care practices..... 4 s.h.  
Prerequisite: NURS 3310, 3315, TCOM 2410

**NURS 4000 (F/S) Professional Nursing in Contemporary Society.** In this course, students are introduced to the professional practice of nursing in today's society. Discussion consists of historical, ethical, legal, and information management issues. Emphasis is placed on an understanding of the inherent values of altruism, autonomy, human dignity, integrity, and social justice that are fundamental to the discipline of nursing. Students will apply ethics, communication, and accountability to the understanding and implementation of patient care. Students will learn to ethically manage data, information, knowledge,

and technology to communicate effectively and to provide safe and effective patient care ..... 2 s.h.  
Prerequisite: All 3000-level NURS courses

**NURS 4020 (F/S) Community/Public Health Nursing.** In this course, students will focus on the health of individuals, families, and populations in the community, through analysis of the community's culture, values and wellbeing and by designing and implementing nursing interventions to promote and maintain health of populations within the community. In addition, students spend 90 hours in this course assessing, planning, and delivering health care to individual clients of different cultures, ethnic and socioeconomic backgrounds when practicing within the public health clinics, occupational health facilities, home health agencies, the public schools, and community volunteer organizations serving vulnerable populations. Credit for this course requires satisfactory completion of clinical experience in related healthcare setting ..... 4 s.h.  
Prerequisite: All 3000-level NURS courses

**NURS 4100 (F/S) Nursing in Child & Family Health Care.** This course focuses on a family centered approach to the nursing care of children and adolescents. Students focus on promoting, maintaining, and restoring health and facilitating adaptation in the family using a holistic approach. Principles included are growth and development, assessment, risk reduction and child and family education. Credit for this course requires satisfactory completion of clinical experience in related healthcare setting ..... 4 s.h.  
Prerequisite: All 3000-level nursing courses

**NURS 4110 (F/S) Nursing in Mental Health Care.** This course focuses on knowledge and skills needed to promote mental wellness, maintain mental health, and care for persons experiencing mental illness across the lifespan. Emphasis is placed on cultural competence, human rights, advocacy, altruism, therapeutic communication, interdisciplinary collaboration, milieu management, socioeconomic awareness, holism, and professionalism. Clinical emphasis is placed on delivering safe, humanistic high quality care to individuals, families, groups, communities, and populations experiencing mental illness in a variety of settings. Credit for this course requires satisfactory completion of clinical experience in related health care setting ..... 5 s.h.  
Prerequisite: All 3000-level NURS courses, NURS 4000, 4020, 4100, 4115, 4130

**NURS 4115 (S/F) Nursing in Adult Health Care II** This senior level nursing course continues to integrate nursing knowledge and skills mastered in the NURS 3122 course. The student will be expected to identify and incorporate health promotion interventions, understand more advanced disease processes, utilize diagnostic and laboratory testing resources, and implement nursing care specific to the patient population being served in the health care environment. The focus of this course will be centered on the elderly population. Special emphasis is placed on nursing students successfully applying critical reasoning skills both in the classroom and clinical setting ..... 6 s.h.  
Prerequisite: All 3000-level NURS courses  
Co-requisite: NURS 4130

**NURS 4120 (F/S) Nursing Leadership and Management.** This course focuses on knowledge and skills relevant in leadership and management, quality improvement, patient safety, finance, and communication / collaboration with healthcare professionals in various clinical settings to promote high quality patient care. Topics such as leadership styles, skills and strategies; organizational structures, process of change, problem-solving, communication principles, conflict resolution, teamwork skills, delegation, supervision;

CQI principles, benchmarking, processes, and monitoring; patient safety principles; risk management; ethical and legal issues; scope of practice and healthcare finance as it relates to budgets will serve as the foundation. Students will enhance their abilities to become participatory decision-makers, set priority; and manage and evaluate nursing care ..... 3 s.h.  
 Prerequisite: All 3000-level NURS courses; NURS 4000, 4020, 4100, 4115  
 Pre/Co-requisite: 4110

**NURS 4130 (S/F) Pharmacology II.** This course continues to focus on the relationship between pharmacologic and pharmacokinetic knowledge and nursing practice with emphasis placed on applying critical thinking skills to safe medication administration across the lifespan..... 2 s.h.  
 Prerequisite: All 3000-level NURS courses  
 Co-requisite: NURS 4020, 4100, 4115

