

Nursing (NURS)

NURS 6100. Concepts for Advanced Nursing Practice: Roles, Ethics, and Leadership. 3 Hours.

This course prepares the student to communicate effectively in both written and oral formats at the graduate level. Current and emerging advanced nurse practice roles are explored including the ethical aspects of inter-professional practice, scholarship, and health care delivery. An introduction to leadership skills in both the nursing education environment and administrative context is provided. *****COURSE LEARNING OUTCOMES (CLOs)***** At the successful conclusion of this course, student will be able to: 1. Person-centered Care: Reflect on concepts foundational to the role of the graduate level nurse which promote person-centered care and learning-centered education. 2. Clinical Judgment: Integrate evidence-based practices into education and leadership strategies with a goal to promote positive change. 3. Communication: Create written work at a graduate level employing APA guidelines and best practices for scholarly communication. 4. Compassionate Care: Examine standards of moral, ethical, and legal conduct in advanced nursing practice for diverse populations. 5. Professionalism: Develop leadership skills with focus on the advanced nursing role of change agent, collaborator, and effective communicator. FA, SP, SU.

NURS 6250. Evaluation of Evidence. 3 Hours.

This course focuses on use of the evidence-based practice process for nursing practice and the health care environment. Emphasis is placed on the skills needed to identify, access, critique, and implement the various forms of evidence that inform practice decisions. ****COURSE LEARNING OUTCOMES (CLOs)**** At the successful conclusion of this course, students will be able to: 1. Person-centered Care: Apply concepts of evidence-based and best practices regarding nursing specific educational and leadership practice issues. 2. Clinical Judgment: Evaluate research findings and apply the findings to the nursing practice environment. 3. Communication: Generate nursing questions to identify gaps in evidence, examine research, and disseminate findings that inform practice decisions. 4. Compassionate Care: Model standards of moral, ethical, and legal conduct when providing evidence-based nursing interventions within the practice environment. 5. Professionalism: Synthesize professional practice standards, organizational policy, and stakeholder interests in the development of an evidence-based practice implementation plan. FA, SP, SU.

NURS 6300. Information Management and Health Care Technologies. 3 Hours.

This course will explore the organization, collection, analysis, and dissemination of information in health care. This course focuses on clinical informatics, including the electronic health record, telemedicine, and technological approaches to quality and safety, and the integration of technology in instructional design and delivery in nursing education. Ethical and legal dimensions of health care technology are examined. ****COURSE LEARNING OUTCOMES (CLOs)**** At the successful conclusion of this course, students will be able to: 1. Person-centered Care: Integrate nursing science with emerging technologies to facilitate individual care. 2. Clinical Judgment: Evaluate standardized data to drive critical decision-making. 3. Communication: Distinguish current emerging technologies and data analytics to improve health care outcomes and nursing education. 4. Compassionate Care: Originate strategies to improve information literacy and reduce inequities in digital access to information. 5. Professionalism: Develop a nursing practice reflecting advanced critical insight, clinical judgment, and professionalism. FA, SP, SU.

NURS 6400. Advanced Issues in Pharmacology and Pathophysiology. 3 Hours.

This course combines the two nursing concepts of pathophysiology and pharmacology. Builds on the biophysical concepts from foundational sciences, pathophysiological changes, and pharmacotherapeutics (pharmacokinetics, pharmacodynamics, and pharmacogenetics/genomics) associated with illness and disease. Within a quality caring framework, the relationship between these changes and pharmacotherapeutics is emphasized in the delivery of safe and person-centered care. Students will demonstrate effective, safe, ethical, and evidence-based care reflective of critical insight, clinical judgment, professionalism, and collaboration with the interprofessional team. ****COURSE LEARNING OUTCOMES (CLOs)**** At the successful conclusion of this course, students will be able to: 1. Person-centered Care: Critique the concepts and principles related to pharmacokinetics, pharmacodynamics, and pharmacotherapeutics. 2. Clinical Judgment: Evaluate biophysical concepts and processes relating to pathophysiological changes and pharmacotherapeutics. 3. Communication: Design evidence-based pharmacological care for advanced health promotion and prevention of illness and disease. 4. Compassionate Care: Integrate pathophysiological and pharmacological research findings to improve evidenced-based care. 5. Professionalism: Develop a nursing practice reflecting advanced critical insight, clinical judgment, and professionalism. FA, SP, SU.

NURS 6510. Community and Global Determinants of Health. 2 Hours.