**NURS 4200 (F/S) Capstone For Nursing Practice.** This course is a combined didactic and clinical practicum course to support the transition of the senior-level nursing student to a professional practice role. The didactic portion prepares the senior nursing student for the required comprehensive competency assessment, the National Council Licensure Examination for Registered Nurses (NCLEX-RN), and the role of the professional registered nurse. The didactic portion combined with the clinical integration portion of this course emphasizes effective communication, nursing assessment, diagnostic and laboratory interpretation, appropriate nursing interventions, patient and family education, critical reasoning skills, interdisciplinary teamwork, prioritization and delegation, and time management skills essential for the successful transition into professional practice. Successful completion of this course required the student to satisfactorily complete 120 precepted clinical hours ..... 4 s.h.  
 Prerequisite: All 3000-level NURS courses, NURS 4000, 4020, 4100, 4115, 4130  
 Pre/Co-requisites: NURS 4120, 4110

**NURS 4310 Nursing Ethics.** In this course, students will explore ethical considerations in contemporary nursing. Topics include: historical forces influencing the development of nursing, ethical theory and principles, values clarification and development, ethical decision-making, legal issues, professional relationship issues, practice issues related to technology, patients' right to self-determination, palliative care and end of life issues, scholarship, economic, social, and gender issues, and global nursing including transcultural and spiritual considerations. This course will require students to demonstrate a competency in caring for the body, mind, and spirit of the individual, family, and community, while exploring their own ethical and values systems ..... 4 s.h.  
 Prerequisites: NURS 3310, 3315, TCOM 2410

**NURS 4410 Principles of Leadership and Management.** This course provides registered nurse students with the opportunity to synthesize previous learning and experiences related to the role of professional nurse as leader and a manager in providing for the delivery of health care in the ever-changing health care market. RN-BSN students will investigate and further develop their own professional role as managers of patient care, as leaders in health care policy-making, as advocates for patient's rights, as educators of patients, the community, and of other health care professionals. The student will learn about caring for the public's community health problems and the promotion of community preventative health programs with a focus on local, state, and federal health policy issues that impact individuals, families, and groups. This course integrates organizational behavior and health and social policy in discussions and assignments, and

begins the culminating service learning project which is completed in the final course in the program of study..... 4 s.h.  
Prerequisite: NURS 3310, 3315, 3330, 3410, 3420, 4310, TCOM 2410

**NURS 4420 Capstone for Registered Nurses.** This course requires students to use knowledge from previous nursing courses particularly leadership, ethics and research, in relation to class/blackboard discussions and the service learning project. Patricia Benner’s philosophical view of nursing practice—how the knowledge of practice is acquired and how it develops over time—will serve as the starting point for blackboard debate. Additionally, students are expected to engage in activities that focus on professional role development such as writing and publishing in nursing. Clinical emphasis is placed on the design, research, and presentation of a service learning project in a community setting ..... 4 s.h.  
Prerequisite: NURS 3310, 3315, 3330, 3410, 3420, 4310, 4410, TCOM 2410

**NURS 4990 (F/S) Comprehensive Assessment.** Undergraduate-level and Registered Nurse students. All candidates for a degree from King are required to demonstrate competency in their major field of study. The final competency is focused on assessment of readiness to practice as a registered nurse at the baccalaureate level. For traditional BSN students, a standardized, proctored assessment will be given to help determine students’ preparedness for the NCLEX. Prior to graduation, seniors in the traditional nursing program are required to successfully pass this standardized comprehensive assessment. Failure to achieve at least 95% predictability of passing the NCLEX on a proctored standardized comprehensive predictor will result in a grade of “F.” Registered Nurse students will address the standards and competencies outlines in the American Association of Colleges and Nurses (AACN) *Essentials of Baccalaureate Education for Professional Nursing Practice* in a reflective written assignment. This comprehensive writing assignment will link knowledge gained through educational experiences to professional practice congruent with the AACU standards and competencies ..... 0 s.h.

**NURS 5000 (S,U) Theoretical Basis of Nursing Practice.** This is a core course that prepares students to critique, evaluate, and utilize theory within their practice. In addition to nursing theories, relevant theories from related disciplines are addressed. The goal is to help students conceptualize a theoretical basis for advanced nursing practice that is comprehensive and holistic, and has the potential to impact patient care delivery models and improve patient outcomes ..... 3 s.h.

**NURS 5001 (S,U) Research Designs in Nursing.** This is a core course which focuses on the knowledge and skills needed to critically analyze and evaluate research literature in order to answer clinical questions. The student will learn how to initiate a line of inquiry using comprehensive databases. Statistics and research methods will help the student to effectively critique the status of the existing evidence to determine if a change is indicated to improve nursing practice and patient outcomes. Students gain knowledge and skills in evidence-based practice by the collection, interpretation, and integration of the best available evidence ..... 3 s.h.

**NURS 5002 (F/S) Advanced Pathophysiology.** This course prepares nurses with advanced knowledge and understanding of the pathologic mechanisms of disease to serve as a foundation for clinical assessment, clinical decision-making, pharmacotherapeutics, and nursing interventions. Course content examines deviations from homeostasis, genetic and epigenetic influences of disease in body systems across the lifespan. A systematic survey of diseases within body systems including etiology,

epidemiology, and clinical manifestations is explored. Current research findings are explored and utilized in this class..... 3 s.h.

**NURS 5004 (F/S) Advanced Physical Assessment and Health Promotion.** This course focuses on the development and practice of advanced health assessment skills needed for delivery of culturally competent care across the lifespan. Diagnostic reasoning is used to interpret data obtained from the history, physical examination, and diagnostic procedures to generate a comprehensive health assessment and problem list. Domains of interest include: family processes, transcultural issues, nutrition, genetic variations, growth and development, spirituality, and health promotion. Students refine the health assessment and clinical judgment skills needed to relate findings to underlying patho-physiologic changes in the client’s health status in order to plan therapeutic and healing interventions ..... 3 s. h.

**NURS 5006 (S,U) Advanced Pharmacology.** This course provides the advanced knowledge of pharmacokinetics, pharmacodynamics and pharmacotherapeutics needed to initiate safe and appropriate pharmacological treatment in the management of disease processes across the life span. Special concerns regarding developmental status, nutritional status, health status, cultural influences or membership in a high-risk group are identified. Strategies for counseling and education to promote adherence are explored. Ethics, cost effectiveness, legalities and regulations related to prescription writing are addressed. Students are introduced to the use of electronic drug databases for point-of-care decision-making based on up-to-date drug information ..... 3 s.h.  
Prerequisite: NURS 5002, 5004

**NURS 5010 (F/S) Social, Cultural and Political Perspectives on Healthcare and Delivery Systems.** This core course provides an overview of social, political and cultural issues impacting today’s global healthcare system, enabling students to explore and develop strategies to be influential in social and health policy formation and consumer health advocacy. Global awareness including an understanding of ethical and legal accountability, patient vulnerability, and culturally sensitive care are emphasized. In-depth exploration of strategies for health promotion and disease prevention for communities are highlighted in this course ..... 3 s.h.

**NURS 5012 (F/S/U) Global Health Awareness.** This course offers an introduction to the practice of global health nursing, the political, economic, and cultural processes of globalization, and their impact on population health and health care systems. Students will examine varying meanings of health as well as the range of factors that encourage the health of some and exclude it from others. The course includes the study of a global health ethical framework based on human rights, cultural diversity, and social justice. Students will have an enhanced understanding of the global dimensions of health and disease, various strategic health initiatives, and correlating health care interventions. Attention will be paid to a variety of topics including HIV/AIDS, human trafficking, infectious diseases, health in reproduction, social determinants of health, and more ..... 3 s.h.

**NURS 5014 (F/S) Healthcare Informatics.** The focus of this core course is exploring and understanding the concepts relevant to health care informatics and the use of computerized information systems in health care organizations. A main focus is the use of computerized applications by nurses to support decision-making in clinical, administrative, and educational settings. The development of information management skills and the use of the internet are emphasized as a means to evaluate health, wellness, and illness, thereby, positively influencing patient outcomes ..... 3 s.h.