This course focuses on the social determinants of health and their influence on health outcomes. Factors that contribute to development of vulnerable, community, and global populations and health disparities will be explored and will inform implications for nursing education and leadership, research, practice, and policy development. ****COURSE LEARNING OUTCOMES (CLOs)**** At the successful conclusion of this course, students will be able to: 1. Person-centered Care: Integrate concepts of determinants of health in the management and delivery of population-focused nursing care. 2. Clinical Judgment: Evaluate the influence of determinants of health on the health outcomes of an individual and/or a community. 3. Communication: Collaborate using an interdisciplinary approach to perform a determinant of health community assessment. 4. Compassionate Care: Design a plan to address health disparities to inform education, research, leadership, and practice. 5. Professionalism: Critique policies related to determinants of health and health disparities at the local, national, and global levels. FA, SP, SU.

NURS 6530. Advanced Leadership Strategies for Nursing Professionals. 3 Hours.

This course explores leadership theories and styles and their influence on leadership behaviors today. The student will investigate the influence of critical thinking and emotional intelligence on applying leadership. They will advance their leadership knowledge, skills, and attitudes to meet the challenges of the dynamic health care landscape. ****COURSE LEARNING OUTCOMES (CLOs)**** At the successful conclusion of this course, students will be able to: 1. Person-centered Care: Compare classical and modern leadership theories and styles, understanding their evolution and relevance in current health care leadership. 2. Clinical Judgment: Synthesize evidence-based research and best practices in leadership to inform critical decision-making and problem-solving in leadership contexts. 3. Communication: Apply leadership styles to various contexts and audiences, ensuring clarity, inclusivity, and effectiveness in leadership roles. 4. Compassionate Care: Evaluate the role of emotional intelligence in leading diverse teams and fostering compassionate care environments. 5. Professionalism: Analyze the influence of different organizational structures and behaviors on leadership effectiveness and professional practice. FA, SP, SU.

NURS 6540. Communication and Collaboration in Nursing Leadership. 3 Hours.

This course focuses on effective writing, speaking, and conflict management skills of educators and leaders; these abilities inspire professional credibility and identity. Identify communication theories and skills, both verbal, non-verbal, and written to promote health education and create successful collaboration as a leader. Direct, compassionate, and informative communication assists in decreasing hostile work environments. ****COURSE LEARNING OUTCOMES (CLOs)**** At the successful conclusion of this course, students will be able to: 1. Person-centered Care: Compare communication strategies and theories. 2. Clinical Judgment: Evaluate conflict management styles and their application for successful collaboration as a leader and educator. 3. Communication: Express effective verbal, non-verbal, and written professional communication as a leader and educator. 4. Compassionate Care: Integrate strategies to prevent a hostile work environment. 5. Professionalism: Appraise accreditation organizations that influence professional credibility and identity. FA, SP, SU.

NURS 6550. Health Care Systems and Organizational Leadership. 3 Hours.

This course prepares graduate nurses with the competencies for leading others in complex systems, allocating financial and human resources, health policy, and supervising organizational performance. ****COURSE LEARNING OUTCOMES (CLOs)**** At the successful conclusion of this course, students will be able to: 1. Person-centered Care: Critique health policy and its impact on consumers, communities, health care professionals, and health care delivery systems. 2. Clinical Judgment: Plan effective change in health care systems that is guided by leadership principles and theories. 3. Communication: Assess operations, resources, and communication within health care delivery systems that support health care endeavors. 4. Compassionate Care: Evaluate the influence of organizational and systems leadership on the quality and safety of patient care. 5. Professionalism: Develop graduate-level leadership skills that emphasize ethical and critical decision making, effective working relationships, and a systems-perspective. FA, SP, SU.

NURS 6551. Practicum: Leading Effective Organizations. 1 Hour.

In this course, students lead change as strategists and decision-makers in population-based health care or health care delivery systems. Practice and scholarly inquiry are combined to influence organizational performance and health care policy. Synthesis and integration of leadership knowledge, skills, and attitudes are demonstrated within the context of the students chosen population. ****COURSE LEARNING OUTCOMES (CLOs)**** At the successful conclusion of this course, students will be able to: 1. Person-centered Care: Design and implement intentional changes in a health care delivery system or health care policy. 2. Clinical Judgment: Integrate critical decision-making practices to analyze, lead, and manage change in health care systems. 3. Communication: Facilitate leadership that advances the nursing profession in a complex dynamic health care delivery system. 4. Compassionate Care: Assess the influence of organizational and systems leadership on the quality and safety of patient care, proposing improvements where necessary. 5. Professionalism: Demonstrate graduate-level leadership skills, critical decision making, effective working relationships, and an understanding of systems-perspectives to address real-world problems in health care. FA, SP, SU.

NURS 6630. Curriculum Development and Program Evaluation. 3 Hours.