**NURS 5018 (S,U) FNP I: Care of Women and Families.** This course is designed to prepare the student for the delivery of culturally competent care in diverse settings to women and families across the lifespan. With an emphasis on reproductive, gynecological, and family health issues, the student will acquire the knowledge and develop critical thinking skills that allow for the application of evidence in the promotion, prevention, renewal, and maintenance of health among women and families from various social and economic backgrounds ..... 3 s.h.  
 60 clinical hours  
 Prerequisite: NURS 5002, 5004, 5014  
 Co-requisite: NURS 5006

**NURS 5019 (F,U) FNP II: Care of Geriatric and Adult Populations.** This is the second course in primary care of the family. This course continues the development of skills in decision-making and the use of an evidence-based approach in the clinical management of families through the life cycle. In addition, the course includes study and clinical application of major theories of health promotion, risk assessment, differential diagnosis, health behavior change, and disease prevention across the lifespan. Cultural and socioeconomic factors are explored. Scope of practice issues continue to be addressed ..... 6 s.h.  
 180 clinical hours  
 Prerequisite: NURS 5006, 5018

**NURS 5021 (F) Pediatric Growth and Development/Health Promotion and Illness Prevention.** This course provides the pediatric nurse practitioner student with a foundational theoretical and knowledge base of the developmental needs of children. Emphasis is placed on the provision of the developmentally appropriate health promotion and disease prevention methods. The course focuses on developmental milestones, nutrition anticipatory guidance, safety, screening, and immunizations for children, birth through adolescence ..... 6 s.h.  
 Prerequisites: NURS 5001, 5002, 5004, 5018  
 Co-Requisite: NURS 5006

**NURS 5023 (F/S) FNP III: Care of Pediatric Population.** This course focuses on the management of common pediatric health and illness concerns using an evidence-based approach to assessment, differential diagnosis, and management. Includes the study of clinical application of major theories of health promotion and assessment, family dynamics, health behavior change, and disease prevention for the well child and adolescent. Student will develop skills in the collaborative management of the ill pediatric and adolescent patient. Scope of practice issues are addressed ..... 3 s.h.  
 120 clinical hours  
 Prerequisite: NURS 5019

**NURS 5024 (S,U) FNP IV: Seminar and Intensive Practicum.** This course builds on the previous FNP course sequence and requires synthesis of advanced practice knowledge base and family nurse practitioner clinical skills for effective management of complex clinical problems across the lifespan. The emphasis is on acute and chronic illness as it affects all age groups. This course requires increasingly independent clinical application of evidence-based approaches to the assessment, health promotion, differential diagnosis, and management of families in their cultural and socioeconomic context. Scope of practice issues continue to be addressed ..... 6 s.h.  
 240 clinical hours  
 Prerequisite: NURS 5023



**NURS 5025 (U) Seminar and Intensive Practicum: Pediatric Acute Illness and Chronic Disease Management.** This is the final course in the pediatric nurse practitioner (PNP) concentration. This seminar and practicum course provides the PNP student with 240 hours of clinical practice. The emphasis of this course is on the identification and management of common acute and chronic pediatric disease patterns. Disease prevention, anticipatory guidance, family wellness and the role of the practitioner as a family advocate are emphasized ..... 6 s.h.  
 Prerequisites: NURS 5001, 5002, 5004, 5006, 5014, 5018, 5021, 5023  
 Co-requisite: NURS 5026

**NURS 5026 (S,U) Practice Management and Advanced Role Development.** This course examines issues related to assuming the advanced practice role including the legal and ethical aspects of practice, quality assurance issues, patient advocacy, leadership, interdisciplinary collaboration, and the stewardship of resources. Emphasis is placed on demonstrating a clear understanding of the professional nurse practitioner role and the transition to the professional clinicians’ role, including certification and licensure requirements. Current practice issues affecting nurse practitioners are examined ..... 3 s.h.  
 Co-requisite: NURS 5024

**NURS 5030 (F) Principles of Teaching and Learning.** This course provides an introduction to the principles of teaching and learning in the context of nursing education. A variety of strategies to facilitate learning in cognitive, psychomotor, and affective domains are introduced. The student will develop learning activities for the traditional, non-traditional, and online learning environments. The use of evidence-based theories to support teaching and learning are explored. The student will analyze individual factors which impact learning and may require adaptation of teaching strategies ..... 3 s.h.

**NURS 5032 (U) Curriculum Development & Implementation in Nursing Education.** This course introduces the student to the essentials of curriculum development as it applies to nursing education. The student will explore the relationship of nursing curricula to the mission and philosophy of parent institutions and to national guidelines for nursing education at all levels. Accreditation, standards of professional nursing practice, legal, and ethical issues are analyzed within the context of curriculum development and program evaluation. Learning theories and taxonomy are applied to curricula, programs, courses, and learning units. A seminar approach, requiring collaborative work and interdependent relationships is utilized ..... 3 s.h.  
 Prerequisite: NURS 5030

**NURS 5035 (S) Focused Clinical Seminar and Practicum.** This practicum experience focuses on the synthesis of previously gained knowledge and skills in the provision of advanced nursing care to individuals, families and communities. Emphasis is placed on the management of clients within a clinical focus area. The **240-hour** seminar format will allow the student to explore in depth the provision of evidence-based nursing practice in the care of patients experiencing actual or potential health problems related to the clinical focus (2 didactic/2 clinical/1 lab) ..... 5 s.h.  
 Prerequisite: NURS 5030, 5032, 5010

**NURS 5036 (F) Nursing Education Practicum.** In this practicum/classroom experience, the student will demonstrate the application and synthesis of theory and competencies related to the role of the nurse educator. The student will use evidence-based strategies to support teaching and learning goals. Learning experiences are planned and negotiated to meet the individual learning goals of the nurse educator student in

the context of preceptor supervised experiences in a nursing education setting. The student will successfully complete 180 hours in this nursing education practicum..... 4 s.h.  
Prerequisite: NURS 5030, 5032

**NURS 5050 (F) Visionary Leadership in Nursing.** This course provides a theoretical foundation and focuses on leadership theory and assessment strategies for use in the healthcare system. This course explores the student’s capacity for leadership, including contemporary contexts, as well as strengths and barriers to effective leadership practice. It includes learning experiences designed to enhance the student’s understanding of self as a leader and provides an opportunity to increase the student’s understanding of culturally competent care. Upon the successful completion of this course, the student will receive 75 clinical hours..... 3 s.h.

**NURS 5054 (F,S) Financial/Accounting Issues for Nurse Managers.** This course focuses on essential financial management elements for delivery of health care services. Topics include economics of the U.S. health care system; accounting and budget principles; financial techniques including break-even analysis, variance analysis, cost estimation and forecasting, and capital budgeting; financial issues related to staffing; components of financial statements; and a cost management approach for measuring costs related to quality assurance. Students will enhance their abilities to become fiscally accountable for their practice while providing high-quality patient care. Upon successful completion of this course, the student will receive 20 clinical hours ..... 3 s.h.

**NURS 5056 (F) Continuous Quality Improvement and Outcomes Management.** This course prepares nursing leaders with knowledge to guide complex health care delivery and focuses on improvement of systems in order to provide safe, effective and efficient care to clients. The guidance of quality organizations and the requirements of regulatory agencies are utilized as models for quality improvement. Students are prepared to identify system problems and to use processes to find root causes and solutions. Upon the completion of this course the student will receive 60 clinical hours ..... 3 s.h.  
Prerequisite: NURS 5050  
Co-requisite: NURS 5054

**NURS 5058 (S) Transformational Strategies: Practicum I.** This first practicum experience in a series of three practicums involves the analysis and integration of theory as it relates to the nurse executive’s role. Organizational assessment designs will be explored. Students will be provided with opportunities to participate in all phases of the executive role in an acute care delivery system and community-based systems settings under the guidance of a preceptor. This course includes 60 hours of clinical practice ..... 3 s.h.

**NURS 5059 (U) Transformational Strategies: Practicum II.** This second practicum is a continuation of integration of theory as it relates to the nurse executive’s role. Emphasis is placed on the strategic planning process. Students will continue the practicum in the same setting under the guidance of a preceptor. This clinical practicum consists of 120 hours ..... 5 s.h.  
Prerequisite: NURS 5058

**NURS 5060 (F) Transformational Strategies: Practicum III.** This third and last practicum continues to expand on the first two practicums. Students will build on the information gained from the organizational assessment and strategic planning process

in order to direct nursing practice as a nurse executive. Activities for this practicum are interdependently planned with the guidance of a preceptor. This practicum includes 60 hours of clinical practice..... 3 s. h.  
Prerequisite: NURS 5058, 5059

**NURS 5800 International Nursing Mission and Service Learning** The purpose of this course is to provide the student with a directed, hands-on field experience in Christian mission allowing the integration of classroom learning and real-world practice. The student will be able to critically reflect on the area of health and healthcare delivery in developing countries..... 2 s.h.