This course emphasizes adult education principles, curriculum development, and program evaluation. The curriculum emphasizes learning-centered pedagogy, instructional design models, content organization, and the integration of interdisciplinary and regulatory considerations. Students will develop skills in assessing educational outcomes, implementing quality assurance, and improving educational programs. The course also prepares students for roles in faculty development, equipping them to mentor future nursing educators and contribute to advancing nursing education. ****COURSE LEARNING OUTCOMES (CLOs)**** At the successful conclusion of this course, students will be able to: 1. Person-centered Care: Design learning-centered content emphasizing quality educational experiences along with supporting faculty development. 2. Clinical Judgment: Evaluate assessment and evaluation strategies, instructional design models, and curriculum designs to enhance and support clinical judgment. 3. Communication: Explore interprofessional education, collaboration, and regulatory considerations to communicate effectively across diverse health care teams and ensure compliance with industry standards. 4. Compassionate Care: Develop strategies for student engagement by applying principles of adult learning that foster ethical and intentional interactions with all stakeholders. 5. Professionalism: Synthesize and apply principles of quality assurance and improvement in program evaluation and curriculum development, ensuring adherence to professional standards in nursing education. FA, SP, SU.

NURS 6650. Teaching Methodologies and Technologies. 3 Hours.

This course will examine teaching and learning theories and principles, strategies, and methodologies of education for academia. The importance of evaluating personal teaching effectiveness is explored. Integration of innovative technology applied in the classroom. ****COURSE LEARNING OUTCOMES (CLOs)**** At the successful conclusion of this course, students will be able to: 1. Person-centered Care: Consider key concepts for functioning effectively as a professional in an educational environment. 2. Clinical Judgment: Evaluate research through critical thinking to resolve education and practice problems. 3. Communication: Plan technological teaching and learning best practice strategies for learning-centered teaching. 4. Compassionate Care: Assess adult learners learning styles and needs to facilitate learner development and autonomy. 5. Professionalism: Integrate learning-centered teaching best practices to design and assess quality educational experiences while modeling effective professional and leadership behaviors. FA, SP, SU.

NURS 6651. Practicum: Assessment and Evaluation Strategies. 1 Hour.

This course focuses on the role of the nurse educator. Students apply theory and knowledge of best practices to create learning-centered strategies, to facilitate and assess learning, and evaluate outcomes in academic and practice settings. ****COURSE LEARNING OUTCOMES (CLOs) **** At the successful conclusion of this course, students will be able to: 1. Person-centered Care: Design, implement, and evaluate teaching and learning strategies used in educational or health care settings. 2. Clinical Judgment: Integrate learning-centered principles with teaching and learning theory to facilitate teaching, assessment, and evaluation of learners. 3. Communication: Construct tools to assess learning utilizing best practices of test construction and item development. 4. Compassionate Care: Create, assess, and evaluate learning experiences which support cognitive, psychomotor, and affective development of the adult learner. 5. Professionalism: Consider the continuous feedback and quality improvement process related to the nurse educator role. FA, SP, SU.

NURS 6700. Advanced Health Assessment and Promotion. 2 Hours.

This course focuses on the development of advanced clinical decision-making skills in health assessment, promotion, and protection. This course builds on previous knowledge and skills gained during undergraduate studies. The student will gain advanced knowledge of assessment skills within the context of the family, psychosocial, sociocultural considerations, functional ability, presence of health risk factors, and developmental stages. ****COURSE LEARNING OUTCOMES (CLOs)**** At the successful conclusion of this course, students will be able to: 1. Person-centered Care: Create innovative nursing protocols for health promotion and protection, disease prevention, screening, and early intervention. 2. Clinical Judgment: Integrate concepts of decision-making skills and clinical judgment for advanced health assessment and health promotion. 3. Communication: Collaborate across disciplines and health care settings to improve care. 4. Compassionate Care: Appraise the importance of health promotion and protection, disease prevention, screening, and early intervention. 5. Professionalism: Evaluate professional standards of moral, ethical, and legal conduct when providing advanced nursing interventions and health promotion. FA, SP, SU.

NURS 7101. Practicum Capstone. 3 Hours.

This course allows students as health care leaders and educators to implement and evaluate an individualized graduate learning experience. Leadership experiences may include clinical, education, community, or professional venues. Educational experiences may include classroom, seminar, clinical, laboratory, and online venues. This course is taken concurrently with NURS 7100 MSN Capstone. ****COURSE LEARNING OUTCOMES (CLOs)**** At the successful conclusion of this course, students will be able to: 1. Person-centered Care: Apply advanced nursing education and/or leadership competencies in a final cumulative project. 2. Clinical Judgment: Integrate evidence-based research findings to substantiate and enhance best-practice methodologies within the practicum project. 3. Communication: Select advanced communication skills to effectively collaborate with mentors, peers, and key stakeholders while completing the practicum project. 4. Compassionate Care: Facilitate meaningful actions by relating to others with caring, empathy, and respect while conducting the practicum project. 5. Professionalism: Exhibit attributes of professionalism through ethical behavior, competence, and education and/or leadership skills. Corequisites: NURS 7100. FA, SP, SU.