**NURS 5990 Comprehensive Assessment.** Master’s level. Graduate level nursing at the master’s level requires a final competency demonstration. Final comprehensive competency demonstration in the MSN program consists of the graduating student’s ability to meet the expected outcomes as set forth by the American Association of Colleges of Nursing (AACN) Essentials of Masters Education in Nursing. These Essentials are core for all master’s programs in nursing, and delineate the outcomes expected of all graduates of master’s nursing programs. Completion of a final competency portfolio, which encompasses the core knowledge and skills outlined in the AACN Essentials document, serves as demonstration of the MSN student’s mastery of the required competencies. The final competency portfolio is evaluated by a rubric and is pass/fail..... 0 s.h.

**NURS 7000 (F) Theoretical and Philosophical Foundations of Nursing Practice.** Building on the masters-level foundation of knowledge and core concepts of theory and scientific frameworks, this course prepares doctoral students to critique, evaluate and utilize theory within their practice, and assists them in the identification of models used to guide research and knowledge development within the discipline. Philosophical foundations of knowledge development in nursing, and the natural and social sciences are explored. Relevant theories from bioethics, biophysical sciences, psychosocial science, analytical science and organizational science are also addressed. Emphasis is placed on middle range theories and concepts used to guide nursing practice. In preparation for their scholarly project, students are expected to demonstrate the ability to conceptualize a theoretical basis for their specialty practice that is comprehensive, holistic, and has the potential to impact patient care delivery models and improve patient outcomes ..... 3 s.h.  
Co-requisite: NURS 7001

**NURS 7001 (F) Nursing Informatics.** Building on previous knowledge in healthcare informatics, this course provides an opportunity to examine the forces driving the migration to digital information systems in health care, and the associated desired goals for improvements in value, outcomes, quality, and cost efficiencies. Health information technology and systems are explored for their impact on population health, work flow process improvement and fiscal bearing. The course explores data-driven science within the realm of clinical and translational research to assist the nurse in advanced roles to mine electronic data sets and to prepare for the future, with skills for knowledge management to support evidence-based practice and research application..... 3 s.h.  
Co-requisite: NURS 7000

**NURS 7005 (S) Applied Statistics for Evidence-Based Practice.** This course explores descriptive and inferential statistics with special emphasis on the application of statistics in translational research. The course explores how data are collected, and describes and

evaluates research methods that are essential for statistical analysis. Discussions cover measures of central tendency, variability, data representation, correlation and linear regression. A brief discussion of probability theory precedes hypothesis testing, and the course emphasizes hypothesis testing as it relates to different research designs for practice applications. Inferential Statistics that evaluates one sample (e.g.: t-test), two samples (e.g.: independent groups t-test), and two or more samples (e.g.: analysis of variance) are included. The course includes exploration of research designs that include more than one independent variable (e.g.: factorial designs) and nonparametric statistics. In addition to exploring the application of statistics regarding research methods and designs, exploration of statistical methods pertinent to those utilized in the interpretation of health care data sets such as absolute risk, absolute risk reduction, odds ratio, and number needed to treat are included..... 3 s.h.

Pre-requisite: NURS 7000, 7001

Co-requisite: NURS 7006

**NURS 7006 (S) Evidence-Based Practice and Translational Research** This course examines the underpinnings of nursing knowledge and the methods by which nursing knowledge is generated. This course explores the role of the nurse scholar in translating evidence into practice. Students will use evidence-based findings to choose an area of interest for their translational research project and begin examining the literature surrounding this topic. After thorough review of the literature and identification of gaps in the knowledge base, students will begin their project proposal and form their PICOT questions to guide their project. Upon successful completion of the course the student will be awarded 30 clinical experiential learning hours ..... 3 s.h.

Prerequisite: NURS 7000, 7001

Co-requisites: NURS 7005

**NURS 7007 and NURS 7018 Clinical Experiential Learning I and II.\*** The DNP clinical experiential learning courses are designed to provide an opportunity for doctoral students enrolled in the program to fulfill the practice experience requirements specified in the DNP curriculum, which are based on the American Colleges of Nursing (AACN, 2006) DNP Essentials. The DNP Essentials outlines competencies expected of DNP graduates and designates a minimum of 1000 post-baccalaureate practice hours. The DNP clinical experiential learning courses provide the opportunity for students to demonstrate expertise in practice, and will be individualized for students based on their prior education and experience. Clinical experiential learning hours are designed to help students build and assimilate knowledge for advanced practice at a high level of complexity and focus in practice specialty. In depth work with experts from nursing and other disciplines as well as other knowledge-building experiences are incorporated into the clinical experiential learning courses to provide meaningful student engagement in practice environments. Students have had supervised practice requirements as part of the clinical MSN program, and will have already accumulated a portion of these required hours prior to entering the DNP program in order to complete the DNP program with a minimum of 1000 post-baccalaureate practice hours. The clinical experiential learning hours must be fulfilled prior to implementation of the translational research project..... 1-3 s.h. each

\*Not designed for transfer

**NURS 7011 (F) Population Health Epidemiology and Data Analysis.** This course examines the science of demography and how demographic phenomena affect public health. The focus of demography includes birth rates, death rates, age and gender, structure of populations, population change and distribution. The course prepares the

student to define and identify populations and sub-populations of interest, describe the health status and needs of populations, and evaluate services provided to populations by local, regional, and federal public health agencies, as well as population-based private health care organizations. An emphasis on a critical analysis of the evidence-based literature on assessment, development, intervention, and evaluation of population health will assist the student to incorporate successful population health interventions into practice. The student will utilize accountability in determining priorities and evaluating outcomes of population-focused programs. Upon successful completion of the course the student will be awarded 70 clinical experiential learning hours..... 3 s.h.  
 Prerequisites: NURS 7000, 7001, 7005, 7006

**NURS 7012 (U) Translational Research Project Development.\*** *Students must have identified and gained approval of community mentor/preceptor for the Translational Research Project with all contracts and site requirements completed prior to starting the Translational Research Project Development course.* The student will select a practice setting based on his/her individual interest and expertise and conduct an assessment to identify opportunities for improvement. Building upon formative coursework, students are expected to synthesize theoretical, empirical and clinical knowledge to analyze critical issues in current practice and identify a phenomenon of interest within their area of expertise. The student will analyze data, develop a theory-based project proposal and define a research question(s) for a translational research project addressing a clinically relevant problem within a specific population. An IRB proposal will be submitted for approval of clinical project implementation. This course will include the systematic collection and evaluation of research evidence through a comprehensive literature review and initial project proposal. The student will develop his/her project under the guidance of a faculty member and in conjunction with a community preceptor. Upon successful completion of the course the student will be awarded 180 clinical experiential learning hours ..... 3 s.h.  
 Prerequisite: NURS 7000, 7001, 7005, 7006  
 \*Not designed for transfer

**NURS 7016 (F) Leadership of Complex Healthcare Systems and Organizations.** This course synthesizes leadership theory, behaviors, and organizational models within the context of the healthcare industry. Models of resource management, change process, gap analysis, strategic planning, and performance excellence are explored and applied. Based on these theories, models, and applications, the student will put the DNP role precepts into practice across complex health care organizations and system..... 3 s.h.  
 Prerequisite: NURS 7000, 7001, 7005, 7006, 7011  
 Co-requisite: NURS 7017

**NURS 7017 (U) Healthcare Policy and Advocacy.** This course examines the ethical, socioeconomic, political, legal, and power considerations in the development of local, state, and national health policy. This course prepares the student to critically evaluate the unique challenges influencing health care policy, the policy process, and issues concerning social injustice. An emphasis on professional values, advocacy, cultural diversity issues, and political activism assists the student to become influencers in policy formation and evaluation. A critical analysis of health policy will be completed, with the goal of developing leadership skills to identify, analyze, and influence policy at the local, state, and federal levels ..... 3 s.h.  
 Prerequisite: NURS 7000, 7001, 7005, 7006, 7011  
 Co-Requisite: NURS 7016

**NURS 7022 (S) Ethical Issues in Advanced Nursing Practice.** This course explores complex ethical issues related to health care in advanced nursing practice. Application of ethical principles and theories are examined and applied through analysis of selected issues and themes at the individual, population, institutional and societal levels. This course prepares the student to analyze, synthesize and evaluate information in order to develop the precepts required to examine ethical dilemmas and to create a decisional framework as required by nurses at the doctoral level ..... 3 s.h.  
Prerequisite: NURS 7000, 7001, 7005, 7006, 7011, 7016

**NURS 7023 (S) Translational Research Project Implementation.\*** *Students must have identified and gained approval of a community mentor for implementation of the translational research project with all contracts, site requirements and IRB approval completed prior to starting the Translational Research Project Implementation Course.* In this course students will implement the translational project developed in the Translational Research Development course, incorporating knowledge from ethics, biophysical, psychosocial, analytical and organizational sciences. A focus on transformational leadership in the practice setting to deliver advanced-level nursing services to individuals, families, communities, or systems is emphasized. The project will embody ethical, culturally sensitive, fiscally responsible and politically sound principles to improve current and future health care outcomes of identified populations. The student will implement his/her project under the guidance of a faculty member, committee, and in conjunction with a community preceptor. This project will produce a tangible and deliverable scholarly manuscript derived from the practicum immersion experience which will be completed in the Translational Research Project Evaluation course. Upon successful completion of the course the student will be awarded **180** clinical experiential learning hours ..... 3 s.h.  
Prerequisite: NURS 7000, 7001, 7005, 7006, 7011, 7012, 7016, 7017  
\*Not designed for transfer

**NURS 7027 (U) Theoretical Foundations of Knowledge Development.** This course provides the student with an overview of educational theories and principles, the triad role of the nurse educator, instructional design and evaluation methodologies, and delivery models. Additionally, the experience of evaluating the quality of an educational program is offered. The student will explore the relationship associated with societal learning demands, technological advances and how evidence-based learning outcomes can be achieved through active teaching-learning strategies. It is recommended, but not required that the student have some previous teaching experience ..... 3 s.h.  
Prerequisite: NURS 7000, 7005

**NURS 7028 (U) Transforming Healthcare Performance through Information Technology.** This advanced health informatics course focuses on the critical appraisal of the role of nurse leaders, practitioners, and specialists as they interface with health care information systems for outcomes management and improvement. Advanced data mining skills will be used to evaluate a selected practice issue, provide decision support, identify best practices, and to make evidence-based recommendations for improved patient, system, financial and efficiency outcomes ..... 3 s.h.  
Prerequisite: NURS 7000, 7001, 7006, 7011, 7016

**NURS 7032 (U) Translational Research Project Evaluation.\*** *Students must have identified and gained approval of a community mentor for completion of the translational research project with all contracts, site requirements completed prior to starting the translational research project evaluation course.* The DNP program culminates in the

successful completion of an individual scholarly project that demonstrates synthesis of the student's work and lays the groundwork for future scholarship. During this course, students will engage in scholarly inquiry to analyze and evaluate their evidence-based project. The completed project will be presented and will be evaluated by the student's committee. A manuscript for publication is derived from the completion of the translational research project. The student will complete the project under the guidance of a faculty member, committee, and in conjunction with a community preceptor. Upon successful completion of the course, the student will be awarded **180** clinical experiential learning hours ..... 3 s.h.

Prerequisite: NURS 7000, 7001, 7005, 7006, 7011, 7012, 7016, 7017, 7022, 7023

\*Not designed for transfer

**NURS 7990 Comprehensive Assessment.** Doctoral level. Graduate level nursing at the doctoral level requires a final competency demonstration. The demonstration of final competency at the DNP level is embodied in the culminating translational research project. Elements of the translational research project are founded on the American Association of Colleges of Nursing (AACN) Essentials of Doctoral Education for Advanced Nursing Practice. The Essentials document contains outcome competencies deemed essential to all graduates of a DNP program and serves as the guidance and evaluation framework for the DNP graduate's translational research project. The final competency translational research project is guided by and evaluated against a rubric. Students are required to pass according to the minimum requirement of the School of Nursing. Any student who does not meet the requirement (pass) of their comprehensive assessment of their major field will not graduate until the requirement is met.

Pass/fail ..... 0 s.h.

Prerequisite: NURS 7000, 7001, 7005, 7006, 7011, 7012, 7016, 7017, 7022, 7023, 7027/7028, 7032